European Commission

# Erasmus+ Annual Report 2022

Erasmus+ 2021-2027

Enriching lives, opening minds.

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# Erasmus+

## Annual Report 2022

# Foreword by the Commissioner

For 35 years, the Erasmus+ programme has been a beacon of positive change, profoundly influencing people, organisations and policies across the EU. It has given around 13.7 million people the opportunity to acquire and hone skills across Europe and beyond. By fostering collaboration and mutual discovery, the programme has helped weave the vibrant and intricate tapestry that is today's Europe.

The ambition of Erasmus+ to connect people and bring Europe together, while addressing the crucial digital and green transitions, requires tenacity and perseverance. The year 2022 stands as a hallmark of these endeavours. This is a sentiment echoed by all participants of our programme. This year marked the full resumption of learning mobility - the very core of the programme - following the setbacks of the pandemic. In 2022 we celebrated and supported our young people during the European Year of Youth. Through thousands of events across diverse communities, Erasmus+ shone brightly, leveraging its resources to champion youth engagement, democratic participation, and inclusion, notably through initiatives like DiscoverEU.

The international reach of the programme was significantly bolstered in 2022. I applaud the perseverance of the organisations which with the support of the programme extended learning mobility beyond the EU's borders. Our successful ventures included exchanges and joint degree scholarships. We helped institutions build capacity and created opportunities for countless people around the world. Together we brought Europe closer to them.

2022 was also the year of Russia's brutal aggression against Ukraine. In the face of this crisis, with millions of displaced Ukrainians seeking refuge in the EU, many of them children whose lives were completely disrupted, Erasmus+ demonstrated its ability to empower, connect and do good. We pivoted numerous projects and activities to provide essential support to students, young people, teachers and parents. This support will be steadfast for as long as it is needed.

I would like to invite you to read this report and explore the many opportunities that Erasmus+ offers to a diverse range of people, united in their determination to come together, learn and celebrate our shared European values. The report provides a comprehensive overview of the implementation of the programme last year. Behind each figure, there are real people whose lives were enriched by Erasmus+. I hope their stories inspire and resonate with you as well.

Iliana Ivanova
Commissioner for Innovation, Research,Culture, Education and Youth

# Foreword by the Director-General

2022 was a significant year for Erasmus+. Remaining true to its mission, the programme supported our education systems, our institutions, and our learners as our societies recovered from the pandemic and faced a new painful challenge following Russia's war of aggression against Ukraine.

Yet the programme, and all those that make it happen on the ground, continue to show us why the Erasmus+ is one of the greatest successes of the EU. From cooperation to mobility activities, through the initial and continuous training of teachers, trainers and youth workers, the programme continues to build competence and foster wellbeing in education in Europe. This work, of course, feeds our efforts at EU and national levels as we address the digital and green transitions, build expertise and design future policy.

One of the best examples of this synergy can be seen in a key contribution of the European Education Area: the European Universities initiative. Our alliances of higher education institutions, spread across Europe, continue to grow. They are cooperating across borders, providing learners with valuable experiences in their communities, through challenge based learning, mobility, or activities that promote entrepreneurship and innovation skills, for example, developing student incubators. All of these experiences contribute to good practices that feed into policy work, from quality assurance to recognition, not forgetting, for example, our joint work on micro-credentials.

Other flagship initiatives, like the Centres for Vocational Excellence, or the Erasmus+ Teacher Academies, help boost quality assurance in their respective fields, and are taking on a leading role in the digital and green transition of education and training systems.

These and other initiatives, following the programme's horizontal green and digital priorities, foster exchange and collaboration, which in turn stimulate new creative approaches, building new platforms and communities on and offline. They also build expertise and skills where they matter most – in the hands of those on the ground, teachers and youth workers. They foster the development of digital skills and competences for enhancing active participation and prosperity in our society and economy in particular. At the same time, sustainability remains a common thread, as we help learners develop green skills and strategic competences for a sustainable, circular society and economy.

Throughout these initiatives, the programme continued to invest in one of our most salient and fundamental commitments – to an inclusive programme that serves all learners. We continue to develop more flexible and simpler participation formats, providing additional financial support and guidance to learners that need it – for example, learners with fewer opportunities or living with disabilities. Thanks to this continuous work, in 2022, Erasmus+ was able to support more than 1.2 million learning and training experiences abroad.

And rightfully so. Erasmus+ is a fundamental lynchpin of our Union. It has strengthened the EU, our community, our identity, and has helped foster the values that bind us together, contributing to a more democratic, more engaged and empowered Union. Nowhere could this be better seen than throughout the activities of the European Year of Youth, where our young people made their voices heard and showed their initiative through many events, projects and conversations. I hope the data and the examples present in this volume can help you continue working with us and with learners across Europe. The success of our programme is as much yours as it is ours.

Pia Ahrenkilde Hansen
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 to 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 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.

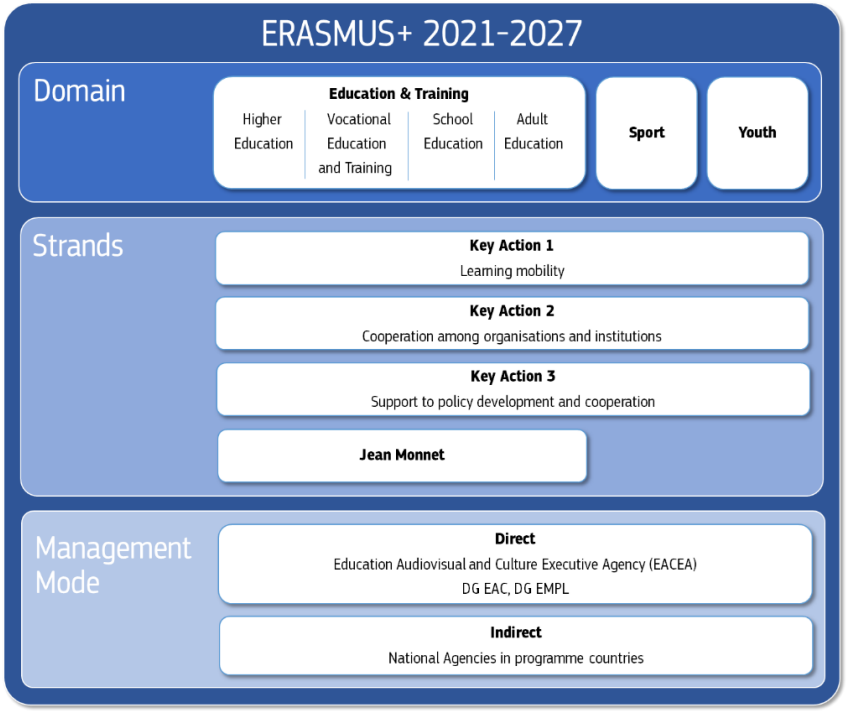
A particular challenge relates to the Europe-wide trends of limited participation in democratic life and low levels of knowledge and awareness about European matters and their impact on the lives of all European citizens. Many people face difficulties in actively engaging and participating in their communities 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. The European Year of Youth succeeded in giving priority to the topic of youth with participation, 43% of the activities labelled under this theme.

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 the programme?

Erasmus+ **Key Action 1 supports mobility** opportunities for all, with 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 look for to enhance their education 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 specific international organisations.

## 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 and 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.

An 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. Over 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.

Over the period 2014-2022, 96% of participants supported under the Erasmus+ expressed their satisfaction from their participation in learning mobility activities.

[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** (learners or staff) **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[3] and the European Education Area portal[4].

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[5] through 55 National Agencies. At European level, some actions are implemented by the European Commission, mainly via the European Education and Culture Executive Agency (EACEA). [6]

***"Did you know?"***

To Online Language Support (OLS) is an online tool designed to help participants of Erasmus+ and European Solidarity Corps programs improve their language skills in the language they will use to study, work or volunteer abroad. The tool is accessible to participants who have already been selected to go abroad with the Erasmus+ or European Solidarity Corps programs. The OLS offers language support in a flexible and easy way, making it accessible to everyone. It also contributes to a specific objective of the Erasmus+ programme, which is to promote language learning and linguistic diversity.
https://erasmus-plus.ec.europa.eu/resources-and-tools/online-language-support

[2] https://erasmus-plus.ec.europa.eu/
[3] https://erasmusapp.eu/
[4] https://education.ec.europa.eu/

[5] https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries
[6] 2022-erasmusplus-programme-guide-v2_en_0.pdf (europa.eu)

# Erasmus+ Actions

## Higher Education

Erasmus+ supports mobility of higher education students and staff by EU internal and external policy funds to equip them with relevant skills.

The programme also funds different types of cooperation projects to help institutions and organisations jointly develop and deploy innovative courses and practices in higher education.

The Erasmus+ calls on European Universities to deliver further on one of the key flagship initiatives of the European Education Area[7] and aim to support at least 60 European Universities alliances involving more than 500 higher education institutions by mid-2024. The 2022 call on European Universities aimed to ensure and intensify known methods of institutional transnational cooperation and combine this with the development of new ones to provide innovative educational paths. It gave opportunities for new higher education institutions to either join existing alliances or to form new ones.

## Vocational Education and Training

The purpose of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and other organisations in vocational education and training. The international dimension of VET has found is of considerable interest among VET providers. Indeed, the number of mobility activities (of VET learners and staff from accredited organisations) to countries which are not associated to the programme (worldwide) has more than tripled, with numbers of contracted participants growing from 3 015 in 2021 to 11 273 in 2022 (an increase of 274%), and the share among total contracted mobilities in VET increasing from 2.71% to 6.73%. Numbers of realised mobility activities to countries not associated to the Erasmus+ also increased, from only 26 in 2021 to 1 941 in 2022. The ten most popular destination countries were the UK, Switzerland, Canada, the United States of America, South Africa, Morocco, Bosnia and Herzegovina, Albania, Indonesia and Senegal. In total, participants went to 75 third countries not associated to the Erasmus+ programme.

A new action was launched in 2022, the Capacity Building for Vocational Education and Training (CBVET) aiming at developing cooperation between EU Member States or countries associated to the programme and VET stakeholders in several regions of the world.

## School Education

The programme saw an important increase in the numbers of awarded participants in individual pupil mobility activities (both in short- and long-term activities). Introduced in 2021, individual learning mobility of pupils has practically doubled: from 4 665 participants in short-term mobility activities contracted under call year 2021 to 9 290 participants contracted

[7] The European Education Area (EEA) initiative helps European Union Member States work together to build more resilient and inclusive education and training systems. Erasmus+ has a fundamental role to the achivement of the EEA's strategic framework goals, such as "at least 60% of recent graduates from VET should benefit from exposure to work-based learning during their vocational education and training" by 2025 and "at least 45% of 25-34 year-olds should have a higher education qualification" by 2030.

under call year 2022. Regarding long-term individual learning mobility of pupils, the number of contracted mobility activities has increased by 87.5% between call years 2021 and 2022 – from 1 520 to 2 850. Learning mobility of staff has increased from 42 000 to more than 73 000 contracted participants from 2021 to 2022. While these figures represent only a small portion of total contracted mobility activities under Erasmus+ for school education – an additional 128 000 participants were contracted in 2022 for group mobility, they are of strategic importance because they signal deeper internationalisation and organisational impact in schools where they take place.

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

Learners in adult education have a streamlined opportunity for mobility activities abroad in the scope of the Erasmus+ programme. Despite difficulties of uptake of this new activity type, there is a very positive trend among contracted numbers of mobility activities for learners in adult education in 2022: their number has increased by more than 75%, from 2 623 to 4 606. Learning mobility of staff has increased from 8 000 to more than 14 000 contracted participants from 2021 to 2022.

## Youth

Following the introduction of a new accreditation system and a new action format for Youth Participation Activities targeting youth-led local and transnational initiatives, there is a constant and firm increase in all the youth actions, especially during the European Year of Youth 2022. Erasmus+ Youth accreditation was awarded to 219 organisations, confirming the successful introduction of this implementation format in the youth field. Equally, the number of young people active in youth participations doubled to 116 500. The traditional youth exchanges saw more than 54% young people engaged with 83 500 participants. Inclusion, as one of the four priorities of the Eramus+ programme, is especially reflected in the youth actions with a more than 53% increase of participants with fewer opportunities in 2022.

In addition, DiscoverEU joined the Erasmus+ programme as a key flagship initiative in 2022 after its overwhelming success as a European Parliamentary Preparatory Action from 2018 to 2021. Two application rounds take place each year on the European Youth Portal[8]. In 2022, DiscoverEU was open for the first time to those aged 18 of the six associated countries to the Erasmus+ programme (Iceland, Liechtenstein, Norway, North Macedonia, Serbia and Türkiye) who embraced the opportunity to travel by rail across Europe. Furthermore, the Erasmus+ National Agencies now run a a Learning Cycle and an Inclusion Action to increase the educational and inclusion dimensions of DiscoverEU.

[8] https://youth.europa.eu/discovereu_en

## Sport

In 2022, the Commission pursued the implementation of 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 2022, the Commission continued two expert groups on the recovery from the COVID-19 pandemic and greening sport events and infrastructure. The Commission also continued the HealthyLifestyle4All initiative, introducing on the occasion of the European Year of Youth – Youth Labs allowing young people to share their concerns and priorities in this field. The report from the High-Level Group on Gender Equality in Sport was presented in 2022.

Annual events, such as the European Sport Forum, could be held as in-person events again.

With almost 33 000 events and 13 million participants, the 8th edition of the European Week of Sport in 2022 was an occasion to celebrate a #BeActive lifestyle together in all Erasmus+ programme countries and with the Western Balkans and Eastern Partnership countries and regions. The Commission furthermore promoted inspiring examples of being active through its #BeInclusive and #BeActive awards.

## Jean Monnet Actions

For Jean Monnet open calls in 2022, 899 applications were received (including 38 applications for the Special Call for Ukraine), out of which 400 projects were selected from 63 countries with a support of EUR 20.2 million.

## Erasmus+ flagship initiatives

Flagship initiatives such as the **Erasmus+ Teacher Academies**, the **Centres for Vocational Excellence** or the **European Universities** have a leading role in the transformation of education and training systems.

### European collaboration and mobility in professional development of STEM teachers

| Coordinating organisation: | EU Grant: |
|---|---|
| **PÄDAGOGISCHE HOCHSCHULE FREIBURG, Germany** | **€1 495 323** |

*The ICSE Academy supports the EU's endeavours to minimise the amount of low-performing STEM (science, maths, technology, engineering) learners. It does so by investing in a new era of a high-quality STEM teacher workforce by innovating based on existing best practices teacher education and transnational exchange strategies. This approach draws on mobility and collaboration as an integral part, thereby supporting young and established STEM teachers across Europe.*

**Project ID: 101052670**

## EXCEED – Excellence in green and digital manufacturing

| Coordinating organisation: | EU Grant: |
|---|---|
| **CENTOFORM SRL, Italy** | **€2 582 433** |

*The Excellence in Green and Digital Manufacturing project aims at preparing the Advanced Manufacturing sector for the disruptive changes caused by the green and digital twin transitions. EXCEED assumes the synergic and mutual benefitting application of digital and green as powerful leverages to accelerate innovation in Advanced Manufacturing. The project will provide competencies needed in this new environment, developing a joint international and individualised lifelong learning offer, as well as developing and updating curricula for higher Vocational Education and Training.*

**Project ID: 101103982**

## RUN-EU: the Regional University Network – European University

| Coordinating organisation: | EU Grant: |
|---|---|
| **INSTITUTO POLITECNICO DE LEIRIA, Portugal** | **€4 999 069** |

*RUN-EU, the Regional University Network – European University, is an alliance of like-minded higher education institutions from all across Europe sharing a regional strategic focus. RUN-EU adopts a joint management approach to build a true inter-university campus, and dedicates its efforts to create a regional development-oriented European Universities alliance embodying the values of sustainability, multiculturalism and inclusiveness in all its work. RUN-EU students across three cycles (bachelor, master, doctoral) have the opportunity to study in innovative, multidisciplinary, international and intersectoral settings, designed to develop adequate skills to meet regional and global challenges, and nourish a European identity in a multicultural and multilingual environment. RUN-EU aims to deliver future and advanced skills for societal transformation in the EU regions and therefore develops a new type of multinational interregional alliance: a European Zone for Interregional Development.*

**Project ID: 101004068**

**DiscoverEU** offers young people aged 18 the opportunity to explore Europe's diversity, learn about its cultural heritage and history, and connect with people from all over the continent. Selected participants receive a travel pass and travel predominantly by rail, with exceptions for those living on islands or in remote areas. They receive the DiscoverEU European Youth Card for a wealth of discounts on cultural visits, learning activities, sports, local transportation, accommodation, and food. 145,657 young people applied for a travel pass on the European Youth Portal in 2022, out of which 35,234 were selected.

## The four priorities of the programme

### 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[9]. The Programme Inclusion and Diversity Strategy provides guidance and since 2022 has given a solid base for the National Agencies' inclusion and diversity plans.

### Environment and Climate Change

The Erasmus+ programme supports the green transition, for example, 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 airplanes.

[9] The framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027

### Digital Transition

To support the digital transformation in a human-centric manner and address and societal challenges such as AI or disinformation more effectively, Europe needs education and training systems that are fit for the digital age. The Erasmus+ programme can play a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content.

### Democratic Participation

The Erasmus+ programme aims to encourage citizens' participation in democratic processes and improve knowledge about the European Union. The programme aims to help participants overcome the difficulties in actively engaging and playing their part in their communities or in the Union's political and social life. Moreover, the programme focuses on raising awareness and understanding of the European Union context, notably as regards the common EU values.

> *The opportunities Erasmus+ provides continue to inspire hope in a better future, have helped to strengthen the European identity of all its beneficiaries, and serve as a bridge-builder between Europe and the world. Since 1987 Erasmus+ has been the instrument that made our Union more complete, and together we look forward to what lies ahead.*
>
> Margaritis Schinas,
> European Commission Vice-President for
> Promoting our European Way of Life

# Erasmus+ in numbers

# The programme in numbers

**The Erasmus programme was launched in 1987**, only on higher education. The current programme structure was set up in 2014 to include all EU 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 2022, the number of participants in mobility activities since 1987 reached 13.7 million.

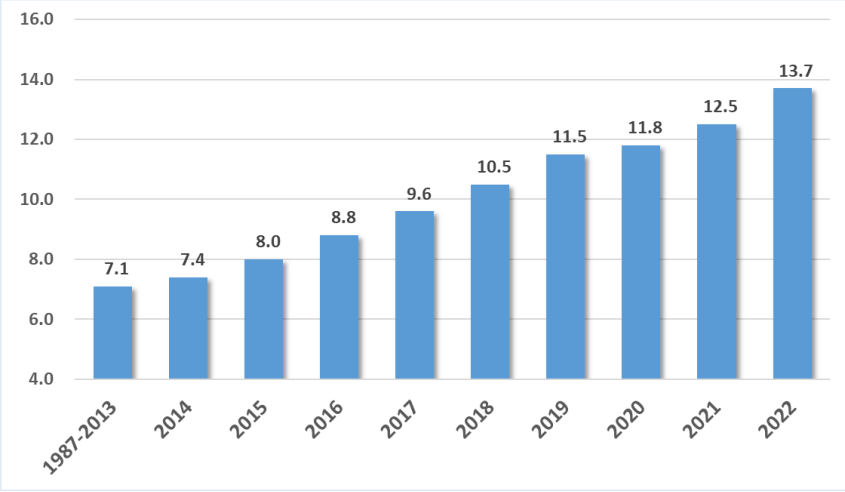



*Figure 1 – Cumulative Erasmus+ mobility periods, all actions, learners and staff (total started per year in millions since 1987)*

In terms of cross-border learning mobility, 2020 and the first half of 2021 was an atypical period, as participant numbers in Erasmus+ mobility activities were affected by the health crisis/pandemic. The impact of COVID-19 on mobilities supported by Erasmus+ was particularly strong in 2020 with around 60% fewer mobilities than the average of the previous years 2016-2019. In the second year of the current programme, over 1.2 million participants undertook their mobility activity, as the programme started reaching its cruising speed.

## Projects contracted

The 2021-2027 Erasmus+ programme[10] 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.

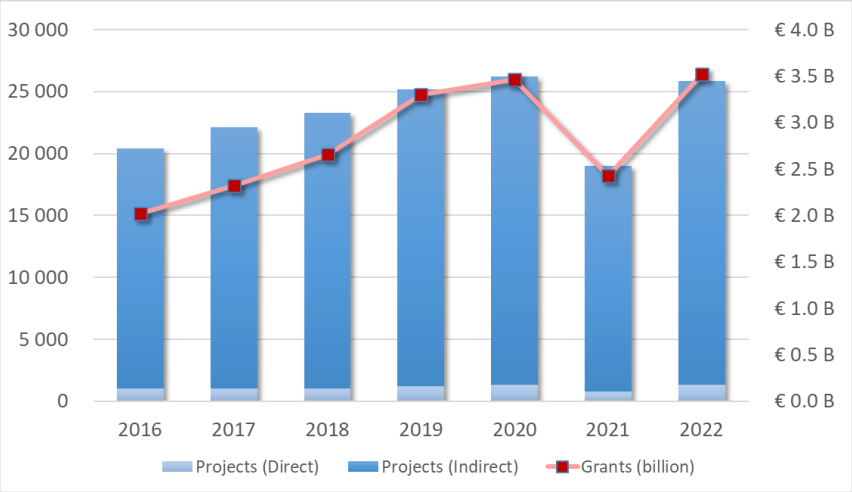



***Figure 2 - Number of projects contracted under the 2022 budget, grants in billion***

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 was lower in 2021 than in 2020, while the year 2022 budget was nearly identical to that of 2020.

## Organisations involved

After the lower budget in 2021, resulting in fewer organisations being involved, 2022 saw an increase in the number of participations of organisations across sectors (not counting the receiving organisation in mobility).

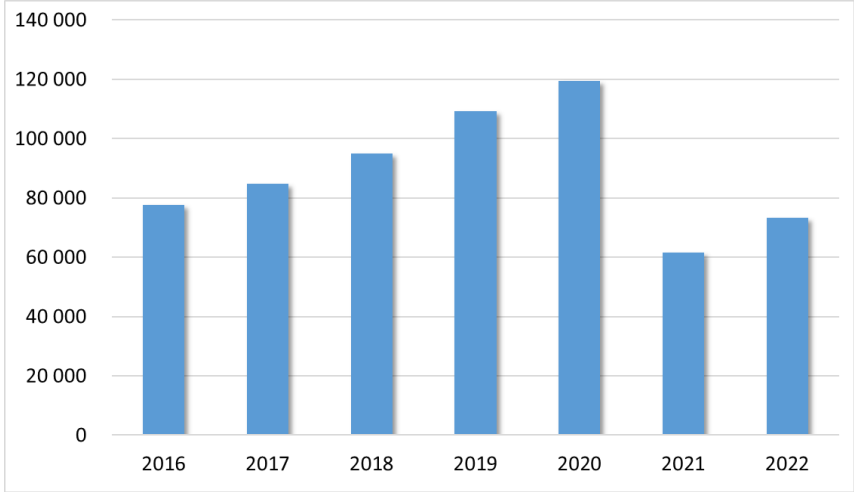



***Figure 3 - Number of participations of organisations involved per year***

[10] 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 2022

## A reinforced budget tackling new challenges

The budget for the programme is a key tool to face the increasingly complex global challenges the new decade has presented. 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**[11], nearly doubling in size as compared to the previous seven years. In addition, the programme benefits from a **further EUR 2.2 billion from the EU's external cooperation policy instruments**[12] 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)

[11] 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.
[12] Neighbourhood, Development and Cooperation Instrument (NDICI) and the Instrument for Pre-Accession (IPA III)

## *The Erasmus+ budget in 2022*

The 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+.

**In 2022, Erasmus+ succeeded at implementing over EUR 4 billion** (including EUR 357 million from external cooperation policy instruments[13] and EUR 293 million from other fund sources[14]).

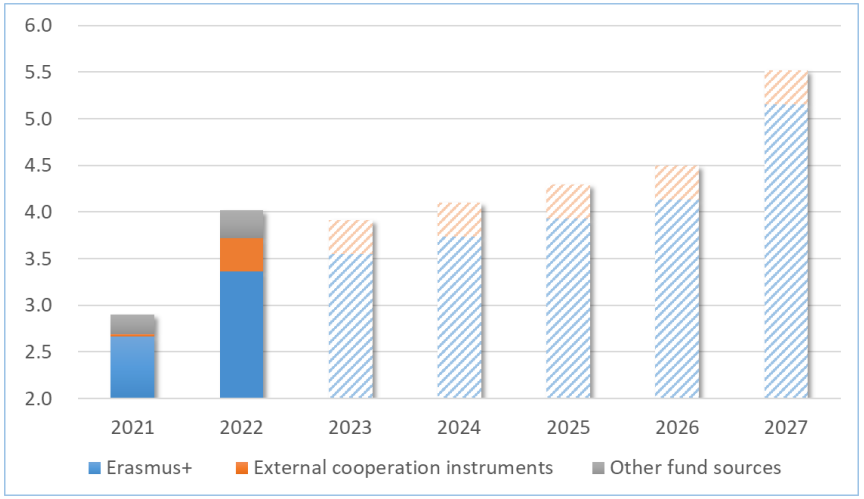



***Figure 4 – Erasmus+ Financial Programming per year (billion EUR)***

[13] Appropriations for the 2022 financial year (EU budget)
[14] 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.

For three consecutive years, the programme confronted the worldwide impacts on mobility caused by the pandemic by showing remarkable flexibility and resilience.

*How the budget is managed*

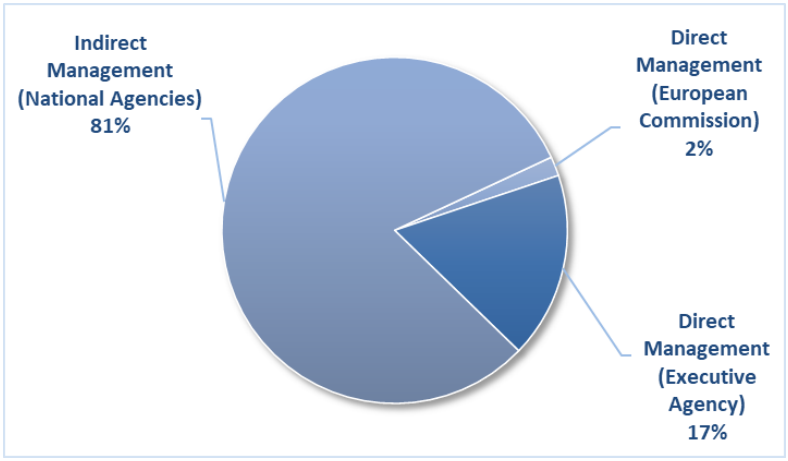



***Figure 5 - Erasmus+ budget commitments 2022 per management mode***

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 **more than 80% of the budget is implemented through indirect management**.

### *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 Cross-sectoral (actions which cannot be classified in a particular sector) received the largest budget share, with nearly 73% of the commitments in 2022. 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 essential administrative expenditure (including financial support to National Agencies as a contribution to their management costs).

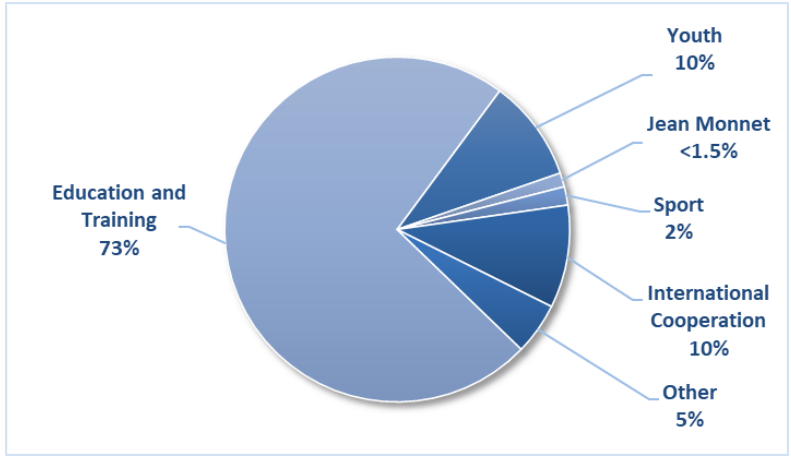



***Figure 6 - Erasmus+ budget commitments 2022 per sector***

### *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 among organisations and institutions
- **Key Action 3 (KA3**): Support to policy development and cooperation
- **Jean Monnet Actions**

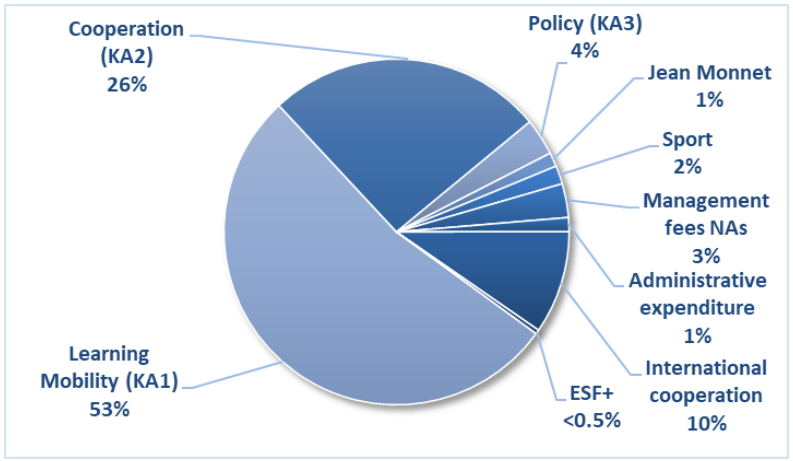



***Figure 7 - Erasmus+ budget commitments 2022 per Key Action***

Following previous years' trends, the combined allocation to Key Action 1 and Key Action 2 remained stable overall with 79% in 2022 compared to 83% in 2021. In 2022, the budget share for external cooperation instruments represented 10%. Such amount will remain stable until the end of the programme in 2027.

The late adoption of the NIDICI-Global Europe and IPAIII[15] 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) were only launched in 2022.

## Restarting mobilities after the COVID-19 pandemic

Following two atypical years in terms of cross-border learning mobility, due to the health crisis, in 2022 the programme's focus was assigned back to mobility projects. In a context where education establishments, Member States and citizens have adapted to the new reality, the trends showed a return to pre-pandemic levels in terms of mobilities, with more than 1.2 million participants across all sectors.

**The mobility part of the programme** was seriously impacted by the COVID-19 pandemic. As presented in the below graph, the flow of participants returned to the upward path prior to the pandemic.

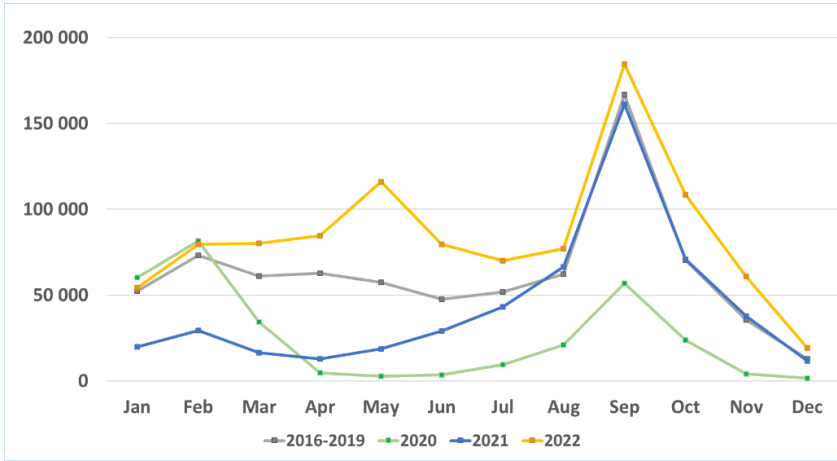


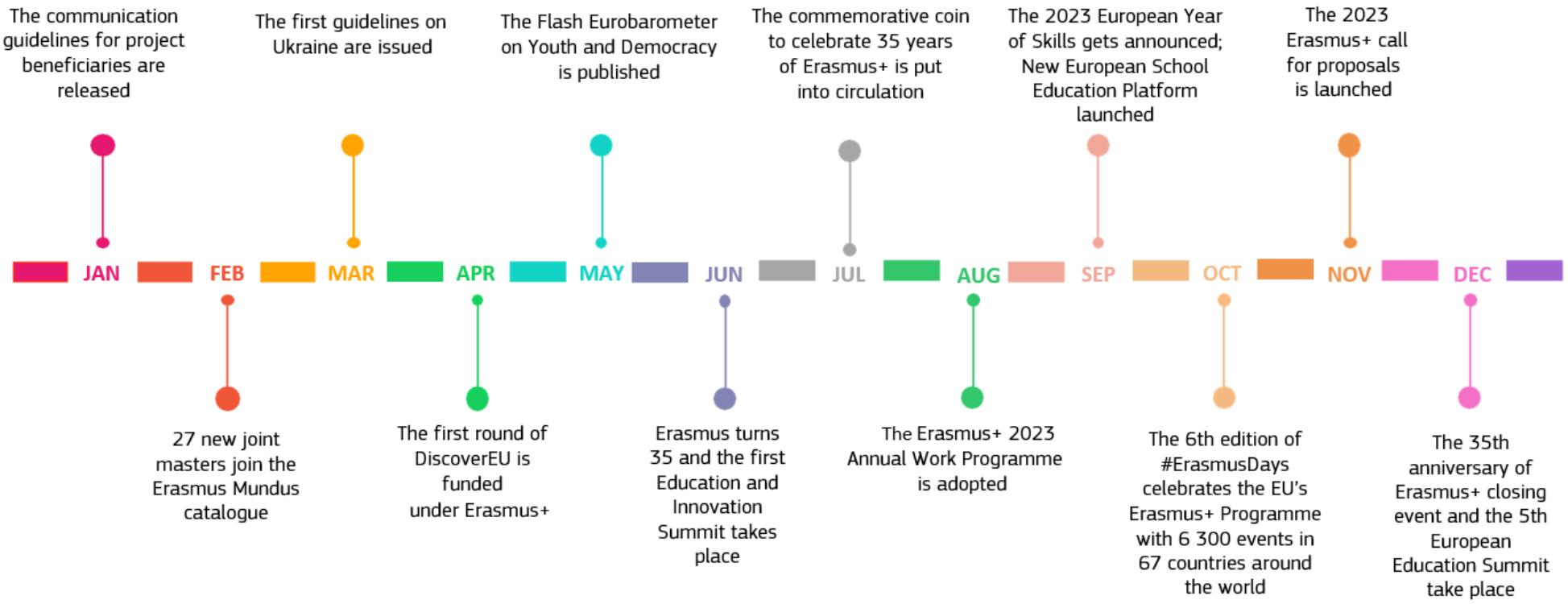

***Figure 8 - The COVID-19 impact on Erasmus+***
***Total count of mobility periods started per month in Key Action 1***

Thanks to the flexibility of the programme, 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 deadlines, and increased financial support for the cooperation part of the programme (Key Action 2).

[15] The new NDICI- Global Europe instrument merges several former EU external financing instruments. It aims to support countries most in need to overcome long-term developmental challenges and will contribute to achieving the international commitments and objectives to which the Union has agreed to, in particular the 2030 Agenda and its Sustainable Development Goals and the Paris Agreement.

## Main achievements and activities of Erasmus+ in 2022



## 35th anniversary of Erasmus+

2022 marked the celebration of the 35th anniversary of Erasmus+. A number of events and initiatives took place to celebrate this achievement and a special commemorative coin has been released for the occasion.

The event "Erasmus+ 35 years – 35 experiences", organised on 20 September 2022 with the presence of European Commission Vice-President Schinas and former Commissioner Mariya Gabriel, represented a significant milestone at political level, with the 35th anniversary campaign. It was also an important forum of exchange between Programme participants and the Commission at high level; it saw the participation of 35 Erasmus+ alumni from all Erasmus+ Programme Countries.

Since its creation in 1987, the programme has evolved immensely, though remaining faithful to its core mission: more than 13.7 million people have taken part in Erasmus and carried out a mobility activity, in all fields of education, training and youth.

The closing event took place on 14 December 2022 and gathered guests (in Brussels and online) from all sectors who have benefited from Erasmus+. The celebratory event featured speakers from benefiting organisations, individual participants and, National Agencies. Also present were the founders of the programme, and emminent speakers from the EU institutions. It provided a well-received opportunity to discuss the programme's achievements and evolution with a view to to start looking at its future perspectives.

> *Erasmus+ created the opportunity for me to connect and make friendships across borders, languages and expand comfort zones.*
>
> Pleun Driessen,
> Youth exchange participant from the Netherlands

## European Year of Youth

In her State of the Union address on 15 September 2021, the President of the European Commission, Ursula von der Leyen, proposed to designate 2022 as the European Year of Youth, to empower young people to shape Europe's future: "a year dedicated to empowering those who have dedicated so much to others." 'Voice your Vision' was the slogan of the European Year of Youth (further referred to as 'EYY' or 'the Year') - a year which gave young people a **positive outlook**, boosted their **participation in democratic life**, in line with the Treaty of Lisbon and gave them a **stronger voice in EU policymaking**.

The success of the Year was the result of a **multi-stakeholder and multi-level co-creation effort** involving EU institutions, Member States, youth stakeholders and young people. As requested by the EYY Decision

and to ensure optimal coordination, the Commission created a group of 29 EYY National Coordinators from EU Member States, 6 national contact points in Erasmus+ associated countries and more than 120 European-level youth stakeholders. The Parliament, the European Economic and Social Committee and the Committee of the Regions were active contributors to the group. This wide mobilisation of diverse actors in the Year's preparation and implementation resulted in new partnerships at all levels, which will positively affect youth cooperation for years to come.

The budgets of both **Erasmus+** and European Solidarity Corps were reinforced (in total EUR 8 million) to permit scaling up of the most relevant types of action for the Year (e.g. **youth participation activities**), to ensure outreach and communication activities, and to support the coordination of Year-related initiatives at national level. The Year brought the EU closer to young people. It boosted youth participation and accelerated cross-sector cooperation in the youth field. The Year resulted in an overall outreach to more than 150 million citizens, the majority of them young people. Nearly **2 700 stakeholders across 67 countries in the EU** and beyond implemented more than **13 000 activities** contributing to the objectives of the Year.

The Year's core objectives of greater **youth participation** and **mainstreaming the youth perspective** across the policy spectrum were clearly achieved and must be sustained. The 2022 European Year of Youth has been a veritable success story of European cooperation, whose legacy must live on.

The Commission is required to issue a report of the European Year of Youth that includes **ideas for further common endeavours in the field of youth to create a long-lasting legacy**. This will achieved through a **Communication on the European Year of Youth** and a **Staff Working Document** to be adopted by the end of the year 2023.

## Support to Ukraine

Erasmus+ played a key role in the framework of the Commission's reactions to the Russian war of aggression against Ukraine started in February 2022. The Commission immediately took action in a variety of ways to support Ukrainian students, young people, teachers, educators, and professors through the Erasmus+ programme, encouraging the mobilisation of on-going projects and of upcoming initiatives.

The Erasmus+ stakeholder community was very quickly mobilised on the ground in support of the people fleeing the war and the programme showed once again its flexibility. For instance, thanks to the prompt issuing of specific guidelines, Ukrainian students, pupils, young people could be welcomed by education and training institutions involved in Erasmus+ projects. Ukrainian teachers and trainers could receive financial support to facilitate their integration. Organisations benefiting from ongoing Erasmus+ projects, in particular those in areas such as inclusion, diversity and integration of refugees, had been allowed to reallocate part of their funds and activities in support of people fleeing the war. Flexibility measures even allowed young Ukrainians fleeing the war to participate in the programme from their current country of residence. Additionally, the programme also supported a communication campaign via printed Ukranian school books.

## Empowering Ukrainian students through double degree

| Coordinating organisation: | EU Grant: |
|---|---|
| **BLEKINGE TEKNISKA HOGSKOLA, Sweden** | **€227 042** |

*Through Erasmus+ International Credit Mobility funds, a double degree programme was developed with Kharkiv National University of Radio Electronics, ensuring students can obtain a degree despite the impact of the war on education. Preparations of courses by the teachers were launched in April 2022, enabling students to start their studies at BTH in fall 2022 and graduate in June 2023. The partnership provided them with a master's degree in computer science from BTH, incorporating credits from their first year in Ukraine. Additionally, three Ukrainian teachers now employed at BTH, having participated in previous Erasmus+ International Credit Mobility projects, have been a great help in supporting students, staff, and teachers*

**Project ID: 2020-1-SE01-KA107-077633**

## Key figures of 2022

*Nearly **26 000** projects have been contracted, supporting more than **73 000** organisations from Member States and third countries associated to the programme as applicant or partner[16].*

*More than **1.2 million** learners and staff carried out a mobility activity in 2022 (individual and group mobility).*

***Around 134 000** participants with fewer opportunities were supported by the programme (**13.3%** of total participants).*

*By the end of year 2022, and **since 1987**, over **13.7 million** people had benefited from the programme actions supporting learning mobility.*

### Projects funded by the 2022 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 being directly managed by the European Commission. The programme also provides support to management costs and other initiatives such as online platforms.

The financial support of the Higher Education field is the largest funding amount while School Education concentrates the highest number of projects with more than 7 700.

This distribution is in line with the EU regulation 2021/817[17] establishing the programme for the period 2021-2027 and defining the allocation of budget per action. This is adjusted in line with the changes in political priorities every year.

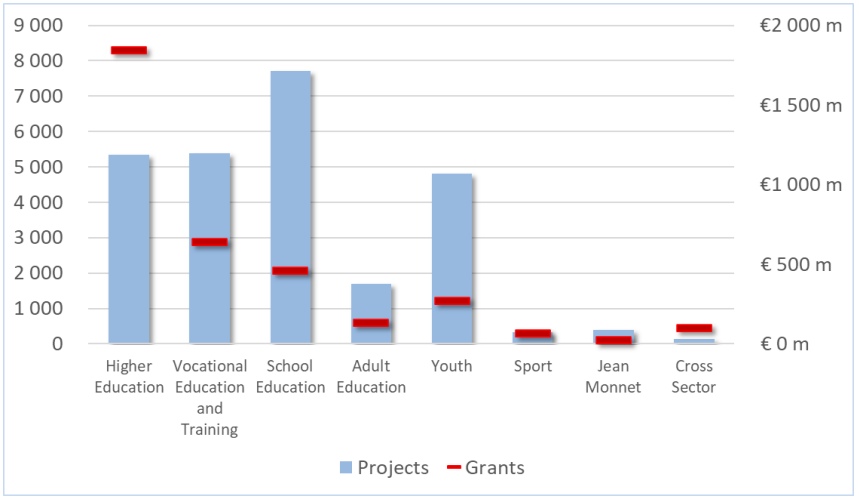



***Figure 9 – Projects contracted under the 2022 budget (total projects counts and grants in million).***

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

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

Most of the Erasmus+ funded projects support learning mobility (82%) and cooperation (16%).

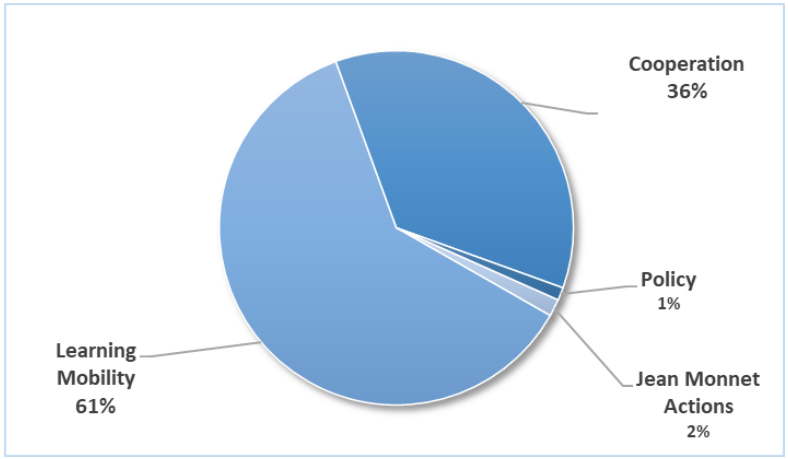



*Figure 10 – Funded projects per action*

**Under the call 2022**, co-funded mobility projects **are expected to allow more than 1.1 million participants** to take part in a mobility activity within the **next few years**[18].

This **expected number of participants** should not be confused with the number of **actual participants in mobility activities that took place in 2022**.[19] The latter amounts to 1.2 million participants.

## 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 in all activities of the programme.

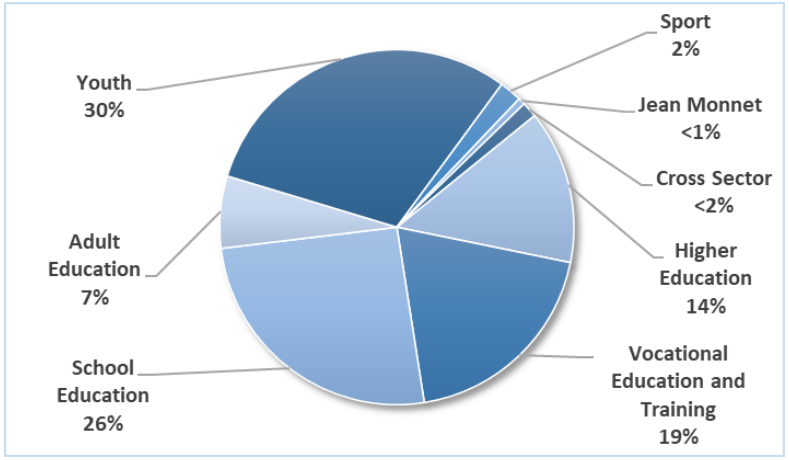



*Figure 11 – Organisations participations per field*

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

[19] Mobility activities started between 01/01/2022 and 31/12/2022 (projects funded under Calls 2019, 2020, 2021 and 2022).

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

In 2022, more than 44 000 unique organisations received funds from the programme.

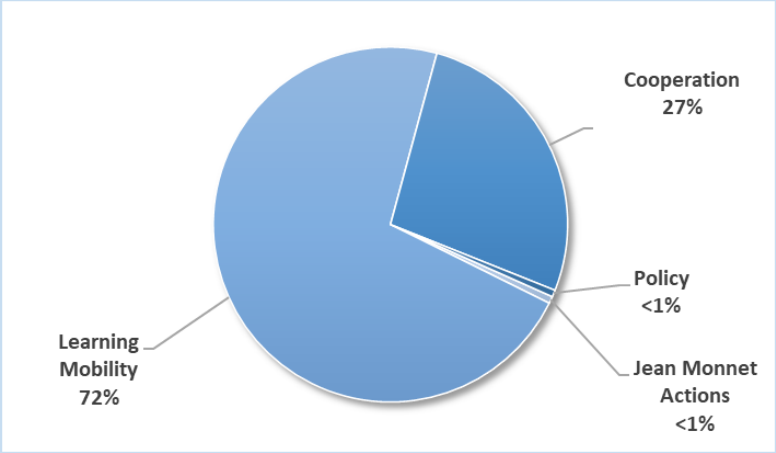



*Figure 12 – Participating organisations per Key Action*

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

In 2022, Erasmus+ involved organisations from more than 150 countries for mobility activities.

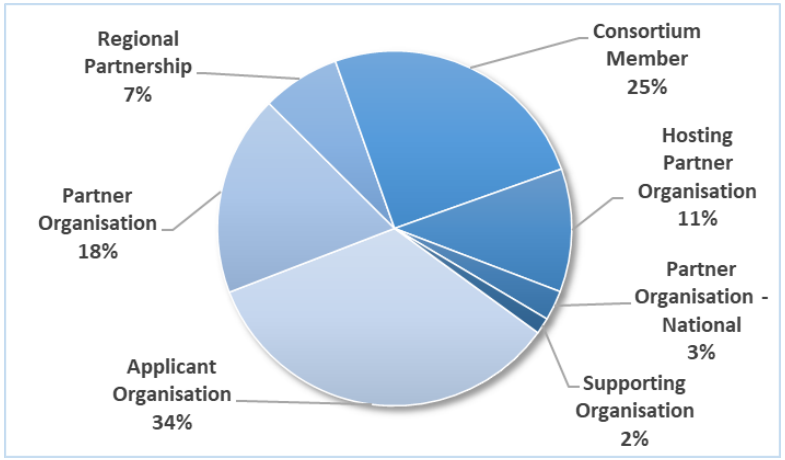



*Figure 13 – Organisations per organisation role*

With the current programme, 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.

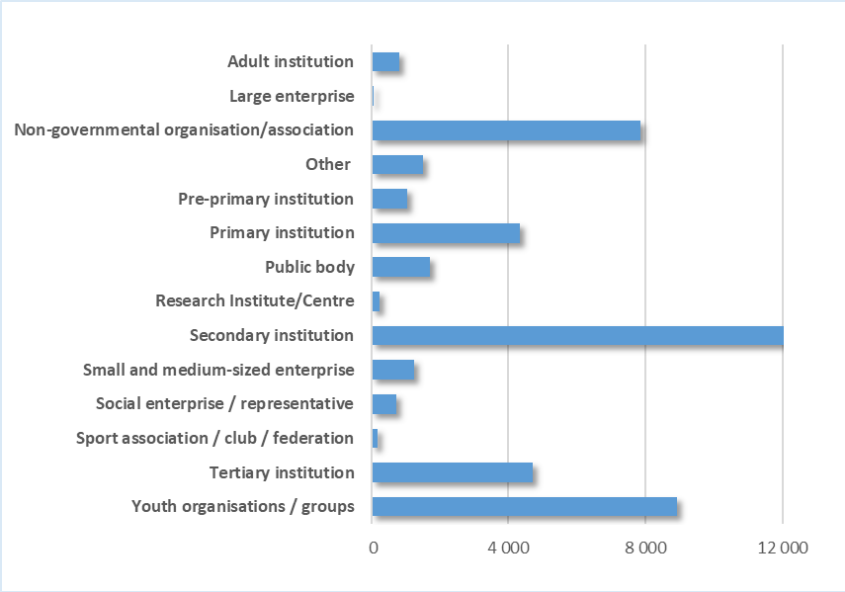



***Figure 14 – Organisations per type – Applicants[20]***

[20] 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.

## Learning mobility: what happened in 2022

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

With more than 322 300 participants and the highest budget, Higher Education learners represent the majority of participants who carried out a learning mobility period in 2022, followed by group mobility in schools (about 276 000 learners) and VET (about 194 000 learners). Staff mobility amounts to nearly 274 000 participants.

### Key figures

More than 1.2 million **learners and staff** moved in 2022

13% participants with **fewer opportunities**[21]

77% **learners** (23% staff)

60% **women** (40% men, others less than 1%)

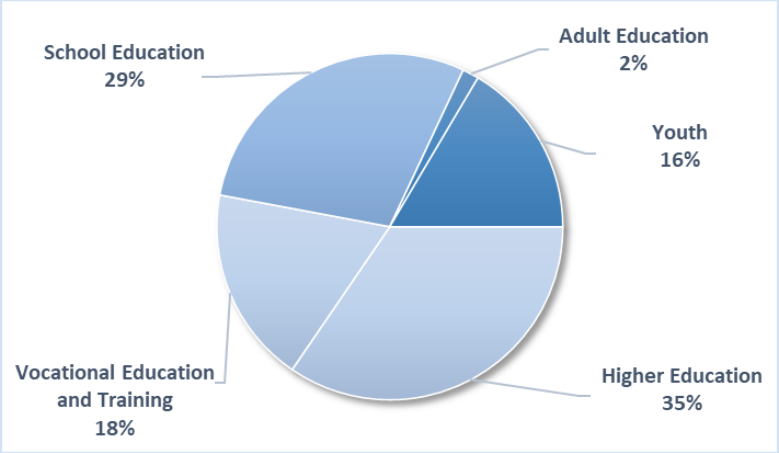



*Figure 15 – Mobility in 2022 per field*

[21] Participants with fewer opportunities, special needs, disadvantaged background, from outermost regions in mobility activities under Key Action 1.

## *Erasmus+ gender balance*

Erasmus+ supports gender equality and encourages women to participate in mobility activities. In 2022, 60% of the provided mobility opportunities were taken up by women.

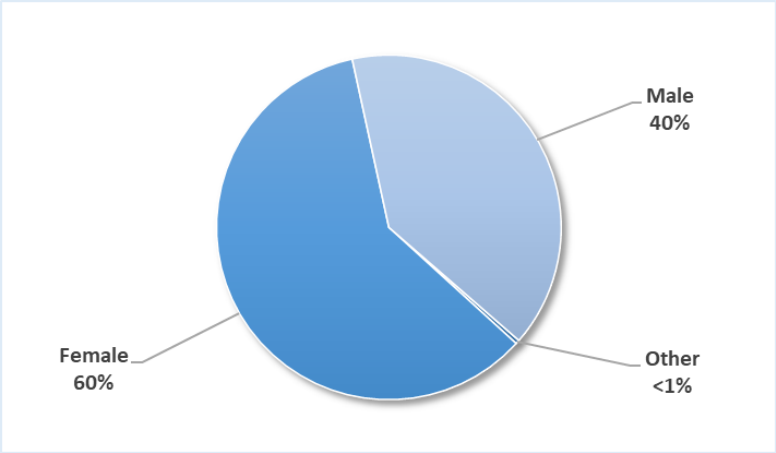



***Figure 16 – Gender breakdown in Erasmus+***

The gender distribution varies depending on the field of education, School Education has the highest percentage of women (70%), followed by Adult Education (69%), Higher Education (61%), Youth (57%) and VET (52%).

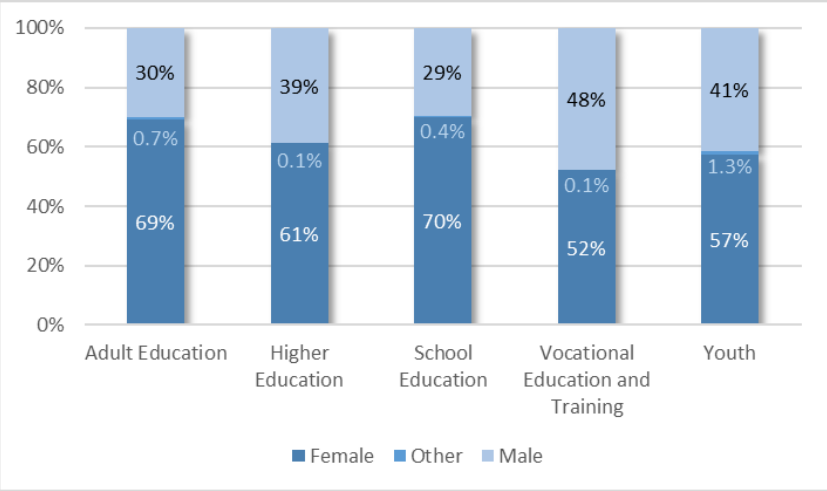



***Figure 17 – Gender balance in Erasmus+ per field of education[22]***

[22] Mobility activities under Key Action 1 of the Erasmus+ programme.

### *Participants from the outermost regions*

The number of participants from EU outermost regions (ORs) has steadily increased, with more than 5 700 participants (learners and staff) in mobility activities for the year of 2022. The majority of participants are in the field of Higher Education (37%), followed by School Education (23%), Youth (20%), Vocational Education and Training (14%) and Adult Education (6%). The distribution of participants among the ORs is as follows: Canary Islands (68%), Réunion (10%), Madeira (11%), Azores (6%), Martinique (2%), Guadeloupe (2%), French Guiana (2%) and Mayotte (1%).

### *Mobility activities in Key Action 1*

An Erasmus+ mobility project may last several years. Participants starting their learning mobility in 2022 (from 1 January to 31 December) were consequently supported by projects contracted between 2018 and 2022 and covered by two Multiannual Financial Frameworks (MFFs).

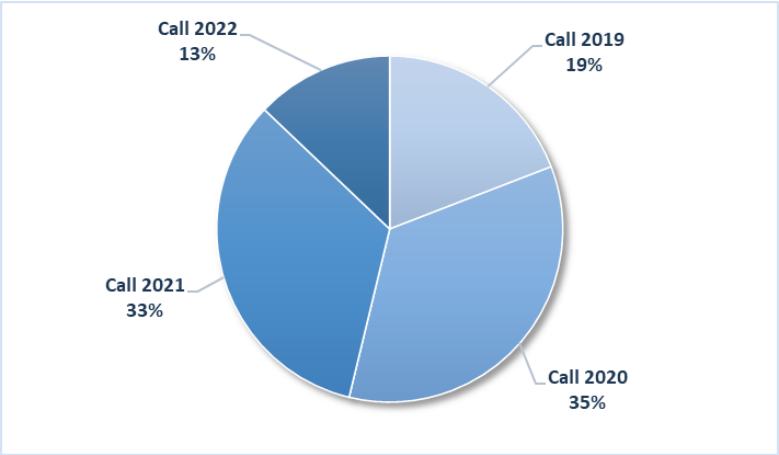



***Figure 18 - Mobility funding in 2022, per call year***

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 simplicity, this document will always report on mobility activity using all activities taking place in 2022 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 current programme introduced more flexibility for international mobility, the impact of which be visible in the coming years.

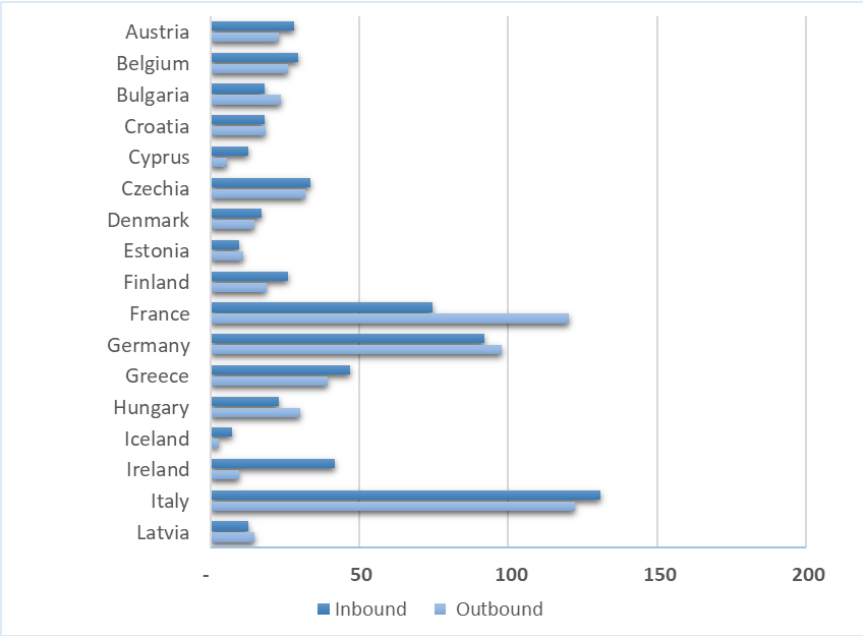



***Figure 19 – Mobility flows in 2022 (thousands) – 1/2***

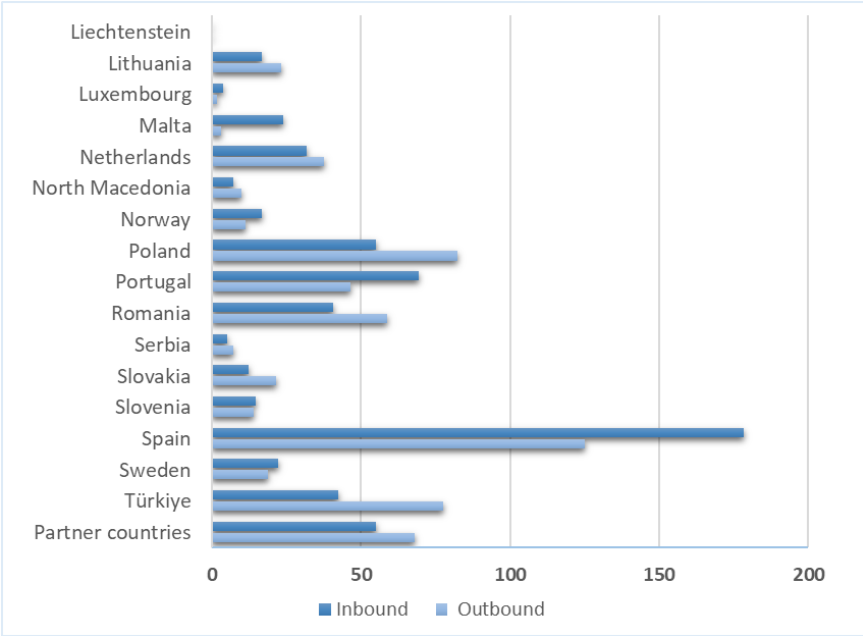



***Figure 19 – Mobility flows in 2022 (thousands)[23] – 2/2***

[23] Mobility periods from/to United Kingdom linked to ongoing projects from the 2014-2020 programme and are included in Partner countries.

*What do participants think about the outcomes of their learning mobility?*

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

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

Out of participants having started a mobility activity in 2022,

96% of participants are either satisfied or very satisfied with their mobility.

98% of participants consider they have benefited from their participation in learning mobility.

98% would recommend the experience.

78% have improved their foreign language competence.

85% have increased their key competences.

81% think that they have better career opportunities, and **72%** have a better idea about their future career.

83% think that they have improved competences useful for their current work or studies.

81% Have received and academic recognition of their mobility.

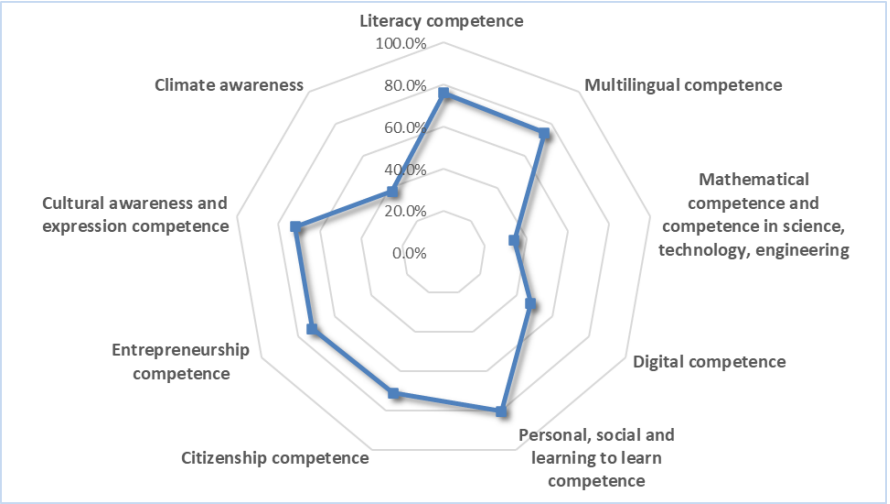



***Figure 20 – Participants' feedback about their key competences improvement[24]***

[24] Council Recommendation on Key Competences for Lifelong Learning | European Education Area (europa.eu), Climate has been separated from Citizenship competence.

# Programme’s Activities

## Higher Education

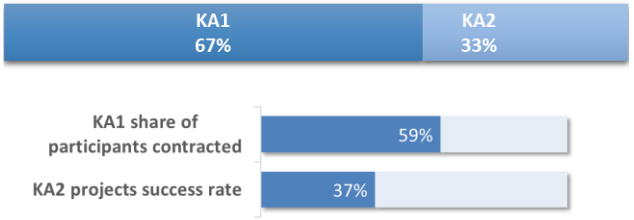
In higher education, Erasmus+ and its predecessor programmes have supported student mobility for study purposes since 1987, making it one of the top benefits of EU membership.

Approximately 5 200 higher education institutions were awarded the Erasmus Charter for Higher Education (ECHE), following their applications in 2020 and 2021, and were thus eligible to apply to the calls 2022. 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 2022

**EUR 1 843 million[25] in contracted projects**

95% managed by National Agencies




**Projects funded[26]**
Over 5 300

**Beneficiary organisations[27]**
Over 10 200

**Mobility activities[28]**

More than 420 000 **participants**

12% **international mobility**[29]

12% learners with **fewer opportunities**

[25] Total Erasmus grants allocated to projects contracted under the 2022 budget. Policy represents less than 0.5%.
[26] Projects managed by the European Commission and 55 National Agencies
[27] Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

[28] Mobility activities started between 01/01/2022 and 31/12/2022. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2019 to 2022 (a mobility project might last several years).
[29] Participants moving from/to third countries not associated to the Programme.

## Highlights in 2022

### Learning mobility of individuals

In 2022, Erasmus+ provided EUR 1 237 million to higher education institutions for more than 477 000 participants to undertake a mobility activity within the next few years – 372 000 student mobilities and 105 000 staff mobilities. These mobility activities are implemented through two types of mobility projects based on different EU policy objectives and their related part of the EU budget.

The call of 2022 resulted in 3 855 contracted higher education mobility projects supported by EU internal policy funds (the 'classic Erasmus scheme') with a total Erasmus+ funding of EUR 1 045 million. This amounted to an increase of a third compared to the EUR 772 million contracted budget in the previous call year. Of these projects, mobility consortia ran 170 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 2022, accounting for EUR 607 million provided to fund more than 246 000 expected students, followed by traineeship mobility for EUR 208 million for around 102 000 expected students and recent graduates. Staff mobility received EUR 84 million of funding for 81 000 staff members who teach or receive training abroad. 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 terms of mobility activities started during the calendar year 2022 (but funded by call 2021 and 2022), the new features and priorities in the field of higher education mobility supported by internal policy funds were taken up well:

- **Inclusion and diversity**: **12%** of higher education students and recent graduates received a top-up grant in addition to their normal grant, due to persons belonging to a category of people with fewer opportunities as defined at national level. This additional financial support helps ensure their inclusion as well as equal access and opportunities in participating in mobility activities.
- **Green transition**: **11%** of higher education participants (11% of mobile students and 16% of mobile staff) used sustainable means of transportation to travel to their mobility destinations ('green mobility').
- **Digital transition**: **4.1%** of higher education participants carried out a blended mobility; more than 430 blended intensive programmes were undertaken in 2022 as well as more than 12 300 digital opportunity traineeships to develop forward-looking advanced digital skills. In addition, close to 2 000 trainings for teaching and administrative staff to acquire relevant digital skills for making use of digital technologies in courses and for digitalising administration took place in 2022.
- **Link between education and research**: **1.3%** of higher education student mobilities were undertaken by doctoral candidates, including one third as the new short-term student mobility activity and two thirds as the traditional long-term student mobility.

Most of the mobile students in 2022 studied at Bachelor's level (62.5%), followed by 33.8% at Master's level, 1.7% at short cycle studies and 1.3% at doctoral level. The top three study fields were business administration, engineering and law.

According to feedback after their higher education mobility, Erasmus+ participants were generally satisfied or very satisfied with their mobility experience - mobile students at 94.5% (94.1% for those having studied abroad and 95.7% for those having done a traineeship abroad) and mobile staff at 98.9%.

Higher education projects had a positive impact on participants in terms of agency, competence levels, employability, social cohesion and interest in the EU. Analysis of participant surveys shows that 90.3% of mobile students became more confident in their abilities and 93.7% became more able to adapt to and act in new situations. 89.5% of mobile students learned to better cooperate with people from other backgrounds and cultures and 83.3% became more tolerant towards other persons' values and behaviours. 77.2% of mobile students improved their competence in the language of studies or the traineeship workplace during their mobility (almost 20% were already fluent in this language). 88.2% of mobile staff improved their social, linguistic and/or cultural competencies during their stay abroad. Finally, 70.1% of mobile students became more interested in European topics.

In addition to higher education projects may use up to 20% of the project funds for outgoing international student and staff mobility to any country in the world. As a result, **3.3%** of higher education participants (8 070 students and staff – without counting those from Ukraine) went overseas, i.e. undertook outgoing international mobility. The ten most popular destination countries – in decreasing order - were the United Kingdom (UK), Switzerland, Canada, the United States of America, Republic of Korea (South Korea), Japan, Mexico, Australia, Brazil and Chile. Overall, participants travelled to **115 third countries** not associated to the Erasmus+ programme. About 1 630 incoming students and staff from Ukraine also received mobility grants. Mobility projects and their activities funded under the previous Erasmus+ programme 2014-2020 continued throughout 2022. Higher education mobility between Programme and Partner Countries from the previous programme (International Credit Mobility supported by EU external policy funds) funded over **38 500 incoming and outgoing participants** in 2022 (35% students and 65% staff). In addition to higher education mobility supported by internal policy funds, the Erasmus+ programme 2021-2027 continued funding International Credit Mobility projects supported by EU external policy funds (ICM), allowing exchanges of higher education students and staff from/to other countries of the world. In 2022, the first International Credit Mobility call of the new Erasmus+ programme resulted in **935 higher education mobility projects** with a total budget of approximately EUR 192 million. Around **33 000 students and staff** from all over the world are expected to come to Europe and 17 000 European students and staff are anticipated to go abroad to different third countries of the world. Almost all international activities from the ICM call 2022 started in 2023.

*Cooperation among organisations and institutions*

*Partnerships for Cooperation*

With a budget of EUR 95 million – lower than in 2021 due to the priority given to mobility funding - in 2022 the National Agencies were able to fund 302 **cooperation partnerships in the field of higher education.**

Of these funded higher education cooperation projects, 43% addressed the topic of creating new, innovative or joint curricula or courses; 26% new learning and teaching methods and approaches; 20% digital content, technologies and practices; 18% digital skills and competences; and 17% cooperation between educational institutions and business; 13% inclusion, promoting equality and non-discrimination; and 13% environment and climate change. The top topics remained the same with a similar distribution as in the previous call year.

*European Universities Initiative*

As a key flagship of the European strategy for universities, the **European Universities initiative** brings transnational cooperation to an unprecedent level. It is paving the way for higher education transformation, by building the universities of the future through strategic transnational alliances.

European Universities alliances – selected under Erasmus+ - are ambitious transnational alliances of higher education institutions developing long-term structural, strategic and sustainable cooperation, for the benefit of their students, staff and communities. They promote European values and identity and revolutionise the quality and competitiveness of European higher education. They bring together a new generation of Europeans who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines.

In 2022, 44 European Universities alliances were funded and operational under Erasmus+, involving 340 higher education institutions and 1 200 associated partners from 31 countries. The call 2022 supported the continued cooperation of 16 existing European Universities alliances and the start of four new alliances with a record budget of EUR 272 million. The 2023 Erasmus+ call on European Universities was launched in November 2022.

What the European Universities have built so far is nothing less than impressive, such as joint transnational campuses, where students have opportunities to study in or interact with any partner university of the alliance. Students can benefit from an international, multi-disciplinary and civic-minded higher education, with innovative teaching and learning offer to acquire the skills they need to properly meet the challenges of our time and become more engaged citizens. They have the opportunity to work within living labs with professors, researchers, companies and with the innovation ecosystems on transdisciplinary international, national, regional or local projects to create new knowledge together and solve societal challenges. In additional, students achieve European degree recognised across Europe as a symbol of these skills of the future.

*Erasmus Mundus Joint Masters*

Call 2022 received fewer applications in Erasmus Mundus than the previous year: 58 for Joint Masters (70 in 2021) and 122 for the Erasmus Mundus Design Measures (148 in 2021).

This is mostly due to the fact that projects in the legacy Erasmus Mundus Joint Master Degrees (EMJMD) could only apply at the earliest the year

before their contract ended. While the 2017 EMJMD projects could apply in 2021, the majority of those in 2018 could not do so in 2022 as their grant agreement ends in 2024.

This means that the 2018 EMJMD were the first generation of legacy projects to have benefited from 4 intakes, explaining the longer duration of their grant agreements. These projects are able to apply for funding as from 2023 only. Overall, this represents a loss of around 40 applications between 2021 and 2022. Out of those applications, 62 Erasmus Mundus Design projects were funded (a 55% increase from the 40 projects funded in 2021), while 30 Erasmus Mundus Joint Masters (EMJM) were added, making it a total of more than 190 available programmes in the Erasmus Mundus catalogue.

Over 3 000 students from all over the world received scholarships to start their masters (55 EMJMs and 95 legacy EMJMDs) in the academic year 2022-2023. The following table shows the top 5 countries in number of scholarship recipients.

| Ranking | Country | Results from 95 EMJMDs | Results from 55 EMJMs | TOTAL |
|---|---|---|---|---|
| 1 | Pakistan | 126 | 110 | 236 |
| 2 | India | 126 | 77 | 203 |
| 3 | Nigeria | 70 | 91 | 161 |
| 4 | Bangladesh | 91 | 61 | 152 |
| 5 | Brazil | 72 | 60 | 132 |

### *Alliances for Innovation*

The action **Alliances for Innovation** builds on the actions of Knowledge Alliances and Sector Skills Alliances of the previous programming period. The Alliances are organised in two lots: Lot One 'The Alliances for Education and Enterprises' and; Lot Two 'The Alliances for Sectoral Cooperation on Skills'. Call 2022 was even more popular than that of the first call in the previous year, with 406 applications submitted. The same number of projects has been selected under the calls 2021 and 2022: 25 for Lot One and 7 for Lot Two.

### *Capacity Building in Higher Education (CBHE)*

Erasmus+ **Capacity Building in Higher Education** action projects, which last from two to three years, are aimed at modernising and reforming higher education institutions and systems in third countries, developing new curricula, improving governance, and building relationships between higher education and enterprises. They can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities. The first selection of projects in the 2021-2027 phase was made in 2022. Out of 620 applications, 147 projects were selected. These are open to ten regions, namely Western Balkans, Neighbourhood East, South Mediterranean, Asia, Central Asia, Middle East, Pacific, Sub-Saharan Africa, and Latin America and the Caribbean.

*Forward-Looking Projects*

The **Forward-Looking Projects** were part of the Erasmus+ call 2022. They aim to identify, develop, test and/or assess innovative (policy) approaches that have the potential of becoming mainstreamed, thus improving education and training systems. For 2022, they were organised under three lots. The first covered horizontal, digital and green priorities in education and training. The second involved three priorities for vocational education and training. The third lot focused on adult education. In total, 91 applications and 39 projects with an overall budget of EUR 29.4 million were funded.

## Nanomedicine for Drug Delivery

| Coordinating organisation: | EU Grant: |
|---|---|
| **UNIVERSITE PARIS CITE, France** | **€3 068 000** |

*This 24 months Erasmus Mundus Master's Course offers a high quality and multidisciplinary education in the emerging field of NANOMEDICINE. The consortium is composed of four Universities: Paris-Descartes (Fr, coordinator), Patras (Gr), Pavia (It) and Angers (Fr). Nanomedicine is a revolutionary interdisciplinary science, combining knowledge from Physics, Biology, Chemistry and Medicine to treat diseases of the human body. In the course of the project, 42 master students graduated from this international masters, more than 85% of them succeeded in competitive doctoral programmes with scholarships of excellence. The consortium managed to establish a strong connection with the world of work and to ensure that the curriculum stayed relevant with the evolving nature of the field.*

**Project ID: 619764-EPP-1-2020-1-FR-EPPKA1-JMD-MOB**

## 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 1 700 HEIs are using the tool to enhance their performance, to develop their third mission role and to help fostering smart specialisation strategies (S3). HEInnovate continued to run a series of workshops and Train the Trainers sessions for practitioners. There are also regular webinars on topics linked to higher education and innovation which are well attended. In 2022, a process to revise HEInnovate was launched.

### *Labour Market Relevance and Outcomes (LMRO)*

The **Labour Market Relevance and Outcomes project** (LMRO) supported by Erasmus+ was successfully concluded in 2022 with the final international peer-learning seminars. The project was carried out together with the OECD (Organisation for Economic Cooperation and Development). It sought to improve the articulation between HEIs and the labour market. Four country notes were published on Austria, Hungary, Portugal and Slovenia with results salient for all EU member states and in addition, four seminar brochures were published.

### *Higher Education for Smart Specialisation (HESS IV)*

Work on **HESS IV** continued throughout 2022, attempting to enhance link between the capacity of higher education with regional innovation eco-systems and develop smart specialisation strategies.

In 2022, work involved collaborations with the 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).

### *Education and Innovation Practice Community*

In 2022, the new action called "**Education and Innovation Practice Community**" - in partnership with the OECD - was launched. It aims at cultivating the competencies needed to drive deep-tech innovation and foster the twin green and digital transition. This community contributes to more effective policymaking by spurring innovation in education, as foreseen under the New European Innovation Agenda. It consists of three strands of work: (i) explores the role of higher education in helping individuals to acquire innovation competencies in secondary education, (ii) mainstreams higher education, (iii) advances upskilling and reskilling for adults.

### *Education and Innovation Summit*

On 23 June 2022, the first **European Education and Innovation Summit** took place in a hybrid format, successfully gathering almost 200 participants onsite and around 800 online. The summit offered a forum of exchange between education stakeholders, private sector innovators and

entrepreneurs on the concrete implementation of ideas for the innovation priority actions of the European Strategy for Universities.

*European Student Card Initiative*

The **European Student Card Initiative** aims at supporting students mobility by using digital tools. Through its key components, the Erasmus+ Mobile App, the European Student Card and the Erasmus Without Paper network, the initiative paves the way for a more digital way in which higher education institutions organise and manage student mobility. By the end of 2022, the Erasmus+ Mobile App had been downloaded more than 200 000 times and its web version visited around 1 000 000 times. More than 1 500 000 student cards where turned into European Student Cards in 2022.

Erasmus+ advanced towards a more digital management of mobilities through the Erasmus Without Paper (EWP) network. Despite the challenges, the higher education community has widely embraced the need to continue and enhance the process of administrative digitalisation of Erasmus+ mobilities. This transformation proved to be a valuable learning experience on the benefits and challenges of digitalisation for the higher education community. Over the course of 2022, an inclusive governance structure was put in place to inform and advise on the next steps for the digitalisation of the programme. By the end of the year, almost 2 600 higher education institutions exchanged 49 554 digital learning agreements and 50 824 interinstitutional agreements.

**EULab: Equipping active citizenship toward regenerative futures using a heutagogical blended exchange model**

| Coordinating organisation: | EU Grant: |
|---|---|
| **UNIVERSITY OF LIMERICK, Ireland** | **€268 426** |

*The high-level objective of EULab is to co-design and build a pan European blended exchange programme delivered through a series of 'Futures Labs,' that will enable active global citizenship, using a digitally enabled heutagogical (self-determined learning) instructional design. The aim is to extend the educational offering of virtual exchange programmes to include heutagogical challenge-based approach in a studio learning environment. The objectives of EULab include: the development and refinement of a 'Futures Lab' methodology; the development of the competences of learners and educators to operate and lead in this environment; and the influence of policy in the area of virtual exchange to incorporate a more active, design-based modality. EULab therefore includes "Futures Labs - train the trainer" continuing professional development training including a toolkit and a digital working environment to support students and faculty. Futures Lab is the descriptive name for the type of learning space and content that the EULab partnership will support. Key characteristics include: a design studio-based learning environment; development of self-determined learning and intervention in real world problems.*

**Project ID: 2020-1-IE02-KA226-HE-000787**

## Vocational Education and Training

In the field of Vocational Education and Training (VET), the Erasmus+ programme aims at supporting the implementation of the Council Recommendation on vocational education and training, the Osnabrück Declaration, the European Education Area and the European Skills Agenda.

It contributes to 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, but also short- and long-term mobility (ErasmusPro) activities for VET learners, traineeships and apprentices..

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 European/cross-border cooperation, strengthen their capacities, exchange good practices and produce high-quality innovative deliverables. Apart from developing capacities of organisations, cooperation projects also contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

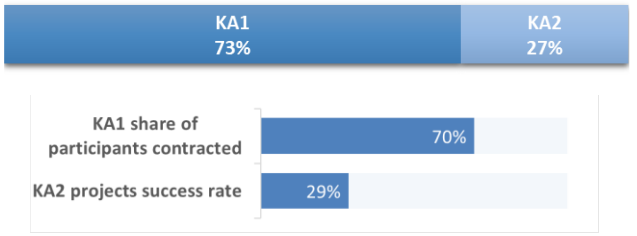
Finally, the initiative on **Centres of Vocational Excellence** (CoVEs) aims to support the gradual establishment and development of European platforms contributing to regional development, innovation, and smart specialisation strategies as well as international collaborative platforms.

[30] Total Erasmus grants allocated to projects contracted under the 2022 budget.
[31] Projects managed by the European Commission and 55 National Agencies.
[32] Beneficiary organisations involved in the Erasmus projects (the number of participations).

### Key figures in 2022

**EUR 636 million[30] in contracted projects**

98% managed by National Agencies




**Projects funded[31]**
Close to 5 400

**Beneficiary organisations[32]**
Over 14 100

**Mobility activities[33]**

More than 224 000 participants

87% of participants are **learners/apprentices**

12% learners with **fewer opportunities**

[33] Mobility activities started between 01/01/2022 and 31/12/2022. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2019 to 2022 (a mobility project might last several years).

## Highlights in 2022

The year 2022 saw a continued expansion of the programme in Vocational Education and Training, catching up after the COVID-19 crisis, with prominent increases in the number of submitted and contracted applications and participants as well as an increased uptake of grants.

### Learning mobility of individuals

Overall, more than EUR 466 million were contracted for 4 715 mobility projects (Key Action 1), in Vocational Education and Training, with 167 000 contracted participants (82% pupils, 17% staff) out of a total of 253 000 submitted participants (66% success rate).

The number of short-term learning mobility of VET learners has increased by 56% from over 80 600 mobility activities contracted under call year 2021 to nearly 125 800 activities contracted under call year 2022. Regarding long-term learning mobility of VET learners (ErasmusPro), the number of forecasted participants has increased by 32% between call years 2021 and 2022 – from 8 078 to 10 525. This type of activity represents a steady share –nearly 8%- of the mobility activities for VET learners.

Overall, 24% of all contracted learners in VET in the call year 2022 are learners with fewer opportunities.

Learning mobility of VET staff has increased from 19 000 to more than 28 000 contracted participants from 2021 to 2022.

The international dimension of VET has found considerable interest among VET providers. In fact, the number of mobility activities (of VET learners and staff from accredited organisations) to countries which are not associated to the programme (worldwide) has more than tripled, with numbers of contracted participants growing from 3 015 in 2021 to over 11 270 in 2022 (an increase of 274%), and the share among total contracted mobilities in VET increasing from 2.71% to 6.73%. Numbers of realised mobility activities to countries not associated to the Erasmus+ programme also grew, from only 26 in 2021 to 1 941 in 2022. The ten most popular destination countries were the UK, Switzerland, Canada, the United States of America, South Africa, Morocco, Bosnia and Herzegovina, Albania, Indonesia and Senegal. In total, participants went to 75 third countries not associated to the Erasmus+ programme.

Another application call for accreditations, with a deadline scheduled in October 2022, resulted in further 2 055 applications and 932 accreditations being awarded to 854 individual schools and 78 consortium coordinators at the very beginning of 2023. The interest and demand in accreditations are growing steadily, showing the attractiveness and success of the scheme.

In 2022, 3 387 out of the 4 004 organisations accredited under the 2020 and 2021 calls (representing 85%) used the chance to apply for funding using the accreditation scheme (KA121). They contracted EUR 394 million in grants.

Opportunities remained open for VET providers that prefer to apply for small projects of a limited duration. The short-term projects for mobility of VET learners and staff are designed as a stepping-stone to the current programme. Under call 2022, 1 328 short-term mobility projects were contracted (out of 2 831 submitted, representing a success rate of 47%) accounting for close to EUR 72 million of contracted co-funding.

## Cooperation among organisations and institutions

### *Partnerships for Cooperation*

With the **Partnerships for Cooperation** (Key Action 2), sector specific priorities increase clarity and the pedagogic approach in linking these priorities with project proposals.

Key Action 2 partnerships also saw a steady interest in 2022, yet due to the reduced budget, fewer projects could be contracted. Overall, 595 partnerships were contracted for co-funding in 2022 (out of 2 171 submitted, a success rate of 27%), with lump sums ofapproximately EUR 96 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The interest increased by 68% compared to 2021 (from 583 to 980 submitted projects). 309 small-scale partnerships were contracted with over EUR 17 million in co-funding, utilising 86% of the budgeted funds. The total requested amount for small-scale partnerships was over EUR 55 million, which shows considerable interest for this action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. Interest has dropped by 20% in this action (from 1 584 to 1 191 submitted projects), likely due to the longer duration of the projects. Nevertheless, 286 cooperation partnerships were contracted with approximately EUR 79 million in co-funding, representing 113% of the budgeted funds. The total requested amount for the cooperation partnerships was EUR 329 million, which shows that there remains a considerable interest for this well-established action.

Key Action 2 partnerships are essential to achieve the programme priorities. In the field of Vocational education and training, 236 contracted partnerships addressed digital transformation, 165 addressed climate change / environment, 155 addressed inclusion and 41 addressed civic engagement. We continue to observe a tendency towards digital transformation as a more naturally appealing topic to VET, with civic engagement. Many more focused additionally on the specific field priorities, the top priority in both types of partnerships were *'Adapting vocational education and training to labour market needs'* and *'Contributing to innovation in vocational education and training'*.

### *Capacity Building in the field of Vocational Education and Training (VET)*

This action supports multilateral partnerships of organisations active in the field of VET in EU Member States or countries associated to the programme, and those from the Western Balkans, Eastern and Southern Neighbourhood, Sub-Saharan Africa as well as Latin America and Caribbean. They aim to support the relevance, accessibility and responsiveness of VET institutions and systems in these regions and countries of the world as a driver of sustainable socio-economic development. In 2022, out of 121 applications, 58 projects were selected, covering these six regions.

A new action was launched in 2022, the **Capacity Building for Vocational Education and Training** (CBVET) aiming at developing cooperation between EU Member States or countries associated to the programme and VET stakeholders in several regions of the world.

## Learn and work easy in Virtual and Augmented Reality

| Coordinating organisation: | EU Grant: |
|---|---|
| **Human Resources Development Agency (HRDA), Bulgaria** | **€108 280** |

The VRAR project "Learn and Work Easy in Virtual and Augmented reality" is implemented by HRDA in partnership with organizations and companies from Slovenia, Spain, Cyprus and Latvia. The project envisages the preparation of a methodology with guidelines for job seekers or those wishing to become entrepreneurs in the field of virtual and augmented reality, a manual and video clips with instructions for working with the technique used by the experts in the field. The main purpose of the project is to provide assistance in the career guidance for people who have lost their jobs or who wish to change their professional direction by allowing them to enter the world of modern technologies entering all spheres of activity. Virtual and augmented reality is no longer a technology of the future used only for entertainment, it is increasingly entering science, education and medicine.

**Project ID: 2021-1-BG01-KA220-VET-000033294**

*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. 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) and in the context of digital and green transitions.

Since the launch of the initiative in 2019, the programme has co-funded 38 Centres of Vocational Excellence across Europe (5 in 2019, 7 in 2020, 13 in 2021 and 13 in 2022).

In call 2022, 76 applications were received. The total available budget was EUR 48 million. 13 Centres of Vocational Excellence were selected for co-funding.

*Alliances for innovation*

This action 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 and business. The 2022 selection round was very successful (see section on Higher Education).

*Forward-Looking projects*

**Forward-Looking Projects** are large-scale projects that aim to identify, develop, test and/or assess innovative policy approaches that have the potential of becoming mainstreamed, thus improving education and training systems. The 2022 selection round was successful in terms of applicants' interest (see section on Higher Education).

**Femme Forward – Fast-tracking women into new tech careers and supporting successful female-led start-ups**

| Coordinating organisation: | EU Grant: |
|---|---|
| **SIMPLON.CO, France** | **€800 000** |

*Femme Forward is a forward-looking project targeting the low representation of women in digital jobs and start-ups. Through an innovative and comprehensive training programme, women with various backgrounds will be empowered to either start a career in tech or employ their experience and knowledge to set up a tech start-up. Femme Forward will support women with various backgrounds with a special focus on: migrants and refugees whose qualifications are not recognised in the EU; professionals and women who want to change careers for better job prospects; young graduates from non-tech degrees who want to move into tech positions; women who have a tech business idea and want to make it a reality; women re-entering the labor market after maternity, etc.*

**Project ID: 101087270**

## Curriculum Material Development in Vocational Education Through 3D Printing

| Coordinating organisation: | EU Grant: |
|---|---|
| **Pärnumaa Kutsehariduskeskus, Estonia** | **€252 368** |

*The aim of this project was to increase the awareness of the importance of 3D printing, and establish the advanced skills of vocational specialists enabling them to develop the curriculum and contemporary study materials which support the needs of the students to become competitive in labor market. Transnational development of the curriculum expands the international perspective of the vocational centers and therefore enables the future specialist to enter the international labor markets. As a result of strong cooperation during the project period, all partners benefited from the cooperation of the international teams. During the short-term joint staff training, project partners also transferred good practices and knowledge from each other as it was a great opportunity to meet both vocational educators from high schools and universities.*

**Project ID: 2019-1-EE01-KA202-051698**

## School Education

In the field of school education, the Erasmus+ programme aims to strengthen the internationalisation and institutional development of schools in all programme countries as well as to implement EU political priorities in line with the European Education Area. It also supports personal and professional development of participants through the co-funding of **mobility activities for pupils and staff**, and partnerships with relevant institutions.

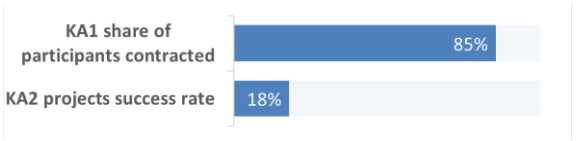
With regard to learning mobility for school pupils and staff, a wide range of activities, such as job shadowing and professional development courses for staff, individual and group mobility for pupils, invited experts and hosting of teachers and educators in training are supported by the programme.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, exchange good practices 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 2022

**EUR 457 million[34] in contracted projects**

100% managed by National Agencies




**Projects funded[35]**
Over 7 700

**Beneficiary organisations[36]**
Close to 18 700

**Mobility activities[37]**

More than 353 000 **participants**

78% of participants are **learners**

13% learners with **fewer opportunities**

[34] Total Erasmus grants allocated to projects contracted under the 2022 budget.
[35] Projects managed by the European Commission and 55 National Agencies
[36] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[37] Mobility activities started between 01/01/2022 and 31/12/2022. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2019 to 2022 (a mobility project might last several years).

## Highlights in 2022

The year 2022 saw drastic increases in the school education field, in terms of mobility projects applications and of mobility activities among learners and staff, in many cases almost doubling the number of 2021 which was impaired by the COVID-19 crisis.

### Learning mobility of individuals

Overall, more than EUR 314 million were contracted for 6 783 mobility projects (Key Action 1) in school education, with over 216 000 contracted participants (65% pupils, 34% staff) out of a total of 280 000 submitted participants (80% success rate).

The programme saw an important increase in the numbers of awarded participants in individual pupil mobility activities (both in short- and long-term activities). Short-term learning mobility of pupils has practically doubled from 4 665 participants in mobility activities contracted under call year 2021 to 9 290 participants contracted under call year 2022. Regarding long-term learning mobility of pupils, the number of contracted participants has increased by 87.5% between call years 2021 and 2022 (from 1 520 to 2 850). Considered as a priority activity of the Erasmus+ programme, long-term pupil mobility benefits from strengthened support: EUR 500 for organisational support per participant and EUR 300 per participant for language learning training and materials. In addition, projects that plan to organise long-term pupil mobility activities receive more points in the award criteria.

An important element for both short- and long-term pupil mobility activity is the individual learning agreement with a set of expected learning outcomes that needs to be prepared for each participant.

However, more than 91% of pupils mobility are carried out in the format of group mobility, 128 000 contracted participants in 2022.

Overall, almost 19% of all contracted learners in school education in the call year 2022 are learners with fewer opportunities.

Learning mobility of staff has increased from 42 000 to more than 73 000 contracted participants from 2021 to 2022.

Another application call for accreditations was scheduled with a deadline in October 2022, resulting in further 5 979 applications and 3 113 accreditations being awarded to 2 929 individual schools and 185 consortium coordinators. The interest and demand in accreditations are growing exponentially, showing the attractiveness and success of the scheme.

In 2022, 3 774 out of 4 466 accredited organisations (84%) used the chance to apply for funding using the accreditation scheme. They were contracted EUR 234 million in grants.

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 2022, over 3 000 short-term mobility projects were contracted out of 6 062 submitted, a success rate of 49%, accounting for over EUR 79 million of contracted co-funding.

2022 also saw the implementation of a large number of School Exchange Partnerships still ongoing from the previous programme which had been paused because of the pandemic. The removal of restrictions and lifting of travel bans helped the projects and schools complete their planned activities.

## Nový rozmer a sieť inkluzívneho vzdelávania

| Coordinating organisation: | EU Grant: |
|---|---|
| **Inklucentrum - Centrum inkluzivneho vzdelavania, Slovakia** | **€60 000** |

*The main aim of the project was to bring new dimensions to the inclusive education (humanistic psychology, nonviolent communication, meeting the needs of all learners) which are the core of this topic but are rarely addressed in the European area.*

**Project ID: 2021-1-SK01-KA210-SCH-000032298**

## Cooperation among organisations and institutions

### *Partnerships for Cooperation*

The **Partnerships for Cooperation (Key Action 2)** saw an increased interest in 2022 (+36% submitted projects). However, due to the reduced budget, fewer projects could be contracted. Overall, 906 partnerships were contracted co-funding in 2022 (out of 4 973 submitted, a success rate of 18%), with lump sums totalling over EUR 120 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The interest almost doubled compared to 2021 (from 1 856 to 3 519 submitted projects). Nearly 550 small-scale partnerships were contracted with over EUR 30 million in co-funding, utilising 150% of the budgeted funds. The total requested amount for small-scale partnerships was EUR 195 million, which shows that there was a considerable interest for this action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. Interest has dropped by 20% in this action (from 1 808 to 1 454 submitted projects), likely due to the longer duration of the projects. Nearly 360 cooperation partnerships were contracted with over EUR 90 million in co-funding, utilising 102% of the budgeted funds. The total requested amount for the cooperation partnerships was EUR 367 million, which shows that there remains considerable interest for this well-established action.

Key Action 2 partnerships are essential to achieve the programme priorities. In the field of school education, 247 contracted partnerships addressed digital transformation, 321 addressed climate change / environment, 344 addressed inclusion and 229 addressed civic engagement, demonstrating a good spread of partnershgips across priorities. Many more focused additionally on the specific field priorities, the top priority in both types of partnership were the development of key competences and supporting teachers, school leaders and other teaching professions.

### *Erasmus+ Teacher Academies*

As part of the 2022 Erasmus+ call for proposals, an important milestone towards establishing the European Education Area was reached with the **Erasmus+ Teacher Academies:** 16 new Erasmus+ Teacher Academies were awarded for co-funding, benefiting from almost EUR 22.5 million from the Erasmus+ budget. Over three years they will provide teachers at all stages of their careers with learning opportunities that include mobility, learning platforms and professional communities.

Together with the 11 projects co-funded under the first call for proposals in 2021, the 16 new projects will embrace multilingualism, language awareness and cultural diversity, as they develop teacher education in line with the EU's priorities in education policy and contribute to the achievement of the European Education Area, the EU's joint vision for the education and training sector.

Altogether, the target of creating 25 Erasmus+ Teacher Academies by 2025, as part of the efforts towards establishing the European Education Area, has been achieved well ahead of schedule.

> *Through my progression from youth worker to teacher, trainer, and now project coordinator, Erasmus has given me a perspective on what disadvantaged young people need, and how I can help them. I enjoy creating new projects for young people who have not had many opportunities — empowering them to participate in their communities.*
>
> Abraão Costa,
> Youth worker, teacher and Erasmus+ project coordinator from Portugal

## Policy support, platforms and tools

### *The European School Education Platform*

In 2022, the eTwinning and School Education Gateway (SEG) platforms merged into an integrated platform for school education, called the European School Education Platform (ESEP). This integrated platform went online in June 2022 combining SEG functionalities (offering publications, materials, tutorials, and information for schools and education providers) as well as core eTwinning functionalities (hosting a community of teachers/educators and other staff in school education as well as in Initial Vocational Education and Training, and Early Childhood Education and Care). The new ESEP platform provides all school education stakeholders with access to enhanced online features and tools to support professional and school development. The platform also hosts the Toolkit for School Success. It offers resources reviewed by experts to improve school success, inclusive education, and well-being at school, a new thematic in line with the Pathways to School Success Council Recommendation.

At the end of 2022 almost 142 000 users were registered on the new ESEP platform, of which around 107 000 were eTwinners.

The 2022 eTwinning annual theme was "Our future: beautiful, sustainable, together. Schools and the New European Bauhaus: Imagining a creative learning environment in green and inclusive schools". As part of the activities, teachers were invited to reflect creatively with their students about their "dream school" in the post-Covid time. The online annual eTwinning conference was held in October 2022, also related to the annual theme of imagining education in the future.

### *European Innovative Teaching Award*

The second edition of the **European Innovative Teaching Award** was successfully implemented by Erasmus+ National Agencies, with 98 completed Erasmus+ projects from 29 programme countries awarded. The year's theme, linked to the New European Bauhaus initiative of the Commission, was: "Learning together, promoting creativity and sustainability". For the 2022 edition, the winning projects are divided as follows:

- 20 projects in the "early childhood education and care" category,
- 26 projects in the "primary education" category,
- 27 projects in the "secondary education" category and
- 25 projects for the "vocational education and training (VET) schools" category.

The three sub-topics are in the spirit of the priorities of the European Education Area and the New European Bauhaus initiative of the EU Commission, with 47 projects in "Creativity", 29 projects in "Sustainability" and 22 projects in "Inclusion". An event was organised in Brussels to reward school staff who carried out these projects and give them an opportunity to connect and exchange experiences.

*European Language Label (ELL)*

The **European Language Label** is an award encouraging the development of new techniques and initiatives in the field of language learning and teaching, as well as the enhancement of intercultural awareness across Europe. The themes for projects applying in 2021-2022 were the enhancement of language learning through Information and Communication Technology (ICT) and digital media, language learning and the promotion of equity, social cohesion and active citizenship and the professional development of language teachers. In 2022, 55 completed projects from Erasmus+ and other initiatives highlighting innovative practices in the teaching and learning of languages were selected by Erasmus+ National Agencies and awarded through national ceremonies.

## SHARKS – Sustainability Heroes and Restless Knights in School

| Coordinating organisation: | EU Grant: |
|---|---|
| **Deutsch Luxemburgisches Schengen Lyzeum, Luxembourg** | **€195 760** |

*The SHARKS project aimed to empower students to become sustainability champions and equip them with the knowledge and skills to build a more sustainable future. The project brought together pupils and teachers from six European countries - Luxembourg, Poland, Italy, Portugal, Spain, and the Northern Republic of Macedonia.*
*Throughout the project, students learned about the 17 Sustainable Development Goals (SDGs) outlined in the United Nations' Agenda 2030. They explored various sustainability challenges, such as climate change, species extinction, waste reduction, and human rights. By understanding these issues, students developed the ability to think critically and take responsible actions for their own lives and the well-being of future generations.*

**Project ID: 2020-1-LU01-KA229-063242**

## Adult Education

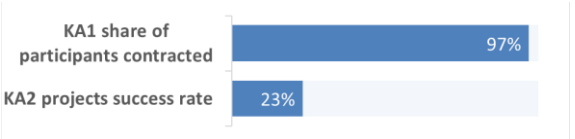
In the field of adult education, the Erasmus+ programme aims at contributing to the implementation of the EU political priorities in line with the European Education Area and the Skills Agenda. More precisely, it should strengthen the internationalisation and strategic development of adult education providers in all programme countries, and support the personal and professional development of participants through the funding of **mobility activities** for learners and staff in adult education.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, exchange good practices 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 2022

**EUR 130 million[38] in contracted projects**

100% managed by National Agencies




**Projects funded[39]**
Close to 1 700

**Beneficiary organisations[40]**
Close to 4 800

**Mobility activities[41]**

More than 18 700 **participants**

11% of participants are **learners**

88% learners with **fewer opportunities**

[38] Total Erasmus grants allocated to projects contracted under the 2022 budget.
[39] Projects managed by the European Commission.
[40] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[41] Mobility activities started between 01/01/2022 and 31/12/2022. Due to the implementation scheme of the programme these activities may be funded by budget allocated to years 2019 to 2022 (a mobility project might last several years).

## Highlights in 2022

The current Erasmus+ programme introduced opportunities for mobility of learners in adult education under Key Action 1. The importance of this development is reflected in the increased budget for the adult education sector, in particular for mobility projects (Key Action 1), with an increase of 62% between 2021 and 2022, to catch up the COVID-19 crisis.

As with any major improvement, the launch of these opportunities has also faced various challenges. The COVID-19 pandemic has slowed down the roll-out as many mobility activities had stopped and new ones were not planned. The take-up of the new activities for learners in adult education has been progressing slower than the accompanying increase in funding (the budget for Key Action 1 in adult education has increased from EUR 53 million in 2021 to EUR 85.7 million in 2022).

Engagement of learners in adult education and in particular learners with fewer opportunities into learning mobility activities is a process which takes time, especially for adult education providers which need to adapt in terms of capacity building. Indeed, the adult education field remains challenging, as it is usually less structured and more loosely organised than other sectors.

A series of joint measures to address the difficulties have been discussed, fine-tuned and implemented together with the National Agencies. The mobility activities were open to any type of learner enrolled with an adult education provider and not only the learner in adult education with fewer opportunities.

National Agencies in most countries have successfully reached out to potential applicant organisations in the informal sector using libraries, museums, cultural centres, institutions from the formal education sector (adult education schools and learning centres), as well as more specialised organisations (NGOs, associations, etc.) working for persons with disabilities, elderly people, people at the risk of poverty or social exclusion, etc. National Agencies continue providing the guidance to beneficiaries on the activities and thematic focus can be proposed in mobility activities for staff and learners.

As a result, and also to recover from the negative impact of the COVID-19 crisis, in 2022 we observe positive trends in comparison with the previous year. However, only 43.2% of the Key Action 1 budget could be absorbed in 2022 as a result of the selection of mobility projects in this sector; the Erasmus+ National Agencies will continue to implement specific measures in order to support the take-up of the sector.

### Learning mobility of individuals

Overall, more than EUR 37 million were contracted for 972 mobility projects (Key Action 1) in adult education, with almost 19 500 contracted participants (24% pupils, 73% staff) out of a total of 25 000 submitted participants (78% success rate). Especially noteworthy is the very positive trend among contracted learners in adult education: their number has increased by more than 75%, from 2 623 to 4 606.

Overall, 82% of all contracted learners in adult education in the call year 2022 are learners with fewer opportunities.

Learning mobility of staff has increased from 8 000 to more than 14 000 contracted participants from 2021 to 2022.

In 2022, 391 out of 528 accredited organisations (74%) used the opportunity to apply for co-funding using the accreditation scheme. They were contracted EUR 20 million in grants.

Another application call for accreditations took place in October 2022, resulting in further 601 applications and 259 accreditations being awarded to 215 individual schools and 44 consortium coordinators by early 2023. The interest and demand in accreditations are growing steadily, showing the attractiveness and success of the scheme and its acceptance in adult education.

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 2022, 581 short-term mobility projects were contracted out of 975 submitted (a success rate of 60%) accounting for close to EUR 17 million of contracted funding.

## Cooperation among organisations and institutions

### *Partnerships for Cooperation*

The **Partnerships for Cooperation** (Key Action 2) saw an increased interest in 2022 (+13% submitted projects). However, due to the limited budget, fewer projects could be contracted. Overall, 717 partnerships were contracted co-funding in 2022 (out of 3 199 submitted, a success rate of 22%), with lump sums totalling approximately EUR 88 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The interest increased by around 60% compared to 2021 (from 1 142 to 1 837 submitted projects). 475 small-scale partnerships were contracted with over EUR 26 million in co-funding, utilising 131% of the budgeted funds. The total requested amount for small-scale partnerships was EUR 104 million, which shows that there was considerable interest for this action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. Interest has dropped by 20% in this action (from 1 686 to 1 362 submitted projects), likely due to the longer duration of the projects. 242 cooperation partnerships were contracted with over EUR 62 million in co-funding, representing 165% of the budgeted funds. The total requested amount for the cooperation partnerships was EUR 358 million, which shows that there remains considerable interest for this well-established action.

Key Action 2 partnerships are essential to achieve the programme priorities. In the field of adult education, 190 contracted partnerships addressed digital transformation, 142 addressed climate change / environment, 346 addressed inclusion and 188 addressed civic engagement in 2022. We continue to observe a priority on inclusion, in line with the programmes objective for adult education. Partnerships also focused on the specific field priorities, the top priority in both actions were ‘Improving the competences of educators and other adult education staff’, ‘Improving the availability of high-quality learning opportunities for adults’ and ‘Creating and promoting learning opportunities among all citizens and generations’.

*EPALE*

EPALE, the Electronic Platform for Adult Learning in Europe, focused in 2022 on the development of features for adult learning institutions to prepare their Erasmus+ applications. The Partner Search was enhanced and facilitates the exchange of ideas and creates networking opportunities with individuals or organisations. Accredited organisations can include their accreditation in their organisation profile for potential partners to see. A new banner about 'Erasmus+ for Adult Education' is grouping the Partner Search with other features, such as the Erasmus+ Space, in support for the programme.

The Erasmus+Space links Erasmus+ projects with EPALE. It puts into practice blended mobility, notably starting with coming together online that will be followed up by physical meetings. The Erasmus+Space is a tool for project coordinators and their partners. They can use it for both cooperation and dissemination.

By the end of 2022 EPALE counted more than 120 000 members and received some 100 000 visitors every month.

## ADA – All Digital Academy: Upskilling adult educators on key digital emerging technologies

| Coordinating organisation: | EU Grant: |
|---|---|
| **ALL DIGITAL AISBL, Belgium** | **€400 000** |

*The ALL DIGITAL Academy (ADA) is conceived to support adult educators and trainers by offering upskilling training activities on emerging digital technologies. The project also aims to strengthen capacity building and connect learning centres for ongoing digital transformation to increase the quality, relevance, and impact of their activities. Educators and trainers will benefit from the educational outputs: Online training (MOOCs); DigComp-based resources and tools (self-assessment tools; Learning and teaching methodologies and contents; best practices etc.; Community of Practice (CoP) of practitioners and stakeholders to share practices and experiences in adult education and training. Expected results: at least 500 educators from at least 10 European countries registered in the MOOC, at least 100 educators completing it and at least 300 practitioners, educators, experts joining the CoP and at least 50 resources, including reports, self-assessment tools, best practices on the platform.*

**Project ID: 101049118**

## Blended Learning Environment for European Prisoners

| Coordinating organisation: | EU Grant: |
|---|---|
| **Click F1, Netherlands** | **€443 612** |

*BLEEP as blended learning environment:*
*In the field of blended learning and digital skills a lot of initiatives and developments have been occurring in recent years. There is plenty of information and lots of games and tools for both formal as well as informal education. The art is to look at this from a meta point of view. How can we integrate all the energy from education and reintegration efforts into one learning process for prisoners from the inside to the outside? And how should staff training relate to this? With BLEEP they created an environment in which prisoners can work with their experiences, their personal development. Focus on the experience and to create a platform that enhances this so that they can reintegrate successfully.*

**Project ID: 2019-1-NL01-KA204-060491**

## 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.

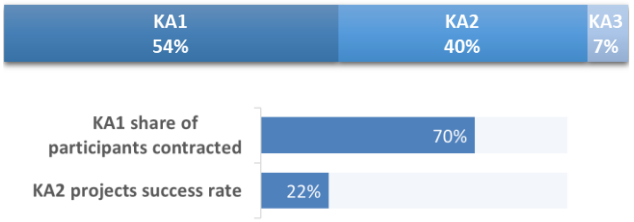
**International cooperation projects** are developed through multilateral partnerships between organisations active in the field of youth in programme and third countries not associated to the programme.

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 2022

**EUR 270 million[42] in contracted projects**

91% managed by National Agencies




**Projects funded[43]**
Over 4 800

**Beneficiary organisations[44]**
Over 22 200

**Mobility activities[45]**

More than 200 700 **participants**

73% of participants are **young people**

32% learners with **fewer opportunities**

[42] Total Erasmus grants allocated to projects contracted under the 2022 budget.
[43] Projects managed by the European Commission and 55 National Agencies
[44] Beneficiary organisations involved in the Erasmus projects (the number of participations)

[45] Mobility activities started between 01/01/2022 and 31/12/2022. Due to the implementation scheme of the programme these activities may be funded by budget allocated to years 2019 to 2022 (a mobility project might last several years).

## Highlights in 2022

In 2022, Erasmus+ scaled up its support for a new action format in the field of youth: **Youth participation activities** (launched in 2021). The 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. In the context of the European Year of Youth, the Youth participation activities were promoted as a flagship action, and the budget boosted to EUR 30 million.

While **DiscoverEU,** the EU action that offers these aged 18 the opportunity to travel around Europe, joined the Erasmus+ family in 2021, the first call financed with the Erasmus+ budget took place in March 2022. Two application rounds were launched in 2022, during which more than 230 000 young people applied for the 82 716 travel passes available, confirming their absolute interest in this action. For the first time, on top of the bi-annual DiscoverEU calls on the European Youth Portal, the Erasmus+ National Agencies have been awarding grants to organisations working with young people with fewer opportunities through a new initiative: the DiscoverEU Inclusion Action. Two calls of the Inclusion Action will take place each year. During the first round of this new action of October 2022, 166 projects were submitted to the Erasmus+ National Agencies.

### Learning mobility of individuals

**Mobility activities** in the field of youth continued in 2022 offering opportunities to more than 200 700 young people and youth workers, of which around 59 900 come from disadvantaged backgrounds.

#### *Youth Exchanges*

The **Youth Exchanges** action will bring around 83 000 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 9 800 organisations were involved, with an average of five organisations and a EUR 30 000 average grant per project.

In total, 371 accredited projects (out of the 373 received) involving more than 33 000 participants have been funded in 2022, covering youth exchanges and professional development activities for youth workers for a total grant of over EUR 33 million.

Thanks to the format of group mobilities, and activities' short duration, youth exchanges proved to be shining example of 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 (more than 20% of the participants who were granted funding).

### *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 29 000 youth workers took part in transnational training courses and seminars, networking events, study visits and job shadowing, Of these activities, there were more than 900 awarded projects, corresponding to around EUR 27 million awarded grants, and involving almost 7 000 organisations.

In 2022, mobility projects for youth workers had the possibility to include in their project design System Development and Outreach Activities. These complementary activities aim at enhancing the impact of youth mobility, 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.

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

After a timid first year, we have witnessed a distinct growth in the number of received and contracted projects under the action during the second year of implementation. Of the 1 086 received proposals, 555 were contracted, as compared to 595 received and 328 contracted in 2021. The contracted amount nearly doubled from over of EUR 10 million under call 2021 to over EUR 21 million in 2022. This will offer the opportunity for several thousand young people to design and implement their own projects with activities reaching an expected number of close to 116 000 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 and 'Youth policy development'. Many projects are also addressing 'European identity, citizenship and values', 'Community development' and 'Environment and climate change'.

A total of 1 386 (1 081 distinct) organisations are involved in contracted projects. Around 800 of those are NGOs and Youth Organisations. Just over

100 public bodies on national, regional or local level were involved, and 48 informal groups of young people.

### *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 fully fledged action under the 2021-2027 Erasmus+ programme with a broader geographical coverage. Virtual exchanges foster online people-to-people activities that promote intercultural dialogue and develop soft skills. Young people gain access to high-quality crosscultural education (formal and non-formal) without physical mobility. Moderated discussions, training courses and interactive open courses are among the activities supported. Out of 69 applications, 15 projects were selected, covering the Western Balkans, the Eastern and Southern Neighbourhood as well as Sub-Saharan Africa.

## Cooperation among organisations and institutions

### *Partnerships for Cooperation*

The most significant development in Key Action 2 was the introduction of the lump sum grants model, rolled out in 2021 for Small-scale projects and Cooperation partnerships. This facilitates project applications and access to the programme.

**Cooperation partnerships** enable large cooperation projects over a longer period of time. Due to the priority given to mobility funding, the available budget for this action was lower in 2022 compared to 2021.

Of the total budget of EUR 85.48 million for cooperation partnerships in 2022, the national agencies contracted EUR 75.58 million to 330 projects. Involving 1 749 organisations, of which around 870 were NGOs and associations, all contributed 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 common values, civic engagement and participation. The most frequently addressed topics were quality and innovation of youth work, inclusion of marginalised young people, environment and climate change, entrepreneurial learning – entrepreneurship education and inclusion, promoting equality and non-discrimination.

**Small-scale partnerships** provide additional opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. In 2022, the action continued to attract applicants, and national agencies contracted a total of EUR 24.69 million to 449 projects. 1 362 organisations, of which around 800 NGOs and associations, are involved in the contracted activities. The large majority of awarded proposals were for the EUR 60 000 lump sum category.

Similar to 2021, the most commonly addressed priorities were the horizontal priority on inclusion and diversity, the sectoral 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, environment and climate change, inclusion of marginalised young people, creativity, arts and culture and quality and innovation of youth work.

*Capacity Building*

**Capacity building in the field of Youth** funds transnational cooperation projects based on multilateral partnerships between organisations in EU and countries associated to the programme, on the one hand, and in third countries not associated to the programme of the Western Balkans and the South Mediterranean, on the other hand that aim at raising the capacity of organisations working with young people outside formal learning. Projects may integrate mobility activities for youth workers in order to test tools and methods developed by the partnership if they are instrumental to and underpin the achievement of these objectives.

In 2022, a total of 227 project proposals were received, out of which 28 were retained. These cover two regions, namely the Western Balkans and the South Mediterranean.

## 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 emphasising 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 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 training sessions, 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. The initiative encourages projects with a diverse youth population that also includes those from remote or rural areas, with a migrant background and from disadvantaged social backgrounds.
- 26 projects selected under the call 2022 for proposals for a budget of EUR 7.8 million.

*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 2022, more than 560 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 still partly affected by the COVID-19 pandemic in 2022, with some of the activities planned in 2021 postponed and therefore overlapping with 2022 plans.

2022 saw also the continuing implementation of 17 long-term strategic activities and additional TCAs focusing on youth participation, which were funded through the top-up received in the context of the European Year of Youth.

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

The Portal is available in 28 languages. Throughout 2022, 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, 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 2022, the number of page views came up to more than 38 million, whereas the number of visits was more than 10 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, providing the main communication hub of the Year, giving young people across Europe information on opportunities and activities available in the context of the Year. The European Year of Youth page allowed users to upload their activities on a map, provides news items and participatory tools, such as the input received from young journalists as well as an innovative 3D platform to collect voices of young Europeans.

The European Youth Portal is home to the European Solidarity Corps Portal and the Humanitarian Aid Strand, through which young people can join the Corps, and DiscoverEU, the central entry point for the biannual DiscoverEU applications rounds for 18-year-olds. In 2022, two DiscoverEU application rounds took place, in April and in October.

### EU Youth Strategy 2019-2027

The implementation of the framework for European cooperation in the youth field – the **EU Youth Strategy 2019-2027 –** continued, boosted by the 2022 European Year of Youth and based on the EU Work Plan for Youth 2022-2024, focusing on the overarching thematic priority '*Engaging together for a sustainable and inclusive Europe*'. Erasmus+ is the main EU level instrument for the implementation of the EU Youth Strategy. Notably youth participation activities, DiscoverEU and youth worker mobility under KA1 support the 'engage' and 'empower' pillars of the Strategy. Cooperation partnerships under KA2 contribute to the quality and innovation of youth work systems, linked to the European Youth Work Agenda under the 'empower'-pillar. KA3 supports youth policy development and key instruments of the EU Youth Strategy such as the EU Youth Dialogue, mutual learning activities, civil society cooperation, the EU-Council of Europe Youth Partnership and knowledge-building and evidence.

Among the highlights and also contributing to the horizontal priorities of Erasmus+ were the Council Recommendation on the mobility of young volunteers across the EU (April 2022), which contributes to the European Education Area, as well as Council conclusions on fostering engagement

among young people as actors of change in order to protect the environment (April 2022) and on promoting the intergenerational dimension in the youth field to foster dialogue and social cohesion (November 2022). A seminar on *'Bringing Europe to Life: For and together with young people'* (June 2022) offered opportunities to exchange good practices in youth participation, as a follow-up to the Conference on the Future of Europe.

The international dimension of the EU Youth Strategy was strengthened through the Youth Action Plan in the EU external action 2022-2027 (Oct 2022), which will enhance youth participation and empowerment of young people around the world, and benefit the international dimension in Erasmus+Youth actions .

In 2022, preparations started for the interim evaluation of the EU Youth Strategy (to be finalised in 2023), including the publication of a Call for Evidence on the Commission's 'Have your Say'-portal in September/October 2022, which generated valuable input from stakeholders, young people and the general public.

In 2022, the Commission continued contributing to the implementation of the **European Youth Work Agenda** (EYWA), established by the Council in its 2020 Resolution. In direct continuation of this resolution, the Sub-Group on Youth Work (SGYW) continued its work which had started in 2021. The main aim of this SGYW was to accompany and advise on the process of creating and implementing 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. The Resolution invites the European Commission to set up an expert group to facilitate the development and implementation of the European Youth Work Agenda for quality, innovation, and recognition of youth work, which is in line with the aims of the EU Youth Strategy (2019-2027). The implementation of the EU Youth Strategy and support of development of youth work is also fostered by the EU Youth Dialogue processes. 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. Through the EU-Council of Europe Youth Partnership, the Commission has continued reaching out to Council of Europe Member States which are not currently EU Member States, especially in the Western Balkans. A number of youth work activities were held outside the EU, including the seminar "Visible Value – strengthening the implementation of the European Youth Work Agenda in Eastern and Southeast Europe" which took place on 15-16 November 2022, in Sarajevo, Bosnia and Herzegovina. This work constitutes a direct contribution to the EYWA.

The Commission continued to support mutual learning activities among Member States, also with a Peer-learning activity supporting Member States to develop solidarity, volunteering, civic service and mobility schemes for young people at a national, regional or local level, organised in April 2022 following the adoption of the Council recommendation on the mobility of young volunteers.

In 2022, the EU Youth Coordinator, Biliana Sirakova, has helped to bring the EU closer to young people. She has amplified youth voices in the Commission and contributed to cooperation among services working on youth issues. The EU Youth Coordinator undertook more than 150 outreach activities (speaking engagements at conferences, meetings with young people and stakeholders, interviews). Biliana was responsible for the set up and management of the Commission Youth Network, where more than 15 Directorates-General are represented, and for the European Year of

Youth national coordinators and stakeholders group. The Commission Youth Network has enabled continuous exchanges between Commission services on youth-related initiatives and was a key enabler of the Year's strong cross-sectoral dimension. The EYY national coordinators and stakeholders group comprised of 29 EYY national coordinators from EU Member States, 6 national contact points in Erasmus+ associated countries and more than 120 European level youth stakeholders. This network met nine times before and over the course of the Year and exchanged regularly on an online platform. The European Parliament, Committee of the Regions and the European Economic and Social Committee contributed to the group. This cooperation will benefit stakeholder and interinstitutional relations on youth issues well beyond 2022.

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-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 9th cycle is being held under the French-Czech-Swedish Trio Presidency which started on 1 January 2022, lasting for 18 months.

The thematic priority chosen by the Trio Presidency was "Engaging together for a sustainable and inclusive Europe" and therefore directly connected to the Youth Goal 3: Inclusive societies and Youth Goal 10: Sustainable and Green Europe. The French Presidency adopted Council conclusions on fostering the engagement of young people as actors of change for environmental protection[46]. The Czech Presidency adopted Council conclusions on fostering the engagement of young people as actors of change for environmental protection. The upcoming 10th cycle will be held under the Trio Presidency Spain – Belgium - Hungary, starting on 1 July 2023. The thematic priority chosen by the Trio Presidency is "We need Youth" linked to Youth Goal 3 Inclusive societies.

### *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 2022, SALTOs were key to the success of several events and activities. The three regional SALTOs (Eastern Europe and Caucasus, EuroMed and 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. In addition, 2022 saw the launch of two new SALTOs: the Digital SALTO with the aim of providing support and guidance to the National Agencies for

[46] https://data.consilium.europa.eu/doc/document/ST-7769-2022-INIT/en/pdf

qualitative implementation of the digital education and training priorities and the SALTO on green transition and sustainable development, with the mission of assisting the National Agencies to translate the horizontal priority on environmental sustainability and fight against climate change into measures and activities, sharing knowledge and resources.

It is important to underline that the new SALTOs cover both Erasmus+ and European Solidarity Corps programmes. Furthermore, in October 2022, the tasks and mandate of the SALTO Participation and Information, previously covering only the youth field, have been extended to the field of education and training, ensuring in this way that the four horizontal priorities of the programme are supported by SALTO Resource Centers across all programme fields.

Additionally, in 2022 the Commission has carried out, through an external consultancy, a study of the existing SALTOs to review their evolution and reflect new priorities for the new programme period 2021-2027. The study[47] provided some recommendations focusing on areas for improvement for which the research activities provided strong evidence.

### *Salto Awards*

**SALTO Awards**[48] is an annual contest of innovative youth projects in several nomination categories. In 2022, the contest was organised in collaboration between SALTO Participation and Information, SALTO European Solidarity Corps and SALTO-Youth Inclusion & Diversity. 104 projects applied and 89 were nominated in the following categories: Digital Transformation (9 projects), Media & Information Literacy (9 projects), Solidarity & Volunteering (22 projects), Inclusion & Diversity (20 projects) and Youth Participation (29 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. For the first time, the SALTO Awards Ceremony took place on-site in Tallinn, Estonia, on 3 November 2022 during the Youth Participation Forum. Over 70 people attending the ceremony in Tallinn, which was broadcasted live on YouTube (1 977 live views) and Facebook (1 121 views). The promotion on SALTO Participation & Information social media channels has reached close to 60 000 people.

### *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. It does this via information, support and communication activities, with a priority on reaching out to those with fewer opportunities and/or who are not yet aware of such opportunities. Eurodesk is dedicated to constantly enhance and customise its services based on the needs of youth information workers and young people. Eurodesk federates 39 national coordinators and around 3 000 local youth information providers, so called ‘multipliers’ and 'ambassadors', that are regional or local organisations working with young people and delivering youth information (e.g. youth centres, youth information centres, associations and municipalities). Eurodesk information and helpdesk services are instrumental in ensuring fair access to EU opportunities and therefore promoting inclusion and diversity.

47 Report on the assessment of the existing SALTOs

48 More information about the 2022 SALTO Awards winners: Get Inspired: SALTO Awards 2022 Winning Projects Videos - SALTO (participationpool.eu)

*Youthpass*

In 2022, 195 989 **Youthpass** certificates were issued to participants in 9 695 projects run by 5 120 organisations (compared to 110 288 Youthpass certificates in 2021). The new Youthpass certificates (for the 2021-2027 programmes) were launched in 2022. Many novelties were introduced including the: possibility of listing several activities within the same project, providing further evidence for learning, the availability of certificates for team members, and the use of the ETS Competence Model for youth work practitioners as learners in a project, etc.

While developing the technical background for the new certificates, the accessibility of the Youthpass tool and certificates was enhanced. Now the certificates for the 2021-2027 programmes are screen reader compatible.

With the current programmes, the Youthpass Advisory Group was renewed to include more experts, researchers, National Agencies and young people. The group met twice in 2022.

## LEO - Leadership is for EveryOne

| Coordinating organisation: | EU Grant: |
|---|---|
| **HIGH ON LIFE, Italy** | **€190 623** |

*Leadership is for EveryOne (LEO) aims to enhance women's leadership, strengthen men's involvement in women's empowerment and the synergies between youth work and labour market: Identify young women's challenges in becoming leaders in partner countries;*
*Identify 20 positive masculinity figures to support the project and challenge traditional sexist stereotypes; Train 5 youth workers in each partner country; Support the transition to the labour market for 20 women in each partner country. The main outputs of the project will be the creation of research, methodology for youth workers, e-courses, and a sustainable internship programme for young women with fewer opportunities.*

**Project ID: 101051616**

## Inclusion Academy

| Coordinating organisation: | EU Grant: |
|---|---|
| **Coda di Lupo APS , Italy** | **€25 453** |

*The Inclusion Academy project aims to support a network of European YWs and NGOs to tackle inequalities according to the principles of inclusion, diversity, equity and access for young people with fewer opportunities, by promoting cultures, methods, positive and non-discriminatory environments for the development of social empathy, counteracting stigma, stereotypes and prejudices.*

**Project ID: 2022-3-IT03-KA153-YOU-000102795**

## 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.

2022 marked the launch of the new Erasmus+ action: **Mobility of staff** in the field of sport with the first call for proposals published at the end of 2022. Supporting mobility for sport coaches and other sport staff will give the opportunity to grassroots sport organisations to exchange good practices and learn from peers through job shadowing and coaching assignments.

Encorauging a healthy lifestyle for all, promoting integrity and values in sport, promoting education in and through sport and combating violence, racism, discrimination and intolerance were the priorities for **KA2 sport activities** in 2022.

**Capacity Building** in the field of **Sport** supports multilateral partnerships between organisations active in the field of sport and aims to support sport activities and policies in the Western Balkans as a vehicle to promote values and an educational tool to promote the personal and social development of individuals and build more cohesive communities. In 2022, 75 project proposals were received, out of which 4 were funded, covering the EU Member States and countries associated to the programme as well as Western Balkans.

### Key figures in 2022

**EUR 63.7 million[49] in contracted projects**

Managed by the Executive Agency (EACEA)

**Projects funded[50]**
332

**Beneficiary organisations[51]**
Over 1 480

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

## Highlights in 2022

### *The 2022 European Week of Sport*

The 2022 edition of the European Week of Sport highlighted sports and physical activities as important tools for better inclusion and equality, as well as the promotion of a healthy lifestyle, especially among the youth. 40 countries and regions participated to achieve an impressive total of 32 869 events. The 8th European Week of Sport topped the previous year's number of individual participants, with more than 13.1 million people contributing to the #BeActive message.

The 2022 #BeActive campaign was launched on Olympic Day (June 23rd) and finished at the end of January 2023. The peak of the campaign was the European Week of Sport itself, which took place from 23rd to 30th September. Its official Opening Ceremony took place in Prague, Czechia.

### *The 2022 EU Sport Forum*

The annual EU Sport Forum took place on 16 and 17 June, as a live event in Lille under the French Presidency as the main platform for Structured Dialogue between the European Commission and the sport stakeholders. The 2022 edition focused on the theme of European Sport as fair, inclusive and fit for a sustainable future. Several discussions; involving excellent speakers, evolved around main priorities in the area of sport, and looked in particular at the potential of sport for peace and inclusion and the further recovery of the sport system after the pandemic and the sector's contribution to the green transition.

### *#BeActive Awards*

Also in 2022, a jury selected the best and the most inspiring projects and individuals contributing to the advocacy of healthy lifestyle and sport in Europe: 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 2022 #BeActive Awards winners were announced during the annual #Beactive awards held in Brussels on 28 November. The winners in the four categories were: Education: Krokiet & Lama Academy (Poland), Workplace: Azur Sport Santé (France), Local Hero: Elias Mastoras (Greece), Across Generations: Univerza V Ljubljani (Slovenia). The latter category was awarded for the first time in 2022 as a result of the HealthyLifestyle4All initiative.

### *#BeInclusive Awards*

On 4 May 2022, the #BeInclusive Sport awards were delivered to three particularly successful organisations as champions of social inclusion in and through sport. The three winners in the respective categories are: Breaking Barriers in sport: EnGIneering For sporT for all (GIFT) (Italy); Celebrating Diversity: Handycyclingmarathon - Cesta za Snem (Czechia); Inspiring Change: ABALL4ALL - Orama neon youthorama (Greece). The invitation for nominations issued in 2022 included new categories, namely BeEqual and Sport for Peace, next to the Breaking Barriers award.

***"Did you know?"***

To promote a broad outreach, uptake and ownership of healthy lifestyles across society, the European Commission involves 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*

The HealthyLifeStyle4All initiative, continued to promote sport and physical activity for all as part of a wider effort to promote healthy lifestyles. It showcases the European Commission's commitment to promoting healthy lifestyles across generations and social groups, noting that everyone can benefit from activities that improve health and well-being. In 2022, the European Commission hosted two signing ceremonies welcoming pledges aimed at actively contributing to HealthyLifeStyles4All: one at the EU Sport Forum in Lille in May and another in Prague in September at the opening of the European Week of Sport. By the end of 2022, the initiative counted 94 pledges.

## Heritage and Sport - Cultural Heritage through Sport for Integrity and Inclusion

| Coordinating organisation: | EU Grant: |
|---|---|
| **TREND-PRIMA, ZAVOD ZA RAZISKAVE INRAZVOJ ZNANJA,** | **€250 000** |

*The project's main objective is to increase the level of physical activity of children in primary education with mental, developmental and physical disabilities. One of the biggest obstacles to participation of all children in regular sport activities is accessibility. In the project "Heritage & Sport" partners will collect traditional European games and sports from partner countries and develop a handbook of traditional games and sport which will be adjusted to the needs of children with disabilities. Games adjustments will follow a modular methodology approach, to accommodate the groups who have the most obstacles to overcome. The aim is to organise sport events in all partner countries that will be held in public areas as parks, open areas in nature and other free public sport facilities to include all children regardless of their parents income. The project encourages social inclusion and equal opportunities in sport, which is the main aim of the project, so that it is available to all children also to those with disabilities and to emphasise the importance of sports activities.*

**Project ID: 101089490**

### *EU Work Plan for Sport*

Following the adoption of the Fourth EU Work Plan for Sport (2021-2024) in 2021, the European Commission worked with two expert groups on the recovery from COVID-19 and Green Sport. In addition to this, two Peer Learning Activities were organised by Germany and Finland on respectively digital sport coaching and sport values.

### *Studies and factsheets*

The Commission published a study on the European Sport Model in June 2022. The study, investigating a key topic of the EU work plan for sport, identifies the main features of the European Sport Model and examines the key trends that are influencing the changing understanding of the model. Through a mapping of the evolution of sport governance legislation, finances, and practices in different areas and different organised sports across time, the study aims to provide better informed evidence and background on what is happening to the European Sport Model as a whole. It also sought to determine how the European Sport Model adjusted to the various situations and contexts that affect organised sports in different European Union (EU) Member States.The SHARE initiative – a platform designed to raise awareness on the role of sport and physical activity in regional development - kept providing guidance and assistance to local and regional administrations on how to support sport through cohesion policy. The fifth Eurobarometer dedicated to sport and physical activity, published in September 2022, shows that 38% of Europeans play sport or exercise at least once a week or more, while up to 45% of Europeans currently never exercise or partake in physical activity. While this is a stabilisation compared to the 2017 Eurobarometer, the continued promotion for sport and physical activity clearly remains much needed. The survey also reveals that during COVID-19 pandemic, half of Europeans reduced their activity levels or even stopped altogether.

## 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 Actions 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 Actions strive 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 Actions 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 2022

**EUR 19.9 million[52] in contracted projects**

Managed by the Executive Agency (EACEA)

**Projects funded**
400

**Beneficiary organisations**
471

[52] Total Erasmus grants allocated to projects contracted under the 2022 budget.

## Highlights in 2022

Since its launch in 1989, the Jean Monnet Actions have supported, more than 1 000 universities around the world to offer courses on European studies as part of their curricula. More than 6 000 projects on European integration studies were created given the possibility for 300 000 students each year to learn more about Europe.

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 over twice the number of applications compared to those from programme countries in higher education.

For Jean Monnet open calls in 2022, 899 applications were received (including 38 applications for the Special Call for Ukraine). In total, 400 projects were selected from 63 countries with support nearly. EUR 20 million. They implement EU studies-related activities during three years through 242 Modules, 81 Chairs, 33 Centres of Excellence and 3 higher education networks (involving 41 participants) in 63 countries worldwide.

As regards Jean Monnet in other fields of education and training, the 'Teacher Training' action was launched for the second time in 2022 and 7 proposals were selected from 4 countries. The "Learning EU Initiative" was launched for the first time in 2022. 47 proposals were evaluated and 31 were selected involving 14 programme countries. 3 Schools Networks with 8 participants also benefit from financial support in 2022.

Overall, programme countries manage 51% of the awarded proposals for higher education institutions and 83% of networks. The Learning EU Initiatives and Teacher Training actions in other fields of education and training are reserved for programme countries. This part represents 59% of the total available budget. The success rate is above 60% in all actions.

## Jean Monnet Operating grants

Approximately EUR 37 million contributed to the operating grants of six institutions, designated in the Erasmus+ Regulation, 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 2022 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.

## Environmental and Climate Change Education for Law Students

| Coordinating organisation: | EU Grant: |
|---|---|
| **UNIVERZITA KOMENSKEHO V BRATISLAVE, Slovakia** | **€30 000** |

*The aim of the project was to provide high-quality environmental oriented education, which lead to an understanding of the nature and implications of climate change and other serious environmental problems and also aimed to shape students' behavior and attitude towards the environment. The main goal was to start teaching a specific course in the conditions of the Slovak Republic - Climate Change Law, and the Faculty of Law of the Comenius University in Bratislava thus became the first law faculty in the Slovak Republic, which offers its students the opportunity to obtain an education in the field of combating climate change. In addition, the project was aimed at strengthening the research activity of employees at the Faculty of Law in the form of research, grant activity and publication activity. The partial objectives in this area were the organization of six international scientific conferences/sections at international scientific conferences and publishing a total of eight research outcomes.*

**Project ID: 611974-EPP-1-2019-1-SK-EPPJMO-MODULE**

## Aspiring and Inspiring Youth Leaders

| Coordinating organisation: | EU Grant: |
|---|---|
| **CESKY SVAZ POZEMNIHO HOKEJE, Czechia** | **€359 273** |

*The Aspiring and Inspiring Youth Leader project ensured a long-term reform agenda necessary for sport to keep playing a critical role in society via Good Governance principles, ensuring a healthy pipeline of future sport administration and management leaders. This was done by helping young leaders to develop themselves and to inspire them to go after their dreams, get their voices heard and to take on more senior leadership roles in sport administration. Including starting up or leading a club, joining the management team of a national sport organisation/federation and/or also being end-responsible for running a major sporting event. This improved the diversity in management and decision making which led to better governed organisations.*

**Project ID: 622066-EPP-1-2020-1-CZ-SPO-SCP**

# Programme’s Priorities

## 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. This is in line with and supports the implementation of the 2022 Council Recommendation on Pathways to School Success.

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 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.

### 2022 Key figures

**EUR 566.2 million**
of the 2022 budget for
cooperation projects supporting
inclusion and diversity

1 975 **cooperation projects** (49% of Key Action 2)

6 999 **beneficiary organisations involved**

89% of participants declare that they have increased their **tolerance awareness**

55% have reached a **better understanding** of inclusion and diversity

## Highlights in 2022

In October 2021, the Commission published a 'Framework of Inclusion Measures for Erasmus+[53], 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 offers, priority in the selection process and clearer communication and reporting. The Commission is closely monitoring the implementation of these inclusion measures at national level through the Erasmus+ National Agencies.

At the same time, an 'Inclusion and Diversity Strategy'[54] 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 the mechanisms that the programme has to offer. It is devised to support 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, two dedicated 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. In April 2022, the new SALTO Inclusion and Diversity was nominated for the education and training fields. It will work in coordination with the already well-established Youth Inclusion and Diversity SALTO, building on its experience, but adapting its activities to the specific needs of the Erasmus+ Education and Training fields.

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

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

Likewise, the European Education and Culture Executive Agency (EACEA) plays an equally important role for the programme strands that are managed centrally: an Inclusion and Diversity Action Plan, building upon the Commission's strategy and implementation guidelines, is under preparation. It will serve as a practical tool to ensure wider access for people with fewer opportunities through capacity building, awareness raising and communication activities, and support to applicants and beneficiaries through the entire project cycle. 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.

***"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.

## INVOLVING PERSONS WITH DOWN SYNDROME IN THE IMPLEMENTATION OF SUSTAINABLE DEVELOPMENT GOALS THROUGH SERVICE LEARNING

| Coordinating organisation: | EU Grant: |
|---|---|
| **Asociatia Langdon Down Oltenia Centrul Educational Teodora,** | **€217 360** |

*For people with Down syndrome (PDS), life-long learning is not only about learning new skills or vocational training, it´s about being included in society, stating that they have rights to develop a full and effective participation and social inclusion. "SUSTAINABLE-SERVICE-IN-DS" is launched with the main objective of increasing the competences of people with Down syndrome (PDS) and their Supports regarding the implementation of the Sustainable Development Goals (SDG) through Service-Learning, while increasing their social inclusion.*
*Specific objectives:*
*• To make PDS to be active actors in the implementation of SDG and not merely beneficiaries.*
*• To increase the engagement of PDS with their local communities, social inclusion and visibility as useful and capable members of the civil society.*
*• To transfer knowledge and tools to Supports of PDS in how to be involved in the SDG and to cooperate with PDS.*
*• To strengthen the cooperation between Organizations working for PDS and other social stakeholders*

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

### *Erasmus+ gender breakdown in tertiary education*

Woman represent more than 60% in of the Erasmus+ Higher Education participants. The representation of women in the programme varies depending on the field of education but remains higher comparing to the EU27 educational systems.

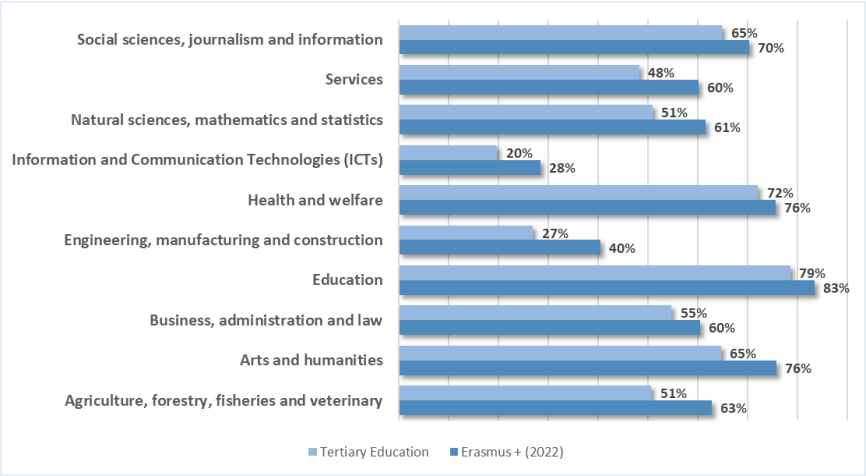



***Figure 21 – Women representation in the Erasmus programme compared to EU27 tertiary education***

### *Erasmus+ with fewer opportunities*

The programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal.

In the field of youth, as of 2022 the newly integrated DiscoverEU action into Erasmus+ includes an action specifically targeted at young people with fewer opportunities. With this DiscoverEU Inclusion Action, organisations and informal groups of young people can receive support to carry out projects allowing young people with fewer opportunities to participate in DiscoverEU on an equal footing with their peers.

Special attention is also given to the inclusion of people who are unable to apply for long-term physical mobility, due to their field of study or to some barriers they face. In this regard, blended mobility activities – combining both physical and virtual mobility - offer additional opportunities to participate in the programme.

In the field of sport, Erasmus+ sport actions promote social inclusion, including refugees and migrants. The #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 2022, awards were handed out in the following categories: Breaking barriers, Celebrating diversity, Inspiring change.

## INCLUDE – INCLUsive acaDemiEs

| Coordinating organisation: | EU Grant: |
|---|---|
| **CARDET CENTRE FOR THE ADVANCEMENT OF RESEARCH & DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LIMITED, Cyprus** | **€250 000** |

*The INCLUDE project puts forward a comprehensive programme, involving research, direct action and the development of learning resources, to educate and support coaches, executives and staff of sports academies working with young athletes (12-18 years old) so that they can actively contribute in tackling discrimination in youth sports. They will also be empowered to have a positive contribution in furthering the level of inclusion and broadening the opportunity to participate in sport for youth from all backgrounds. Moreover, the project will take concrete action to raise awareness and call to action to address and mitigate discrimination in the field of youth sports.*

**Project ID: 101050474**

## 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, through encouraging participants to use lower-carbon transport as an alternative to airplanes.

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, in line with the objectives defined in the 2022 Council recommendation on learning for the green transition and sustainable development.

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 (through actions which save resources, reduce energy use, reduce waste such as plastics, compensate carbon footprint emissions, opt for sustainable food and mobility choices, improve ocean literacy, responsibly treat wast and use marine sustainably, ocean literacy).

### 2022 Key figures[55]

**EUR 592.1 million**
of the 2022 budget for
cooperation projects supporting
environment and climate change

| | |
|---|---|
| 1 285 | **cooperation projects** (32% of Key Action 2) |
| 5 205 | **beneficiary organisations** involved |
| 22% | **green travel** in the current programme |
| 11% | **Higher Education participants** linked to the education field of environment |
| 26% | **School Education, Adult Education and VET participants** linked to topics relevant for the environment/climate priority |
| 33% | **Youth participants** linked to topics relevant for the environment /climate priority |
| 40% | have **learnt about environmental, climate and sustainability** issues, and 36% have changed their habits to **become more sustainable** |

[55] Calendar year 2022 has been taken as a reference year for the calculation of the data on participants and green travel. Mobility activities started between 01/01/2022 and 31/12/2022.

## 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[56] 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. Thanks to its multidimensional nature, the programme has a broad environmental impact: it operates at many levels by incentivising sustainable travel, prioritising green projects, raising awareness about environmental issues - with a wide spectrum of actors such as citizens, educational institutions, VET providers, youth and sport organisations, NGOs, local and regional authorities, and civil society organisations. 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. Among other elements, the programme also delivers on the so-called 'Blue Erasmus+' dimension, notably with project results and knowledge creation, including analyses and best practices relevant for the objective of preserving healthy oceans, seas, coastal and inland waters.

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[57]. 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.

Environment and the fight against global warming are a horizontal priority for the selection of projects. Priority is given to projects aiming 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 sectoral skills strategies and methodologies, future-oriented curricula, and more generally supporting active engagement for sustainable development, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

A green contact point has been nominated in each National Agency to share knowledge and practices, and to support the work of the newly created SALTO Resources Centre on green transition and sustainable development. Its role is to coordinate the work on the green dimension

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

[57] https://education-for-climate.ec.europa.eu

within its National Agency, and to cooperate with other NAs, with the Commission and with the SALTOS on this topic.

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.

Youth participation activities (supported youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations) and Youth Exchanges often choose to address the environmental protection and to make contribution to fighting climate change through their activities.

> *After 40 years of teaching, my first Erasmus project transformed me! Mobility with students broadened my horizons, culture appreciation, and enhanced my linguistics. Exciting!"*
>
> Mihaela Pihler,
> Music teacher and participant of the project "GetOutdoorED 2.0"
> from Slovenia

The DiscoverEU action, now fully integrated into Erasmus+, 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 those 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. More than 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.

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.

## Upgrading the Agricultural Sector with Skills in Regenerative Agriculture

| Coordinating organisation: | EU Grant: |
|---|---|
| **CEFE International GmbH, Germany** | **€261 093** |

*The main purpose of our project is to design an innovative vocational curriculum on Regenerative Agriculture, which will provide learners skills and knowledge to implement sustainable cultivation methods, therewith giving impetus to transform agricultural practices and landscapes.*
*In the EU, more than 90% of the fields are cultivated conventionally. This type of cultivation creates seriousproblems for human health, the climate, biodiversity, soils' fertility, freshwater bodies and the ecosystem as a whole. (UNEP Foresight Brief, 013, May 2019)*
*Regenerative Agriculture with its subtopic Permaculture, responds to all above-mentioned problems as it is a conservation and rehabilitation approach to farming systems focusing on topsoil regeneration, increasing biodiversity, improving the water cycle, supporting bio-sequestration, increasing resilience to climate change and enhancing soil fertility.*

**Project ID: 2020-1-DE02-KA202-007660**

## ARABLE – Agricultural Entrepreneurship for Disabled Young People

| Coordinating organisation: | EU Grant: |
|---|---|
| **INSTITOUTO PROOTHISIS KAI PISTOPOIISIS PROIONTON AGRODIATROFIS, Greece** | **€297 704** |

*People with disabilities are not insulated from the problems facing the country, particularly the high rate of poverty, youth, and graduate unemployment. Disabled youths are among the poorest and most marginalised of the world's youth, and often face significant challenges, including negative attitudes, discrimination, and lack of accessibility in physical/virtual educational environments. However, findings from related research show that disabled people in rural areas are economically active, able to generate income, and have the possibility of a productive path out of poverty. By enhancing the professional knowledge and business skills of disabled persons with disabilities, they are supported to implement their own businesses and to be part of the labor market under equal conditions.*

**Project ID: 101093780**

## Digital Transition

The COVID-19 crisis and the strategic priorities set in the Digital Education Action Plan (DEAP) 2021-2027 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. The digital transformation as one of the horizontal priorities of the Partnerships for Cooperation action (also Action 5 of the DEAP 2021-2027), proved to be the most popular among selected projects, as 47% of them chose it to be the thematic focus of their project which is not surprising after the emphasis given to both digital education and training as well as digital youth work after the COVID-19 pandemic.

### 2022 Key figures[58]

**EUR 743.9 million**
of the 2022 budget for cooperation projects supporting digital transition

1 653 **cooperation projects** (41% of Key Action 2)

6 254 **beneficiary organisations involved**

17 357 **mobility activities in digital skills in all fields of education and training** (over 12 300 traineeships in advanced digital skills in higher education)

53% of participants in mobility activities have **improved their digital competences,** 38% developed their social media competences

[58] Calendar year 2022 has been taken as a reference year for the calculation of the data on participants. Mobility activities started between 01/01/2022 and 31/12/2022.

## Highlights in 2022

*Digital Transformation*

Key actions in 2022 included the extension of the successful SELFIE self-reflection tool enabling teachers (SELFIE for Teachers) to help them further develop their digital skills. Furthermore, following an open call for tenders with a budget of EUR 2 million, a service contract on expanding and upscaling the Digital Education Hackathon in the next three years was awarded.

In addition, June 2022 marked the launch of the European Digital Education Hub. The Hub was set up as a community of practices, in which participants collaborate, exchange best practices and develop solutions with stakeholders from all sectors of education and training. The community has grown rapidly, counting close to 3 000 members. As part of the Hub, the network of National Advisory Service (NAS) facilitates exchanges between bodies working on implementation of digital education. In 2022, the NAS network had three official meetings focusing on cross-sectoral topics such as cooperation with the private sector and innovative teaching methods.

As 2022 marked the Digital Education Action Plan's (DEAP) second 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. Support was received in the forms of 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.

Under the projects call of 2022 the programme included a specific focus on digital education and training and specifically supported the launch of projects under the following three thematic areas: a) Key success factors for inclusive and high quality digital education and training; b) Artificial intelligence in Education; and c) High quality digital education content. 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.

Delivering on the strategic priorities of the Digital Education Action Plan, the Commission published guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training with the objective to foster young people's critical engagement and empowerment in the digital world in October 2022.

### *Digital SALTO*

In April 2022 the new Digital SALTO was launched with an aim 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). On completing the questions, the schools receive a personalised report that highlights strengths, weaknesses and areas for further improvement regarding technology use.

The COVID-19 pandemic and the emphasis on digital education led to a rapid growth in 2021 and 2022, reaching 3.5 million users in December 2022.

### *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 through a preparatory study 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)*

During 2022, DG EAC assessed the feasibility of a European Exchange Platform. A series of consultations were organised to identify the needs and requirements of higher education stakeholders. One of the key findings was the lack of interoperability between the highly diverse content-oriented software systems used by higher education institutions. This highlighted the urgent need for an overarching interoperability framework. For that reason, it was decided to launch a Community of Practice of higher education practitioners in the digital field in the European Digital Education Hub in 2023.

### *Digital Opportunity Traineeships*

As part of the related action within the DEAP, the **Digital Opportunity Traineeships (DOTs)** set out to give higher education and VET learners 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 of the extended DOTs in 2021 until end 2022 universities, VET learners and recent graduates from a variety of study fields undertook an Erasmus+ traineeship abroad to acquire forward-looking digital skills. In addition this opportunity (DOTs) for boosting digital skills and competences was extended as of 2021 to educators and staff working in all fields of education (Schools, VET, Adult, HE) and it encompasses every professional development opportunity currently offered under the Erasmus+ programme as long as it has a digital competences focus. In the first years of its implementation the activity had staff form all fields undertaking such a mobility.

## DigiUp - Enhancement of Digital and Transversal Skills through Virtual Exchanges

| Coordinating organisation: | EU Grant: |
|---|---|
| **MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA, Greece** | **€263 353** |

*DigiUp is a 36-months Virtual Exchange project which aims to connect higher education students, academic staff and young people from Europe and Sub-Saharan countries through well-established virtual activities for development/acquisition/application of both digital and soft skills so as to increase career opportunities and moving forward in 21st century skills needed among young people.*
*Through various virtual non-formal education methodology based activities, DigiUp is going to focus on the learning dimension of the virtual exchanges, by contributing to developing the digital and soft skills of students and professors, with ultimate goal to enhance employability, using the competences frameworks of DigCompEdu and DigComp 2.1. In conclusion, DIGIUP will give the opportunity to both students and faculty staff to deploy their digital skills and also encourage them to develop a virtual exchange project with colleagues from other countries.*

**Project ID: 101084014**

## Virtual Reality-based Training to improvE digitAl Competences of teacHERs

| Coordinating organisation: | EU Grant: |
|---|---|
| **TECHNOLOGIKO PANEPISTIMIO KYPROU, Cyprus** | **€207 771** |

*The VRTEACHER project has the ambition to provide effective education responses related to educators' training via using a novel VR-based pedagogical approach for virtual practicum.*
*The project aims to address the need for modernization and digital transformation of teacher education and training and reinforce educators' digital skills and readiness through a Virtual Reality (VR) training method and tool. The innovation of the project lies in addressing challenges related to class management in crisis situations, such as a pandemic, with the vision to equip teachers with key skills (e.g. empathy, perspective-taking, self-efficacy, adaptability, etc.) through immersive and experiential training experiences that reflect real-life scenarios and situations faced during a crisis.*

**Project ID: 2020-1-CY01-KA226-SCH-082707**

## 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. Priority is given to projects that enable people to participate in democratic life, social and civic engagement through formal, non-formal or informal learning mobility activities.

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 is a key instrument in the implementation of the EU Youth Strategy aiming at engaging and empowering young people, including through the EU youth dialogue process. The Strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society.

### 2022 Key figures

**EUR** 339.9 **million**
of the 2022 budget for cooperation projects supporting democratic participation

1 201 **cooperation projects** (30% of Key Action 2)

4 181 **beneficiary organisations involved**

82% of participants in mobility activities declare that they **feel more European**

72% are **more interested by European topics,** 52% are **more aware of European values**

## Highlights in 2022

Cooperation with civil society organisations in the fields of education, training and youth continued in 2022. Under Key Action 3, structural support (in the form 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.

The 'Learning EU Initiatives' launched in 2022 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 institutes in programme countries, enabling them to provide specific content on EU-related subjects.

The 2022 European Year of Youth has significantly contributed to the objectives of the EU Youth Strategy, boosting youth participation and engagement, fostering intercultural dialogue, diversity and solidarity, including through learning mobility opportunities. "Youth participation and engagement" emerged as the top topic of the European Year of Youth in terms of activities organised at all levels (more than 7 700, mapped on the European Youth Portal). The Year has therefore enabled the introduction of new formats and tools for youth participation, such as the Youth voices platform, the Youth policy dialogues with Commissioners, the Youth talks and the Pool of European young journalists. The legacy of the European Year of Youth will ensure a long-term impact on youth empowerment and youth-centred policy making.

The action 'Youth Participation Activities' was made a flagship initiative of the European Year of Youth in 2022. After a first pilot year, the second year of implementation registered some visible growth in the number of received and contracted projects under this action. 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: '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'.

> *"It's an honour for me to have this opportunity in the Erasmus project "Past, present and future" to welcome you to our town. Europe is a home for everybody because Europe embraces citizens with common values and roots."*
>
> Carmen Mª Montalbán,
> Mayoress in Villanueva de los Infantes (Spain) – Welcoming speech of "Europe Evolving: Past, Present and Future"

## Extra-C - Extraordinary Citizens

| Coordinating organisation: | EU Grant: |
|---|---|
| **FUNDACTION MANOS TENDIDAS, Spain** | **€268 273** |

*Extraordinary Citizens (Extra-C) is a project that aims to raise awareness and improve inclusive participatory democracy by promoting the active participation of young people with intellectual, psychosocial and developmental disabilities in the democratic life of their (local/regional/national) environment and at a EU Level.*
*In order to achieve this goal, the project will carry out the following activities:*
*1. A study on the situation of the democratic rights and the participatory spaces of young people with ID in the partnership countries.*
*2. The development and implementation of training modules so that people with ID and their trainers acquire the tools and competencies necessary to actively participate in the democratic life.*
*3. Structure dialogue activities where these young people transmit their concerns and political proposals to public representatives*
*4. A mobility to Strasbourg where young people with ID and youth workers will get to know the EU institutions*
*5. National Events*

**Project ID: 101089825**

## Youthella

| Coordinating organisation: | EU Grant: |
|---|---|
| **ART MARKET, Latvia** | **€8 000** |

*The Youthella project focuses on everyday life aspects of young people as follows: 1. The digital environment: developing awareness of media literacy and its competence, including experts competent in the matter; 2. Promoting dialogue via: helping young people from different groups to participate in Latvian society, in particular by organizing in Latgale; developing speech skills through non-formal education methods; learning to base views and ideas in concrete information, empowering youth as representation from Rēzekne city and from Rēzekne region; encouraging young people involved to be confident in their capabilities and to adopt and evaluate their views.*

**Project ID: 2021-1-LV02-KA154-YOU-000009357**

## Communication and dissemination

A new Erasmus+ Communication Strategy was developed and presented to stakeholders. The strategy is meant to guide and inspire Erasmus+ stakeholders (i.e. DG EAC, EACEA, National Agencies, project coordinators) to communicate about the programme and engage with different audiences in a consistent way. It revolves around the key message 'Erasmus+ is a powerful learning experience that opens up opportunities for everyone to develop'.

In 2022, the Erasmus+ website received more than eight million visits and more than 20 million page views, resulting in a 13% and 8% increase respectively over 2021.

The dissemination of Erasmus+ projects and their results continued to be underpinned by the Erasmus+ Project Results Platform which hosts more than 170 000 projects. Projects can be searched by topic, key action, country, year, etc.

Erasmus+ Social Media channels on Facebook, X (formerly 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 |
| EMJMD | Erasmus Mundus Joint Master Degrees |
| 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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