

Erasmus+

In a nutshell

Erasmus+ is the European Union's education, training, youth and sport programme for the years 2014-2020. It promotes the learning mobility of individuals, cooperation for innovation and the exchange of best practice, and policy reform. The programme includes an international dimension and therefore also supports the EU's external action.

EU Multiannual Financial Framework (MFF) heading and policy area

Heading 1a – Smart and Inclusive Growth – Competitiveness for Growth and Jobs

2014-2020 financial envelope (in current prices and as % of total MFF)

Commitments: €14 774.52 million (1.36 %)

2015 budget (in current prices and as % of total EU budget)

Commitments: €1 608.15 million (0.99 %)

Payments: €1 386.94 million (0.98 %)

2016 budget (in current prices and as % of total EU budget)

Commitments: €1 734 million (1.12 %)

Payments: €1 805.1 million (1.25 %)

Methods of implementation

Indirect management: the European Commission delegates implementation to national agencies.

Direct management: the Commission's Education, Audiovisual and Culture Executive Agency (EACEA) is responsible for the implementation of certain measures.



In this briefing:

- The EU's role in the policy area: legal basis
- The programme's objectives
- Measures funded
- An assessment of Erasmus+
- Other EU programmes and action in the same field

The EU's role in the policy area: legal basis

The Treaty on the Functioning of the EU (TFEU) in its Article 165 empowers the Union to 'contribute to the development of quality education' and to 'the promotion of European sporting issues'. Moreover, according to Article 166 TFEU the Union shall support and supplement actions of the Member States in implementing a vocational training policy.

The [Erasmus+ programme](#) was adopted in December 2014 ([Regulation \(EU\) No 1288/2013](#)) as part of the 2014-2020 Multiannual Financial Framework (MFF) package, repealing Decisions 1719/2006/EC, 1720/2006/EC and 1298/2008/EC. Erasmus+ thus replaced the [Lifelong Learning Programme](#),¹ the [Youth in Action programme](#) and four international higher education programmes, [Erasmus Mundus](#), [ALFA III](#), [Tempus](#) and [Edulink](#).

Participating countries fall into [two categories](#): programme countries and partner countries. In addition to EU Member States,² the programme countries currently include Norway, Iceland, Liechtenstein, the former Yugoslav Republic of Macedonia and Turkey. These countries were required to meet certain conditions and set up national agencies³ to manage the programme. Other countries from around the world can become partner countries, with limited access to the programme, on the basis of bilateral agreements.

The international dimension of Erasmus+ means that additional EU funding is available from the Development Cooperation Instrument (DCI), the European Neighbourhood Instrument (ENI), the Instrument for Pre-accession Assistance (IPA) and the Partnership Instrument for cooperation with third countries (PI). The European Development Fund (EDF) assigns a part of its appropriations to Erasmus+ in accordance with EDF procedures. The allocation of these funds to specific projects is governed by the provisions of the Erasmus+ Regulation.

The programme's objectives

Whereas education is the responsibility of Member States, Erasmus+ offers some support in strengthening contacts between educational systems and stakeholders. The programme's priorities are in line with those of [Europe 2020](#), the strategic framework for European cooperation in education and training ([ET2020](#)) and the [EU Youth Strategy](#). For instance, Erasmus+ subsidises staff mobility and policy development projects to improve the quality of early childhood education and care and to reduce the number of early school leavers, in a bid to boost the **attainment** of basic skills. Other measures in Erasmus+ support the **modernisation** of higher education establishments by opening them up to internationalisation. This is intended to make higher education institutions more competitive and to help them attract more young people to seek a higher education qualification. One of the better known priorities is **learning mobility**, targeting 20 % of higher education students. This is supported further by the introduction of a [loan for master's students](#) who want to study abroad.

Another objective of individual mobility is to enhance the **employability** of young people. Other actions with the same aim encourage links between educational and training institutions and businesses. These are intended to foster innovation and make qualifications more relevant by supporting curriculum development and providing traineeships and apprenticeships.

The provision of life skills and guidance, particularly for those with fewer opportunities, is supported to help young people engage in society and with the labour market. This is framed within a **life-long learning** perspective. Moreover, Erasmus+ encourages

volunteering and the development of European [transparency and recognition tools](#) for the validation of formal learning (schools, university), non-formal learning (evening classes, courses run by clubs, youth organisations) and informal learning (voluntary work).

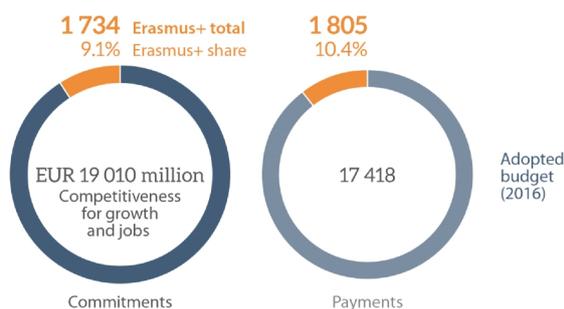
The [Jean Monnet](#) sub-programme subsidises activities in the field of European studies, in this way Erasmus+ upholds European values and **European integration**.

A new action, with a focus on grassroots **sport**, supports transnational projects that encourage integrity, good governance and dual careers for athletes. It also supports voluntary activities that endorse equal opportunities, social inclusion and health awareness.

Measures funded

Erasmus+ falls under European Union budget heading 1 (Smart and Inclusive Growth), sub-heading 1a (Competitiveness for growth and jobs). Diagram 1 shows the budget share dedicated to Erasmus+ in 2016 in both absolute and relative terms, compared with the total budget for the sub-heading. While the Council agreed to the Commission's proposal for the Erasmus+ draft budget, the European Parliament proposed increases that exceeded the Commission's initial position. This made it possible for Parliament to [secure](#) an increase in the commitment appropriations, which were approved at €1 734 million.

Diagram 1 – Erasmus+ as share of sub-heading 1a:
Competitiveness for growth and jobs



Source: European Commission.

Unlike the rest of the subheading, the payment appropriations for Erasmus+ are higher than the commitment appropriations. In its [resolution](#) on the Council position on the draft general budget, the European Parliament agreed that payment appropriations for Erasmus+ needed to be reinforced considering the amended commitment appropriations and the fact that the programme is characterised by a fast disbursement profile and a high degree of urgency. The

[opinion](#) of the European Parliament's Committee on Culture and Education (CULT Committee) welcomed the increases proposed in the Commission's draft general budget for the programme in view of the pledge to increase student mobility from 10 % to 20 % by the end of the decade.

The Commission has already published its [annual work programme](#) for 2017, though figures are provisional pending the [adoption](#) of the EU's [annual budget](#). The annual appropriations for Erasmus+ are agreed every year jointly by the European Parliament and the Council and cannot exceed the limits of the multiannual financial framework. 77.5 % is dedicated to education and training, 10 % to youth, 3.5 % to the Student Loan Guarantee Facility, 1.9 % to Jean Monnet, 1.8 % to sport, 3.4 % as operating grants to national agencies and 1.9 % to cover administrative expenditure. Within the allocation to education and training the proportions are as follows: 43 % to higher education, 22 % to vocational education and training, 15 % to school education and 5 % to adult learning.

Table 1 – Erasmus+ 2016: available appropriations

Erasmus+ budget		Budget lines	EU-28	EFTA/EEA	External assigned revenues (other countries)	Internal assigned revenues	Total
Heading 1	Education & Training	15 02 01 01	1 457 738 273	40 230 816	113 001 600	53 109 314	1 664 080 003
	Youth	15 02 01 02	173 300 000	4 766 520	13 170 100	20 614 262	211 850 882
	Jean Monnet	15 02 02	37 074 900	1 023 267	3 200 792	-	41 298 959
	Sport	15 02 03	30 000 000	828 000	3 311 966	-	34 139 966
	Total (H1)		1 698 113 173	46 848 603	132 684 458	73 723 576	1 951 369 810
Heading 4	Development Cooperation Instrument	21 02 20	105 000 000	2 898 000	3 780 500	-	111 678 500
	European Neighbourhood Instrument	22 04 20	95 410 000	2 633 316	3 435 300	-	101 478 616
	Partnership Instrument	19 05 20	14 730 000	406 548	530 300	-	15 666 848
	Instrument for pre-accession 2	22 02 04 02	32 035 349	894 176	1 153 400	-	34 072 925
	Total (H4)		247 175 349	6 822 040	8 899 500	-	262 896 889
Other	European Development Fund	04 20 65	15 000 000	-	-	-	15 000 000
Total			1 951 369 810	53 670 643	141 583 958	73 723 576	2 229 266 699

Source: European Commission. Amendment of the 2016 [Annual work programme](#) for the implementation of Erasmus+.

Erasmus+ is organised primarily around three Key Actions.⁴ The first Key Action – **Learning mobility of individuals** – supports mobility projects in education, training and youth. Mobility projects are run by organisations that make it possible for individuals to spend a fixed period of time abroad. Mobility is extended beyond EU borders with the participation of partner countries.

In the area of education and training, student mobility can be for both studying and traineeships. Likewise, staff mobility covers both periods of teaching and training. Young people and youth workers are covered by projects under 'Youth'. Projects last up to 24 months and are adjudicated by the national agency in the country in which the applicant organisation is established. Points are attributed for the relevance, quality and impact of the project being proposed. The size of the grant awarded depends on the mobility periods, past performance and the total national budget allocation. Table 2 shows the distribution of the budget for mobility by sector. In addition, €517 million have been earmarked for the Student Loan Guarantee Facility for the period 2014-2020.⁵ The [European Investment Fund](#) manages the facility at EU level by making agreements with the financial intermediaries who offer the loans. The EU acts as part-guarantor against possible student default.

Table 2 – Learning mobility of individuals – students and staff, 2016

Actions	2016 Budget allocation	Number of grants / contracts	Average value of grants / contracts	Maximum rate of co-financing of eligible costs
Mobility of higher education students and staff	600 423 252	3 700	162 277	80 %
Mobility of VET learners and staff	283 994 102	3 380	84 100	80 %
Mobility of school education staff	43 375 650	2 818	15 392	80 %
Mobility of adult education staff	6 857 630	296	23 172	80 %
Mobility of higher education students and staff with partner countries	119 989 818			80 %
Erasmus+ Students Loan Guarantee Facility	54 319 000			
Erasmus Mundus Joint Master Degrees	57 160 000	27	2 117 037	100 %

Source: European Commission: Amendment of the 2016 Erasmus+ [annual work programme](#) for the implementation of Erasmus+

At least 63 % of the budget dedicated to education and training, and youth is earmarked for 'Learning mobility of individuals'. The [target](#) is for more than 4 million individuals to experience mobility between 2014 and 2020, including approximately 2 million higher education students, 650 000 vocational education and training (VET) students and 800 000 lecturers, teachers, trainers, education staff and youth workers. More than 500 000 young people are expected to take part in a voluntary or youth exchange scheme, more than 200 000 to receive a master's loan and more than 25 000 students to take up joint master's degrees.

The second Key Action – **Cooperation for innovation and the exchange of good practices** – supports five types of initiative; in the first instance, projects to develop **Strategic Partnerships**. These usually involve at least three organisations working in the fields of education, training or youth, from programme or partner countries, and can include organisations from other relevant sectors. These partnerships are intended to develop, transfer or implement innovative practice, bring about an exchange of experiences, and encourage opportunities for peer learning.

There is also a possibility to build **Partnerships between the world of work and education and training institutions**. These are of two types. Those between enterprises and higher education institutions are called **Knowledge Alliances**. They are transnational and structured to boost innovation, creativity and application as participating institutions jointly develop new approaches to teaching, learning, entrepreneurial skills and knowledge. In 2015, a total of [10 projects](#) were approved for a duration of two to three years. The grants ranged from €563 000 to €1 million. In 2016, [20 projects](#) were approved, the grants ranged from €426 000 to €1 million. One example is a project with the title [HubLinked Partnership](#): Strengthening Europe's Software Innovation Capacity. It aims to disseminate know-how found in regions that are strong on ICT to other regions within the EU. The HubLinked Partnership includes 11 participants.

On the other hand, **Sector Skills Alliances** seek to address identified skills gaps, create new work-based pedagogical approaches in vocational education, and implement the Union's tools for transparency and recognition. These alliances bring together public or private VET providers, public entities and public or private enterprises. In 2015, the eligible sectors were textiles/clothing/leather, commerce, advanced manufacturing,

information and communication technologies, eco-innovation, and the cultural and creative sectors. Forty-eight [proposals](#) were submitted of which six were chosen. All the Sector Skills Alliances have three-year contracts with maximum grants ranging from €554 000 to just under €1 million. One example is the alliance formed to set European standards for qualifications and skills in the e-commerce sector (ALL-ECOM), with the participation of four countries (AT, ES, NL, PT). The aim is to map out qualifications in the field, develop open education resources such as a new training curriculum and an online recognition tool, coordinate with the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF) and involve key stakeholders in the sector. In 2016, [11 projects](#) were selected with grants ranging from €500 000 to around €1 million.

Capacity building in higher education follows on from the Alfa, Edu-link and Tempus programmes. In 2015,⁶ calls for projects were focused on youth and fostered regional integration and cooperation to improve the quality of youth work and help youth organisations to grow. The intention was to link non-formal learning and volunteering more closely with formal education, the labour market and young people's active involvement in society, as well as to improve contacts and cooperation between programme and partner countries at grass-roots level. In 2016, projects support modernisation and internationalisation in the fields of higher education and youth in cooperation with partner countries. Table 3 below gives an indication of budget allocations, the number of grants or contracts, their average value and the maximum rate of co-financing for these four actions for 2016.

Table 3 – 2016 Cooperation for innovation and the exchange of good practices

Actions	2016 Budget allocation	Number of grants/ contracts	Average value of grants/ contracts	Maximum rate of co-financing of eligible costs
Strategic partnerships in education and training	346 937 790	1 577	220 000	80 %
Knowledge Alliances	15 000 000	18	833 333	80 %
Sector Skills Alliances	18 000 000	18	1 000 000	80 %
Capacity building in the field of higher education	126 971 354	148	857 915	90 %

Source: European Commission: Amendment of the 2016 Erasmus+ [annual work programme](#) for the implementation of Erasmus+.

The EU also arranges for policy dialogue with strategic partner countries in the areas of education, training and youth, and provides for external development actions with the involvement of youth organisations and voluntary work. **International capacity building** meanwhile focuses on giving neighbouring countries, and enlargement countries in particular, support to modernise and internationalise their higher education systems. Projects involving higher education institutions or organisations must support priorities established by the EU's external policy and need to show that they are innovative and will bring in sustainable structural reforms. These projects are funded under EU budget heading 4 (Global Europe). The action is also extended to Russia, South Africa, Asia and Latin America.

Key Action 2 also supports **IT platforms**, namely the [European Youth Portal](#), [EPALE](#) for adult education, the [School Education Gateway](#), and [eTwinning](#) for schools. eTwinning, for instance, encourages project-based pedagogy and collaboration among schools, involving teachers and students. Support is given to both coordination at central level and

participation at national level. The 2016 budget contributes towards the maintenance and enhancement of these IT platforms.

Cooperation for innovation and the exchange of good practices receives at least 28 % of the budget allotted to education, training, and youth. National agencies are in charge of managing all stages of the projects.⁷

The third Key Action focuses on **Policy development** and also supports five types of measure. In the first instance, the European Commission collaborates with a number of agencies in the collection and analysis of evidence to provide a basis for policy making under **Knowledge in the fields of education, training and youth**. Country-based information is collected by national experts, including the [Eurydice network](#) of national units or by using the consultancy services of academic networks such as the [European Expert Network on Economics of Education](#) (EENEE). Thematic data collection and analysis is carried out by bodies such as the [Centre for Research in Education and Lifelong Learning](#) (CRELL) in the Commission's [Joint Research Centre](#) (JRC). CRELL, for instance, monitors the implementation of Europe 2020 and Education and Training 2020. Some studies are also carried out by [Eurostat](#), the EU's statistical office, and [CEDEFOP](#), the EU centre for vocational training. At the same time, the ET2020 Working Groups of the [Open Method of Coordination](#) provide Member States with opportunities to learn from each other and exchange experiences of implementing the country specific recommendations. In this case, Erasmus+ subsidises the participation of internationally-renowned experts.

Another line of action involves **initiatives for policy innovation**. This entails [policy experimentation](#) and [forward-looking cooperation projects](#) both of which seek to improve policy by developing innovative approaches that are tested, refined and eventually mainstreamed. In 2015, under 'Youth', there was a focus on innovative approaches to addressing teacher shortages, reducing disparities in learning outcomes in the field of education and training, and using e-participation to strengthen young people's engagement, especially in democratic life. The priorities for 2016 include promoting fundamental values, validating informal and non-formal learning, and tackling and preventing marginalisation and violent radicalisation among young people. The budget for policy experimentation in 2016 covers seven grants with a maximum rate of co-financing of 75 % for a total of €12 million. Calls are managed by the Education, Audiovisual and Culture Executive Agency (EACEA) and various [calls](#) for initiatives were still open at the time of writing.

Stakeholder dialogue as well as **policy and programme promotion** draw attention to and follow the implementation of Europe 2020, the strategic framework for European cooperation in education and training (ET2020), the European Youth Strategy and the external dimension of European education and training policies. Activities include dialogue and cooperation developed in a number of fora such as the [Education, Training and Youth Forum](#) and the [European Youth Forum](#). They also envisage the dissemination of the results of Erasmus+ during an [annual conference](#) and other conferences, as well as multilingualism information and awareness raising activities such as events for the [European Day of Languages](#), [Juvenes Translatores](#), the [European Master's in Translation Network](#) and the [Translating Europe Forum](#).

European policy tools facilitate transparency and the recognition of skills and qualifications, the transfer of credits, quality assurance, skills management and guidance. For example, in 2016, 34 grants totalling €1.3 million have been awarded to national teams to encourage progress in applying the European Credit system for Vocational

Education and Training ([ECVET](#)) in their countries with a co-financing rate of 90 %. Activities related to the [European Qualifications Framework](#) meanwhile include feasibility and impact assessment studies and peer learning activities. Erasmus+ also supports networks such as the [Europass National Centres](#), the [Euroguidance Network](#) and the [SALTO Youth Resource Centres](#), as well as dedicated tools in higher education and VET.⁸

The [Jean Monnet Activities](#) support excellence in European integration studies in higher education establishments internationally⁹ by supporting research, teaching and debates between academics and policy makers. Support is also given to a number of Centres of Excellence, by means of grants and a label. The 2016 budget allocation for these actions is €12 million. The sub-programme also supports six named institutions¹⁰ with a budget allocation of €29.3 million in 2016. For 2017, commitment appropriations stand at €36.2 million and payment appropriations are at €29.3 million pending approval by the budgetary authority.¹¹

Actions in favour of the European dimension in [sport](#) are a novelty under Erasmus+. They became possible following the Lisbon Treaty and the [Council Resolution on the European Union Work Plan for Sport \(2014-2017\)](#). The aim is to tackle threats to the integrity of sport, such as intolerance and discrimination and to promote good governance, dual careers for athletes, voluntary activities, social inclusion, equal opportunities and health-enhancing physical activities. These are achieved by supporting collaborative partnerships,¹² non-profit making events with the participation of several programme countries, and the [European Week of Sport](#). The [selection](#) of projects is centralised and managed by the EACEA owing to the size of the budget dedicated to sport. Following criticism that larger organisations are better able to attract funding, the Commission has increased its focus on grassroots sports by introducing changes such as a reduction in average grants so as to cater better for the needs of smaller grassroots sports organisations. Erasmus+ also encourages data collection and dissemination, dialogue with relevant European stakeholders and the exchange of best practice to support policy makers. €34 million have been earmarked for sport in the 2016 budget.

Assessment of Erasmus+

The European Commission has published its [roadmap](#) for an interim evaluation of the implementation of Erasmus+ to be concluded by 2017. In the meantime, in 2016 the European Parliamentary Research Service undertook a [European Implementation Assessment](#) looking at both centralised and decentralised implementation, while an EP Policy Department [study](#) focused specifically on decentralised implementation. These two studies were carried out in support of an [implementation report](#) that the European Parliament's Committee on Culture and Education (CULT) is undertaking (Rapporteur Milan Zver, EPP, Slovenia). Both studies note that the programme is balanced in its objectives but that the lack of funds and the small number of projects that are successful in securing a grant could diminish interest in the programme. Application procedures are still cumbersome, making clearer role definition, guidelines and more efficient IT tools necessary. While national education and training agencies would like to see more harmonisation and streamlining, some youth and sector-based organisations feel that the process has already gone too far. Furthermore while Erasmus+ now allows for the adoption of big projects, this seems to work to the detriment of smaller projects particularly in the fields of youth and adult education. Erasmus+ may also be hampering students who want to undertake mobility autonomously as higher education institutions seem to prefer student mobility through the programme.

In the past, the EP Committee on Culture and Education [expressed](#) concern over the Erasmus+ programme owing to a shortfall of payments in 2014 amounting to €202 million. This could have threatened the programme's credibility. In practice, grants to students would have been disrupted had the budget been spent before the year's end. The situation stemmed from a [deficit in payments](#) in the EU budget, which at the end of 2013 stood at €26 billion. This was the result of an excessive difference in successive years between commitment and payment appropriations. In the adoption of the EU budget for 2015, Parliament pushed to [reduce this gap between commitments and payments](#) and secured €16 million more for Erasmus+.

A [study](#) on the impact of Erasmus, carried out in 2014, looked at the effects of learning mobility on students, staff and higher institutions. 'Learning Mobility' became Key Action 1 in Erasmus+. The study notes that Erasmus alumni make huge gains in soft skills that significantly enhance their employability and the progression of their career paths 10 years on. On the other hand, the lack of financial resources to compensate for additional costs and unwillingness to leave one's immediate surroundings were cited as the two main barriers to participation. The study identified staff mobility as bringing even greater benefits to the home institution by increasing opportunities for research collaboration with partner institutions and improving awareness of good practices and skills. Mobility had a clear impact on the internationalisation of higher education institutions, yet staff claimed that their mobility experience did not receive sufficient recognition while support structures were not as advanced as those for student mobility.

The [2015 report](#) on the 2014 annual accounts of the Education, Audiovisual and Culture Executive Agency (EACEA) by the Court of Auditors, attested to the reliability, legality and regularity of the agency's accounts though it commented on the relatively high level of carry-over from the previous year. The report also commended the increased simplification thanks to a wider use of e-forms, simplified contracting procedures, a refinement in the lump sum calculation, greater use of remote expert briefings and project evaluations and the availability of a financial information kit for beneficiaries. Audit certificates had also been drawn up to simplify financial reporting and were to be deployed gradually. Another report, the third external [interim evaluation](#) of the EACEA concluded in 2016 claimed that the decentralisation of the programme's management was cost-effective and moderately efficient. Internal reorganisation improved the management of the programme and most of the negative feedback received related to unsuccessful applications. The evaluation recommended better monitoring of the agency's evaluation, selection and feedback procedures, by means of automatic data collection using the agency's IT tools so that data on the centralised and decentralised actions could be combined for programme-level analysis.

Other EU programmes and action in the same field

As already indicated in the introduction, the objectives of Erasmus+ are closely aligned with those of the [Europe 2020 Strategy](#), the [strategic framework for European cooperation in education and training](#) (ET2020)¹³, the [renewed framework for cooperation in the youth field](#) (2010-2018) and the [EU work plan for sport](#) (2014-2017) that together focus all action taken at EU level in these fields. The European Commission has developed synergies with a number of partners and networks to pursue its aims in [education and training](#), [youth](#) and [sport](#). For instance, the work carried out by Erasmus+ to support the ongoing development of European tools that facilitate the transparency

and recognition of skills and qualifications is complemented by the [Bologna Process](#), which created the European Higher Education Area.

Likewise, the European Commission collaborates with other international organisations whose expertise and analytical capacity are highly valued within the European Union. Cooperation with the [Organisation for Economic Co-operation and Development](#) (OECD) focuses on country analysis and expertise, skill strategies, large scale comparative surveys and international studies. Collaboration with the [Council of Europe](#) focuses on the areas of language learning, civic education, Roma and youth. The EU also works with the [International Council for Open and Distance Education](#) (ICDE) on the [Global On-line Higher Education Report](#) (Global OHER).

Working alongside Erasmus+, the [European Social Fund](#) (ESF) finances initiatives to boost performance in education and training at all levels and in all sectors to help people, especially those from migrant or disadvantaged backgrounds, complete their education and master the skills necessary to enter the labour market. This includes projects in communities, schools and universities. Together with the [Youth Employment Initiative](#), which offers support in regions where youth unemployment exceeds 25 %, the ESF tops up national spending on [The Youth Guarantee](#). This scheme offers unemployed young people under the age of 25 a job, traineeship, apprenticeship or the possibility to continue studying within four months of leaving formal education.

Horizon 2020, the EU's research and innovation programme, supports research projects that are pertinent to education under the 'Social Sciences and Humanities' area. The [2016-2017](#) work programme will cover the relationship between education and skills, as well as tackling inequalities in education. The [2014-2015](#) work programme, meanwhile, focused on issues such as lifelong learning for young adults, the transition from school to work, education as an element of cultural diplomacy, education and the transmission of cultural heritage, and ICT and learning. Horizon 2020 also supports the mobility of researchers, ranging from PhD candidates to highly experienced academics, through the Marie Skłodowska-Curie Actions ([MSCA](#)).

Using the concept of mobility for learning, the European Parliament initiated¹⁴ [Erasmus for Young Entrepreneurs](#) as a [pilot project](#) in 2007. The project's successful track record led to it becoming an established action under the [COSME](#) programme. The aim is to help new entrepreneurs gain experience and develop their skills in the management of small or medium-sized businesses by spending some time in another business abroad. This programme falls under the remit of the European Commission's [Directorate-General](#) for Internal Market, Industry, Entrepreneurship and SMEs. It is managed by the Executive Agency for Small and Medium-sized Enterprises ([EASME](#)).

References

Erasmus+ programme guide version 2 (2016): 07/01/16

http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/files/resources/erasmus-plus-programme-guide_en.pdf

Amendment of the 2016 annual work programme for the implementation of 'Erasmus+': the Union Programme for Education, Training, Youth and Sport, C(2016)1122, of 26 February 2016
http://ec.europa.eu/dgs/education_culture/more_info/awp/docs/c_2016_1122.pdf

Endnotes

- ¹ The 2007-2013 Lifelong Learning Programme consisted of four sectorial programmes ([Comenius](#) for schools, [Erasmus](#) for higher education, [Leonardo da Vinci](#) for vocational education and training and [Grundtvig](#) for adult education), and one transversal programme, the Jean Monnet programme.
- ² Whether the UK will participate in Erasmus+ after it withdraws from the EU and how it will do so depends on the general terms of its withdrawal. Two models are currently available in the agreements with Norway and Switzerland. Another option could however be created. See <http://www.eua.be/Libraries/publications-homepage-list/after-the-brexit-referendum-possible-outcomes-for-horizon-2020-and-erasmus>
- ³ National agencies are present in each programme country and are appointed by national authorities. These agencies manage the programme's decentralised measures, such as those under Key Action 2 and learners' mobility under Key Action 1. The Education, Audiovisual and Culture Executive Agency ([EACEA](#)), located in Brussels, manages centralised measures, such as large scale [European voluntary service](#) events under Key Action 1.
- ⁴ Information about the Key Actions can be found in the [Erasmus+ programme guide](#) and the [2017 annual work programme](#).
- ⁵ General Budget of the European Union for the Financial Year 2015, Official Journal of the European Union L69, Vol.58, 13.3.2015, [p. 1717](#).
- ⁶ 'Putting the Erasmus+ Programme at the Service of EU Policy Priorities', [2015 annual work programme](#) for the implementation of Erasmus+ : the Union Programme for Education, Training, Youth and Sport, C(2014)6856, of 30 September 2014, p. 51.
- ⁷ Chapter V, Article 18(3) of Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC.
- ⁸ An example of a dedicated tool in Higher Education is the [Bologna Secretariat](#) and one in Vocational Education and Training (VET) is the [Comprehensive policy frameworks for continuing VET](#).
- ⁹ [The Jean Monnet Center for International and Regional Economic Law and Justice NYU](#) is an international example and the [Jean Monnet Centre of Excellence "The EU and its citizens", Freie Universität Berlin](#) is a European example of programmes on European Integration supported by the Jean Monnet Activities. The [Jean Monnet Community](#) facilitates networking in the field; calls are managed by the [EACEA](#).
- ¹⁰ The European University Institute of Florence; the College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration (EIAP), Maastricht; the Academy of European Law, Trier; the European Agency for Development in Special Needs Education, Odense; and the International Centre for European Training (CIFE), Nice.
- ¹¹ 2017 annual work programme for the implementation of Erasmus+, [p. 114](#).
- ¹² A [partner search tool](#) supports the development of this collaboration.
- ¹³ 'Putting the Erasmus+ Programme at the Service of EU Policy Priorities', 2015 annual work programme for the implementation of 'Erasmus+': the Union Programme for Education, Training, Youth and Sport, C(2014)6856, of 30 September 2014, p. 17.
- ¹⁴ Draft Amendments [0581](#) and [4801](#) of the 2007 Budgetary procedure, Doc No: 4:(H1), 27.9.2006, Committee on Budgets Rapporteurs: James Elles – Section III (Commission); Louis Grech – Other Sections, Parliament 1st reading, Amendments submitted to the meeting of the Committee on Budgets of 3, 4 and 5 October 2006.

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