



# Priorities of Erasmus+ 2021-2027

Antra Meņģele,  
State Education Development Agency, LV



# 4 Key Priorities 2021-2027

- **INCLUSION AND DIVERSITY**
- **DIGITAL** Transformation
- **GREEN** - Environment and fight against climate change
- **ACTIVE PARTICIPATION** in Democratic life
- Included in the **award criteria**:
  - Assessed at the level of **relevance and design of the project**
  - Assessed at the level of the **Accreditation/ECHE process**



# Erasmus+ Priorities

- **Transversal to the different actions** of Erasmus+
- Reflected through **specific mechanisms** and also as a **qualitative element** of support projects
- **Introduced in Part A of the Erasmus+ Programme Guide**, outlining the underlying policy framework and the main objectives
- For each action, **narrative guidance has been added under the section "setting up a project"**, linking to these priority areas

# Inclusion and diversity (1)

- **Reaching out to all** participants and **fostering inclusive approaches** for mobility and cooperation activities
- **Objectives, funding rules and other mechanisms** available in the Erasmus+





# Inclusion and diversity (2)

- **Reference Documents:**

- [Erasmus+ 2021-2027 Regulation](#)

- European Commission **Implementing Decision – Framework for Inclusion Measures** 2021-2027

<https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>

- **Implementation Guidelines** for Inclusion & Diversity Strategy

<https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>



# Inclusion and diversity (3)

## Definition (1):

- **people with fewer opportunities** means people who, for **economic, social, cultural, geographical or health reasons**, due to their **migrant background**, or for reasons such as **disability or educational difficulties or for any other reason**, including a reason that could give rise to discrimination under *Article 21 of the Charter of Fundamental Rights of the European Union*, face obstacles that prevent them from having effective access to opportunities under the Erasmus+ 2021-2027

# Inclusion and diversity (4)

Definition (2):

- [the Charter of Fundamental Rights of the European Union:](#)

CHAPTER III

**EQUALITY**

**Article 21**

**Non-discrimination**

1. **Any discrimination** based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation **shall be prohibited**.
2. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, **any discrimination** on grounds of nationality **shall be prohibited**.



# Inclusion and diversity (5)

**Barriers that** can hinder participation (alone, or as a combination of several barriers):

- **Disabilities**
- **Health problems**
- **Barriers linked to education and training systems**
- **Cultural differences**
- **Social barriers**
- **Economic barriers**
- **Barriers linked to discrimination**
- **Geographical barriers**

N.B. **Detailed description** in Programme Guide and I&D Implementation Guidelines



# Inclusion and diversity (6)

The Erasmus+ **offers activity formats** to increase the access of people with fewer opportunities and **supports it financially**, e.g.:

- **Group mobility**, activities with **shorter minimum durations** for people with fewer opportunities, **blended mobility opportunities**, etc.
- **Preparatory visits** (particularly interesting opportunity for participants with fewer opportunities, to prepare their activities)
- **Financial support for inclusion** for organisations and individuals

# Digital (1)

- Developing accessible and **high-quality digital learning** and fostering **digital capacities**





# Digital (2)

- The importance of the digital transformation has been evidenced during the COVID-19 crisis
- In line with the strategic priorities of the **Digital Education Action Plan 2021-2027** (DEAP):  
[https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)
- DEAP is a renewed EU policy initiative **to support** the sustainable and effective **adaptation of the education and training systems** of EU Member States **to the digital age**



# Digital (3)

- **1st strategic priority** - Fostering the development of a **high-performing digital education ecosystem** (building capacity and critical understanding in all type of education and training institutions)
- **2nd strategic priority** - Enhancing **digital skills and competences for everyone** (both basic and advanced digital skills as well as digital literacy) for the digital transformation
- **Erasmus+ actions to boost the digital transition:**
  - **Blended mobility formats possible in all sectors** - for **all learners/staff** incl. **school education** (*combination of physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork*)
  - **Teaching and administrative staff** can also benefit from **digital skills trainings**



# Digital (4)

- **Part D – Glossary of Terms, Erasmus+ Programme Guide**

## Digital Competence

Involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

# Digital (5)

- Projects are strongly encouraged to use the Erasmus+ digital platforms and tools, e.g.:
- Virtual cooperation platforms:
  - E-twinning
  - School Education Gateway (SEG)
- Supporting tools:
  - **SELFIE tool for schools and VET institutions** - free, multilingual, web-based, self-reflection tool **to help general** and vocational **schools** develop their digital capacity - [https://ec.europa.eu/education/schools-go-digital\\_en](https://ec.europa.eu/education/schools-go-digital_en)
- Digital Education HUB - will be established **to improve coordination on digital education at the EU level** and to contribute to research exchange of good practice and research experimentation
- **The Erasmus+ Project Results Platform**, etc.

# Green (1)

- Building up knowledge on sustainability and **climate action** and promote the use of **green travel**



# Green (2)

- **European Green Deal Communication:**

[https://ec.europa.eu/info/publications/communication-european-green-deal\\_en](https://ec.europa.eu/info/publications/communication-european-green-deal_en)

- Highlights **the key role of Erasmus+ to engage people in the transition** to become climate neutral by 2050
- ***"Schools, training institutions and universities are well placed to engage with pupils, parents, and the wider community on the changes needed for a successful transition"***



# Green (3)

- Participating organisations are **encouraged to promote environmental sustainability** through their activities by:
  - using the **specific funding opportunities** provided by the Erasmus+
  - **raising awareness** among their participants
  - sharing **best practices**
  - choosing **appropriate design** for their activities



# Green (4)

- **Green travel** is defined in the glossary as:  
*"The travel that **uses low-emissions means of transport** for the main part of the travel, such as bus, train or carpooling"*
- **Increased financial support** for green travel to promote the use of sustainable means of transport



# Green (5)

- **Part D – Glossary of Terms, Erasmus+ Programme Guide**

<b>Green skills</b>	Fundamental skills to the transition to a low-carbon economy, which can be general such as sustainable agriculture, soil protection, energy use and waste reduction, or more technical such as knowledge on renewable energy.
<b>Green Travel</b>	Green travel is defined as the travel that uses low-emissions means of transport for the main part of the travel, such as bus, train or car-pooling.

# Active Participation (1)

- **Enhancing participation** of young people in democratic life





# Active Participation (2)

- The Erasmus+ supports **active citizenship** and **ethics** in lifelong learning
- It fosters the development of **social and intercultural competences, critical thinking** and **media literacy**
- The focus is put on **raising awareness** of and **understanding the European Union context**, notably as regards **the common EU values**, the **principles of unity and diversity**, as well as their social, cultural and historical heritage



# Active Participation (3)

- **Transversal qualitative element in different sections**, under "setting up a project", **to increase the engagement of participants in the local context and the Erasmus+ community**
- **The potential of Alumni/Ambassadors/peers networks** in different sectors to be further developed
- **Specific activities and formats offered under new Erasmus+**, e.g., Jean Monnet activities opened for schools and VET institutions



# Active Participation (4)

- **Part D – Glossary of Terms, Erasmus+ Programme Guide**

## **Transversal (soft; life) skills**

Include the ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty. These skills are part of the key competences.



# Priorities embedded in KA1

- As regards **pupils**, students, trainees, apprentices, adult learners and young people, the **mobility activities supported under Erasmus+ Key Action 1** are meant to produce one or more of the following outcomes:
  - improved learning performance
  - enhanced employability and improved career prospects
  - increased sense of initiative and entrepreneurship
  - increased self-empowerment and self-esteem
  - **improved** foreign language and **digital competences**
  - **enhanced intercultural awareness**
  - **more active participation in society**
  - **better awareness of the European project and the EU values**
  - **increased motivation for taking part in future** (formal/non-formal) education or training after the mobility period abroad



Erasmus+ LV National Agency -  
State Education Development Agency  
Antra Menģele  
E-mail: [antra.mengele@viaa.gov.lv](mailto:antra.mengele@viaa.gov.lv)

**Many creative and successful project ideas!**



Erasmus+

Enriching lives, opening minds