



European  
Commission

## **2024 annual work programme**

# **“Erasmus+”: the Union Programme for Education, Training, Youth and Sport**

*C(2023)6157 of 18 SEPTEMBER 2023*



Brussels, 18.9.2023  
C(2023) 6157 final

**COMMISSION IMPLEMENTING DECISION**

**of 18.9.2023**

**on the financing of Erasmus+: the Union Programme for Education, Training, Youth  
and Sport and the adoption of the work programme for 2024**

# COMMISSION IMPLEMENTING DECISION

of 18.9.2023

## on the financing of Erasmus+: the Union Programme for Education, Training, Youth and Sport and the adoption of the work programme for 2024

THE EUROPEAN COMMISSION,

Having regard to the Treaty on the Functioning of the European Union ('TFEU').

Having regard to Regulation (EU, Euratom) 2018/1046<sup>1</sup> of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012, (the 'Financial Regulation'), and in particular Article 110 thereof,

Having regard to Regulation (EU) No 2021/817<sup>2</sup> of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 and Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (the 'Erasmus+ Regulation'), and in particular Article 22 thereof,

Having regard to Regulation (EU) No 2021/1529<sup>3</sup> of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III), and in particular Article 5(3) thereof,

Having regard to Regulation (EU) No 2021/947<sup>4</sup> of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe (the 'NDICI – Global Europe'), amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009, and in particular Article 16 thereof,

Having regard to Regulation (EU) 2021/1060<sup>5</sup> of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, and in particular Article 26 thereof,

Whereas:

- (1) In order to ensure the implementation of Erasmus+ Programme, it is necessary to adopt an annual financing decision, which constitutes the annual work programme for

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<sup>1</sup> OJ L 193, 30.7.2018, p.1

<sup>2</sup> OJ L 189, 28.5.2021, p.1

<sup>3</sup> OJ L 330, 20.9.2021, p.1

<sup>4</sup> OJ L 209, 14.6.2021, p.1

<sup>5</sup> OJ L 231, 30.6.2021, p. 159

2024. Article 110 of the Financial Regulation establishes detailed rules on financing decisions.

- (2) The envisaged assistance is to comply with the conditions and procedures set out by the restrictive measures adopted pursuant to Article 215 TFEU.
- (3) The work programme contributes to climate and biodiversity mainstreaming in line with the European Green Deal and the inter-institutional agreement.
- (4) It is appropriate to authorise the award of grants without a call for proposals to the bodies identified in the work programme and to provide for the conditions for awarding those grants.
- (5) Pursuant to Article 62(1)(c) of the Financial Regulation and Article 18 of the Erasmus+ Regulation, indirect management is to be used for the implementation of the programme.
- (6) The Commission is to ensure a level of protection of the financial interests of the Union with regards to entities and persons entrusted with the implementation of Union funds by indirect management as provided for in Article 154(3) of the Financial Regulation. To this end, such entities and persons are to be subject to an assessment of their systems and procedures in accordance with Article 154(4) of the Financial Regulation<sup>6</sup> and, if necessary, to appropriate supervisory measures in accordance with Article 154(5) of the Financial Regulation before a contribution agreement can be signed.
- (7) It is necessary to allow for the payment of interest due for late payment on the basis of Article 116(5) of the Financial Regulation.
- (8) In order to allow for flexibility in the implementation of the work programme, it is appropriate to allow changes which should not be considered substantial for the purposes of Article 110(5) of the Financial Regulation.
- (9) The measures provided for in this Decision are in accordance with the opinion of the Committee established by Article 34 of the Erasmus+ Regulation,

HAS DECIDED AS FOLLOWS:

*Article 1*  
*The work programme*

The annual financing decision, constituting the annual work programme for the implementation of the Erasmus+ Programme for year 2024, as set out in the Annex, is adopted.

*Article 2*  
*Union contribution*

The maximum Union contribution for the implementation of the programme for 2024 is set at **EUR 4 395 000 000** and shall be financed from the appropriations entered in the following budget lines of the general budget of the Union:

- **07 02 13 - Erasmus+ - Contribution from the ESF+: EUR 10 000 000;**

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<sup>6</sup> Except for the cases of Article 154(6) of the Financial Regulation, where the Commission may decide, not to require an ex-ante assessment

- **07 03 01 01** - Promoting learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training– indirect management: **EUR 2 798 250 000**;
- **07 03 01 02** - Promoting learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training – direct management: **EUR 689 335 000**;
- **07 03 02** - Promoting non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth: **EUR 421 000 000**;
- **07 03 03** - Promoting learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies: **EUR 76 415 000**;
- **14 02 01 50** - Erasmus+ - NDICI - Global Europe contribution: **EUR 331 600 000**;
- **15 02 01 02** - Erasmus+ - contribution from IPA III: **EUR 68 400 000**.

The appropriations provided for in the first paragraph may also cover interest due for late payment.

The implementation of this Decision is subject to the availability of the appropriations provided for in the draft general budget of the Union for 2024, following the adoption of that budget by the budget authority or as provided for in the system of provisional twelfths. Likewise, it is subject to the availability of the appropriations and contributions of EFTA and other participating countries to the programme.

### *Article 3*

#### *Methods of implementation and entrusted entities or persons*

The implementation of the actions carried out by way of indirect management, as set out in the Annex, may be entrusted to the entities or persons referred to or selected in accordance with the criteria laid down in point 1.3 of that Annex.

### *Article 4*

#### *Flexibility clause*

Cumulated changes to the allocations to specific actions not exceeding 20% of the maximum Union contribution set in the first paragraph of Article 2 of this Decision shall not be considered to be substantial for the purposes of Article 110(5) of the Financial Regulation, where those changes do not significantly affect the nature of the actions and the objective of the work programme. The increase of the maximum Union contribution set in the first paragraph of Article 2 of this Decision shall not exceed 20%. These changes and increases are possible only within Headings.

As regards actions implemented by national agencies under Article 62(1)(c) of the Financial Regulation, changes to the distribution of funds among programme countries are not considered to be substantial, provided that a possible budget change for a country does not exceed 20% of the total funds implemented under Article 62(1)(c).

The authorising officer responsible may apply the changes referred to in the first and second paragraphs. Those changes shall be applied in accordance with the principles of sound financial management and proportionality.

*Article 5*

*Grants*

Grants may be awarded without a call for proposals in accordance with the conditions set out in the Annex. Grants may be awarded to the bodies referred to in Part I, point 1.3 of the Annex.

Done at Brussels, 18.9.2023

*For the Commission*

*Margaritis SCHINAS*

*Vice-President*



Bruxelles, le 18.9.2023  
C(2023) 6157 final

**DÉCISION D'EXÉCUTION DE LA COMMISSION**

**du 18.9.2023**

**relative au financement d'Erasmus+, le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport, et à l'adoption du programme de travail pour 2024**

# DÉCISION D'EXÉCUTION DE LA COMMISSION

du 18.9.2023

**relative au financement d'Erasmus+, le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport, et à l'adoption du programme de travail pour 2024**

LA COMMISSION EUROPÉENNE,

vu le traité sur le fonctionnement de l'Union européenne (TFUE),

vu le règlement (UE, Euratom) 2018/1046<sup>1</sup> du Parlement européen et du Conseil du 18 juillet 2018 relatif aux règles financières applicables au budget général de l'Union, modifiant les règlements (UE) n° 1296/2013, (UE) n° 1301/2013, (UE) n° 1303/2013, (UE) n° 1304/2013, (UE) n° 1309/2013, (UE) n° 1316/2013, (UE) n° 223/2014, (UE) n° 283/2014 et la décision n° 541/2014/UE, et abrogeant le règlement (UE, Euratom) n° 966/2012 (ci-après le «règlement financier»), et notamment son article 110,

vu le règlement (UE) 2021/817<sup>2</sup> du Parlement européen et du Conseil du 20 mai 2021 établissant Erasmus+, le programme de l'Union pour l'éducation et la formation, la jeunesse et le sport, et abrogeant le règlement (UE) n° 1288/2013 et les décisions n° 1719/2006/CE, n° 1720/2006/CE et n° 1298/2008/CE (le «règlement Erasmus+»), et notamment son article 22,

vu le règlement (UE) 2021/1529<sup>3</sup> du Parlement européen et du Conseil du 15 septembre 2021 instituant l'instrument d'aide de préadhésion (IAP III), et notamment son article 5, paragraphe 3,

vu le règlement (UE) 2021/947<sup>4</sup> du Parlement européen et du Conseil du 9 juin 2021 établissant l'instrument de voisinage, de coopération au développement et de coopération internationale — Europe dans le monde («IVCDCI — L'Europe dans le monde»), modifiant et abrogeant la décision n° 466/2014/UE du Parlement européen et du Conseil et abrogeant le règlement (UE) 2017/1601 du Parlement européen et du Conseil et le règlement (CE, Euratom) n° 480/2009 du Conseil, et notamment son article 16,

vu le règlement (UE) 2021/1060<sup>5</sup> du Parlement européen et du Conseil du 24 juin 2021 portant dispositions communes relatives au Fonds européen de développement régional, au Fonds social européen plus, au Fonds de cohésion, au Fonds pour une transition juste et au Fonds européen pour les affaires maritimes, la pêche et l'aquaculture, et établissant les règles financières applicables à ces Fonds et au Fonds «Asile, migration et intégration», au Fonds pour la sécurité intérieure et à l'instrument de soutien financier à la gestion des frontières et à la politique des visas, et notamment son article 26,

considérant ce qui suit:

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<sup>1</sup> JO L 193 du 30.7.2018, p. 1.

<sup>2</sup> JO L 189 du 28.5.2021, p. 1.

<sup>3</sup> JO L 330 du 20.9.2021, p. 1.

<sup>4</sup> JO L 209 du 14.6.2021, p. 1.

<sup>5</sup> JO L 231 du 30.6.2021, p. 159.

- (1) Aux fins de la mise en œuvre du programme Erasmus+, il y a lieu d'adopter une décision de financement annuelle, qui constitue le programme de travail annuel pour 2024. L'article 110 du règlement financier énonce les règles détaillées applicables aux décisions de financement.
- (2) L'assistance envisagée doit respecter les conditions et procédures établies par les mesures restrictives adoptées conformément à l'article 215 du TFUE.
- (3) Le programme de travail contribue à l'intégration du climat et de la biodiversité dans les politiques, conformément au pacte vert pour l'Europe et à l'accord interinstitutionnel.
- (4) Il convient d'autoriser l'octroi de subventions sans appel à propositions aux organismes mentionnés dans le programme de travail et de prévoir les conditions d'octroi de ces subventions.
- (5) Conformément à l'article 62, paragraphe 1, point c), du règlement financier et à l'article 18, du règlement relatif au corps européen de solidarité, le programme sera mis en œuvre en gestion indirecte.
- (6) La Commission doit assurer un niveau de protection des intérêts financiers de l'Union en ce qui concerne les entités et les personnes chargées de l'exécution des fonds de l'Union en gestion indirecte, conformément à l'article 154, paragraphe 3, du règlement financier. À cette fin, ces entités et personnes doivent soumettre leurs systèmes et procédures à une évaluation conformément à l'article 154, paragraphe 4, du règlement financier<sup>6</sup> et, le cas échéant, à des mesures de surveillance appropriées conformément à l'article 154, paragraphe 5, du règlement financier avant qu'une convention de contribution puisse être signée.
- (7) Il convient de permettre le paiement d'intérêts de retard sur le fondement de l'article 116, paragraphe 5, du règlement financier.
- (8) Pour permettre une certaine flexibilité dans la mise en œuvre du programme de travail, il y a lieu d'autoriser des modifications qui ne devraient pas être considérées comme substantielles aux fins de l'article 110, paragraphe 5, du règlement financier.
- (9) Les mesures prévues dans la présente décision sont conformes à l'avis du comité créé par l'article 34 du règlement Erasmus+.

DÉCIDE:

*Article premier*  
*Programme de travail*

La décision de financement annuelle, constituant le programme de travail annuel destiné à la mise en œuvre du programme Erasmus+ pour 2024, qui figure en annexe, est adoptée.

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<sup>6</sup> Sauf dans les cas prévus à l'article 154, paragraphe 6, du règlement financier, où la Commission peut décider de ne pas exiger une évaluation ex ante.

*Article 2*  
*Contribution de l'Union*

Le montant maximal de la contribution de l'Union destinée à la mise en œuvre du programme pour 2024 est fixé à **4 395 000 000 EUR**, à financer sur les crédits inscrits aux lignes suivantes du budget général de l'Union:

- **07 02 13** - Erasmus+ - Contribution du FSE+: **10 000 000 EUR**;
- **07 03 01 01** — Promouvoir la mobilité des individus à des fins d'éducation et de formation, ainsi que la coopération, l'inclusion, l'excellence, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de l'éducation et de la formation — Gestion indirecte: **2 798 250 000 EUR**;
- **07 03 01 02** — Promouvoir la mobilité des individus à des fins d'éducation et de formation, ainsi que la coopération, l'inclusion, l'excellence, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de l'éducation et de la formation — Gestion directe: **689 335 000 EUR**;
- **07 03 02** — Promouvoir la mobilité à des fins d'apprentissage non formel et la participation active des jeunes, ainsi que la coopération, l'inclusion, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de la jeunesse: **421 000 000 EUR**;
- **07 03 03** - Promouvoir la mobilité à des fins d'éducation et de formation des entraîneurs et du personnel sportifs, ainsi que la coopération, l'inclusion, la créativité et l'innovation au niveau des organisations sportives et des politiques sportives: **76 415 000 EUR**;
- **14 02 01 50** — Erasmus+ - IVCDI — Contribution de l'Europe dans le monde: **331 600 000 EUR**;
- **15 02 01 02** — Erasmus+ - contribution de l'IAP III: **68 400 000 EUR**.

Les crédits prévus au premier alinéa peuvent également couvrir les intérêts de retard.

La mise en œuvre de la présente décision est subordonnée à la disponibilité des crédits qui sont prévus dans le projet de budget général de l'Union pour 2024, après l'adoption de celui-ci par l'autorité budgétaire, ou qui sont prévus par le régime des douzièmes provisoires. De même, elle est subordonnée à la disponibilité des crédits et des contributions des pays de l'AELE et des autres pays participant au programme.

*Article 3*  
*Modes d'exécution et entités ou personnes chargées de l'exécution*

L'exécution des actions réalisées en gestion indirecte, telles qu'exposées dans l'annexe, peut être confiée aux entités ou aux personnes mentionnées ou sélectionnées conformément aux critères fixés au point 1.3 de ladite annexe.

*Article 4*  
*Clause de flexibilité*

Les modifications cumulées des crédits alloués aux actions spécifiques ne dépassant pas 20 % du montant maximal de la contribution de l'Union fixé à l'article 2, premier alinéa, de la présente décision ne sont pas considérées comme substantielles aux fins de l'article 110,

paragraphe 5, du règlement financier, lorsqu'elles n'ont pas d'incidence significative sur la nature des actions ni sur l'objectif du programme de travail. L'augmentation du montant maximal de la contribution de l'Union fixé à l'article 2, premier alinéa, de la présente décision ne dépasse pas 20 %. Ces modifications et augmentations ne sont possibles qu'à l'intérieur des rubriques.

En ce qui concerne les actions mises en œuvre par les agences nationales conformément à l'article 62, paragraphe 1, point c), du règlement financier, les modifications apportées à la répartition des fonds entre les pays participant au programme ne sont pas considérées comme substantielles si la modification budgétaire éventuelle pour un pays ne dépasse pas 20 % du total des fonds exécutés en application de l'article 62, paragraphe 1, point c).

L'ordonnateur compétent peut appliquer les modifications visées aux premier et deuxième alinéas. Ces modifications sont appliquées dans le respect des principes de bonne gestion financière et de proportionnalité.

*Article 5*  
*Subventions*

Des subventions peuvent être octroyées sans appel à propositions dans les conditions précisées en annexe. Des subventions peuvent être octroyées aux organismes visés à la partie I, point 1.3 de l'annexe.

Fait à Bruxelles, le 18.9.2023

*Par la Commission*  
*Margaritis SCHINAS*  
*Vice-président*



EUROPÄISCHE  
KOMMISSION

Brüssel, den 18.9.2023  
C(2023) 6157 final

## **DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION**

**vom 18.9.2023**

**über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2024**

# DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 18.9.2023

## über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2024

DIE EUROPÄISCHE KOMMISSION —

gestützt auf den Vertrag über die Arbeitsweise der Europäischen Union (im Folgenden „AEUV“),

gestützt auf die Verordnung (EU, Euratom) 2018/1046 des Europäischen Parlaments und des Rates vom 18. Juli 2018 über die Haushaltsordnung für den Gesamthaushaltsplan der Union, zur Änderung der Verordnungen (EU) Nr. 1296/2013, (EU) Nr. 1301/2013, (EU) Nr. 1303/2013, (EU) Nr. 1304/2013, (EU) Nr. 1309/2013, (EU) Nr. 1316/2013, (EU) Nr. 223/2014, (EU) Nr. 283/2014 und des Beschlusses Nr. 541/2014/EU sowie zur Aufhebung der Verordnung (EU, Euratom) Nr. 966/2012<sup>1</sup> (im Folgenden „Haushaltsordnung“), insbesondere auf Artikel 110,

gestützt auf die Verordnung (EU) 2021/817 des Europäischen Parlaments und des Rates vom 20. Mai 2021 zur Einrichtung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Aufhebung der Verordnung (EU) Nr. 1288/2013 und der Beschlüsse Nr. 1719/2006/EG, Nr. 1720/2006/EG und Nr. 1298/2008/EG<sup>2</sup> (im Folgenden „Erasmus+-Verordnung“), insbesondere auf Artikel 22,

gestützt auf die Verordnung (EU) 2021/1529<sup>3</sup> des Europäischen Parlaments und des Rates vom 15. September 2021 zur Schaffung des Instruments für Heranführungshilfe (IPA III), insbesondere auf Artikel 5 Absatz 3,

gestützt auf die Verordnung (EU) 2021/947 des Europäischen Parlaments und des Rates vom 9. Juni 2021 zur Schaffung des Instruments für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit – Europa in der Welt (im Folgenden „NDICI/Europa in der Welt“), zur Änderung und Aufhebung des Beschlusses Nr. 466/2014/EU und zur Aufhebung der Verordnung (EU) 2017/1601 und der Verordnung (EG, Euratom) Nr. 480/2009 des Rates<sup>4</sup>, insbesondere auf Artikel 16,

gestützt auf die Verordnung (EU) 2021/1060 des Europäischen Parlaments und des Rates vom 24. Juni 2021 mit gemeinsamen Bestimmungen für den Europäischen Fonds für regionale Entwicklung, den Europäischen Sozialfonds Plus, den Kohäsionsfonds, den Fonds für einen gerechten Übergang und den Europäischen Meeres-, Fischerei- und Aquakulturfonds sowie mit Haushaltsvorschriften für diese Fonds und für den Asyl-, Migrations- und

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<sup>1</sup> ABl. L 193 vom 30.7.2018, S. 1.

<sup>2</sup> ABl. L 189 vom 28.5.2021, S. 1.

<sup>3</sup> ABl. L 330 vom 20.9.2021, S. 1.

<sup>4</sup> ABl. L 209 vom 14.6.2021, S. 1.

Integrationsfonds, den Fonds für die innere Sicherheit und das Instrument für finanzielle Hilfe im Bereich Grenzverwaltung und Visumpolitik<sup>5</sup>, insbesondere auf Artikel 26,

in Erwägung nachstehender Gründe:

- (1) Damit die Durchführung des Programms Erasmus+ gewährleistet werden kann, ist die Annahme eines jährlichen Finanzierungsbeschlusses erforderlich, der das Arbeitsprogramm für das Jahr 2024 darstellt. In Artikel 110 der Haushaltsordnung sind ausführliche Vorschriften für Finanzierungsbeschlüsse festgelegt.
- (2) Bei der geplanten Unterstützung sind die Bedingungen und Verfahren einzuhalten, die im Rahmen der nach Artikel 215 AEUV erlassenen restriktiven Maßnahmen festgelegt sind.
- (3) Das Arbeitsprogramm trägt zur durchgängigen Berücksichtigung des Klimaschutzes und der biologischen Vielfalt im Einklang mit dem europäischen Grünen Deal und der interinstitutionellen Vereinbarung bei.
- (4) Es ist angezeigt, für die im Arbeitsprogramm angegebenen Einrichtungen die Gewährung von Finanzhilfen ohne Aufforderung zur Einreichung von Vorschlägen zu genehmigen und die Bedingungen für die Gewährung dieser Finanzhilfen festzulegen.
- (5) Gemäß Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung und Artikel 18 der Erasmus+-Verordnung wird das Programm im Wege der indirekten Mittelverwaltung durchgeführt.
- (6) In Bezug auf Stellen und Personen, die mit der indirekten Verwaltung von Unionsmitteln betraut sind, hat die Kommission sicherzustellen, dass die finanziellen Interessen der Union in dem in Artikel 154 Absatz 3 der Haushaltsordnung vorgesehenen Maße geschützt werden. Zu diesem Zweck sind die Systeme und Verfahren dieser Stellen und Personen nach Artikel 154 Absatz 4 der Haushaltsordnung<sup>6</sup> zu bewerten und erforderlichenfalls nach Artikel 154 Absatz 5 der Haushaltsordnung geeigneten Aufsichtsmaßnahmen zu unterziehen, bevor eine Beitragsvereinbarung unterzeichnet werden kann.
- (7) Es ist notwendig, die Zahlung von Verzugszinsen gemäß Artikel 116 Absatz 5 der Haushaltsordnung vorzusehen.
- (8) Im Interesse einer flexiblen Durchführung des Arbeitsprogramms sollten Änderungen zugelassen werden, die für die Zwecke des Artikels 110 Absatz 5 der Haushaltsordnung nicht als substantiell anzusehen sind.
- (9) Die in diesem Beschluss vorgesehenen Maßnahmen entsprechen der Stellungnahme des Ausschusses nach Artikel 34 der Erasmus+-Verordnung —

BESCHLIEßT:

*Artikel 1*  
*Das Arbeitsprogramm*

Der jährliche Finanzierungsbeschluss, der das im Anhang beschriebene jährliche Arbeitsprogramm für die Durchführung des Programms Erasmus+ für das Jahr 2024 darstellt, wird angenommen.

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<sup>5</sup> ABL L 231 vom 30.6.2021, S. 159.

<sup>6</sup> Außer in Fällen gemäß Artikel 154 Absatz 6 der Haushaltsordnung, wonach die Kommission beschließen kann, keine Ex-ante-Bewertung zu verlangen.

## *Artikel 2* *Beitrag der Union*

Der Höchstbeitrag der Union für die Durchführung des Programms für 2024 beläuft sich auf **4 395 000 000 EUR** und wird aus Mitteln finanziert, die unter den folgenden Haushaltslinien des Gesamthaushaltsplans der Union eingestellt wurden:

- **07 02 13** – Erasmus+ – Beitrag aus dem ESF+: **10 000 000 EUR**;
- **07 03 01 01** – Förderung der Lernmobilität von Einzelpersonen sowie der Zusammenarbeit, Inklusion, Exzellenz, Kreativität und Innovation auf Ebene von Organisationen der allgemeinen und beruflichen Bildung und der Bildungspolitik – Indirekte Mittelverwaltung: **2 798 250 000 EUR**;
- **07 03 01 02** – Förderung der Lernmobilität von Einzelpersonen sowie der Zusammenarbeit, Inklusion, Exzellenz, Kreativität und Innovation auf Ebene von Organisationen der allgemeinen und beruflichen Bildung und der Bildungspolitik – Direkte Mittelverwaltung: **689 335 000 EUR**;
- **07 03 02** – Förderung der nichtformalen Lernmobilität und der aktiven Teilnahme junger Menschen sowie der Zusammenarbeit, Inklusion, Kreativität und Innovation auf der Ebene von Jugendorganisationen und der Jugendpolitik: **421 000 000 EUR**;
- **07 03 03** – Förderung der Lernmobilität von Personal im Sportbereich und der Zusammenarbeit, Inklusion, Kreativität und Innovation auf der Ebene von Sportorganisationen und der Sportpolitik: **76 415 000 EUR**;
- **14 02 01 50** – Beitrag von NDICI/Europa in der Welt zu Erasmus+: **331 600 000 EUR**;
- **15 02 01 02** – Erasmus+ – Beitrag aus Mitteln von IPA III: **EUR 68 400 000**.

Die in Absatz 1 genannten Haushaltsmittel können auch Verzugszinsen abdecken.

Dieser Beschluss kann nur umgesetzt werden, wenn die im Entwurf des Gesamthaushaltsplans der Union für 2024 vorgesehenen Mittel infolge des Erlasses des Haushaltsplans durch die Haushaltsbehörde verfügbar sind oder nach der Regelung der vorläufigen Zwölfstel bereitstehen. Desgleichen kann er nur umgesetzt werden, wenn die Mittel und Beiträge der EFTA-Staaten und anderer an dem Programm teilnehmender Länder verfügbar sind.

## *Artikel 3* *Art des Haushaltsvollzugs und mit dem Vollzug betraute Stellen oder Personen*

Die Umsetzung der im Anhang dargelegten Maßnahmen, bei denen die indirekte Mittelverwaltung zur Anwendung kommt, kann Stellen oder Personen anvertraut werden, die im Anhang unter Nummer 1.3 genannt sind oder nach den dort festgelegten Kriterien ausgewählt wurden.

## *Artikel 4* *Flexibilitätsklausel*

Änderungen der Mittelzuweisungen für einzelne Maßnahmen, die in der Summe 20 % des in Artikel 2 Absatz 1 dieses Beschlusses festgesetzten Höchstbeitrags der Union nicht übersteigen, gelten als nicht substantiell für die Zwecke des Artikels 110 Absatz 5 der

Haushaltsordnung, wenn sie sich nicht wesentlich auf die Art der Maßnahmen und die Zielsetzung des Arbeitsprogramms auswirken. Der in Artikel 2 Absatz 1 dieses Beschlusses festgelegte Höchstbeitrag der Union darf sich nicht um mehr als 20 % erhöhen. Diese Änderungen und Erhöhungen sind nur innerhalb von Haushaltslinien möglich.

Für Maßnahmen, die gemäß Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung von nationalen Agenturen durchgeführt werden, gilt, dass Änderungen bei der Aufteilung der Mittel auf die Programmländer nicht als substantiell anzusehen sind, wenn die mögliche Änderung der Mittelausstattung für ein Land nicht mehr als 20 % der Gesamtmittel ausmacht, die auf der Grundlage des Artikels 62 Absatz 1 Buchstabe c verwaltet werden.

Der zuständige Anweisungsbefugte kann die in den Absätzen 1 und 2 genannten Änderungen vornehmen. Derartige Änderungen werden im Einklang mit den Grundsätzen der Wirtschaftlichkeit der Haushaltsführung und der Verhältnismäßigkeit vorgenommen.

#### *Artikel 5 Finanzhilfen*

Finanzhilfen können gemäß den im Anhang dargelegten Bedingungen ohne Aufforderung zur Einreichung von Vorschlägen gewährt werden. Finanzhilfen können den in Teil I Nummer 1.3 des Anhangs genannten Einrichtungen gewährt werden.

Brüssel, den 18.9.2023

*Für die Kommission  
Margaritis SCHINAS  
Vizepräsident*

**EN**

**ANNEX**

**The 2024 annual work programme for the implementation of Erasmus+: the Union Programme for Education, Training, Youth and Sport**

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## **1. OVERVIEW**

### **1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME**

According to the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport and repealing Regulation No 1288/2013<sup>1</sup> (‘the Regulation’), the **general objective** of the Erasmus+ Programme (the ‘Programme’) is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. **The Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic framework for European cooperation in education and training towards the European Education Area and beyond, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.** The programme also offers a strong international dimension contributing to a stronger voice for Europe in the world.

The Programme will contribute to putting in practice the principles of the **European Pillar of Social Rights**<sup>2</sup>, and to implementing the flagship initiatives of **the European Skills Agenda**, which aims at helping individuals and businesses develop more and better skills and to put them to use. This will be framed by the European Year of Skills<sup>3</sup> (9 May 2023-8 May 2024), which will highlight the work, targets and co-operation on skills.

In this framework, the Programme has the following **specific objectives** to promote:

- the learning mobility of individuals and groups, and cooperation, quality, inclusion and equity, excellence, creativity, and innovation at the level of organisations and policies in the field of education and training;
  
- non-formal and informal learning mobility and active participation among young people, and cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
  
- the learning mobility of sport staff, and cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.

In order to achieve its objectives, the Erasmus+ Programme implements the following Actions:

- Key Action 1 – Learning mobility;
- Key Action 2 – Cooperation among organisations and institutions;
- Key Action 3 – Support to policy development and cooperation;
- Jean Monnet actions.

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<sup>1</sup> OJ L 189, 28.5.2021, p. 1.

<sup>2</sup> In particular first principle (everyone has the right to quality and inclusive education, training and lifelong learning) and fourth principle (everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects, including to receive support for training and re-qualification).

<sup>3</sup> Decision (EU) 2023/936 of the European Parliament and of the Council of 10 May 2023 on a European Year of Skills, OJ L 125, 11.5.2023.

As far as the **programme architecture** is concerned, Sport activities are now streamlined and follow the same structure as for Education and training and Youth chapters, including for key action 1. The general structure is quite stable compared with the previous Programme 2014-2020, to ensure continuity while aiming to increase impact. In terms of **scope**, the Programme covers all education and training sectors i.e. school education, vocational education and training, higher education and adult learning, as well as youth and sport.

## 1.2. PARTICIPATING COUNTRIES

**EU Member States** take part in the Erasmus+ Programme. In accordance with Article 33(2) and (3) of the Council Decision (EU) 2021/1764 on the association of the Overseas Countries and Territories (OCTs) with the European Union<sup>4</sup>, the Union has to ensure that individuals and organisations from OCTs can take part in educational and vocational training related initiatives of the Union on the same basis as Member States.

In addition, in accordance with article 19 of the Erasmus+ Regulation, the following third countries are associated to the Programme in 2024:

- members of the European Free Trade Association (EFTA) which are members of the European Economic Area (EEA): Norway, Iceland, Liechtenstein;
- acceding countries, candidate countries and potential candidates: Republic of North Macedonia, Republic of Türkiye and Republic of Serbia.

Individuals and organisations from the OCTs are participating in the Programme on an EU Member State or third country associated to the Programme status, being the Member State with which they are connected.

Furthermore, in accordance with article 20 of the Regulation, the Programme actions referred to in Articles 5 to 7, points (a) and (b) of Article 8 and Articles 9 to 14 of the Regulation may also be open to the participation of legal entities from other third countries not associated to the programme, in duly justified cases in the Union's interest<sup>5</sup>.

## 1.3. BODIES IMPLEMENTING THE PROGRAMME

The European Commission (Directorate-General Education, Youth, Sport and Culture – 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. For actions funded by the EU external action instruments, the Directorate-General for International Partnerships (DG INTPA) and the Directorate General for Neighbourhood and Enlargement Negotiations (DG NEAR) set the priorities in accordance with the EU's external policy. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level. The European Commission also bears overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level (indirect management). It also directly manages certain actions of the Programme. At European level, the European Education and Culture Executive Agency

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<sup>4</sup> Council Decision (EU) 2021/1764 of 5 October 2021 on the association of the Overseas Countries and Territories with the European Union including relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other (Decision on the Overseas Association, including Greenland) [OJ L 355, 7.10.2021, p. 6].

<sup>5</sup> Organisations and individuals of third countries not associated to the Programme may be excluded from taking part in Erasmus+ based on restrictive measures enforced at EU level.

(EACEA) is responsible for the implementation of certain actions of the Erasmus+ Programme (direct management).

Implementation by the EACEA is carried out according to the Commission Decision C(2022) 5057<sup>6</sup> delegating powers to the EACEA, comprising in particular implementation of appropriations entered in the general budget of the Union.

Some actions under Key Actions 2 and 3 in the fields of adult education, vocational education and training as well as skills and qualifications are partly or fully co-delegated to the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL). It is also foreseen to co-delegate certain actions under Key Action 3 related to multilingualism to the Directorate-General for Translation (DGT). The co-delegated actions are indicated in Part II of this Work Programme. DG EAC liaises closely on all aspects related to the international actions funded by the DG INTPA and the DG NEAR, and where relevant with the Foreign Policy Instruments Service (FPI) and the Delegations of the European Union in the third countries not associated to the Programme.

The Erasmus+ Programme is mainly implemented through indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third country associated to the Programme, in line with Article 62 (1)(c) and Article 154 of the Financial Regulation<sup>7</sup>. National authorities monitor and supervise the management of the Programme at national level.

In accordance with Articles 62 (1)(c)(ii) and 156(1) of the Financial Regulation, with reference to Pillar Assessed International Organisations, the Commission may entrust them budget implementation tasks via the conclusion of Contribution Agreements under indirect management mode.

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<sup>6</sup> Commission Decision C(2022) 5057 final of 22.07.2022 delegating powers to the European Education and Culture Executive Agency with a view to the performance of tasks linked to the implementation of Union programmes in the field of education, audiovisual and culture, citizenship and solidarity comprising, in particular, implementation of appropriations entered in the general budget of the Union and repealing Decision C(2021)951 final.

<sup>7</sup> Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union and amending Regulation (EC) No 2012/2002, Regulations (EU) No 1296/2013, (EU) 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014 of the European Parliament and of the Council and Decision No 541/2014/EU of the European Parliament and of the Council and repealing Regulation (EU, Euratom) No 966/2012, OJ L 193, 30.7.2018.

## 2. ERASMUS+ IN 2024

### 2.1 POLICY FRAMEWORK

Education, training, youth and sport have a crucial role to play in helping the Union in reorienting its economic model towards more sustainability, with green and digital transitions as its transformative drivers. Rooted in the Rome Declaration of 25 March 2017<sup>8</sup> where the EU leaders pledged to work towards *a Union where young people receive the best education and training and can study and find jobs across the continent*, the European Pillar of Social Rights<sup>9</sup> that enshrines the right to quality and inclusive education, training and lifelong learning, and the Strategic Agenda for the EU for 2019-2024 that stresses that Member States “*must step up investment in people’s skills and education*”, President von der Leyen committed to making the **European Education Area (EEA)**<sup>10</sup> a reality by 2025. To achieve this, the objective is to make quality and borderless learning available for all, everywhere in Europe, to change the culture of education towards lifelong learning, and to get Europe up to speed on digital skills for young people and adults alike.

Education is essential for the personal, social and professional fulfilment of the citizens. It also stands at the heart of Europe’s social market economy as the foundation for economic and social convergence. It helps strengthen people’s employability, helps building societal and personal empowerment and resilience, and helps the EU play a stronger role in a global, increasingly digital and knowledge-based world. The European Education Area – for which Erasmus+ is instrumental – aims to turn Europe into a genuine European learning space where Member States cooperate closely based on a shared vision for making Europe ready to face the digital and green transitions. The European Education Area also helped mitigating the consequences on the COVID-19 pandemic on learning, skills development and employment prospects of young people.

In November 2022 the Commission has published the EEA progress report<sup>11</sup> taking stock of progress in implementation on all work-strands under the EEA. Looking at progress made, at trends and at remaining challenges, the assessment concludes that until 2025 the focus must be on implementation, ensuring quality investment and effective absorption of funds for education and training reforms, as well as robust monitoring. The **EEA midterm review** to be carried out in 2023 will feed a policy evaluation serving as the evidence base for a 2025 Commission **report on the interim evaluation of the EEA**. On the basis of this evaluation the Council will review the EEA strategic framework – including EU-level targets and priorities, governance structures and working methods – and make any necessary adjustments for the 2026-2030 period.

**Erasmus+ is a major contributor to the achievement of the European Education Area objectives as outlined in the overall architecture.** The Programme helps drive systemic impact in mainstreaming innovative policies and accelerating new practices that improve the **quality and relevance in the fields of education and training, youth work and youth policy** throughout Europe, at national, regional and local level.

**Erasmus+ also remains true to its mission for over 35 years i.e. being the Union main instrument to support young people’s mobility**, offering **increased opportunities for high quality level learning mobility for learners and staff**, enabling the pursuit of studies and learning paths in different stages of life. In this respect, the Programme will pursue its long-

<sup>8</sup> <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>

<sup>9</sup> [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en); the Pillar of Social Rights builds on previous initiatives towards a more social Europe, including the Charter of Fundamental Rights of the EU.

<sup>10</sup> COM (2020) 625 final.

<sup>11</sup> <https://education.ec.europa.eu/news/building-the-european-education-area-progress-report-published>.

standing mission to support transnational learning mobility in 2024, and is reinforcing its support to these actions, with a view to boost inclusion and to address growing demand.

Significant is the impact of **Erasmus+ in the world**: the international dimension of education and training, youth and sports in third countries is a key factor in **promoting the Union's action globally, its external action objectives, geopolitical priorities and principles**. In line with the 2019 Council Conclusions 'Towards an ever more sustainable Union by 2030'<sup>12</sup>, education, the development of knowledge and skills, as well as the development of a sense of responsibility for a **more sustainable world, environmental protection and global citizenship** are key drivers for sustainable development. Investment in education and strengthening people-to-people connections through mobility and cooperation in the field of education through Erasmus+ is a key priority of the December 2021 Global Strategy<sup>13</sup>.

In this regard, the **strong international dimension of the programme** strengthens cooperation ties between Erasmus+ participating countries and other countries of the world through learning mobility, education exchanges and capacity building, nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people contacts and connectivity worldwide. This includes cooperation between the EU outermost regions<sup>14</sup> -which can serve as an outpost of the EU in different parts of the world- and neighbouring third countries. In so doing, Erasmus+ builds a **positive image of Europe in the world, spreading its fundamental values** enshrined in the Treaties and in the EU Charter of Fundamental Rights, thus also facilitating **international policy dialogue and EU public diplomacy** actions.

In this general framework, utmost efforts will be continued made to ensure that Erasmus+ continues to provide **strong support to address the consequences on learning due to the Russian invasion of Ukraine**. The Programme can play a significant role in addressing the educational challenges brought in by this dramatic situation and by a fast-changing geopolitical context.

In line with the forward-looking Agenda developed in 2021 between the EU and the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport<sup>15</sup>, institutions from **Western Balkans** not associated to the programme will be allowed like in 2023 to apply to the European Universities call in 2024 as full partners.

**Inclusion** is at the core of Erasmus+ implementation; as a Union's flagship Programme, Erasmus+ will increase investment in initiatives that **support learning opportunities for all, educational equity and increase participation rates of people with fewer opportunities**, through flexible and simple participation formats, more help to prepare and accompany participants in their Erasmus+ learning adventure, but also through financial support for those who think Erasmus+ is not for them.

The Programme will also contribute to deliver on **the twin digital and green transitions** through horizontal priorities as well as through dedicated actions offering fora to exchange, collaborate, mobilise expertise and develop creative approaches. **Access to high quality digital education and blended learning opportunities**,<sup>16</sup> **foster teachers', youth leaders' and youth workers' capacity to use digital tools and content**, or increasing investment in

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<sup>12</sup> <https://www.consilium.europa.eu/media/39019/st08286-en19.pdf>

<sup>13</sup> Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank **The Global Gateway** (JOIN/2021/30 final).

<sup>14</sup> These regions are in the most remote parts of the EU, located in the Atlantic Ocean, the Caribbean basin, South America and the Indian Ocean.

<sup>15</sup> [ec\\_rtd\\_western-balkans-agenda-overview.pdf \(europa.eu\)](#)

<sup>16</sup> 2021 Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education, OJ C, 504, 14.12.2021, p. 21.

**European online platforms** for virtual cooperation and digital education are among the key actions the Programme is supporting. Sustainability and supporting the green transition in line with the 2023 Council conclusions on **Skills and Competences for the Green Transition**<sup>17</sup>, the 2022 Council Recommendation on **learning for the green transition and sustainable development**<sup>18</sup> and **European competence framework on sustainability (GreenComp)**<sup>19</sup> remain a key priority for the Programme through increased mobility, cooperation, shared good practices and collaboration opportunities which foster the development of sustainability competences and skills needed for the green transition enhance career prospects and engage participants to contribute, on an individual and collective level, to a green and sustainable Europe and world.

An overarching policy priority of the Erasmus+ Programme is to contribute to a **holistic** approach to education and training in a *lifelong learning perspective* as described in the **EU Framework on key competences**<sup>20</sup>.

Key competences include knowledge, skills, and attitudes needed by all citizens for personal fulfilment and development, employability, social inclusion and active citizenship. However, the EU faces some formidable challenges. Nearly a quarter of the 15-year-olds in the EU are functionally illiterate in the basic skills of reading, mathematics and science. Therefore, one of the main priorities of the Programme is to help Member States in their efforts to combat underachievement and foster the development of all key competences in line with the 2022 Council recommendation on “Pathways to School Success”<sup>21</sup>. This recommendation aims to further strengthen the inclusive dimension of education by reducing low achievement in basic skills, increasing secondary education attainment and placing a special focus on well-being at school. Pathways to School Success proposes a new policy framework<sup>22</sup>; its systemic approach for improving school success combines prevention, intervention and compensation and includes universal as well as more targeted and individual actions. The Programme will support whole-school approaches to school success through the **initial and continuous professional development of teachers, trainers and other staff**, including early childhood education and care (ECEC), **and youth workers/youth leaders**; it will also provide support to school leaders **through cooperation and mobility activities** in order to enhance competences and foster their wellbeing and mental health, as well as to stimulate and pool their expertise for future policy design.

In line with the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe**<sup>23</sup>, with the **Council Recommendation on building bridges for effective European Higher Education cooperation**<sup>24</sup>, as well as with the Commission Communication on a **European strategy for universities**<sup>25</sup>, Erasmus+ aims at supporting and enabling higher education institutions to adapt to changing conditions, to thrive and to contribute to Europe’s global role, resilience and recovery. As such, Erasmus+ is a key contributor to the implementation of the higher education dimension of the European Education Area, in synergy with the European Higher Education Area and the European Research Area. Erasmus+ will provide continued support to the **European Universities** alliances of higher education institutions to cooperate seamlessly across borders and

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<sup>17</sup> OJ C 95, 14.3.2023, p. 3–7.

<sup>18</sup> OJ C 243, 27.6.2022.

<sup>19</sup> <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

<sup>20</sup> <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

<sup>21</sup> OJ C 469, 9.12.2022, p. 1–15

<sup>22</sup> Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/374587>

<sup>23</sup> 2022/C 167/03, OJ C, C/167, 21.04.2022, p. 9.

<sup>24</sup> 2022/C 160/01, OJ C 160, 13.4.2022, p. 1–8.

<sup>25</sup> COM(2022)16 final.

disciplines and in different languages on the basis of the main outcomes of the mid-term review of the first alliances, with a view to achieve the European strategy for universities objective of supporting 60 alliances, gathering around 500 higher education institutions by mid-2024. European Universities will progressively build their capacity to act as models of good practice to further increase the quality, international competitiveness and attractiveness of the European higher education landscape, including by implementing Bologna key commitments. Also, synergies with the European Institute of Innovation and Technology (EIT)'s HEI Initiative<sup>26</sup> will continue offering Innovation Capacity Building for Higher Education, supporting higher education institutions to build capacity for innovation and entrepreneurship teaching. In addition, ample opportunities for **transnational cooperation between higher education institutions** will continue to be supported, fostering the Union innovation capacity and contributing, inter alia, to progressing the work on micro-credentials<sup>27</sup>, quality assurance and recognition.

These opportunities will also contribute to Erasmus+ support to the **New European Innovation Agenda** recognising the key role of higher education in driving innovation. The Agenda's talent and skills pillars aim to attract and retain talent in Europe, for example by training one million deep tech talents with the support of the Deep Tech Talent initiative implemented by the European Institute of Innovation and Technology, and refer to the needs of adopting new technologies for our sustainable economy and society. The focus will continue to be on boosting an entrepreneurial and innovation culture in education and fostering entrepreneurial skills in lifelong learning.

Erasmus+ is instrumental in **fostering the international dimension of education and training, youth and sport** by promoting **international cooperation** and by **expanding mobility opportunities** beyond **capacity-building**, including with international actions financed by the EU's external action programmes.

The European Education Area will be achieved through the **cooperation framework**<sup>28</sup> with Member States and engagement with stakeholders. At Member State-level, the countries participating in the Erasmus+ Programme continue implementing reforms of their education and training systems, in accordance with their needs, and benefiting from the policy support Europe, by funding **exchanges and scholarships for joint degrees**, and by fostering of the new framework. In follow-up to the 2017 **Council Recommendation on Graduate Tracking**, further steps will be taken to fully implement the Recommendation by 2025.

The **Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)** sets out a framework to enable cooperation with Member States and engagement with relevant stakeholders, including a reporting and analysis structure, with education targets to encourage and track reforms in education and training, in order to achieve the European Education Area by 2025, in synergy with the European Higher Education Area. The **Council Resolution on the governance structure of the strategic framework for European cooperation in education and training towards the European Education Area and beyond**<sup>29</sup> sets out a reformed governance to support the achievement of the Area.

The **European Skills Agenda**<sup>30</sup> aims to support people to develop the skills needed to take full advantage of the opportunities provided by the green and digital transitions. The Skills

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<sup>26</sup> Innovation Capacity Building for Higher Education, <https://eit-hei.eu/>

<sup>27</sup> Council Recommendation on a European Approach on micro-credentials, OJ C 243, 27.6.2022, p. 10–25.

<sup>28</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C\\_.2021.066.01.0001.01.ENG](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG)

<sup>29</sup> OJ C 497, 10.12.2021, p. 1–4.

<sup>30</sup> COM(2020)274.

Agenda covers several building blocks for which Erasmus+ will be instrumental i.e. the “Pact for Skills” will **mobilise and incentivise relevant private and public stakeholders to partner up and take action for lifelong skills development**; “Skills for jobs” will support skills strategies promoting skills in STEM fields<sup>31</sup>, as well as skills for the green and digital transitions, empower people to learn and facilitate lifelong learning, skills recognition and support to mobility, as well as innovative approaches aimed to unlock investment in skills. “Skills for Life” will support adult learning across all environments for social inclusion, active citizenship and personal development beyond working life.

The **Council Recommendation on individual learning accounts**<sup>32</sup> is aimed at promoting directly financial support to individuals accompanied by appropriate forms of non-financial assistance, in particular guidance as well as skills profiling and validation. The Council recommendation on a European approach to **micro-credentials for lifelong learning and employability**<sup>33</sup> aims at making small credentials, typically issued after short courses, better quality assured and more reliable and trusted.

In May 2023 the European Parliament and the Council adopted a Decision on a European Year of Skills, proposed by the Commission following the announcement by President von der Leyen in her 2022 speech on the state of the Union. The European Year of Skills will promote a mind-set where individuals, organisations and authorities share the view that skills matter and lifelong skills development is a necessity. It will pursue four specific objectives:

- promoting increased, more effective and inclusive investment at all levels;
- strengthening skills relevance and provision through cooperation with all stakeholders;
- matching people’s aspirations, needs and skills-set with labour market needs and opportunities;
- attracting people from third countries with the skills needed in Member States.

The Action Plan implementing the European Pillar of Social Rights<sup>34</sup> of 4 March 2021, builds upon the above-mentioned instruments addressing the need to invest in skills and education to unlock new opportunities for all and considerably increase participation in learning.

The 2020 Council Recommendation on **vocational education and training for sustainable competitiveness, social fairness and resilience**<sup>35</sup> defines key principles for ensuring that vocational education and training is agile in that it adapts swiftly to labour market needs and provides quality learning opportunities for young people and adults alike. It places a strong focus on the increased flexibility of vocational education and training, reinforced opportunities for work-based learning, apprenticeships and improved quality assurance. It reflects the fact that vocational education and training serves many long-term economy objectives: it develops citizen skills and long-term ability to remain employable and respond to the needs of the labour market.

The Council Resolution on a new **European agenda for adult learning 2021-2030** (NEAAL 2030) adopted by the Council on 29 November 2021, building upon the agenda implemented in the period 2011-2020, invites Member States and the Commission to take specific actions to ensure that all adults can, and are actively supported to, access formal, non-formal and informal learning opportunities. The agenda makes clear that adult learning should be understood in its wider sense, not only restricted to upskilling the workforce. While there is a

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<sup>31</sup> STEM fields: science, technology, engineering and mathematics.

<sup>32</sup> [OJ C 243, 27.06.2022, p. 3.](#)

<sup>33</sup> [OJ C 243, 27.6.2022, p. 10.](#)

<sup>34</sup> Cf. [https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan\\_en/](https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan_en/).

<sup>35</sup> Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C, C/417, 02.12.2020, p. 1) for which countries have submitted [National Implementation Plans](#).

strong continuity with the previous agenda in priority areas such as improving governance, increasing supply and take-up of accessible and flexible opportunities, ensuring quality, equity, inclusion and success in adult learning, there is an additional focus on the challenges related to the ecological and digital transitions.

The **Digital Education Action Plan**<sup>36</sup> 2021-2027 is part of the Commission's strategy to make Europe fit for the digital age with the objective to support the digital transition in Europe. It outlines actions for improving digital education, and provides a vision for the longer-term digital transformation of education and training in the digital age. The two strategic priorities of the Digital Education Action Plan: (1) developing a **high performing digital education ecosystem**; and (2) enhancing **digital skills and competences for the digital transformation** form the basis for the support of the digital dimension of Erasmus+. These include **support to: basic and advanced digital skills and competences; digital readiness and capacity of institutions; digital pedagogy** and expertise for teachers and youth workers; **EU-based education technology**: innovation through quality assurance and interoperability; creation and innovative use of digital education content; effective pedagogical approaches on **informatics**; teacher training and practice in **tackling disinformation** and promoting digital literacy through education and training.

The two proposals for Council Recommendations using the input from the Structured Dialogue completed with Member States at the end of 2022 focus on a) the key enabling factors for successful digital education and training<sup>37</sup>, and b) improving the provision of digital skills in education and training<sup>38</sup>. 2024 is expected to be the year where focus will shift on implementation and follow up of these Council recommendations.

The Action Plan covers all formal sectors of education and training, including lifelong learning and all levels (from basic to advanced digital skills), as well as informal and non-formal learning, including the supporting of youth work for digital skills development. As part of this vision, the need to establish a more effective and efficient way to exchange on digital education at EU level, the Erasmus+ Programme supports the implementation of the **Digital Education Hub**. The Hub's aim is to enhance cooperation as a key element to achieve systemic impact and identify sustainable solutions, supporting digital education and training in the long term. The Hub creates an inclusive space for exchanges, providing guidance and support, focusing on peer-learning and networking, bringing together existing research, studies, and communities, a space for co-creation and experimentation.

In line with the commitment made in the Digital education Action Plan 2021-2027 communication, a **mid-term review of the Digital Education Action Plan** will assess in 2024 its outreach and impact, and on this basis propose new measures if necessary. This is launched already in 2023 with intense collection of evidence on how the policy orientations and the specific actions of the Action Plan have been taken up at Member State level.

In line with the Action Plan priorities, the Programme will foster the **development of digital skills and competences**, develop **accessible and high quality digital learning**, foster **teachers' capacity to use digital tools, services, and content to enhance student learning and develop student digital skills**, test and **promote blended learning** (combination of more than one approach to the learning process, blending school site and distance learning environments; and digital and non-digital learning tools), and increase long-standing support and investment in **European online platforms** for virtual cooperation and digital education, such as eTwinning and the School Education Gateway - merged in the European School

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<sup>36</sup> COM(2020) 624 final.

<sup>37</sup> COM(2023) 205 final.

<sup>38</sup> COM(2023) 206 final.

Education Platform in 2022 - and the Electronic Platform for Adult Learning in Europe (EPALE). The Programme will also support further work on the Digital Competence Framework, updated in 2022 to take account of emerging technologies like Artificial Intelligence and phenomena like disinformation, and possible preparatory work on a future more complete update of DigComp<sup>39</sup> as well as DigCompEdu which sets out the digital skills required by educators<sup>40</sup>. Erasmus+ will promote the SELFIE tools for self-reflection (SELFIE tool for whole school planning and the SELFIE for Teachers) which assesses schools' and teachers' strengths and gaps in their use of technology. The Programme will also encourage participation of women and girls in STEM fields of study, especially in engineering, ICT and advanced digital skills, including through a STEAM approach<sup>41</sup>. In addition, accompanying guidance and mentorship programmes will be set up, focusing on transitions to the labour market, making them more attractive for women. Such curricula will be co-designed and co-delivered with STEM employment sectors and will integrate education for sustainability, creativity, entrepreneurship and work-based learning, as well as contact with leading female role models. Complementing physical mobility under Erasmus+, the Programme will offer **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with third countries not associated to the Programme.

Young people are at the heart of the European project. The **EU Youth Strategy 2019-2027**<sup>42</sup> sets the framework for the European cooperation in the youth field, for the benefit of young people. The EU Youth Strategy encourages cooperation in core youth policy areas in order to engage, connect and empower young people. It promotes cross-sectoral approaches to address the needs of young people in various EU policy areas such as employment, but also climate change, environment, digitalisation, health. The strategy makes reference to 11 Youth Goals covering several fields that young people consider to be important. This overarching strategy is implemented through two of the main EU programmes supporting youth: Erasmus+ and the European Solidarity Corps - both Programmes aiming to support, engage, connect and empower young people even more effectively, notably through **mobility and cooperation activities**. The **interim evaluation of the EU Youth Strategy** in 2023 will support a mid-term review of the EU Youth Strategy in 2024, to adjust it to possible new developments and needs. In 2024 the Erasmus+ Programme will also further contribute to the legacy of the 2022 European Year of Youth, seeking to continue and/or follow-up on the initiatives implemented in the context of the Year.

The **Council Resolution on the Framework for establishing a European Youth Work Agenda**<sup>43</sup> is a strong confirmation and recognition of youth work by the European Union. It introduces the European Youth Work Agenda as a strategic framework for strengthening and developing youth work in Europe. It adopts a targeted approach to further developing knowledge-based youth work in Europe and connecting political decisions with their practical implementation. The implementation of the Agenda<sup>44</sup> may be supported by Erasmus+ in line with the programme objectives.

The EU also seeks to help eliminate obstacles to youth cross-border volunteering in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of

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<sup>39</sup> European Digital Competence Framework.

<sup>40</sup> [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)

<sup>41</sup> The use of multidisciplinary pedagogies (teaching of science in political, environmental, socio-economic, and cultural contexts) is a powerful vehicle for making STEM subjects and careers more attractive. This is also known as the STEAM approach to science education and embraces the creative potential of connecting STEM education with the arts, the humanities, and the social sciences.

<sup>42</sup> OJ C 456, 18.12.2018, p. 1.

<sup>43</sup> OJ C 415, 01.12.2020, p. 1.

<sup>44</sup> <https://www.bonn-process.net/context/bonn-process/>

skills gained. The **Council Recommendation** of 5 April 2022<sup>45</sup> sets out the current framework for this.

The **EU Work Plan for Sport**<sup>46</sup> sets out guiding objectives in this field for the period 2021 to 2024, in particular as it comes to protecting integrity and values in sport, to promoting the socio-economic and environmental dimensions of sport, and to fostering the participation in sport and health-enhancing physical activity. The rollout of this Work Plan is supported as appropriate by the sport strand of the Erasmus+ Programme. In the same vein, the initiative HealthyLifestyle4All (launched in 2021) supports the EU sport policy priorities, while adding a new dimension. The initiative intends to link sport and active lifestyles with health, food and other EU policies in a holistic approach aimed at promoting well-being.

## 2.2 ERASMUS+ MAIN PRIORITIES IN 2024

Four **overarching priorities** are underpinning the Erasmus+ implementation in 2024.

### **Inclusive Erasmus+**

The political guidelines of President von der Leyen highlighted the EU's objectives on equality: *"A prosperous and social Europe depends on us all. We need equality for all and equality in all of its senses"*.

Within this context, a Commission implementing decision adopted in October 2021 outlines general measures to be implemented over the 7-year period for the Erasmus+ Programme and the European Solidarity Corps<sup>47</sup>; a strategy for inclusion and diversity<sup>48</sup> covering all fields of the Programmes has been devised to increase the qualitative impact of the Programme actions and to ensure equal opportunities by reaching out more and better to people with fewer opportunities, including people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote areas, such as in the EU outermost regions<sup>49</sup>. The thematic SALTO Resource Centres for Inclusion and Diversity will also contribute to high-quality and inclusive implementation for this dimension of the Programme.

The **big inflow of refugees from Ukraine fleeing Russia's invasion**, and the consequent need to ensure continued learning and education for pupils and students, still **calls for strong action and support** from the Erasmus+ Programme, in coordination with other initiatives in support of people fleeing from the war.

The Programme offers mobility opportunities to learners in school classes, in higher education, vocational education and training, in adult education and training, young people, youth workers and sport organisations, reaching out to new and more diverse groups of learners. More diversified learning and training formats (e.g. more short-term, group mobility, virtual learning and blended activities) provide enhanced flexibility to the needs of staff and learners who face obstacles in participation.

The Programme also supports small-scale partnerships and youth participation activities to widen its accessibility for grassroots organisations, which typically work directly with people with fewer opportunities.

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<sup>45</sup> Council Recommendation of 5 April 2022 on the mobility of young volunteers across the European Union, OJ C 157, 11.4.2022.

<sup>46</sup> Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport, OJ C 419, 04.12.2020, p. 1.

<sup>47</sup> <https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>

<sup>48</sup> [https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en)

<sup>49</sup> Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

Furthermore, simplification measures – such as the extended use of simplified grant and the reinforced use of mobility accreditation processes (Charters) - enhance the inclusiveness and accessibility of the Programme in all its fields.

The DiscoverEU Inclusion Action provides support to young people with fewer opportunities to explore Europe in a sustainable way, with the objectives of helping them discover opportunities for their future education and life choices, of equipping them with knowledge, life skills and competences of value to them, of encouraging connection and intercultural dialogue between young people, and of fostering their sense of belonging to the European Union.

The Commission Communication **Putting people first, securing sustainable and inclusive growth, unlocking the potential of the EU's outermost regions**<sup>50</sup> underlines that Erasmus+ inclusion and diversity strategy helps young people from these regions participate in the programme.

### **Green Erasmus+**

The actions supported by the Programme contribute to the overall climate and biodiversity objective, as presented below, both by the prioritisation of the green transition in the cooperation activities, and by the promotion of green practices at the level of the projects throughout the Programme.

Environment and climate action are key political priorities for the EU. The European Green Deal indicated that “Europe should strive for more by being the first climate-neutral continent” and “reduce emissions by at least 55% by 2030.” The European Green Deal and European climate pact recognise the key role of schools, training institutions and higher education institutions to engage with pupils, parents, students and the wider community on the changes needed for a successful transition. The European Green Deal calls for activating education and training to support the transition towards a Green Europe. The **Education for Climate Coalition** as a flagship initiative of the European Education Area mobilises practitioners from all education sectors to support a green transition for all, by providing resources for networking and supporting creative approaches with teachers, pupils and students with the aim of creating a strong link between bottom-up initiatives and EU level action. Concrete actions and projects developed by the community members promote sustainability behaviour across the EU around its priorities: skills development; teacher training; bridging education and science; change in behaviour and awareness raising.

The 2022 **Council Recommendation on learning for the green transition and sustainable development** and the 2023 **Council Conclusions on skills and competences for the green transition** aim to support Member States in equipping learners with understanding and skills on sustainability, climate change and the environment. The **European competence framework on sustainability** maps out the competences needed for the green transition, including critical thinking, initiative-taking, respecting nature and understanding the impact everyday actions and decisions have on the environment and the global climate. The recommendation calls on Member States to provide learners of all ages access to high-quality, equitable and inclusive education and training on climate change, biodiversity, environmental protection and sustainability; establish learning for the green transition and sustainable development as a priority area in education and training policies and programmes; encourage and facilitate whole-institution approaches to sustainability, support teacher professional development and mobilise national and EU funds for investment in infrastructure, training, tools and resources to increase resilience and preparedness of education and training for the green transition.

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<sup>50</sup> COM(2022) 198 final.

The European Commission launched in October 2020 the **New European Bauhaus**<sup>51</sup> with the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. Through its broad lifelong learning dimension and cross-disciplinary collaborative approaches across the sectors, Erasmus+ will contribute to equipping Europeans with the necessary skills and developing innovative practices to bring about change. The Education for Climate Coalition supports the aims of New European Bauhaus through particular community challenges of its members.

In February 2023 the Commission presented a Green Deal Industrial Plan to enhance the competitiveness of Europe's net-zero industry and support the fast transition to climate neutrality. The third pillar of the Green Deal Industrial Plan focuses on skills - green and digital, at all levels and for all people, with inclusiveness of women and youth at the heart of the Plan.

Climate change and environment are also a key priority for the young generation. According to a 2019 Eurobarometer survey on *“How we build a stronger, more united Europe: the views of young people”*, protecting the environment and fighting climate change should be a top priority for the EU. Young people made it also clear when devising the European youth goals in the EU Youth dialogue process in 2018 i.e. *“Sustainable Green Europe aims to achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives”*. The Council Conclusions on ‘Fostering engagement among young people as actors of change in order to protect the environment’ also promote the use of European opportunities for mobility and initiatives in the environmental sector in the context of Erasmus+<sup>52</sup>.

Within this context, the Programme can help develop knowledge, skills and attitudes on climate change and sustainable development and support whole-institution approaches to learning for sustainability. Erasmus+ will increase the number of mobility opportunities in green forward-looking fields, i.e. those study periods abroad, traineeships, youth or classrooms exchanges, etc. which foster the development of competences, enhance career prospects and engage participants in subject areas which are strategic for the sustainable growth of our planet, with special attention to areas such as rural development, sustainable farming, management of natural resources, soil protection, bio agriculture, healthy oceans.

Environment and fight against global warming will be a horizontal priority for the selection of projects.

Projects will support the creation of networks and partnerships of various actors in the field of education and training, youth and sport, including schools, higher education institutions and the local communities and industries. These actors will be able to work together on projects promoting awareness, understanding and positive action on sustainability, the climate crisis, biodiversity loss and related issues, including whole institution approaches to sustainability and developing the sustainability competences of educators and education leadership teams. This will not only involve learning and understanding of these issues, but also practicing what is taught (for example social responsibility; waste reduction; sustainable transport etc.). Young people and NGOs are expected to play a significant role as agents of change and co-creators of project ideas. Platforms such as eTwinning, the School Education Gateway (merged in the European School Education Platform in 2022), and EPAL will continue to produce support materials and facilitate the exchange of effective educational practices and policies on environmental and sustainability matters. Erasmus+ is also a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, higher education

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<sup>51</sup> COM(2021) 573 final.

<sup>52</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412\(01\)&from=FR](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412(01)&from=FR)

institutions, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.).

Among other elements, the Programme will also deliver 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.

Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more responsible behaviour. Activities such as DiscoverEU are leading by example, promoting environmental sustainability in transport means and as a recurrent theme in the campaigns organised around the scheme, offering activities (including opportunities to participate in initiatives outside the Programme, such as for instance the 3 billion Tree Planting pledge) and learning opportunities.

The thematic green SALTO Resource Centre set up in 2022 will contribute to high-quality and inclusive implementation of the green dimension of the Programme.

Science, technology engineering and mathematics, the so-called STEM disciplines, are crucial to successfully master the green and digital transitions. However, Europe faces shortages of STEM skilled people - and in particular ICT specialists. The European Education Area 2025, as well as the Digital Education Action Plan and the European Skills Agenda, seek to make the STEM fields more attractive in general, and to girls in particular. A key element in the Commission’s strategies is the STEAM approach to science education. STEAM embraces the creative potential of connecting STEM disciplines with the arts, the humanities, and the social sciences. This is a powerful vehicle for making STEM subjects and careers both more relevant and attractive.

### **Digital Erasmus+**

The second Digital Education Stakeholder Forum will take place in March 2024, and will celebrate three years implementation of the Digital Education Action Plan. It will engage and foster interactions with its stakeholder community while reflecting on a future outlook. Similarly, this year the Digital Education Hackathon will continue to be implemented in its new expanded and more upscaled form, continuing the ambition set in 2023. In close alignment with the Plan’s two strategic priorities, developing a high performing digital education ecosystem and enhancing digital skills and competences for the digital transformation, Erasmus+ will continue to be mobilised to respond to the necessary digital transformation of education and training, youth and sport. The Programme aims to foster the development of digital skills and competences, e.g. through the **Digital Opportunity Traineeships (DOTs)**; support the development and implementation of **digital transformation plans of education institutions** in their efforts to manage an effective shift towards inclusive digital education; support the purposeful use of digital technologies for teaching, learning, assessment and engagement; foster teachers’ capacity to use digital tools and digital education content in their learning design, including in blended learning approaches, e.g. through the **SELFIE** tool; develop accessible and high quality digital learning; and improve exchange and cooperation in digital education at the EU level through the cross-sectorial **Digital Education Hub**.

In order to support the digital transformation of education and training, youth and sport, as well as to provide more inclusive formats to participants who cannot take part in typical long-term mobility periods, the Programme will complement physical mobility under Erasmus+, the latter remaining the core activity of Erasmus+, by continuing to promoting distance and blended learning. Moreover, it will broaden and reinforce its offer of learning opportunities focusing on basic and advanced digital competence development, virtual exchanges and

support digital education focused cooperation projects, also with priority regions neighbouring the EU.

The cooperation projects will continue to support the development of innovative practices and digital methods for education, vocational training and youth work. Flagship initiatives such as the European Universities, the Centres for Vocational Excellence and the Erasmus+ Teacher Academies, as well as the Digital Education Hub, will have a leading role in the digital transformation of education and training systems. In addition, the Programme will continue to increase long-standing support and investment in European online platforms for virtual cooperation and digital education such as eTwinning and the School Education Gateway (merged in the European School Education Platform in 2022), EPALE, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and professional/individual development, including for communities of practice in the area of youth work (development started in 2022). Erasmus+ will support in 2024 the development of the new European community of practice and exchange between higher education institutions, as announced in the European strategy for universities.

The Programme will also help to further develop and adapt successful tools such as SELFIE tool for whole school digital planning and the SELFIE for Teachers, Europass or the Youthpass. The Programme will further support the development and rollout of the European Digital Credentials for Learning. The Programme implementation will be significantly digitalised, for instance through initiatives such as the European Student Card including Erasmus Without Paper (the latter to be implemented initially in the field of higher education, followed by a similar scheme in the school education, VET and adult education sectors), after thorough testing of the implementation in the higher education sector, or a revamped IT architecture for beneficiaries and implementing bodies. The European Student Card Initiative will further digitalise mobility management processes and improve the efficiency and security of digital exchange of information.

Finally, the thematic digital SALTO Resource Centre set up in 2022 will contribute to high-quality and inclusive implementation for the digital dimension of the Programme.

### **Participation in democratic life, common values and civic engagement**

The 2017 Commission Communication<sup>53</sup> ‘Strengthening European identity through education and culture’ highlighted the pivotal role that education, culture and sport play in promoting active citizenship and EU values among the youngest generations. The Erasmus+ Regulation recalls this role and stresses the need to strengthen priorities on fostering European identity, active citizenship and participation in democratic life.

The Regulation recalls the Programme key role in strengthening European identity and values and in contributing to a more democratic Union. The Programme should also support Member States in reaching the goals of the Paris Declaration of 17 March 2015 on promoting citizenship and the EU values of freedom, tolerance and non-discrimination through education, as well as those of the 2018 Council Recommendation on common values, inclusive education and the European dimension of teaching.

Moreover, the Erasmus+ programme’s implementation, and therefore, the programme beneficiaries and the activities implemented under this Annual Work Programme have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in

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<sup>53</sup> COM/2017/0673 final.

full compliance with the values and rights enshrined in the Treaties and in the EU Charter of Fundamental Rights.

Both formal education and non-formal learning as well as youth work can enhance the development of social and intercultural competences, critical thinking and media literacy. And the Programme can reach out and engage many different actors in our societies through its activities and sectors, in order to raise awareness of European common values (such as freedom, tolerance and non-discrimination), as well as European history and culture. In this context, the Programme can thus as well contribute to prevent and counter disinformation and fake news.

The Regulation also emphasises the objective of encouraging the participation of young people in Europe's democratic life; this can be achieved inter alia by supporting activities that contribute to citizenship education and participation projects for young people, such as for example activities raising awareness about and promoting participation in the 2024 elections to the European Parliament.

In order to empower young people and to encourage their participation in democratic life, a Youth Participation Strategy<sup>54</sup> has been designed to provide a common framework and support the use of the Programme to foster youth participation in democratic life.

The thematic SALTO Resource Centre for Participation & Information will contribute to high-quality and inclusive implementation for this dimension of theme.

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In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the Programme in 2024.

### **Higher education**

In the field of higher education, the four **overarching priorities** of Erasmus+ implementation in 2024 are underpinned by the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe** and the **Council Recommendation on building bridges for effective European Higher Education cooperation**, as well as by **the Commission Communication on a European strategy for universities**.

Together, they aim at supporting and enabling higher education institutions to adapt to changing conditions, to thrive and to contribute to Europe's resilience and recovery. It is a call to Member States and higher education institutions across Europe to join forces. The strategy builds on the Communication on achieving the European Education Area by 2025 and the Communication on a new ERA for Research and Innovation.

The strategy seeks to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values. The strategy recognises excellence and inclusion as a distinctive feature of European higher education, exemplary for our European way of life. This makes the higher education sector in Europe different from other parts of the world. This strategy **relies upon the experience of 35 years of Erasmus, 20 years of the Bologna Process**, and the implementation of the **European Universities Initiative**.

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<sup>54</sup> <https://www.salto-youth.net/rc/participation/ypstrategy/>

Building on the European strategy for universities, the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe** put forward four main objectives:

- strengthening the European dimension of higher education, research and innovation as well as the synergies between them;
- driving Europe's global role and leadership;
- bolstering Europe's recovery and response to the digital and green transitions;
- deepening the European sense of belonging based on common values.

The **Council recommendation on building bridges for effective European higher education cooperation**, based on a proposal tabled by Commission together with the European strategy for universities, aims to enable more seamless and sustainable transnational cooperation between higher education institutions across Europe by encouraging Member States to remove the legislative barriers for deeper and more ambitious cooperation.

This higher education package supports the implementation of **4 flagship initiatives** for transnational cooperation, the visible expression of a distinctly European approach that will help universities to build bridges, and take transnational cooperation to the next level:

- Expand the **European Universities initiative from currently 44 to 60 alliances gathering 500 universities by mid-2024**, with an Erasmus+ indicative budget totalling EUR 1.1 billion for 2021-2027: pursue the further development of the European Universities initiative following a bottom-up approach through the Erasmus+ programme.
- Examine the need for and feasibility of institutionalised cooperation instruments, such as a possible **legal status for alliances of higher education institutions** through a pilot Erasmus+ policy experimentation call, with results expected in 2024, aiming to pilot the implementation of existing European level instruments.
- Examine the options and necessary steps – in close cooperation with Member States, higher education institutions, student organisations and stakeholders – towards a possible **joint degree based on the co-created European criteria**: through an Erasmus+ policy experimentation call, with results expected for 2024, enabling HEIs to explore and test a set of co-created common European criteria that could lead to a potential European label for joint programmes.
- Widening the implementation of the **European Student Card initiative**.

On top of the higher education package, the 2022 Council recommendation on a European approach to **micro-credentials for lifelong learning and employability**<sup>55</sup> will contribute to implementing Principle 1 of the European Pillar of Social Rights by widening learning opportunities for all and facilitating more flexible and accessible learning pathways throughout life. Erasmus+ can help supporting policy experimentations in this area.

Also relevant for the policy priorities in the field of higher education is the 2022 Council Recommendation on **learning for the green transition and sustainable development** and the subsequent Council Conclusions on skills and competences for the green transition.

**Erasmus+** is instrumental to meeting the afore-mentioned goals in the field of higher education through its support for **policy cooperation among Member States**, for ambitious and **innovative cooperation settings between higher education institutions and with their knowledge and innovation ecosystems**; as well as for **evidence-building**.

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<sup>55</sup> OJ C 243, 27.6.2022, p. 10–25.

The higher education dimension of the **European Education Area** operates in synergy with the **Bologna Process** and the European Research Area, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path. These objectives are fully aligned with the Commission initiatives towards the **European Education Area**. Different strands of the Erasmus+ Programme will support these developments and their implementation at national and institutional level throughout the Member States and third countries associated to the Programme. The Programme will support the implementation of the objectives of these initiatives through sectorial priorities under the **partnerships for cooperation** and policy related actions.

In line with the forward-looking Agenda developed in 2021 between the EU and the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport<sup>56</sup>, higher education institutions from **Western Balkans** not associated to the programme will be able to apply to the European Universities call in 2024 as full partners. In addition, opportunities for the Bologna Process countries to participate in the alliances as associated partners will be continued, thereby contributing to widely diffusing the innovative approaches developed within the initiative.

Erasmus+ can contribute to help **higher education students and staff among the refugees fleeing from Ukraine**, and the higher education systems of the countries receiving refugees. Erasmus+ will support the education of refugee students, integrate as much as possible staff who are refugees themselves, and support the institutions and staff of host countries in dealing with this endeavour. The Programme will also support the promotion of European common values, including academic values, or the fight against disinformation and fake news.

In this regard, through its various actions relevant to the **higher education field**, - and in line with the Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe, the Council Recommendation on building bridges for effective European Higher Education cooperation, the Commission Communication on the European strategy for universities, the Council Recommendation on learning for the green transition and sustainable development and the Council recommendation on a European approach to micro-credentials for lifelong learning and employability - the **Programme** will in **2024** aim at:

**Promoting inter-connected higher education systems:** the Programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for developing and testing various types of cooperation models, including virtual and blended cooperation and the use of different digital tools and online platforms; b) improving mobility by implementing automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles, including promoting fundamental academic values and the standards and guidelines for quality assurance, and tools to enhance mobility for all; d) support for higher education institutions, in strong cooperation with the representatives of Member States to pilot innovative cooperation and actions; e) support for implementing Erasmus Without Paper, deploying the European Student Identifier and the European Student Cards.

**Stimulating innovative teaching and learning approaches to tackle societal challenges and promote innovation and entrepreneurship through support for:** a) the development of learning outcomes oriented and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, and promote entrepreneurship, while also being relevant for the labour market and for the wider society, for example by inviting staff from enterprises and the world of work or by co-designing curricula with the industry,

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<sup>56</sup> [ec\\_rtd\\_western-balkans-agenda-overview.pdf](https://ec.rtd.western-balkans-agenda-overview.pdf) (europa.eu)

including SMEs start-ups and private sector innovators; b) the development, testing and implementation of flexible and accessible learning pathways and modular course design (part-time, online or blended) and appropriate forms of assessment, including the development of online assessment; c) promoting the lifelong learning dimension of higher education, including by exploring the possibilities for take-up, validation and recognition of short learning courses leading to micro-credentials; d) implementation of trans-disciplinary approaches and innovative pedagogies such as inverted learning, collaborative online international learning, research-based learning and blended intensive programmes, which support the acquisition of transferable forward-looking, innovation and entrepreneurship skills through a challenge-based approaches; e) development and implementation of fit-for-purpose STEM higher education curricula, following a STEAM approach; promoting participation of women in STEM fields of study, especially in engineering, ICT and advanced digital skills; e) support for innovation and entrepreneurship, including through support for the set-up and functioning of living labs and incubators within higher education institutions, in close cooperation with the entrepreneurial sector and other relevant actors, such as the EIT and its Knowledge and Innovation Communities (KICs) to support innovative learning and teaching and help student entrepreneurs to develop their ideas into businesses.

**Rewarding excellence in learning, teaching and skills development**, through a) developing and implementing strategies and quality culture to reward and incentivise excellence in teaching, including online teaching, enhanced quality of study experience and teaching for learners with fewer opportunities, student-centred learning and teaching in higher education, as well as through support for flexible and attractive academic careers, valuing teaching, research, entrepreneurship, management and leadership activities; b) training of academics in new and innovative pedagogies, including teaching in online or blended environments, trans-disciplinary approaches, new curriculum design, delivery and assessment methods linking education with research and innovation where relevant, c) fostering an entrepreneurial, open and innovative higher education sector, by promoting learning and teaching partnerships with commercial and non-commercial organisations in the private sector that foster students' exposure to innovation and entrepreneurship; d) developing new practices in instructional design, based on educational research and creativity.

**Supporting green higher education systems**, i.e. promoting learning and teaching for environmental sustainability and supporting the key role of higher education institutions in adapting attitudes, perceptions, values and behaviour to live in a sustainable world, more respectful of our planet. The Programme will foster green education systems by a) supporting the integration of education for environmental sustainability<sup>57</sup> through a whole-institutional approach that integrates sustainability into all programmes, disciplines and levels of higher education, b) promoting transdisciplinary approaches coupled with a strong disciplinary background and life-long learning, including through micro-credentials, c) support for up-to-date green skills and curricula development in line with the required green skills, d) supporting transnational partnerships between students, academics, universities, employers and communities on climate challenges. This will contribute to promote co-creating knowledge for a resilient, inclusive and sustainable society and in finding innovative solutions to complex societal problems together, as called for by the New European Bauhaus.

**Building inclusive higher education systems:** The Programme will foster inclusive approaches for mobility and cooperation activities such as a) support to the education of refugee students and staff, and support to the institutions and staff of host countries in dealing with this endeavour, b) increased access, participation and completion rates of people with fewer opportunities, including underrepresented groups, also through developing voluntary

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<sup>57</sup> including facing climate change and protecting biodiversity, as well as the protection and responsible use of resources for healthy oceans, seas coastal and inland waters, in the wider scope of the Green Deal priorities.

quantitative targets; c) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; d) support to mental health of students and academics; e) foster gender balance in higher education institutions, across fields of study and in leadership positions; f) fostering civic engagement through the promotion of informal learning and extra-curricular activities and recognition of voluntary and community work in students' academic results.

**Supporting digital capabilities of the higher education sector through:** a) the creation and implementation of Digital Transformation Plans of higher education institutions; b) development of digital skills and competences of students and staff, for example through Digital Opportunity Traineeships (DOTs); c) the development of digital tools and infrastructure for higher education institutions and their interoperability, especially in view of cooperation between higher education institutions, d) supporting higher education institutions in the creation and consolidation of their databases of graduates' contact details, essential for the capacity building of Member States' graduate tracking systems in line with the 2017 Council Recommendation on tracking graduates<sup>58</sup>.

**Fostering effective, efficient and sustainable system-level funding and governance models,** as well as monitoring and analysis of strategic policy priorities for evidence-based decision-making.

### School education

Principle 1 of the **European Pillar of Social Rights**<sup>59</sup> stipulates that: '*Everyone has **the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.***' Principle 11 states that: '*Children have the **right to affordable early childhood education and care of good quality.** Children have the right to protection from poverty. Children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities.*' The Council Resolution on further developing the **European Education Area** to support future-oriented education and training systems<sup>60</sup> recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area<sup>61</sup> that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning. The Programme will support actions promoting and **fostering mobility and cooperation** in education and training, and supporting Member States in modernising their education and training systems, promoting teaching and learning of languages, mutual recognition of qualifications and outcomes of learning periods abroad.

The Programme will implement the initiatives outlined in the Commission Communication on Achieving the European Education Area by 2025<sup>62</sup> aimed at increasing quality and inclusiveness of school education, promoting equity and outreach to people with fewer opportunities, enhance competence and motivation of teachers, and help strengthen understanding of climate change and sustainability.

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<sup>58</sup> OJ C 423, 9.12.2017, p. 1–4.

<sup>59</sup>[https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en)

<sup>60</sup> <https://data.consilium.europa.eu/doc/document/ST-13298-2019-INIT/en/pdf>; 8 November 2019.

<sup>61</sup> <https://data.consilium.europa.eu/doc/document/ST-9012-2018-INIT/en/pdf>, 23 May 2018.

<sup>62</sup>[https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf); 30 September 2020.

The **European online platforms** for cooperation - eTwinning and the School Education Gateway, merged in the European School Education Platform in 2022, will continue to make a significant contribution to system, school and professional development.

The **new European Bauhaus** initiative can also be a catalyst for contributions from the school sector, in particular by building on interrelations among culture, art and science with a view to helping to devise a more sustainable future through creativity and innovation.

The European Education Area has the ambition to increase both quality and equity in education and training. The 2022 **Council Recommendation on Pathways to School Success** outlines policy guidance for Member States on concrete strategies and actions to reduce early leaving from education and training and help all pupils reach a certain level of proficiency in basic skills and complete upper secondary education. The Recommendation embraces a holistic view and proposes a systemic approach, which should include both attainment and achievement as well as social, emotional and academic learning proposal. It incorporates proposals and good practices on how to promote conducive and inclusive learning environments, supported by a strong culture of well-being, and is complemented by an Expert Group on school well-being.

The 2021 **Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education**<sup>63</sup> is amongst the first concrete actions implemented under the Digital Education Action Plan.

Blended learning includes using different learning tools (digital, including online, and non-digital), but also learning in different environments, including the school site, the home, the outdoors, cultural sites, and places of employment, which can be motivating for children and young people and enhance their broad competence development. This could also increase students' engagement with local and global challenges, e.g. those related to the environment and climate change. The Recommendation is a significant step forward in supporting a flexible and inclusive approach to learning. It has close links to the Pathways for School Success and HealthyLifestyle4All initiatives.

Regarding the green transition, the 2022 **Council Recommendation on learning for the green transition and sustainable development** sets out how Member States, schools, higher education institutions and educators can strengthen cooperation and peer exchange on sustainability to increase awareness, understanding and action. This initiative is also linked to the 2022 **European sustainability competence framework** (GreenComp). The framework sets out the knowledge, skills and attitudes that learners of all ages need to acquire to support and contribute to the green transition.

The Council Conclusions on '**European teachers and trainers for the future**'<sup>64</sup> of May 2020 recognise that teachers and trainers are an indispensable driving force of education and training and acknowledge their commitment during the COVID-19 crisis. The Programme is instrumental to support the **development of teachers' and trainers' competences**, including through the Erasmus+ Teacher Academies action, as underlined in the **Council conclusions on enhancing teachers' and trainer's mobility, in particular European mobility, during their initial and in-service training**<sup>65</sup>, their participation in **continuous professional development** and fostered wellbeing through cooperation and mobility including the Digital Opportunity Traineeships (DOTs), as well as their **involvement in future policy design**. The SELFIE for Teachers tool supports primary and secondary teachers as well as professionals in Early Childhood Education and Care to reflect on their digital competence and identify their

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<sup>63</sup> OJ C, C/504, 14.12.2021, p. 21.

<sup>64</sup> <https://www.consilium.europa.eu/media/441115/st08269-en20.pdf>

<sup>65</sup> OJ C, C/167, 21.04.2022, p. 2.

learning needs and areas for further development. Supporting passionate, positive, engaged, ambitious and highly competent teachers who inspire learners to reach their full potential is crucial to achieving the policy objectives enshrined in the European Education Area.

Erasmus+ can contribute to help the many **children and teachers among the refugees fleeing from Ukraine**, and the education systems of the countries receiving them. Erasmus+ will support the schooling of refugee pupils, integrate as much as possible teachers and trainers who are refugees themselves, and support the teachers and trainers of host countries in dealing with this endeavour. Erasmus+ will also continue to support the mobilisation of the European platforms such as the European School Education Platform in this regard. The Programme will support the promotion of European common values or the fight against disinformation and fake news.

In this context, in 2024, the objective is to support actions that contribute to:

**Tackling early school leaving, low basic skills proficiency and educational disadvantage**, enabling school success for all learners regardless of their personal characteristics, family, cultural and socio-economic background, with a special focus on children at risk of underachievement and drop-out (e.g. such as learners from socio-economically disadvantaged, with migrant or refugee background, from ethnic minorities, those with visible and non-visible disabilities, including learning disabilities, with special educational needs or mental health issues, from low-educated families, or living in remote areas<sup>66</sup>), for example by promoting an integrated and comprehensive strategy towards school success. Such strategy should include prevention, intervention and compensation measures, and combine universal measures with targeted and/or individualised support provisions. Special attention should be paid to well-being at school as a key component for school success. Measures towards school success include for example: placing learners' needs at the centre by developing curricula that are learner-centred and based on inclusive and relational pedagogies, allow for diversified and personalised forms of teaching and learning, actively involve learners in the learning process, promote assessment practices that reflect and support personal learning needs and paths, in particular formative and continuous assessment and by combining multiple digital and non-digital forms and tools (eg: portfolios, peer assessment, self-assessment); strengthening collaboration among all actors within schools in a whole school approach perspective, as well as with families and other external stakeholders (e.g.: social and health services, youth services, outreach care workers, psychologists, etc); supporting school leaders, teachers, trainers and other staff by making sure they have the knowledge, skills and competences (including Initial Teacher Education as well as Continuous Professional Development), as well as time, space and adequate support to work effectively with learners at risk of exclusion, underachievement and early leaving; supporting networking of schools which promote collaborative and holistic approaches to teaching and learning and work in multi-disciplinary teams; developing strong quality assurance systems to achieve high-quality inclusive education.

**Supporting creation of supportive learning environments and well-being at school** in a whole-school approach perspective by embedding social and emotional education through the curriculum, as well as assessment of social and emotional competences; embedding of well-being in school planning and governance processes (school development plans, mission statements, annual or multi-annual pedagogical plans etc); building partnerships with social / health services / NGOs for enhancing mental health resilience, preventing violence and bullying and increasing well-being at school; developing positive classroom and school climate (sense of belonging, student engagement, learners' voices); supporting the well-being and mental health of teachers and other educational staff;

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<sup>66</sup> Such as the EU outermost regions which feature some of the EU highest early school leaving rates.

**Developing high quality inclusive early childhood education and care systems** (in line with the ECEC Council Recommendation<sup>67</sup>), for example by: supporting initial and continuing professional development of all staff involved in organising, leading and providing early childhood education and care; creating, testing or implementing strategies and practices to foster participation of all children in early childhood education and care, including children in need of special support (e.g. refugees, children with fewer opportunities, including children with disabilities, children from a migrant background, Roma children, etc...); promoting the implementation of the EU quality framework for quality early childhood education and care.

**Strengthening recruitment, retention and regeneration within the school education profession**, including teachers, school leaders and teacher educators, for example by: making careers more attractive and coherent, including by developing diverse pathways and national frameworks for school education careers; strengthening selection, recruitment and evaluations (models of staff appraisal, assessment and feedback); enhancing teachers' initial education, induction, and continuous professional development (including in the area of special needs) and linking its different phases through collaboration between teacher education providers; supporting the development of leadership competences through specific professional development opportunities and promoting distributed leadership; facilitating and significantly increasing teacher mobility, including by overcoming remaining obstacles and developing a policy framework on teacher mobility; supporting national administrations and stakeholders' collaboration to develop innovative approaches to teaching and learning, including assessment methods, for broad competence development.

**Reinforcing the development of a range of key competences** (in line with the Council Recommendation on Key Competences for Lifelong Learning<sup>68</sup>) for example by: promoting cross-curricular and cross-disciplinary collaboration; supporting innovation in teaching and learning approaches; supporting the blend of different learning environments and tools, including digital tools; supporting the creation and implementation of digital transformation plans of schools; supporting cooperation between schools and stakeholders in local communities and abroad; supporting system-wide collaboration in developing varied approaches to the assessment and validation of key competences.

**Promoting learning for sustainability**, for example by (i) raising awareness and prompting positive action at both personal and societal levels to address sustainability and the climate crisis and to tackle eco-anxiety; (ii) developing the key competences (knowledge, skills and attitudes) related to sustainability as set out in the European sustainability competence framework (GreenComp); (iii) strengthening the professional competences of pre and in-service teachers, and school leadership teams related to sustainability and the environmental crisis; (iv) testing of innovative practices to prepare learners from early school ages and educational staff to become 'agents for change' (e.g. behavioural changes towards recycling, reduced consumption, and sustainable lifestyles, engaging at an individual and collective level with sustainability and environmental issues); and (v) supporting whole-school approaches to sustainability including green and sustainable buildings and grounds, as well as creativity and innovation in line with the New European Bauhaus.

**Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning<sup>69</sup>)**, building on the increasing linguistic diversity in schools, for example by: promoting the concept by "language aware schools", valorising home languages, ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds, encouraging language

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<sup>67</sup> [https://ec.europa.eu/education/policies/early-childhood-education-and-care\\_en](https://ec.europa.eu/education/policies/early-childhood-education-and-care_en)

<sup>68</sup> OJ C 189, 4.6.2018, p. 1–13.

<sup>69</sup> OJ C 189, 5.6.2019, p. 15–22.

learning and awareness from early childhood education and care and in a lifelong learning perspective; mainstreaming the use of new teaching methods and technologies to support language learning; supporting the integration of the language dimension across the curricula; focusing on reaching adequate competence levels by the end of compulsory education in two languages besides the language of schooling; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language<sup>70</sup>. Also, as indicated in the Conference on the future of Europe's report, minority and regional languages require additional protection, and language diversity should be promoted at the European level.

**Increasing the levels of achievement and interest in science, technology, engineering, and mathematics (STEM).** This priority will include, among others: promoting the development of national STEM strategies; developing partnerships between schools, businesses, higher education institutions, research institutions, and wider society including actors in the field of youth; promoting effective and innovative pedagogies and assessment; supporting girls' interest in STEM and overcoming gender stereotypes in education and educational careers; promoting the STE(A)M approach to education through interdisciplinary teaching of STEM in cultural, environmental, economic, and other contexts, with the involvement of all academic disciplines.

**Building capacity for promoting and facilitating recognition of learning periods abroad** (including follow-up to the **Council Recommendation on automatic mutual recognition** and the 2023 **Council Conclusions on further steps to make automatic mutual recognition in education and training a reality**), including **promoting** recognition of formal education and transversal competences developed through non-formal and informal learning, for example by: building administrative capacity of schools to support participation of pupils in transnational projects and peer exchanges, including by pooling capacity of several schools through joint projects or projects led by local and regional school authorities, coordination bodies and other organisations with a role in school education; establishing sustainable partnerships between organisations setting cross-border learning exchanges in general education; promoting embedded class exchanges or pupil mobility in school Programmes; ensuring appropriate safety standards for pupils participating in transnational mobility; developing and disseminating tools and mechanisms for the preparation, monitoring and recognition of periods abroad; and sharing and promoting good practices.

Supporting **Innovators at school**, for school partnerships to involve leading personalities from start-ups to act as ambassadors and mentors to inspire young people, and invite them to develop new ideas and solutions.

### **Vocational education and training (VET)<sup>71</sup>**

The 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)<sup>72</sup> lays down a comprehensive framework, which intends to cover teaching, training and learning in all contexts and levels, including vocational education and training (VET).

The 2020 **European Skills Agenda** sets-out ambitious targets for Europeans to improve or gain new skills throughout their life and career, with a particular emphasis on up- and re-skilling the workforce for the twin green and digital transitions. One of the key actions of the Skills Agenda is the **Council Recommendation on Vocational Education and Training**

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<sup>70</sup> In line with the Council Recommendation on a comprehensive approach to the teaching and learning of languages.

<sup>71</sup> <https://op.europa.eu/webpub/empl/VET-skills-for-today-and-future/en>

<sup>72</sup> OJ C 66, 26.2.2021, p. 1.

(VET)<sup>73</sup>, which was followed by the Osnabrück Declaration<sup>74</sup> endorsed by the Ministers in charge of VET of the Member States, the EU Candidate Countries and the European Economic Area countries, the European social partners and the European Commission. The Declaration outlines a new set of policy actions in VET for the period of 2021-2025, aimed to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation<sup>75</sup>.

The VET Recommendation aims to equip young people and adults to manage the just transitions to the green and digital economy, while ensuring inclusiveness and equal opportunities and contributing to achieving resilience, social fairness and prosperity, and to promote European vocational education and training systems in an international context so that these are recognised as a worldwide reference for vocational learners. It puts forward actions to be implemented at both national and EU level aiming to modernise vocational education and training by adapting it to a more digital and greener economy and also to the evolving labour market and society needs, while providing quality opportunities for young and adults alike, reinforcing opportunities for work-based learning and apprenticeships in line with the 2018 Council Recommendation on a 'European Framework for Quality and Effective Apprenticeships'<sup>76</sup>, increasing flexibility of VET by encouraging modular and non-formal learning methods, increasing the digital readiness of VET institutions, boosting the quality assurance of vocational education and training and to promote **Centres of Vocational Excellence** (CoVE), as well as exploring the concept and use of micro-credentials, including in VET, together with Member States and relevant stakeholders, including in the context of the European Qualifications Framework (EQF) Advisory Group, as proposed in the European Skills Agenda.

The CoVEs connect reference VET providers across Member States, foster cooperation, including with stakeholders, and strive to develop high quality curricula and qualifications focused on sectoral skills needs and societal challenges. They act as drivers of excellence and innovation and promote a proactive role for VET in local and regional economic development, including by seeking synergies with higher education institutions and jointly contributing to the provision of the range of skills needed in our modern economies and societies. The Centres will act as entrepreneurial incubators and catalysts for investment.

The Erasmus+ Programme will contribute to the achievement of the three quantitative objectives defined in the Council Recommendation on VET. By 2025:

- the share of employed graduates should be at least 82%;
- 60% of recent graduates from vocational education and training benefit from exposure to work-based learning;
- 8% of learners in vocational education and training benefit from a learning mobility abroad.

The Programme is the main source of EU funding that contributes to achieve the target of 8% for learners benefiting from a mobility experience abroad.

Erasmus+ can contribute to help the **VET learners and staff among the people fleeing from Ukraine**, and the education systems of the countries receiving them. Erasmus+ will support the integration of VET learners, integrate as much as possible staff who are refugees themselves, and support the staff of host countries in dealing with this endeavour. The

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<sup>73</sup> Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, OJ C 417, 02.12.2020.

<sup>74</sup> <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8441>

<sup>75</sup> See the publication on '[Vocational education and training: Skills for today and for the future](#)'.

<sup>76</sup> OJ C 153, 2.5.2018, p. 1.

Programme will also support the promotion of European common values and the fight against disinformation and fake news.

In the field of vocational education and training (both initial and continuing), actions contributing to the following objectives linked to the Council Recommendation on VET and the Osnabrück Declaration will be supported in 2024:

- **Agile VET, which adapts to labour market needs.** This includes a) VET programmes that offer a balanced mix of vocational training, including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, languages, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development; b) VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels); c) an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles; d) VET programme at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.<sup>77</sup>
- **Flexible VET, which provides progression opportunities.** This includes a) learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning, and open up career and learning progression; b) continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and c) VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context. Actions will also aim to close existing gaps in the access to training for working age adults, and at empowering them to successfully manage labour market transitions.
- **VET driving innovation and growth, and preparing for the digital and green transitions.** This includes a) integration of VET into economic, industrial and innovation strategies, including those linked to green and digital transitions; b) expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills; c) establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (European Qualifications Framework for lifelong learning EQF levels 5-8), in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and d) access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental

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<sup>77</sup> Projects promoting apprenticeships may consider joining the [European Alliance for Apprenticeships](#).

and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.

- **VET as an attractive choice based on modern and digitalised provision of training/skills.** This includes a) permeability between both initial and continuing vocational education and training, general education and higher education; b) development of VET at EQF levels 5 to 8; c) delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality); d) initial and continuing professional development of VET teachers and trainers and the creation and implementation of digital transformation plans of VET institutions to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments; e) internationalisation strategies supporting a strategic approach to international cooperation in VET, including the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions; f) Opportunities for learning mobility of vocational learners and staff, including through the Digital Opportunity Traineeships (DOT), virtual mobility, long-duration mobility and mobility to third countries not associated to the Programme are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding, Learning Agreement, Europass Mobility); and g) high quality lifelong learning and career guidance services, making full use of Europass and other digital services, including the European Digital Credentials for Learning (EDC)<sup>78</sup>.
- **VET promoting equal opportunities.** This includes a) inclusive and accessible programmes for marginalised and vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, refugees, people with migrant background and people with fewer opportunities because of their geographical location such as people living in remote areas and/or in a their socially and economically disadvantaged situation; b) targeted measures and flexible training formats to prevent early leaving from education and training and support the school-to-work transition; c) programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for marginalised or vulnerable groups and people in rural or remote areas; and d) targeted measures promoting gender balance in traditionally “male” or “female” professions and addressing gender and other stereotypes.
- **VET underpinned by a culture of quality assurance.** This includes further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET. Actions to boost quality assurance in VET through a reinforcement of the European Quality Assurance in Vocational Education and Training EQAVET Framework, by exploring EU vocational core profiles, and the potential role of micro-credentials. The Programme will also

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<sup>78</sup> <https://europa.eu/europass/en/european-digital-credentials-learning>

contribute to the achievement of the three quantitative objectives defined in the Council Recommendation on VET.

## Adult education

In the adult education field, in line with the quality objectives of the European Skills Agenda, the main objectives of investing in skills for the working adult population of the European Year of Skills, the European Education Area, the European Pillar of Social Rights Action Plan and the Council Resolution on a New European agenda for adult learning (NEAAL 2030), the Programme will contribute in 2024 – through mobility and cooperation actions – to empowering individuals' participation in inclusive and accessible education and training notably through support for non-formal, lifelong learning and local/community learning, social fairness reaching out to people of all backgrounds and in all geographical areas, urban or rural, including older adults. The European Pillar of Social Rights Action Plan envisages that by 2030 adult participation in learning during the last 12 months should reach 60%, a target endorsed by Heads of State and Government in the Porto Social Summit of 7 May 2021. Member States have defined their national targets for participation of adults in learning. A major milestone is the target of 47% of adults participating in learning to be achieved by 2025, as defined in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). Increasing the participation rate has clearly become a crucial policy objective, indispensable to harness the digital transformation and the shift to a climate neutral economy and society, as comprehensively argued in the European Skills Agenda. Many adults will need to adapt to evolving skills needs in a job, or to change occupation or sector, but also to be able to socially interact and actively participate in the life of their community. Countries may improve their adult learning participation rate by properly implementing the Council Recommendation on individual learning accounts<sup>79</sup>, which in this early phase is likely to take the form of pilot experiences. The Pact for Skills, the main flagship action of the European Skills Agenda, is gathering momentum with more than 600 organisations having signed the Charter. Large-scale partnerships are being created and the Erasmus Partnerships for Innovation are proving an effective tool in supporting strategic skills alliances at sectoral level, building on the experience of the Blueprint alliances.

Continued implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'<sup>80</sup> is crucial to meet the objectives of the European Skills Agenda, to increase participation of low-qualified adults and the share of adults with (at least) basic digital skills. 'Upskilling Pathways' recommends Member States to '*offer adults with a low level of skills, knowledge and competences access to upskilling pathways, to acquire a minimum level of literacy, numeracy and digital competence; and/or acquire a wider set of skills, knowledge and competences relevant for the labour market and active participation in society*', accompanied by outreach, assessment, guidance, validation and financial support and specific teacher training, to make the learning offer relevant and targeted to the learners needs. Beyond basic skills, the partnerships within the 'Pact for Skills', an action of the European Skills Agenda, will have adult upskilling and reskilling as their main focus.

Erasmus+ can contribute to help the **adult education learners and staff among the refugees fleeing from Ukraine**, and the adult education systems of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible staff who are refugees themselves, and support the staff of host countries in dealing with this endeavour. The Programme will also support the promotion of European values or the fight against disinformation and fake news.

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<sup>79</sup> OJ C 243, 27.06.2022, p. 3.

<sup>80</sup> OJ C 484, 24.12.2016, p. 1.

In the field of adult education, the following objectives should be pursued in 2024:

- The development and provision of **skills for life**<sup>81</sup>, in particular for those most in need of access to learning, including refugees, through non-formal, life-wide, inter-generational, inter-cultural and community learning, in cooperation with local actors like formal education and training institutions, municipalities, local learning centres, museums, libraries, cultural centres, NGOs, etc., and including measures for outreach and engagement of learners.
- Taking action for the **green transition and climate change** so that learners of all ages and from all backgrounds can access high-quality and inclusive education on climate change, among others through the development of guidelines and curricula for learning for environmental sustainability in adult learning, in a learner-centred, engaging way, based on real-life experiences and relevant to local contexts and traditions.
- The creation and implementation of **digital transformation plans** of adult learning institutions.
- The setup or enlarging of an access to **upskilling pathways** for adults with a low level of skills, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.
- **Empowering and enabling adults to participate in training in order to reduce skills gaps and labour market shortages**, including through individual learning accounts, complemented by the provision of enabling services. This should include guidance, validation, recognition (including through micro-credentials), transparency of the quality of training opportunities and educational leave arrangements.
- Improving and extending the **supply of high quality learning opportunities for adults** by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning or through micro-credentials.
- Increasing **learning demand and take-up** through effective outreach, guidance and motivation strategies that support and encourage low-skilled and/or low-qualified adults, migrants, seniors and people with disabilities or social disadvantages; developing guidance as a service to ensure that adults have access to relevant learning throughout life.
- Extending and developing **the competences of educators and teachers** and other personnel who support adult learners, in particular in developing their skills to recognise and respond to individual learning needs e.g. designing tailored paths or plans adapted to learner background and circumstances; support educators, including leadership teams, to teach and act for sustainability; develop the digital competences of educators, e.g. through the Digital Opportunity Traineeships (DOTs) and improve teaching methods and tools through effective use of innovative solutions and digital technologies.

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<sup>81</sup> 'Skills for Life' encompasses a wide range of skills that people need in all different areas of life. While these are neither vocational skills nor directly linked to skills for the labour market, they may also support people in their professional activities or in further training. Examples of these skills include (non-exhaustive list): environmental literacy, health and dietary literacy, consumer and financial literacy, media literacy and critical thinking, civic skills, resilience, social and emotional literacy, digital skills etc.

- Developing **mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- **Creating and promoting learning opportunities** among all citizens and generations, including intergenerational learning, with a view to building better understanding of the European Union and its values, and adding solidity to the European identity.

## Youth

One of the transversal priorities of the Erasmus+ Programme is to support participation in democratic life, promote common values and foster active citizenship. This was a key focus of the **European Year of Youth** where the objectives were to listen, engage and empower the European Youth. Building on the achievements and contributing to the long-lasting legacy of the 2022 European Year of Youth, in 2024 the Programme will continue to empower young people and to encourage their participation in democratic life, hence contributing to the Conclusions of the Council on safeguarding and creating civic spaces for young people that facilitate meaningful youth participation<sup>82</sup>. It will inter alia build on the new dialogue formats with young people, and the new partnerships developed through the year with stakeholders and policies across the board. The Year's legacy will also focus on the issues young people and stakeholders have brought to light during the 2022 Year which include, among others, mental health and reinforcing the mainstreaming of a youth perspective in policymaking which was one of the Year's four objectives.

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2024 under the Youth strand also contribute to the implementation of the **Council Resolution on the Framework for establishing a European Youth Work Agenda**. Through the **Erasmus+ accreditation system in the field of youth**, the Programme will facilitate cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and cooperation, build capacity of organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda, and the definition of common skills. Through promotion of education and training of youth workers and non-vocational qualifications for youth work, the Programme will also encourage the mobility of youth workers within the EU. Erasmus+ will support types of actions such as the **Youth participation activities** and **DiscoverEU** that aim to enhance the focus on empowering young people, fostering their active participation in the society and supporting their personal and professional development.

In this respect, the EU seeks to help eliminate obstacles to volunteering in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of skills gained. The **Council Recommendation** of 5 April 2022 on the mobility of young volunteers across the European Union<sup>83</sup> sets out the current framework for this.

Also in line with the EU Youth Strategy, the Programme will promote projects aiming at engaging, connecting and empowering young people: priority will be given to strengthening cross-sectorial cooperation, allowing for greater synergies across different areas of actions that matter for young people. A special focus will be put on participation – including alternative and innovative forms of participation – and active citizenship of young people, notably those that involve youth at risk of social exclusion and discrimination and those living in remote or EU outermost regions where there are few educational possibilities.

Erasmus+ will continue to help the **young people and youth workers among the refugees fleeing from Ukraine**, and the non-formal education providers of the countries receiving

<sup>82</sup> OJ C 501, 13.12.2021, p. 19–23.

<sup>83</sup> OJ C 157, 11.4.2022, p. 1–9.

them. Erasmus+ will support the integration of learners, integrate as much as possible youth workers who are refugees themselves, and support the youth work providers of host countries in dealing with this endeavour. The Programme will also support the promotion of European common values or the fight against disinformation and fake news.

Against this background, the Programme will help to:

Engage:

- Enhance the participation of all young people in democratic and civic life in Europe;
- Enable young people to connect with, express their views and be heard by elected policy-makers, public administrations, interest groups, civil society organisations or individuals active in political or social processes affecting their lives;
- Enhance critical thinking and media literacy among young people to strengthen democracy and counter manipulation, propaganda and disinformation;
- Broaden and deepen political, civic and social participation of young people at local, regional, national, European or global level, including encouraging participation in, synergies and exchanges with national volunteering schemes including national civil service schemes where they exist.

Connect:

- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, building on EU values;
- Promote intercultural dialogue and promote knowledge about and acceptance of diversity and tolerance in society;
- Strengthen young people's sense of initiative, notably in the social field and to support their communities, including to help reimagine how to live better together after the pandemic, by building on their willingness to participate in policies relevant to build a more sustainable future and also on their creativity, building on the European Green Deal;
- Promote entrepreneurship, creative learning and social entrepreneurship among young people;
- Reinforce links between policy, research and practice and promote better knowledge about the situation of young people and youth policies.

Empower:

- Contribute to quality and innovation in youth work and its recognition, in line with the priorities enshrined in the European Youth Work Agenda and in the Final Declaration of the 3rd European Youth Work Convention “Signposts for the future”;
- Contribute to the quality of education and training and of non-vocational qualifications for youth workers and support projects in developing and sharing methods in order to contribute to the European Education Area;
- Support capacity-building of youth workers and youth work practices, whether they are digital or face-to-face;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks, opportunities, and implications of digitalisation;
- Foster the inclusion and employability of young people with fewer opportunities (including for persons not in education, employment or training), with particular

emphasis in young people at risk of marginalisation and those with a migrant background, as well as those living in remote areas (e.g. EU outermost regions);

- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

## Sport

The **EU Work Plan for Sport** sets the basis for intense cooperation in three priority areas: the integrity and the values of sport, the socio-economic and environmental dimensions of sport, and promotion of sport and physical activity. This includes in 2024<sup>84</sup> actions related to governance, education, inclusion, gender equality, sport for all generations, green and sustainable sport.

The priority of sport actions will continue to be grassroots sport, increased participation in sport and awareness of the importance of health-enhancing physical activity. Building on the success of the Tartu Call for a Healthy Life Style, the initiative HealthyLifestyle4All launched by Commissioner Mariya Gabriel in 2021<sup>85</sup> will further strengthen cross-sectoral cooperation to promote healthy lifestyles. The HealthyLifestyle4All initiative, through its three pillars is devoted to 1) raising awareness on healthy lifestyles, 2) having a better access to sport and physical activity and 3) creating a holistic approach to food, health and sport in youth, one of its key target audiences.

In 2024, the Erasmus+ Programme will continue to promote participation in sport and physical activity putting emphasis on grassroots sport, with a view to ensuring increased participation of small-sized organisations. Following the launch in 2023 of support for **mobility in the field of sport**, the Programme will strengthen its impact on this action. Consistency and complementarity with the relevant European Union Work Plan for Sport, that will be adopted in 2024 should be ensured, as required by the legal base. There is a need to focus, in particular, on grassroots sport, taking into account the important role that sports play in promoting physical activity and a healthy lifestyle, interpersonal relations, social inclusion.

The sport actions will continue to support projects encouraging the promotion of healthy lifestyles for all. This includes activities related to the HealthyLifestyle4All initiative, the European Week of Sport and traditional sports and games. The Programme will continue to support initiatives that tackle cross-border threats to the integrity of sport, such as doping and match fixing. Social inclusion for all, promotion of good governance principles and the fight against violence, all forms of discrimination, harassment and intolerance in sport will also be a major focus within the Sport actions in 2024. The sport actions will also continue to promote peace through sport in particular supporting sport organisations working in relation with the war in Ukraine.

In the same vein, sport and physical activity at all levels can make their own facilities and activities sustainable. The Programme can foster green and sustainable physical activity and

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<sup>84</sup> To be confirmed upon adoption of the 2024-2027 fifth work plan for sport.

<sup>85</sup> [https://ec.europa.eu/sport/news/healthylifestyle4all-campaign-launch\\_en](https://ec.europa.eu/sport/news/healthylifestyle4all-campaign-launch_en)

sports practices, as mentioned in the 2022 **Council conclusions on Sport and physical activity, a promising lever to transform behaviour for sustainable development**<sup>86</sup>.

The European Week of Sport will be used to raise awareness of the need to practice sport and physical activity, including for health reasons. The annual **EU Sport Forum** will continue to be a unique opportunity for sport organisations to meet and discuss key topics in the field of sport with policy makers, representatives of EU institutions, and Member States.

In addition the **SHARE** (SportHub: Alliance for Regional development in Europe) initiative will continue to promote the role of sport and physical activity as an instrument for economic social and cultural development towards more healthy and active communities, and enabling spaces for healthy lifestyles, for instance in the context of the New European Bauhaus.

The **#Beinclusive EU sport awards** will once again recognise sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face inequalities and challenging social circumstances, and supporting sport as a tool for sustaining peace. A new gala of the **#BeActive awards** will be organised in 2024 to support projects and individuals that are dedicated to promoting sport and physical activity across Europe.

The Programme will continue to support evidence-based policy in the field of sport, including through specific studies in fields requiring specific consideration. The two groups of experts in the fields of *Green Sport* and *Strengthening the recovery and the crisis resilience of the sport sector during and in the aftermath of the COVID-19 pandemic* will support the Sport actions.

### **Jean Monnet**

Jean Monnet activities continue to bring important contributions to the reflections on the future of Europe by promoting excellence in teaching and research in the field of European studies, in Europe and worldwide.

Jean Monnet actions enhance understanding and foster knowledge and awareness about EU matters and policies through increased opportunities for teaching, learning and debating, both at higher education and general education and training levels, while improving the quality of teaching and professional training on EU subjects. Jean Monnet activities also foster the dialogue between the academic world and policy-makers to enhance governance of EU policies.

Jean Monnet, as an effective EU Public Diplomacy tool, will also create opportunities to foster academic debates and exchange of best practices on values an– democracy - including in third countries. The Jean Monnet action also supports activities in other fields of education and training (schools and vocational education and training), aiming to diversify and mainstream EU-related subjects in study programmes, to raise awareness and exchange views, as well as to develop relevant content and innovative learning tools.

The Jean Monnet action will continue the support to the designated institutions pursuing an aim of European interest, as identified in the legal basis, providing high quality service e.g. offering high-quality academic teaching on EU related issues, research for preparing future policies, teaching, dissemination of results and general information for the broad public.

### **2.3 ERASMUS+ AND THE RESILIENCE AND SOLIDARITY OF THE UNION**

The European Union has faced in recent years the **COVID-19 pandemic**, putting a serious strain on the economy, labour market, social, health and education and training systems of Member States; the Union now faces the consequences of the **Russian invasion of Ukraine**

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<sup>86</sup> OJ C 170, 25.4.2022, p. 1–6).

for our societies and economy, and in particular an unprecedented number of refugees in a short amount of time, many of them in urgent need to be reintegrated in a learning environment, while keeping whenever possible links with their language and culture.

These shocks also underlined the importance to reflect on the role of democracy in our society and highlighted the key role of civic education, media literacy, digital youth work and awareness of disinformation to promote active participation and engagement of the young.

During the pandemic peak, the massive shift towards online education and digital youth work emphasized the need for quick reforms, capacity-building, teacher and youth workers training, skills development, new pedagogies and further transnational cooperation in quality assurance, but also to prepare for the future and increase digital readiness. The vital role of digitalisation became abundantly clear in preserving uninterrupted and fair access to quality education, in enabling educators to minimise disruption and ensuring the continuity of assessment and examination.

In 2024, the Programme will therefore continue investing in mobility and cooperation in education and training, youth and sport, to foster skills and competences development necessary for the twin transitions, and to contribute to the resilience of the Union.

The continued mobilisation of the Erasmus+ Programme to support Europe's recovery throughout its sectors and actions will also be crucial to mitigate the **socio-economic and educational consequences of the Russian invasion of Ukraine**, while preparing Europe's future and promoting common values, in a spirit of **solidarity among its people**.

The **Erasmus+ resilience and solidarity effort** will mobilise hundreds of thousands of schools, higher education institutions, vocational training institutes, teachers, young people, youth and sport organisations, civil society and other stakeholders.

## 2.4 SYNERGIES WITH OTHER EU INSTRUMENTS

The Erasmus+ Regulation recalls the need to seek for synergies with other Union programmes and instruments in order to optimise the European added value of its activities, facilitate the upscaling of projects, increase its impact, help promoters of Programme projects to apply for grants or develop synergies with support from the Cohesion Policy Funds and from the other programmes and instruments. The Regulation also includes specific provisions aiming to facilitate the alternative funding of project proposals that have passed the quality assessment under a given Call for proposals but cannot be financed due to budgetary constraints, through the award of the **Seal of Excellence**<sup>87</sup>.

In 2024, the Programme will continue to support a more structured approach to the development of synergies with Cohesion policy programmes, in particular the ESF+ programmes, by piloting the Seal of Excellence through Erasmus+ flagship actions<sup>88</sup>. Notwithstanding the voluntary uptake of this tool from other funding authorities, the Seal of Excellence facilitates the building of synergies between programmes, by allowing win-win strategic investments on projects that meet common objectives. A more extensive development of effective synergies and complementarities with other funding sources at national or regional level will be also fostered through specific additional support to the National Agencies.

In addition, the Programme aims to also enhance the opportunities for synergies with other EU funding instruments, including the Technical Support Instrument. This approach is in line with the Council Conclusions on a European strategy empowering higher education institutions for the future of Europe, which support synergies with Horizon Europe or other

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<sup>87</sup> See Article 32(3) of the Erasmus+ Regulation and 73 of CPR.

<sup>88</sup> See part II of the Annual work programme.

programmes and instruments, to enable alliances of higher education institutions such as European Universities to reach their full potential.

## **PART II - GRANTS, PROCUREMENTS AND OTHER ACTIONS**

### **1. BUDGET LINES AND BASIC ACT**

Budget lines: 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 07 02 13, 14 02 01 50 and 15 02 01 02

Basic act: Regulation (EU) 2021/817<sup>89</sup> of the European Parliament and of the Council of 20 May 2021 establishing the Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013;

Regulation (EU) No 2021/947<sup>90</sup> of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe, amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009;

Regulation (EU) No 2021/1529<sup>91</sup> of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III);

Regulation (EU) 2021/1060<sup>92</sup> of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy.

### **2. METHODS OF INTERVENTION**

On the basis of the objectives given in the Erasmus+ Regulation, the 2024 Work Programme will be implemented through:

- Actions implemented through indirect management;
- Actions implemented through direct management:
  - Grants;
  - Procurements;
  - Experts;
  - Other actions.

#### **a) ACTIONS IMPLEMENTED THROUGH INDIRECT MANAGEMENT AND GRANTS IMPLEMENTED UNDER DIRECT MANAGEMENT**

To achieve the objectives and policy priorities announced in Part I of this Work Programme, general and specific calls for proposals will be published by the European Commission or by the Executive Agency in accordance with Article 189 (1) of the Financial Regulation (FR).

Each year, after adoption of the financing decision, based on Article 110 of the FR, a General Call for Proposals is published. The General Call for Proposals for the implementation of the

<sup>89</sup> OJ L 189, 28.05.2021, p. 1

<sup>90</sup> OJ L 209, 14.06.2021, p.1

<sup>91</sup> OJ L 330, 20.9.2021, p. 1

<sup>92</sup> OJ L 231 of 30.6.2021, p. 159

Erasmus+ Programme includes the Programme Guide. The Erasmus+ Programme Guide aims to assist all those interested in developing projects within the Programme. It helps them understand the objectives and the actions of the Programme. It also gives detailed information on what are the minimum requirements for applying and what level of grant is offered. Finally, it informs about the grant selection procedure as well as the rules applying to successful applicants that become beneficiaries of an EU grant. The Programme Guide provides also detailed information as regards the eligibility, selection and award criteria for each type of project to be implemented. The quality of the proposals will be assessed on the basis of the award criteria published per action in the guide.

Actions will be implemented both in direct and indirect management. All actions implemented through the National Agencies (NAs), are to be considered as indirect management. Grants through direct management will be those awarded by EAC, EMPL or EACEA.

Some grants will also be awarded in direct management in accordance with indents (c), (d) and (f) of Article 195 of the FR. With reference to Pillar Assessed International Organisations, the Commission may entrust them budget implementation tasks via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c)(ii) and 156(1) of the FR.

The calls for proposals that will be launched with a view to selecting actions to be co-financed in 2024, as well as the grants awarded under specific conditions without a call for proposals are specified further below in Part II of this Work Programme.

The majority of grants will be financed in the form of lump sums, reimbursement on the basis of unit costs and flat rate financing (simplified forms of grants). The use of these types of grants under Erasmus+ Programme has been approved by a “Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021 – 2027<sup>93</sup>”. In accordance with this Decision, the methodology used to establish the simplified forms of grants and their levels ensures the respect of the principle of sound financing management and reasonable compliance with the principles of co-financing and no double funding.

For all grants the open access requirement of the Erasmus+ Programme applies. Any research output must be made available online following open access publishing principles. Any educational resources or software produced or modified must be made available online on suitable platforms<sup>94</sup> and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

Organisations, institutions and groups applying for any grant under Erasmus+ as detailed further below in Part II of this Work Programme will be assessed against the following selection criteria:

- Applicants must have stable and sufficient sources of funding to maintain their activity throughout the period during which the action is being carried out and to participate in its funding. The verification of the financial capacity does not apply to public bodies, including Member State organisations, international organisations, and if the individual requested amount is EUR 60 000 or lower. According to Article 21 (3) of the Regulation, public bodies, as well as schools, higher education institutions and organisations in the fields of education, training, youth and sport that have received over 50% of their annual revenue from public sources over the last two years shall be considered as having the

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<sup>93</sup> [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/ls-and-unit-cost-decision\\_erasmus\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/ls-and-unit-cost-decision_erasmus_en.pdf)

<sup>94</sup> Project results should be made available publicly on the [Erasmus+ Project Results Platform](#)

necessary financial, professional and administrative capacity to carry out activities under the Programme. They shall not be required to present further documentation to demonstrate that capacity.

- Applicants must have the professional competences and qualifications required to complete the proposed action.

#### **b) PROCUREMENTS**

This Work Programme also includes actions that will be implemented by public procurement procedures (via calls for tenders or the use of framework contracts) (Title VII FR).

For actions implemented through framework contracts (FWC), in case existing FWC cannot be used, the Commission will consider publishing calls for tender to award new FWC.

#### **c) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS**

This Work Programme includes costs related to the experts involved in the assessment of proposals and offers, in monitoring projects and in providing policy advice.

Accreditation processes are in place under certain actions in order to ensure the general quality framework for European and international cooperation activities. Holding an accreditation can be a pre-requisite to then be eligible to receive a grant for mobility projects under Key Action 1 or to participate in other actions of the Programme.

The Programme will also award prizes.

Furthermore, the Programme finances activities in cooperation with the Joint Research Centre (JRC) by means of specific administrative agreements. Wherever possible, preference will be given to relying on the expertise of the JRC to create a better knowledge base and to reinforcing the collection of evidence at EU level.

### 3. OBJECTIVES PURSUED AND EXPECTED RESULTS

#### **Key Action 1**

The projects supported under the Key Action 1 are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed.

As regards students, trainees, apprentices, adult learners, pupils and young people, the mobility activities supported under this Key Action are meant to produce the main following outcomes:

- enhanced employability and improved career prospects;
- increased sense of initiative and entrepreneurship;
- increased self-empowerment and self-esteem;
- increased social inclusion and participation of people with fewer opportunities
- improved key competences, including foreign language and digital competences, enhanced intercultural awareness;
- more active participation in democratic life and in society in general;
- better awareness of the European project and the EU common values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

As regards staff, youth workers and professionals involved in education, training, youth and sport, the mobility activities are expected to produce the following outcomes:

- improved competences, linked to their professional profiles;
- broader understanding of practices, policies and systems in education/learning, training or youth across countries;
- greater understanding of interconnections between formal and non-formal education/learning, vocational training and the labour market respectively;
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners and young people;
- greater understanding and responsiveness to structural inequalities, social, linguistic and cultural diversity, and greater awareness of how to prevent and combat discrimination;
- increased ability to address the needs of people with fewer opportunities;
- increased support for and promotion of mobility activities for learners;
- increased opportunities for professional and career development;
- improved key competences, including foreign language and digital competences;
- increased motivation and satisfaction in their daily work.

In the long run, the combined effect of the several thousands of projects supported under Key Action 1 is expected to have an impact on the education, training and youth systems in the participating countries, thus stimulating policy reforms and attracting new resources for mobility opportunities in Europe and beyond.

## **Key Action 2**

Key Action 2 is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels. For the participating organisations, projects supported under this Key Action are intended to produce the main following outcomes:

- strengthened cooperation between organisations and institutions active in the fields of education, training, youth and sport;
- development of innovative and inclusive approaches in addressing and reaching out to target groups of education, training, youth and sport policies;
- increased participation of individuals with fewer opportunities in education, training, youth and sport activities;
- increased digital capacity and readiness of organisations and institutions and a more strategic and integrated use of digital technologies through digital transformation plans of education and training institutions;
- increased support for the creation and use of high-quality digital education content and relevant digital pedagogy methods and tools in education, training, youth and sport;
- more modern, dynamic, committed and professional environments inside the participating organisations: ready to integrate good practices and new methods into daily activities; open to synergies with organisations active in different fields or in other socio-economic sectors; strategic planning of professional development for staff in line with individual needs and organisational objectives;
- increased capacity of organisations and institutions to work and cooperate at EU/international level;
- improved sharing of good practices among organisations and institutions.

## **Key Action 3**

The Actions implemented through Key Action 3 are intended to produce the main following results:

- improved quality, equity and inclusiveness of education and training systems as well as youth and sport policies;
- higher degree of transnational cooperation and mutual learning between competent authorities and policy makers in the fields of education, training, youth and sport;
- increased knowledge and analytical capacity to support evidence-based policies in the fields of education, training, youth and sport;
- availability of sound comparative international data and appropriate secondary analyses for European and national policy making;
- improved tools for assessment, transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- good functioning of European networks in charge of guidance and implementing tools that foster the transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- active involvement of civil society networks and non-governmental organisations in policy implementation;
- increased participation of young people and youth stakeholders in the EU Youth

Dialogue, with particular attention to those with fewer opportunities;

- increased participation of young people and youth stakeholders in the activities around the 2024 edition of the European Youth Week. In addition to events organised at central level, the network of National Agencies will be mobilised to organise activities at national level;
- increased levels of participation of individuals in sport and physical/leisure activity, with particular attention to those with fewer opportunities;
- higher degree of exchanges of good practices, dialogue, mutual learning and cooperation among policy makers, practitioners and stakeholders from EU Member States, third countries associated to the Programme and third countries not associated to the Programme;
- increased public awareness about European policies in the fields of education, training, youth and sport as well as increased awareness about the results of the Erasmus+ Programme;
- greater synergies with other EU Programmes and instruments, such as the Cohesion Policy Funds, Horizon Europe, the Technical Support Instrument, as well as with funding schemes at national or regional level.

### **Jean Monnet Actions**

Activities are expected to produce the following main results:

- fostered knowledge and awareness about European Union matters;
- fostered excellence in teaching and research in EU studies;
- increased opportunities for teaching, learning and debating on EU subjects;
- improved quality of teaching and professional training on EU subjects;
- fostered dialogue between the academic world and policy-makers, in particular to support evidence-based design and implementation of EU policies;
- fostered dialogue between teachers in general education and training and their environment in particular to disseminate the experiences in the civil society;
- diversification and mainstreaming of EU-related subjects in teaching programmes of higher education institutions.

## A. EDUCATION AND TRAINING

### I. KEY ACTION 1

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Mobility projects

Index references in budget table (WPI): 1.01, 1.02, 1.03, 1.04, 1.05

Projects under this action promote mobility activities targeting learners (pupils, students, trainees, apprentices, adult learners), and staff (professors, teachers, trainers, and people working in organisations active in the education and training fields) and mainly aiming to support learners in the acquisition of competences (knowledge, skills and attitudes, including language competences) with a view to improving their personal, social, educational and professional development, enhance employability, entrepreneurship and improve career prospects on the labour market, and social inclusion.

Organisations active in the fields of education and training will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. Mobility activities involve a minimum of two participating organisations from different countries.

Mobility activities in the fields of higher education and VET may also involve participating organisations from third countries not associated to the Programme.

These opportunities, funded by the Erasmus+ budget (Heading 2), include outgoing mobilities towards third countries not associated to the Programme. These opportunities are intended to encourage an organisation in an EU Member State or third country associated to the Programme to develop outgoing mobility activities with several third countries not associated to the Programme, and are expected to cover the widest possible geographic scope. Higher Education Institutions located in EU Member States and third countries associated to the programme have also the opportunity under the Erasmus+ call 2024, using funding made available from the EU external action instruments, to organise incoming and outgoing mobilities of students and staff from/to third countries not associated to the Programme.

Depending on the profile of participants involved, the following types of mobility projects are supported under this action:

Mobility projects for higher education students and staff (funded by the Erasmus+ budget – MFF Heading 2)

The following activities are supported: student mobility for studies; student mobility for traineeships (including Digital Opportunity Traineeships); staff mobility for teaching; staff mobility for training (including Digital Opportunity Trainings); blended intensive programmes.

Type of applicants targeted by this action: higher education institutions awarded with a higher education accreditation (Erasmus Charter for Higher Education - ECHE) as well as other public or private organisations coordinating a consortium awarded with a higher education accreditation. Applicants must be established in an EU Member State or third country associated to the Programme.

Mobility projects for Higher education students and staff from/to third countries not associated to the Programme (funded by the Erasmus+ budget – MFF Heading 6)

The following activities are supported: student mobility for studies; student mobility for traineeships (including Digital Opportunity Traineeships); staff mobility for teaching; staff mobility for training (including Digital Opportunity Traineeships).

Type of applicants targeted by this action: higher education institutions awarded with a higher education accreditation (Erasmus Charter for Higher Education - ECHE) as well as other public or private organisations coordinating a consortium awarded with a higher education accreditation. Applicants must be established in an EU Member State or third country associated to the Programme. Regions covered by this action are all regions covered by the external action instruments.

#### Mobility of learners and staff in vocational education and training

The following activities are supported:

- for VET learners and recent graduates: short-term and long-term (ErasmusPro) learning mobility (including Digital Opportunity Traineeships), group mobility of VET learners, as well as participation in skills competitions;
- for staff: job shadowing; teaching or training assignments; courses and training (including Digital Opportunity Traineeships);
- The Programme can also support the following activities: invited experts; hosting teachers and trainers in training; preparatory visits.

The activities for learner mobility will contribute to achieve the target of 8% for learners benefiting from a mobility experience abroad, as set in the 2020 Council Recommendation on VET as well as the deliverables of the Osnabrück Declaration, and in particular its Objective 4 on the international dimension of VET.

Type of applicants targeted by this action: organisations providing initial or continuing vocational education and training; local and regional public authorities, coordination bodies and other organisations with a role in the field of vocational education and training; companies and other public or private organisations hosting, training or otherwise working with learners and apprentices in vocational education and training. Applicants must be established in an EU Member State or third country associated to the Programme.

#### Mobility of pupils and staff in school education

The following activities are supported:

- for pupils: group mobility of school pupils; short-term learning mobility of pupils; long-term learning mobility of pupils;
- for staff: job shadowing; teaching assignments; courses and training (including Digital Opportunity Traineeships);
- in addition, the Programme can support the following activities: invited experts; hosting teachers and educators in training; preparatory visits.

Type of applicants targeted by this action: schools providing general education at pre-primary, primary or secondary level; local and regional public authorities, coordination bodies and other organisations with a role in the field of school education. Applicants must be established in an EU Member State or third country associated to the Programme.

#### Mobility of learners and staff in adult education

The following activities are supported:

- for learners: group mobility of adult learners; short and long term learning mobility of adult learners;

- for staff: job shadowing; teaching or training assignments; courses and training (including Digital Opportunity Traineeships);
- in addition, the Programme can support the following activities: invited experts; hosting teachers and educators in training; preparatory visits.

Type of applicants targeted by this action: organisations providing formal, informal and non-formal adult education; local and regional public authorities, coordination bodies and other organisations with a role in the field of adult education. Applicants must be established in an EU Member State or third country associated to the Programme.

For implementing all the mobility projects above, the budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

#### Allocation ESF+ Germany

In accordance with Article 26 of the Common Provisions Regulation (CPR)<sup>95</sup> and Article 17(8) of the Erasmus+ Regulation, the German authorities have requested that a share of their national allocation under the European Social Fund Plus (ESF+) is transferred to Erasmus+. As established in Article 26(2) of CPR, the transferred resources shall be implemented for the benefit of the Member State concerned. In accordance with the Partnership Agreement of Germany<sup>96</sup>, for 2024, the transferred resources will be allocated to Higher education mobility and will amount to EUR 10 000 000. The total amount transferred from ESF+ to Erasmus+ is within the 5% threshold established in Article 26(1) of CPR<sup>97</sup> for transfers to other instrument under direct or indirect management.

The financial envelope of mobility projects, by country and field is indicated in Part III of this work programme.

Implementation	Indicative amount (EUR)
NA	H2: 2 265 000 000
	H6: 204 076 800
	BL 07 02 13: 10 000 000

#### **b) Accreditation in the fields of VET, school education, adult education**

Index references in budget table (WPI): 1.10

<sup>95</sup> Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231 of 30.6.2021, p. 159.

<sup>96</sup> C(2022) 2369 of 19 April 2022.

<sup>97</sup> Article 26(1) of CPR: “Member States may request, in the Partnership Agreement or in a request for an amendment of a programme if agreed by the monitoring committee of the programme pursuant to point (d) of Article 40(2), the transfer of up to 5 % of the initial national allocation of each Fund to any other instrument under direct or indirect management, where such possibility is provided for in the basic act of such an instrument.”

The accreditations in the field of VET, school education, and adult education define a quality framework for mobility activities in these fields and certify that the successful applicants are able to implement the applicable standards. The accreditations will be subject to regular monitoring and the holder's continued compliance with their requirements.

Accredited organisations will gain access to a simplified application procedure for Key Action 1 funding opportunities.

Type of applicants targeted by this action: any organisation eligible to apply under the mobility projects in the fields of vocational education and training, school education, adult education and youth (see section a) above).

For implementing this accreditation procedure, the budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

Implementation	Indicative amount (EUR)
NA	N/A

### c) Higher Education Mobility Consortium Accreditations

Index reference in budget table (WPI): 1.11

This accreditation allows other types of organisations than those in the section above, together with higher education institutions, to be involved in mobility projects in the field of higher education. The procedure for providing a Higher Education Mobility Consortium accreditation could be combined with the grant award procedure under Key Action 1 mobility of higher education students and staff (i.e. applications may be submitted at the same time).

Type of applicants targeted by this action: any public or private organisations coordinating a higher education consortium. Applicants must be established in an EU Member State or third country associated to the Programme.

This accreditation procedure will be implemented by the National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

Implementation	Indicative amount (EUR)
NA	N/A

## 2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

### a) Virtual exchanges in Higher Education and Youth - Heading 6

Index reference in budget table (WPI): 1.12

Many young people - especially in third countries - have no access to physical mobility. Hence the goal to expand the reach and scope of Erasmus+, based on the experience of the 2018-2020 virtual exchange pilot project<sup>98</sup>. Virtual exchanges are online people-to-people

<sup>98</sup> <https://europa.eu/youth/erasmusvirtual>

activities that promote intercultural dialogue and soft skills development between individuals from third countries not associated to the Programme, EU Member States or third countries associated to the Programme. They take place in small groups and are always moderated by a trained facilitator.

The specific objectives are the following:

- Encouraging intercultural dialogue with third countries not associated to the Programme and increasing tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;
- Promoting various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international experience;
- Enhancing critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination indoctrination, polarization and violent radicalisation;
- Fostering the soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability;
- Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- Strengthening the youth dimension in the relations of the EU with third countries.

Type of applicants targeted by this action: any public and private organisation active in the field of higher education or youth. The coordinating organisation submitting the application must be a higher education institution or a youth organisation and be established in an EU Member State or third country associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	5 866 650

### 3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

#### a) Language learning opportunities

Index reference in budget table (WPI): 1.20

The scheme for systematic language support will continue to offer participants in mobility activities the opportunity to assess their knowledge of languages as well as to follow online language courses to improve their competences.

Main features of the new Online Language Support (OLS) will include a full range of online learning activities; language learning courses; additional vocation-specific learning materials for VET learners; assisted/blended learning tools to enable teachers and youth workers to provide extra support to their learners; social networking feature to allow participants to safely engage with each other in order to improve their language skills. The tool aims to give users the possibility to choose languages they want to study, as well as their main points of interest (learn more vocabulary, practice grammar, oral practice, etc.). In the “open area” in the platform, basic language on-line activities will be made available for the benefit of the general public.

The Online Language Support content is hosted on the EU Academy platform. The EU Academy platform is developed by the Joint Research Centre (JRC) as a new corporate solution for the delivery of online training to EU institutions' staff and EU citizens.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.07).

Implementation	Indicative amount (EUR)
EACEA	5 200 000

**4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST**

**a) Erasmus Charter for Higher Education (ECHE)**

Index reference in budget table (WPI): 1.30

This accreditation process ensures the general quality framework for European and international cooperation activities a higher education institution may carry out within the Programme. Holding an ECHE is a pre-requisite to be eligible to receive a mobility grant or to participate in other actions of the Programme.

Targeted applicants: higher education institutions established in an EU Member State or third country associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	N/A

## II. KEY ACTION 2

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

#### a) Partnerships for Cooperation: Cooperation Partnerships in the field of education and training

Index reference in budget table (WPI): 2.01, 2.02, 2.03, 2.04

Cooperation Partnerships allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects are expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the Education and Training sectors.

To be funded, Cooperation Partnerships must address at least one of the following priorities:

#### Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

#### Priorities in the field of higher education:

- Stimulating innovative learning and teaching practices;
- Supporting digital and green capabilities of the higher education sector;
- Supporting innovation and entrepreneurial skills of students;
- Developing a STEAM approach in higher education, and foster women participation in STEM;
- Rewarding excellence in learning, teaching and skills development;
- Building inclusive higher education systems;
- Promoting inter-connected higher education systems;
- Supporting Higher Education institutions in their cooperation with Ukrainian counterparts to respond to the war in Ukraine.

Priorities in the field of vocational education and training:

- Adapting vocational education and training to labour market needs;
- Increasing the flexibility of opportunities in vocational education and training;
- Contributing to innovation in vocational education and training;
- Increasing attractiveness of VET;
- Improving quality assurance in vocational education and training;
- Creation and implementation of internationalisation strategies for VET providers;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of school education:

- Tackling learning disadvantage, early school leaving and low proficiency in basic skills;
- Supporting teachers, school leaders and other teaching professions;
- Development of key competences;
- Supporting innovators at school;
- Promoting a comprehensive approach to language teaching and learning;
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach, and foster girls' interest in STEM;
- Developing high quality early childhood education and care systems;
- Recognition of learning outcomes for participants in cross-border learning mobility;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of adult education:

- Increasing take-up and improving inclusiveness and accessibility of adult education;
- Improving the availability of high quality, flexible and recognised learning opportunities for adults;
- Creating upskilling and reskilling pathways;
- Promoting local learning centres and innovative learning spaces;
- Improving the competences of educators and other adult learning staff;
- Creating and promoting learning opportunities among all citizens and generations;
- Enhancing quality assurance in adult learning opportunities;
- Supporting response of European education and training systems to war in Ukraine.

Type of applicants targeted by this action: any public or private organisation. Applications for cooperation partnerships in the fields of education and training are submitted to National Agencies (indirect management), with the exception of applications submitted by European NGOs and Europe-wide networks that are to be submitted to EACEA. Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this work programme.

Implementation	Indicative amount (EUR)
NA	300 000 000

**b) Partnerships for Cooperation: Small-scale partnerships in the field of education and training**

Index reference in budget table (WPI): 2.05, 2.06, 2.07

Small-scale Partnerships aim at widening access to the Programme to small-scale actors and individuals who are hard to reach in the fields of school education, adult education, vocational education and training. With low grant amounts awarded to organisations, short duration and simple administrative requirements, this action aims to reach out to grassroots organisations and newcomers to Erasmus+, enhancing the access to the Programme for organisations with smaller organisational capacity.

Small-scale Partnerships support flexible formats, combining activities with transnational and national character, although with a European dimension, that increase organisations means to reach out to people with fewer opportunities.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the Education and Training sectors.

To be funded, small-scale Partnerships must address at least one of the following priorities:

Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

Priorities in the field of vocational education and training:

- Adapting vocational education and training to labour market needs;
- Increasing the flexibility of opportunities in vocational education and training;
- Contributing to innovation in vocational education and training;
- Increasing attractiveness of VET;
- Improving quality assurance in vocational education and training;
- Creation and implementation of internationalisation strategies for VET providers;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of school education:

- Tackling learning disadvantage, early school leaving and low proficiency in basic skills;
- Supporting teachers, school leaders and other teaching professions;
- Development of key competences;
- Supporting innovators at school;
- Promoting a comprehensive approach to language teaching and learning;
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach, and foster girls' interest in STEM;
- Developing high quality early childhood education and care systems;
- Recognition of learning outcomes for participants in cross-border learning mobility;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of adult education:

- Increasing take-up and improving inclusiveness and accessibility of adult education;
- Improving the availability of high quality, flexible and recognised learning opportunities for adults;
- Creating upskilling and reskilling pathways;
- Promoting local learning centres and innovative learning spaces;
- Improving the competences of educators and other adult learning staff;
- Creating and promoting learning opportunities among all citizens and generations;
- Enhancing quality assurance in adult learning opportunities;
- Supporting response of European education and training systems to war in Ukraine.

Type of applicants targeted by this action: any public or private organisation. Applications for small-scale partnerships in the fields of vocational education and training, school education and adult education are submitted to National Agencies (indirect management). Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	60 000 000

**2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS**

**a) Partnerships for Cooperation in the field of education and training – Cooperation partnerships submitted by European NGOs**

Index reference in budget table (WPI): 2.08

The action ‘partnerships for cooperation’ as described in this Work Programme under WPIs 2.01, 2.02, 2.03, 2.04 is managed directly in case applications are submitted by European NGOs and Europe-wide networks.

Type of applicants targeted by this action: European NGOs and Europe-wide networks. Applicants must be established in an EU Member State or third country associated to the programme.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.13).

Implementation	Indicative amount (EUR)
EACEA	5 000 000

### b) Partnerships for Excellence: European Universities

Index reference in budget table (WPI): 2.09, 2.10

This call will support the selection of European Universities alliances, as well as the set-up of a Community of Practice of European Universities.

#### European universities alliances

The selection of the **European Universities alliances** will allow to achieve the European strategy for universities objective of supporting 60 alliances, gathering around 500 higher education institutions by mid-2024, ensuring a sound geographical balance. This call will target new alliances or already existing alliances not funded by Erasmus+ under the European Universities initiative at the time of the grant signature.

European Universities’ main objectives are to trigger unprecedented levels of institutionalised cooperation making it systemic, structural and sustainable and to increase quality, performance and international competitiveness of European higher education institutions. In line with the vision for a European Education Area by 2025, these alliances intend to achieve the following aims:

- Promote common EU values and a strengthened European identity by bringing 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.
- Reach a substantial leap in quality, performance, attractiveness and competitiveness of European higher education institutions and contribute to the European knowledge economy, employment, creativity, culture and welfare by making best use of innovative pedagogies and striving to make the knowledge square a reality. ‘European Universities’ will be key drivers to boost the quality of higher education and where possible to strengthen its link to the research and innovation landscape in Europe and its outreach towards the society and economy.

The indicative budget for the European Universities alliances will be EUR 182 700 000 from Heading 2 and EUR 5 000 000 from Heading 6.

The project proposals evaluated above the quality thresholds, but that cannot be funded under Erasmus+ due to lack of available budget under this call for proposals, will be awarded with a Seal of Excellence certificate to attest the quality of the proposal and to facilitate the search for alternative funding at national level.

## Community of practice

The **set-up of a Community of Practice of European Universities** will help in sharing best practices and experiences within the community of European Universities alliances, as well as for the benefit of the wider higher education sector.

More concretely, the Community of Practice is meant to support closer cooperation between the alliances, for example through the exchange of good practices and experiences and the organisation of working groups to facilitate synergies, address common challenges and make proposals to the Commission on policy development needs. It will also support dissemination towards the wider higher education sector, for example through the coordination of input to an online platform and the organisation of /or participation to events to showcase the added value of the European Universities initiative. National agencies could also play an important role as “multipliers”, spreading innovative results in this context.

The indicative budget for the Community of practice will be EUR 1 500 000.

Targeted applicants must be established in an EU Member State or in a third country associated to the Programme or in Western Balkans not associated to the programme.

The potential beneficiaries (and their affiliated entities if any) must be:

- Higher Education Institutions holding a valid Erasmus Charter for Higher Education (ECHE) and entities affiliated to them, and wishing to establish deep institutional transnational cooperation.
- Any other organisation - consisting of the above referred higher education institutions specifically set up with the purpose of implementing deep institutional transnational cooperation, including joint educational activities.

In addition, the following entities may participate as associated partners:

- any higher education institution holding a valid Erasmus Charter for Higher Education (ECHE);
- any public/private organisation from an EU Member State, third country associated to the programme or in Western Balkans not associated to the programme active in the field of education and training, research and innovation or in the world of work;
- higher education institutions in third countries not associated to the Programme that are part of the European Higher Education Area (Bologna Process) or in Western Balkans not associated to the programme.

In the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)<sup>99</sup>, EU Member States stress that European cooperation in education and training for the period up to 2030 should also be *“viewed in a global perspective, considering that cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy. This will help to make the EU an even more attractive destination and partner, both in the global race for talent as well as in promoting strategic partnerships with international partners to provide inclusive, quality education for all, in all contexts and levels of education. As such, cooperation outside the EU is an essential dimension for the achievement of the Union’s geopolitical priorities.”*

In this context, the European Union has developed a forward-looking Agenda with the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport. The Agenda outlines a comprehensive, long-term strategy for cooperation with the region. Through

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<sup>99</sup> OJ C 66/1 of 26.02.2021.

increased investments in Research, Education, Culture, Youth and Sport, the Western Balkans Agenda and its proposed actions aim to contribute to the region’s economic and societal development and cooperation. These should include more financial assistance for the social sector, notably investments in education (Erasmus+ is referred to in this regard) to support social inclusion.

Pursuing the goals indicated above, the European Universities will support exchanges of practices and models, cross-border recognition, harmonisation of quality assurance and accreditation practices in wider geographical areas. By supporting academic cooperation - bringing together students, professors and staff who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines - and building strong bridges and integrated higher education systems with Western Balkans, these alliances intend to promote common European values and a strengthened European identity. This action will therefore help to strengthen Europe’s positioning as a key partner in education at global level and help cementing the links between the European Education Area and the rest of the world.

The European strategy for universities<sup>100</sup> reaffirms that these are essential to assist partner countries to transform their education systems and facilitate mobility of students, staff, teachers, and trainees, in a spirit of mutual benefit, and it indicates in particular Western Balkans as priority region to strengthen partnerships with, and to better engage and rely on alumni networks.

The action also substantiates the synergies between Erasmus+ support and IPA funding referred to in Article 17 and Recital 23 of the Erasmus+ Regulation.

For the reasons above, under this action the participation of legal entities from Western Balkans not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	H2: 184 200 000
	H6: 5 000 000

**c) Partnerships for Excellence: Erasmus Mundus (EM) action**

Index reference in budget table (WPI): 2.11

Erasmus Mundus Joint Masters (EMJM) are high-level, integrated transnational study programmes at master level resulting in the award of either a joint or multiple master degree. They are delivered by an international partnership of higher education institutions (HEIs) from different countries worldwide and (where relevant) other educational and/or non-educational partners with specific expertise and interest in the concerned study area(s)/professional domain(s). EMJMs include the award of scholarships to excellent students worldwide for their participation in one of these joint master programmes.

<sup>100</sup> Commission Communication COM(2022)16 of 19.01.2022

The EMJMs enhance the attractiveness and excellence of European higher education in the world and attract talent to Europe, through a combination of institutional academic cooperation to showcase European excellence in higher education, and individual mobility for students taking part in the action.

The EM action is composed by two independent strands: the EMJM and the Erasmus Mundus Design Measures (EMDM) activity. EMDM aims at encouraging the design and development of innovative, highly integrated master programmes in Europe and beyond. The ambition of this activity is to involve a) EU Member States or third countries associated to the programme, b) institutions and/or c) thematic areas, which are underrepresented in Erasmus Mundus, duly taking into account the opportunities offered by the European Approach for Quality Assurance of joint programmes.

Type of applicants targeted by this action: higher education institutions established in an EU Member State, in a third country associated to the Programme, or in a third country not associated to the Programme can submit an application.

This action aims to foster excellence and worldwide internationalisation of higher education institutions via study programmes – at Master course level – jointly delivered and jointly recognised by higher education institutions (HEIs) established in Europe, and open to institutions in other countries of the world. Erasmus Mundus Joint Masters enhance the international dimension of EU higher education systems through cooperation between institutions in Europe and abroad, and through mobility for the best students worldwide; they remove barriers to learning, improving access to high quality and innovation-driven education and making it easier for learners to move between countries; they respond to EU societal and labour market needs and contribute to the development of innovative education policies in the EU. In this regard, EMJMs are programmes of excellence that contribute to the integration and internationalisation of the European Higher Education Area (EHEA).

The action strives to function as a vector of public diplomacy towards third countries non associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

The participation of legal entities from third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation, is in the Union’s interest. The involvement of such entities aims at increasing the international opening of the European higher education systems in line with the Commission priorities for higher education and research, notably by supporting the establishment of large cooperation networks worldwide, hence contributing to improving the quality and innovation of Master level programmes. It also reinforces the attractiveness and reputation of these programmes worldwide and therefore facilitates the recruitment of the best students on a highly competitive market. The possibility given to third country institutions to coordinate projects is a strong signal that the EU is interested in developing on an equal footing cooperation mechanisms, and a way to attract and motivate the best institutions worldwide to engage in such mid and long term cooperation arrangements with European institutions. It also aims at ensuring that the cooperation tools and approaches currently developed in Europe within the framework of the Bologna process (e.g. ECTS, diploma supplement, joint degree mechanisms, European quality assurance procedures) are widely disseminated and recognised beyond Europe.

Implementation	Indicative amount (EUR)
EACEA	130 000 000

**d) Erasmus Mundus Joint Master’s Degrees - Additional scholarships for targeted regions of the world - Heading 6**

Index reference in budget table (WPI): 2.12

Applicants under the Erasmus Mundus Joint Master’s Degrees action will have the possibility to apply for additional funding from Heading 6 funds, to receive additional scholarships for students coming from targeted regions of the world.

Only projects proposed for funding under Heading 2 Erasmus Mundus action will be considered for the award of the additional scholarships for targeted regions of the world. This will increase the number students benefiting from high-level educational opportunities in regions that have identified human development and employability as a priority and a wider coverage of nationalities as the additional scholarships are ring-fenced per region, thus contributing to the principle of ‘leaving no-one behind’. The regions targeted are: Asia, Central Asia, Latin America, Middle East, Pacific, Southern Neighbourhood, Sub-Saharan Africa and Western Balkans.

Implementation	Indicative amount (EUR)
EACEA	23 100 000

**e) Partnerships for Excellence: Centres of Vocational Excellence**

Index reference in budget table (WPI): 2.13

Implementing VET excellence approaches features prominently in the overall EU policy for skills and VET put forward in the European Skills Agenda, the Council Recommendation on VET<sup>101</sup> as well as in the Osnabrück Declaration<sup>102</sup>. This strategy is firmly anchored in the European Pillar of Social Rights, European Green Deal, the new Digital Strategy, the Commission Communication on attracting skills and talent to the EU, and the new Industrial and SME Strategies, as skills are key to their success.

The initiative on Centres of Vocational Excellence (CoVE) aims to be a driving force for reforms in the 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.

CoVEs operate in a given local context, creating skills ecosystems for innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks. They establish a bottom-up approach to vocational excellence involving a wide range of local stakeholders enabling VET institutions to rapidly adapt skills provision to evolving economic and social needs.

They provide opportunities for initial training of young people as well as the continuing up-skilling and re-skilling of adults, through flexible and timely offer of training that meets the needs of a dynamic labour market, in the context of the green and digital transitions. They act as catalysts for local business development and innovation, by working closely with

<sup>101</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29>  
<sup>102</sup> [https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)

companies (in particular SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

The networks aim for "upward convergence" of VET excellence. They will be open for the involvement of countries with well-developed vocational excellence systems, as well as those in the process of developing similar approaches, aimed at exploring the full potential of VET institutions to play a proactive role in support of growth and innovation.

This initiative introduces a "European dimension" to Vocational Excellence by supporting the implementation of EU VET policy and actions agreed with Member States, social partners and VET providers.

This call will thus support projects bringing together local or regional partners from various countries developing a set of activities under three clusters; 1) Teaching and learning, 2) Cooperation and partnerships, and 3) Governance and Funding.

These partnerships should also seek to contribute to the New European Bauhaus initiative, with a view to embed innovative and sustainable approaches in vocational education and training.

The type of applicants targeted by this action are: any public or private organisation active in the field of vocational education and training, or in the world of work. The coordinating organisation submitting the application must be established in an EU Member State or third country associated to the Programme. Participating organisations can also be from third countries not associated to the Programme.

Internationalisation of vocational education and training (VET) is a strategic orientation included in Article 166(3) of the EU Treaty: *"The Union and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of vocational training"*.

The 2020 Council Recommendation on VET and the Osnabrück Declaration, have set ambitious objectives and called on member states and the European Commission to strengthen the international dimension of VET.

VET internationalisation has been pursued through various strands of EU work including the mobility of learners and staff with Erasmus+ support, through cooperation with international organisations such as the OECD, ILO, UNESCO-UNEVOC, and Worldskills, through cooperation with associations of EU and International VET providers including the World Federation of Colleges and Polytechnics (WFCP) and the International Vocational Education and Training Association (IVETA), through the work of the European Training Foundation in 29 partner countries, as well as through development aid provided by the European Commission and the Member States, making the EU by far the largest world donor of development aid in the field of VET. Projects should seek to contribute to the Commission Communication on attracting skills and talent to the EU.

The project proposals evaluated above the quality thresholds, with a total score equal to or higher than 75%, but that cannot be funded under Erasmus+ due to lack of available budget under this call for proposals, will be awarded with a Seal of Excellence certificate to attest the quality of the proposal and to facilitate the search for alternative funding at national level.

Implementation	Indicative amount (EUR)
EACEA	56 000 000

## **f) Partnerships for Excellence: Erasmus+ Teacher Academies**

Index reference in budget table (WPI): 2.15

Partnerships for excellence will support European partnerships of teacher education and training providers, public authorities and stakeholders that will set up Erasmus+ Teacher Academies in order to develop a European and international outlook in teacher education. The Academies develop and test initial teacher education and continuous professional development strategies and programmes and enhance the European dimension and internationalisation of teacher education through innovative and sustainable collaboration. The Erasmus+ Teacher Academies will also work together on the priorities set out in the Communication Achieving the European Education Area by 2025 and the Digital Education Action Plan, creating networks of teachers' education institutions, to foster communities of practice, provide learning opportunities to teachers, support innovation and inform national and European teacher education policies.

Type of applicants targeted by this action: Teacher education institutions, public or private organisations active in the field of teacher education and practice/training schools. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	22 500 000

## **g) Partnerships for Innovation: Alliances**

Index reference in budget table (WPI): 2.17

The Alliances for Innovation aim to strengthen Europe's innovation capacity by boosting innovation through cooperation and flow of knowledge among higher education, vocational education and training (both initial and continuous), and the broader socio-economic environment, including research. These Alliances will also seek to contribute to the New European Innovation Agenda, the European strategy for universities and New European Bauhaus initiative where relevant, with a view to embed innovative and sustainable approaches in education.

- **Topic 1: Alliances for Education and Enterprises**

Alliances for Education and Enterprises aim to create innovative, transnational and sustainable cooperation settings that will foster new, innovative and multidisciplinary approaches to teaching and learning, strengthen the effectiveness of education and training systems, and boost innovation through cooperation. The Alliances will reinforce social responsibility, community engagement, sense of initiative and entrepreneurial mind-sets for learners and educational staff, as well as enhance the quality and relevance of skills developed and certified through education and training systems. They build on a balanced and pertinent representation of education and training providers, as well as labour market and entrepreneurial actors. The Alliances can carry out activities to support the development of deep tech talent as set out in the new European Innovation Agenda. They also can set up 'incubators' within education institutions across Europe, in close cooperation with the entrepreneurial sector. The indicative budget for Topic 1 is EUR 30 000 000.

- **Topic 2: Alliances for Sectoral Cooperation on Skills (implementing the**

## ‘Blueprint’)

These alliances implement the ‘Blueprint for Sectoral Cooperation on Skills’, an action launched within the 2016 Skills Agenda and a major element of the Pact for Skills, the flagship action of the 2020 European Skills Agenda and support the objectives of the Green Deal Industrial Plan and the digital transformation. They foster transnational cooperation on skills in specific industrial ecosystems. They gather sectoral skills intelligence, design sectoral skills strategies, review and develop occupational profiles and vocational programmes related to these occupations and set up a long-term action plan for the local and regional roll-out of their results. Thus, they foster innovation and competitiveness in areas that experience severe skills gaps.

The indicative budget for Topic 2 is EUR 32 000 000.

Type of applicants targeted by this action (topic 1 and topic 2): public or private organisations (higher education or higher VET institutions; VET providers; companies, or industry or sector representative organisations, such as chambers, trade unions or trade associations) active in the fields of education and training and innovation. Applicants must be established in an EU Member State or third country associated to the Programme. For topic 2 they must also be registered members of the EU Pact for Skills.

Implementation	Indicative amount (EUR)
EACEA	62 000 000

### **h) Capacity building in Higher Education – Heading 6**

Index reference in budget table (WPI): 2.22

This action supports international cooperation projects based on multilateral partnerships between organisations active in the field of higher education. The activities and outcomes of CBHE projects must be geared to benefit the eligible third countries not associated to the Programme, their higher education institutions and systems. In line with the Sustainable Development Goals (SDGs) and the Paris Agreement, this action supports the relevance, quality, modernisation and responsiveness of higher education in third countries not associated to the Programme for socio-economic recovery, growth and prosperity and reacting to recent trends, in particular economic globalisation but also the recent decline in human development, fragility, and rising social, economic and environmental inequalities.

Specific objectives of the Capacity Building action:

- Improve the quality of HE and enhance its relevance for the labour market and society;
- Improve the level of competences, skills and employability potential of students in HEIs by developing new and innovative education programmes;
- Promote inclusive education, equality, equity, non-discrimination and the promotion of civic-competences in HE;
- Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities, as well as the internationalisation of HEIs;

- Increase the capacities of HEIs, bodies in charge of HE and competent authorities to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes;
- Improve the training of teachers and continuous professional development in order to impact the longer term quality of the education system;
- Stimulate cooperation of institutions, capacity building and exchange of good practice;
- Foster cooperation across different regions of the world through joint initiatives.

Three specific strands are available within the CBHE action:

Strand 1 – Fostering access to cooperation in Higher Education;

Strand 2 – Partnerships for transformation in Higher Education, and

Strand 3 – Structural reform projects in Higher Education.

Type of applicants targeted by this action: any public and private organisation active in the fields of education, training and youth or in the labour market. The coordinating organisation submitting the application must be a higher education institution (HEI) or an organisation of HEIs and be established in an EU Member state or third country associated to the Erasmus+ Programme, or in a third country not associated to the Erasmus + Programme.

As it comes to third countries non associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, thereby sharing the excellence of European Union higher education institutions.

The expected impact includes capacity increase of Higher Education Institutions, bodies in charge of higher education and competent authorities (notably ministries) to modernise the higher education systems in such countries, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes.

This action also promotes active European citizenship and values and the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

The action strives to function as a vector of public diplomacy towards third countries non associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

Supported activities are expected to contribute to the overarching priorities of the European Commission: the Green Deal (including climate change, environment and energy), digital transformation, alliances for sustainable growth and jobs, migration partnerships, and governance, peace and security and to the external dimension of EU internal policies in the field of education. It will support a successful green and sustainable global economic recovery in the third countries not associated to the Erasmus+ programme, linked to the Sustainable Development Goals (SDGs) and the Paris Agreement.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>103</sup>. One of the general objectives of the NDICI-Global

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<sup>103</sup> OJ L 209, 14.6.2021, p. 27.

Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>104</sup>. The general objective of IPAAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	97 817 250

**i) Capacity building in VET – Heading 6**

Index reference in budget table (WPI): 2.23

This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member State, third countries associated to the Programme and third countries not associated to the Programme. In line with the Talent Partnerships<sup>105</sup>, they aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme, as a driver of sustainable socio-economic development. Through joint initiatives that foster cooperation across different regions of the world, this action intends to increase the capacity of VET providers - especially in the fields of management, governance, inclusion, quality assurance, and innovation – so that they are better equipped to engage with private sector/enterprises/business associations to explore employment opportunities and jointly develop responsive VET interventions. International partnerships should contribute to improving the quality of VET in the third countries not associated to the Programme, notably by reinforcing the capacities of VET staff and teachers as well as by strengthening the link between VET providers and the labour market.

It is envisaged that the capacity building projects VET contribute to the broader policy objectives that are being pursued between the European Commission and the third countries not associated to the Programme or region concerned, including Global Gateway investment packages and the Commission Communication on attracting skills and talent to the EU.

Specifically, this action will have the following objectives:

- Build capacity of VET providers to strengthen cooperation between private and public stakeholders in the field of vocational education and training for demand-oriented and

<sup>104</sup> OJ L 330, 20.9.2021.

<sup>105</sup> As announced in the 2022 Commission Communication on Attracting skills and talent to the EU.

opportunity-driven VET interventions;

- Improve the quality and responsiveness of VET to economic and social developments to enhance the labour market relevance of skills provision;
- Align VET provision to local, regional and national development strategies.

Type of applicants targeted by this action: any public or private organisation active in the VET field or in the labour market and established in an EU Member State or a third country associated to the Programme or in a third country not associated to the Programme.

As it comes to third countries non associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, thereby sharing the excellence of European Union VET providers.

The expected capacity increase of VET institutions in such countries will help to further their horizons especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation. The action will also have as an effect to reinforce the links between the third countries not associated to the Programme VET system and its labour market so as to better align VET to (emerging) local labour market opportunities.

This action also promotes active European citizenship and values and the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

The action strives to function as a vector of public diplomacy towards third countries non associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in Article 17 and Recital 23 of the Erasmus+ Regulation.

Supported activities are expected to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme as a driver of sustainable socio-economic development, thereby contributing to the EU's external action and development policy objectives.

Expected outcomes also include creating and developing networks and exchanges of good practice between VET providers in third countries not associated to the Programme and in EU Member State or third country associated to the Programme, and creating tools, programmes and other materials to build the capacity of institutions from third countries not associated to the Programme.

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>106</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>107</sup>. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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<sup>106</sup> OJ L 209, 14.6.2021, p. 27.

<sup>107</sup> OJ L 330, 20.9.2021.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	25 250 170

**3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR**

**a) EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)**

Index reference in budget table (WPI): 2.27

National authorities nominate an EPALE National Support Service (NSS) in their countries with a view to supporting the implementation of the EPALE platform. The EPALE NSS have the following functions:

- Promote the use of, and participation in EPALE, to local, regional and national stakeholders with the objective to reach all EPALE target groups;
- Create, gather or facilitate the creation of local/regional/national content to be shared in EPALE;
- Support the EPALE Central Support Service in developing and maintaining the platform, including its multilingualism.

The organisations appointed as NSS are invited to submit an activity plan.

The beneficiaries of the grant are the National Support Services. Grants will be awarded to bodies designated by national authorities on the basis of Article 195 (f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power, and will cover a period of 24 months, from January 2025 to December 2026.

As regards the participation of third countries not associated to the programme, in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)<sup>108</sup>, EU Member States stress that European cooperation in education and training for the period up to 2030 should also be *“viewed in a global perspective, considering that cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy. This will help to make the EU an even more attractive destination and partner, both in the global race for talent as well as in promoting strategic partnerships with international partners to provide inclusive, quality education for all, in all contexts and levels of education. As such, cooperation outside the EU is an essential dimension for the achievement of the Union’s geopolitical priorities.”*

In this context, the European Union has developed a forward-looking Agenda with the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport. The Agenda

<sup>108</sup> OJ C 66/1 of 26.02.2021.

outlines a comprehensive, long-term strategy for cooperation with the region. Through increased investments in Research, Education, Culture, Youth and Sport, the Western Balkans Agenda and its proposed actions aim to contribute to the region’s economic and societal development and cooperation. These should include more financial assistance for the social sector, notably investments in education (Erasmus+ is referred to in this regard) to support social inclusion.

The countries participating in EPALE and not associated to the Programme are from the Western Balkans and geographically surrounded by EU Member States. Their participation in EPALE will contribute to bringing the education systems of the Western Balkans closer to EU practices and standards.

The Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It lays the foundations for evidence-based policymaking and promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities such as the strengthening of the regions’ involvement in those EU policy areas, including through online platforms such as EPALE. Against this background and in line with the Commission policy priorities spelt out in these documents, it is therefore in the Union’s interest to continue supporting the implementation of EPALE in these countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation.

Implementation	Indicative amount (EUR)
EACEA	11 750 000

#### 4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS

##### b) EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service

Index references in budget table (WPI): 2.30

The EPALE Central Support Service (CSS) pursues the following objectives:

- supports the process of building a European adult learning community through enhancing and speeding up the process of closer cooperation, networking and exchanges;
- capitalizes on the results of projects, products and activities funded through the Erasmus+ and other European programmes and instruments, as well as strategies, tools and results produced at local, regional or national level;
- provides accessible, good quality information about policy and practice and learning products;
- secures a high level of platform performance for learning and for cooperation between adult learning stakeholders, facilitating communities of practice;
- develops a critical mass of users who play an active role in developing the platform into a lively online community;
- provides training and support to the National Support Services, for them to perform their tasks and animate their networks.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

**c) Europass platform and related tools (co-delegated to DG EMPL)**

Index reference in budget table (WPI): 2.31

Following Article 3 of the 2018 Europass Decision, Action 11 of the Skills Agenda, and the Digital Education Action Plan, Europass supports its users to take their next step in work or education and training, by offering modernised tools and information that allow its users to assess and describe their skills and qualifications and receive tailored information on skills trends and needs as well as on learning opportunities, qualifications frameworks and qualifications, career guidance, validation and recognition. To achieve this, Europass has already delivered and needs to continue delivering functionalities which can be reused in other platforms for a maximum impact of its technological investments (e.g. EURES, ESCO, Euraxess, EPSO, European Youth Portal and other EU portals).

In this context, further synergies will be developed between EURES and Europass to reinforce the impact of both services and avoid overlaps, thus offering integrated services for the mobility of workers and learners. The prospect is that better and more diverse opportunities are made available to the end users via interlinked services. At the same time, Europass will pursue its roll-out and upscale of the European Digital Credentials for Learning and its improvement of the Europass tool that allows Member States to exchange data on learning opportunities, accreditation and on national qualifications included in their national qualifications' registers (this tool implements both the Europass Decision and the 2017 European Qualifications Framework Council Recommendation).

Implementation	Indicative amount (EUR)
EMPL	5 000 000

**d) European School Education Platform Central Support Services (ESEP)**

Index reference in budget table (WPI): 2.32

This action aims to provide services to support school education and of central support services to eTwinning. This includes contribution to the maintenance and development of the European School Education Platform, which integrates the former eTwinning and the School Education Gateway and all its areas, overall coordination, outreach and promotion, monitoring and measuring performance, production of content, production of webinars, courses, teaching materials, professional development resources, Erasmus+ tools, the European Toolkit for Schools and the provision of Central Support Services (CSS) for eTwinning. The CSS also provides a wide range of tasks to support the implementation of ESEP, such as community management, content production, the coordination of the National Support Organisations (NSO), organisation of professional development activities, organisation of the Annual eTwinning Conference and eTwinning prizes.

The action also aims to provide digital services to operate the European School Education Platform and to maintain and improve the ESEP mobile app.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

#### e) European Student Card Initiative

Index reference in budget table (WPI): 2.33, 2.34

The European Student Card initiative and its underlying components (Erasmus Without Paper, The Erasmus+ App and the European Student Card) aim to simplify, facilitate and boost student mobility in Europe by substantially reducing the administrative burden in terms of time, expense and effort. To maximise the benefits and efficiency gains of the initiative, the use of a coherent digital ecosystem shall become standard for all participating higher education institutions. The implementation in 2024 will further enhance the digital components and the level of support available to higher education institutions. To this purpose, EAC will be managing EUR 5 million in 2024 under an existing framework contract.

In addition, a new framework contract will be launched by EACEA for a total maximum amount of EUR 30 000 000 over 4 years, which will also include the preparation of the next phase of the initiative reinforcing the scalability, inclusiveness, and flexibility of the infrastructures to bring the advantages of digitalisation to a wider range of beneficiaries. In 2024, EACEA will be managing EUR 5 million under this new framework contract.

Implementation	Indicative amount (EUR)
EAC	5 000 000
EACEA	5 000 000

#### f) Support to IT developments

Index reference in budget table (WPI): 2.39

The Erasmus+ programme's allocated credits to the IT tools and systems cover the expenses related to the existing IT tools.

This would mainly concern IT tools and systems destined to be directly used by or to benefit directly multiple categories of external stakeholders, including applicants, beneficiaries, National Agencies, National Authorities and participants in general such as students, in line with programme objectives.

Implementation	Indicative amount (EUR)
EAC	2 317 000

## 5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

### a) IT services for Erasmus+ platforms

Index reference in budget table (WPI): 2.40

Corporate IT services are required for the hosting, running and maintenance of some of the Erasmus+ platforms (EPALE, School education platform, eTwinning Central Support Services and National Policies Platform) and for the development, registration and hosting of websites for supported networks (including Student and Alumni Erasmus+ networks, HERE, ENFPs) as well as hosting of e-learning training modules, development and maintenance of Partner Search Space. These services will be provided through a Service Level Agreement with DG DIGIT.

In addition, for the National Policies Platform, developments are needed to improve the visual presentation of the data. These specific developments will be provided through a Service Level Agreement with the Publication Office of the European Union.

Implementation	Indicative amount (EUR)
EACEA	670 000

### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Training and Cooperation Activities in the field of education and training

Index reference in budget table (WPI): 3.01

The Training and Cooperation Activities (TCA) aim to bring added value and increased quality in the overall Erasmus+ Programme implementation and so contribute to increasing the impact of the Programme at systemic level.

Training and Cooperation Activities consist of:

- Training, support and contact-seminars of potential Programme participants targeting programme objectives;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme, including activities addressing the educational challenges brought by Russian military aggression against Ukraine;
- Transnational evaluation and analysis of programme results and other formats focusing on the dissemination of programme results or peer-learning activities.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

The country distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	20 000 000

##### b) SALTO Resource Centres in the field of education and training

Index reference in budget table (WPI): 3.02

Thematic SALTO Resource Centres are structures that contribute to high-quality and inclusive implementation of the Programme. They should ensure a strategic and comprehensive approach in their respective areas including through developing expertise and experience as a basis for formulating programme outcomes, increasing quality and impact of the Agencies' strategies and outreach activities for cross-cutting priority fields, valorising programme experience and sharing lessons learnt inside and outside the network of National Agencies.

To ensure consistency in implementation across the networks, the SALTOs should provide guidance to and support to all National Agencies in their respective areas. Moreover, thematic SALTO Resource Centres should ensure interactions and linkages between Erasmus+ and policy at the European level. Concretely, SALTOs will ensure a balanced offer of activities and resources for analysis, training, events, tools, publications and other support services.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	1 200 000

**c) National Teams to support the implementation of EU VET tools**

Index reference in budget table (WPI): 3.03

The purpose of the national teams of VET experts is to provide a pool of expertise to promote the application of EU VET tools and principles in EU funded projects supported by the Erasmus+ Programme. The concerned EU VET tools are laid down in the relevant EU VET policy documents such as the European Framework for Quality and Effective Apprenticeships, with reference also to the European Alliance for apprenticeships, and the Council Recommendation on VET (covering the EQAVET Framework, European Vocational Core Profiles, graduate tracking, etc.). The experts should in particular provide support to the beneficiaries of EU funded projects supported by the Erasmus+ Programme to implement the abovementioned EU VET tools in their projects. The National Agencies will be invited to include in their annual work programme an activity plan and an estimated budget for the support of these Teams.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The distribution of the budget is provided in Part III of this Work Programme.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	3 000 000

**d) Cooperation with the Council of Europe**

Index reference in budget table (WPI): 3.04

In 2024, the cooperation between the Council of Europe (CoE) and the European Commission will include activities in the following areas:

Language learning

The contribution agreement will cover the alignment between the PISA methodology and the Common European Framework of Reference for language competences, language awareness in schools and vocational education and training institutions and integrating the reality of multilingual classrooms. It may also include activities for the promotion of regional and minority languages. The expected outcomes will include access to a wider range of Open Educational Resources for multilingual classrooms, achieving good quality and comparability in language testing and assessment, as well as improving the quality and relevance of language acquisition, including both the language of schooling and additional languages.

The maximum EU contribution will indicatively be EUR 700 000.

The budget implementation tasks will be entrusted to the Council of Europe via the conclusion of a Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 156(1) of the FR.

Implementation	Indicative amount (EUR)
CoE	700 000

**e) Cooperation with the Organisation for Economic Co-operation and Development (OECD)**

Index reference in budget table (WPI): 3.05

The cooperation between the European Commission and the OECD aims at joining forces of the two organisations for developing, implementing and disseminating actions which provide best added value for countries in the field of education and training. In 2024, the cooperation between the two organisations will include activities covering the following main areas:

- International studies and assessment tools

Both the OECD and the European Commission carry out international studies, secondary analysis, country reviews and other assessment tools in the field of education and training. In most cases both sides can get best results through joint actions, thus avoiding overlapping or duplicated work. In 2024, the Commission contribution will support activities aimed, amongst others, at developing better knowledge on teaching and learning in the 21<sup>st</sup> century throughout the entire cycle of education, analysing education and training systems (e.g. organisation, investment, performance, in/equality and inclusiveness issues), analysis of students' test outcomes and innovation in education and training. The maximum EU contribution will indicatively be EUR 250 000.

In 2024, this cooperation will also concern areas linked to support to the Talent for Growth Task force with the US (Technology and Trade Council) and taking forward the work on flexible and permeable pathways for VET learners. The maximum EU contribution will indicatively be EUR 500 000.

Following up on the work on the national skills strategies, including technical assistance to a dozen Member States and the study include in the 2023 AWP, OECD will carry out a study on how to bring forward in policy initiatives the EU strategic approach to skills related to Pillar 3 of the Green Deal Industrial Plan and to the legacy of the European Year of Skills. The maximum EU contribution will indicatively be EUR 300 000.

- National reviews

The OECD and the European Commission will carry out national reviews of education and training policy to support policy reforms in Member States. The reviews will be conducted on a voluntary basis upon requests from the Member States. Outcomes and recommendations of the national reviews will take into account the results of the Technical Support Instrument and feed into the assessment by the Commission of Member States' challenges, policy efforts and progress at national level towards the objectives of the European Education Area. The reviews can also help to promote the evaluation culture in Member States. The EU contribution will indicatively be EUR 250 000.

- Higher Education

In order to support the European Commission initiatives presented in the European strategy for universities and towards the achievement of a European Education Area, and in line with the Council Recommendation on building bridges for effective European higher education cooperation and the Council conclusions on a European strategy empowering higher education institutions for the future of Europe, the cooperation with OECD will provide analysis, gather evidence and organize actions to implement its priorities with the involvement of the Member States where appropriate. The maximum EU contribution will indicatively be EUR 200 000.

- Fostering Talent for Innovation

Between 2022 and 2024, a new action “Fostering Talent for Innovation: An Education and Innovation Practice Community”, in partnership with the OECD, was set up to support the objectives under the talent strand of the new European Innovation Agenda. In 2024, the European Commission will continue working with the OECD to ensure the implementation of the commitments under the Innovation Agenda and build on the outcome of the previous work. The Commission contribution will indicatively equal EUR 600 000 to cover activities for a period of up to 24 months.

- Digital transformation in education

In order to support the evidence, based on the digital transformation in education and training, a cooperation with OECD will provide analytical support and research-based evidence on key themes and enabling factors in digital education. The cooperation will be cross-sectoral and include OECD work conducted under the Group of National Experts in Higher Education (GNE-HE) and the Group of National Experts on School Resources (GNE-SR). The OECD will provide data and evidence from EU and beyond in order to establish a well-informed overview of best practice in the development of digital education and training. For the work to be carried out in 2024, the Commission contribution will indicatively be EUR 250 000.

The budget implementation tasks will be entrusted to the OECD via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 156(1) of the FR.

Implementation	Indicative amount (EUR)
OECD	2 350 000

**2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR**

**a) Presidency events (partially co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.10, 3.11

Grants will be awarded to the bodies designated by the governments during their respective Presidencies of the Council of the EU or in preparation thereof, to organise conferences, seminars, meetings of Directors-General on priority policy topics and meetings of the High Level Group Coordination Board, together with associated activities for the exploitation of project and Programme results.

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform

Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of education and training.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of education and training (Article 195 (c) FR).

Implementation	Indicative amount (EUR)
EAC	700 000
EMPL	200 000

### b) Eurostudent IX

Index reference in budget table: 3.13

Eurostudent is a survey of higher education students that broadly measures study and living conditions of students including participation (or not) in learning mobility. It is a two-step process normally combining a national and a European questionnaire. The Commission funding contributes to the costs of co-operation on the European questionnaire module including analysis of data. The survey occurs every 3 or 4 years linked to the Bologna Ministerial Conference, and coordinated by a consortium from European countries led by the German Centre for Higher Education Research and Science Studies (DZHW). In previous rounds, up to 30 countries of the European Higher Education Area participated in Eurostudent surveys.

The grant will be awarded to the German Centre for Higher Education Research and Science Studies (DZHW) on the basis of Article 195 (c) FR, as it is in a *de facto* monopoly situation, implementing the Eurostudent survey in the context of the Bologna process, in view of the realisation of the European Higher Education Area (EHEA).

Implementation	Indicative amount (EUR)
EACEA	1 600 000

### c) EQF, Europass and Euroguidance - National centres

Index reference in budget table (WPI): 3.14

At national level the activities implementing European policies on qualifications, skills documentation and guidance are currently carried out by National Coordination Points for the European Qualifications Framework (EQF), National Europass Centres and/or Euroguidance Centres. The supported activities include:

- promoting the awareness of European instruments on skills and qualifications at national level to the public concerned;
- supporting the management of national qualifications frameworks;

- setting up or developing and updating national databases or registers for qualifications and supporting their connection to the Europass platform;
- establishing information tools for stakeholders and target groups;
- training and advising the guidance centres in terms of European mobility opportunities; education, training and work;
- cooperation, coordination and mutual learning at European, national, regional and local level, across the different contexts of lifelong guidance;
- promoting and providing information on guidance for transnational learning and career purposes;
- capacity building and awareness raising to guidance practitioners;
- publicly disseminating information on learning opportunities publicly available at national level and in the Europass online platform.

The main final target group of the activities mentioned above will be learners, workers, job seekers, employers, education and training providers, guidance practitioners, credential evaluators and policy makers from both the educational and employment sectors in the EU Member States and third countries associated to the Programme.

EQF National Coordination Points, National Europass Centres and Euroguidance centres are beneficiaries of Erasmus+ financial contributions, as identified in Article 6(b) of the Regulation. The grants will be awarded based on Article 195 (d) FR subject to approval of an action plan and an estimated budget.

As of 2024, all three networks will in principle include centres for the new candidate countries Moldova and Ukraine and the potential candidate country Georgia. The three policy networks traditionally include centres from all candidate countries. This integration into networks dealing with policy measures related to the transparency of skills and qualifications as well as and information and guidance, with a focus on mobility contributes to laying the ground for the future involvement of the countries in policy cooperation. Cooperation has already started informally at policy level; one major result has already been achieved in the area of qualifications policy, namely the alignment of the Ukrainian qualifications framework with the European Qualifications Framework. These candidate countries are already involved in EU labour market mobility flows, for which the transparency of skills and qualifications and appropriate guidance are essential. Supporting international labour market mobility, namely attracting talent from third countries, is a priority of the Union (cf. objective 4 of the Decision of the European Parliament on a European Year of Skills) and supporting recovery and resilience in Ukraine and Moldova is a political commitment of the Union (cf. European Council conclusions on Ukraine of 23 March 2023, paragraphs 8-10). The participation of legal entities from third countries not associated to the Programme, is in the Union's interest and thus complies with Article 20 of the Erasmus+ Regulation.

The distribution of the budget is provided in Part III of this Work Programme. The budget available for 2024 will cover a three-year period of implementation.

Implementation	Indicative amount (EUR)
EACEA	23 500 000

**d) Support for further implementation of the graduate tracking initiative-National data collection activities**

Index reference in budget table (WPI): 3.15

The 2017 Council Recommendation on “Tracking Graduates” encourages Member States to develop comprehensive tracking systems for graduates at national level and also to cooperate to improve the availability of comparable data to allow EU-level comparative analyses of graduate outcomes. In line with the Commission Communication on achieving the European Education Area by 2025<sup>109</sup> and following the recommendations of the Commission Expert group on graduate tracking, the European graduate tracking initiative should be achieved in the short-term by a European graduate survey, with approximately 80% of countries participating in the next survey. In the medium to long run, countries should also seek to link their administrative data to have more complete and sustainable sources of graduate data, including concerning internationally mobile graduates.

This action aims at providing financial support to Member States and EFTA/EEA countries to cover the costs of setting up and maintaining complex data collection systems in the countries and for exchanging information and cooperating on common projects with a view to achieving a coordinated European information system by 2030.

Grants will be awarded to National Reference Points on graduate tracking (NRPs) or their designated National Research Teams as bodies designated by national authorities based on Article 195 (f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power.

Implementation	Indicative amount (EUR)
EACEA	2 250 000

**e) National Erasmus+ Offices (NEOs) – Heading 6**

Index reference in budget table (WPI): 3.21

The National Erasmus+ Offices (NEOs) will continue to assist the Commission, EU Delegations and the national authorities in the implementation of the Erasmus+ Programme in third countries not associated to the programme i.e. countries neighbouring the EU in the Western Balkans, Eastern Europe and Southern Mediterranean, as well as in Central Asia and the Russian Federation. The NEOs will have a widened scope to also cover policy developments in the fields of higher education, vocational education and training, youth and sport. The NEOs will act as a focal point in the country for potential applicants, beneficiaries and all relevant stakeholders for cooperation activities under the programme.

Their mandate covers support, promotion and dissemination activities related to the Erasmus+ activities open to cooperation with third countries not associated to the programme (under Key Actions 1, 2 and 3). The NEOs will maintain contacts with other NEOs, especially in the

<sup>109</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0625&from=EN>

same region, with National Agencies and other Erasmus+ National Contact points in the other regions, in particular for partner search, exchange of good practices or organisation of joint events. They provide the administrative, logistical and financial support to the national teams of Higher Education Reform Experts (HEREs) and support and coordinate the activities of the teams under the guidance of the national authorities.

Considering their technical competence and high degree of specialisation, the National Erasmus+ Offices (NEOs) are considered to meet the criteria stipulated in Article 195 (f) FR for bodies implementing actions with specific characteristics, as national entity designated to provide a pool of expertise to promote reforms and enhance progress and reforms in higher education in the countries concerned. In accordance with Article 190 (3) FR, external action may be financed up to 100%.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>110</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>111</sup>. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	6 140 000

#### **f) PIAAC**

Index reference in budget table (WPI): 3.22

Direct grants will be awarded to co-finance the participation of additional Member States and other countries participating in the Erasmus+ programme in the current data collection round of Survey of adult skills (Programme for the International Assessment of Adult Competencies - PIAAC). This survey is implemented under the coordination of the OECD. Beneficiaries can only be national authorities /designated national bodies in countries that have committed to participate in the respective survey(s). The grants will cover a three years period.

Each participating country is responsible for running the national Survey on their own target population. The grants to countries cover costs associated with activities that need the technical

<sup>110</sup> OJ L 209, 14.6.2021, p. 27.

<sup>111</sup> OJ L 330, 20.9.2021.

assistance of the OECD: the adaptation of the survey framework and the implementation of the test itself, its translation and verification, the operation of the test platform, quality control, international training, statistical modelling and database preparation, support for the deployment of the main survey, processing of data before its publication. The EU financial contribution will be awarded via direct grants to countries and cannot exceed 80% of a country's international costs of participation in the survey for the three years concerned.

As the beneficiaries can only be national authorities/national bodies, they are considered to be in a de facto monopoly situation (Article 195 (c) FR).

Implementation	Indicative amount (EUR)
EACEA	3 500 000

### 3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

#### a) Civil Society Cooperation: Education and Training

Index reference in budget table (WPI): 3.32

The main objective of this action is to provide financial support, in the form of operating grants. Cooperation with civil society organisations in the fields of education and training is important for raising awareness about the European Education Area and other European sector-specific policy agendas.

It is vital for securing the active involvement of stakeholders in the implementation of policy reforms in the different countries, for promoting their participation in the Erasmus+ programme and other European programmes and for disseminating policy and programme results and good practice through their extensive membership networks.

Targeted applicants are European non-governmental organisations (ENGOS) and EU-wide networks active in the field of education and training which have signed in 2023 a framework partnership agreement covering the period 2023-2025.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.41).

Implementation	Indicative amount (EUR)
EACEA	5 000 000

#### b) National Academic Recognition Centres (NARIC) and European Higher Education Area (EHEA)

Index reference in budget table (WPI): 3.38

- **Topic 1: NARIC**

This action will support the Community network of the European Network of Information in the European Region (ENIC) and the National Academic Recognition Information Centres (NARIC) and foster the engagement of national authorities, higher education institutions and

all relevant stakeholders in self-identified, demand driven activities contributing to the aims of the European Education Area.

In line with the **Council Conclusions on further steps to make automatic mutual recognition in education and training a reality**, projects will contribute to the implementation of the 2018 Council Recommendation on “Promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad” and will support full implementation of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 2019 and the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention - LRC).

The action aims to:

- support EU Member States in achieving the goals of the European Education Area, in particular the implementation of the Recommendation on promoting automatic mutual recognition, including in upper secondary education and VET, on top of higher education;
- support actions linked to the follow-up of the 2023 Report on the Implementation of the Council Recommendation and the related Council Conclusions to addressing challenges to progress in the practical application of automatic recognition in higher education and in upper secondary education and VET;
- support full implementation of the Union and Bologna transparency tools linked to automatic recognition;
- enhance cooperation of ENIC-NARICs and Quality Assurance Agencies towards a European Recognition and Quality Assurance System, as it is foreseen in the European Education Area Communication and the European strategy for universities, and as expressed by the Council in its Conclusions on further steps to make automatic mutual recognition in education and training a reality;
- enhance the quality and effectiveness of the NARIC network, in view of the tasks laid down in the NARIC Network Mandate, among others by supporting a Technical Support Team;
- support capacity building of the centres of the NARIC network to implement automatic recognition, including competence building in the upper secondary education and VET fields where appropriate;
- support implementation in EU Member States and third countries associated to the programme of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 2019 and the LRC, in particular for the fast-track recognition of qualifications of third country nationals identified by the action following the 2023 Commission Work Programme;
- support the recognition of qualifications of "refugees, displaced persons and persons in a refugee-like situation", according to Article VII in the LRC.

Targeted applicants are bodies part of the ENIC-NARIC network in all countries where they are located. Bodies part of the ENIC-NARIC network are targeted as they are national information centres on academic recognition of qualifications. Bodies of the ENIC-NARIC network operate under the principles of the Convention on the Recognition of Qualifications

concerning Higher Education (Lisbon Recognition Convention - 1997) and are established by each Party to this Convention.

NARIC projects will be transnational projects involving at least three NARIC centres for a duration of 2 years. As regards the action point ‘capacity building of the centres of the NARIC network’, it may involve only one NARIC centre.

In addition, the action will support two NARIC centres for the organisation of the two Joint ENIC-NARIC annual meetings (one in 2024 and one in 2025); and at least two NARIC centres for the organisation of the technical support team.

The indicative budget for Topic 1 is EUR 3 000 000.

- **Topic 2: EHEA**

This action aims to foster the engagement of national authorities in self-identified, demand driven activities linked to the priorities of the Bologna Communiqués and the Bologna process priorities, aiming to advance the European Higher Education Area (EHEA), in close cooperation with relevant stakeholders working on the implementation of the Bologna Ministerial Communiqués and Bologna process priorities. Proposals may include, among others, the following activities supporting the implementation of the Bologna Ministerial Communiqués and the Bologna process priorities:

- Transnational peer support activities (peer learning, peer counselling, peer review) to address the findings of the Bologna Implementation Reports, involving both national authorities and relevant stakeholders at national level (and where relevant consultative members of the European Higher Education Area);
- Transnational activities that support the implementation of the 2018 Recommendation on promoting automatic mutual recognition of qualifications and learning period abroad, as well as practical application of automatic recognition as identified in the 2023 Implementation Report and the related Council Conclusions;
- Assistance to drafting legislation and support for evidence-based policy making related to the goals of the EHEA;
- Outreach activities to share the achievements of the Bologna Process and further enhance the support of the higher education community for the EHEA;
- Enhance the quality and effectiveness of the functioning of the EHEA also by supporting its functioning on a technical and administrative level;
- Conferences, seminars or workshops, study visits.

Targeted applicants are national authorities, designated bodies by national authorities in EU Member States and third countries associated to the programme, working on the implementation of the Bologna Ministerial Communiqués and Bologna process priorities, official organisations established directly as a result of the Bologna Process, and European

organisations represented in the European Higher Education Area (Bologna process) as consultative members<sup>112</sup>.

The indicative budget for Topic 2 is EUR 6 000 000.

Implementation	Indicative amount (EUR)
EACEA	9 000 000

### c) European policy experimentations

Index reference in budget table (WPI): 3.39

**European policy experimentations** are transnational cooperation projects that involve testing the relevance, effectiveness, potential impact and scalability of activities to address policy priorities. This action will aim to support activities in the following areas, addressing developments called for in recent policy documents, in all Education and Training sectors.

#### **Topic 1 – Digital Education**

Proposals submitted under this topic must address one of the following priorities:

- Priority 1: Building a teaching framework and policy intervention aiming to boost gender balance in pursuing ICT related studies and professions
- Priority 2: Digital well-being: Putting into practice what works
- Priority 3: Data literacy strategies in primary and secondary education

#### ***Priority 1: Building a teaching framework and policy intervention aiming to boost gender balance in pursuing ICT related studies and professions***

Despite numerous studies indicating that the low proportion of women in the ICT sector is related to institutional, socio-economic and cultural barriers prevalent from a young age, there is a lack of research and effective policy interventions tackling these barriers in primary and secondary education. In addition, initiatives in this field often focus on the Science, Technology, Engineering and Math (STEM) fields as a whole, rather than digital skills and informatics specifically. They are also fragmented encompassing European, national, regional and local level across different education and training sectors.

Supporting research on the key factors and actors influencing girls’ aspirations and mapping best practices across Europe could help the development and piloting of a more impactful and scalable policy intervention. In addition, a relevant teaching framework could support educators in primary and secondary schools with avoiding the continuation of harmful cultural barriers such as gender stereotypes and biases, often conveyed in language and visuals.

Projects under this priority should produce the following deliverables:

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<sup>112</sup> For the list, please see [European Higher Education Area and Bologna Process \(ehea.info\)](http://ehea.info).

- Identify key factors and actors that influence girls' aspirations in pursuing ICT studies and professions in Europe through **a review of existing research and a mapping of national initiatives** currently active in the EU. This work should take into consideration institutional (e.g. informatics as a subject at school and availability of gender sensitive learning resources) as well as socio-economic (e.g. access to technology) and cultural factors (e.g. gender biases and stereotypes). Key actors could include parents, career counsellors, teachers and educators. This part may identify gaps as well as best practices on EU, national, regional and local level with the aim of deducting lessons learned.
- The work under point 1 above should inform the relevant design and promotion of a **teaching framework** related to digital skills and competences in primary and secondary education.
- The development and piloting of a **policy intervention** aimed at increasing girls' aspirations in pursuing ICT studies and professions in Europe. The intervention may involve formal, non-formal and informal education and should **have high potential for scalability and transferability in different educational systems**. It should be based on existing best practices as identified under point (1), and aim to increase girls' exposure to digital technologies from a young age, debunk gendered notions of intelligence and aptitude, and foster role models and peer-to-peer learning.

***Priority 2: Digital well-being: Putting into practice what works***

Well-being in digital education is an emerging policy area which addresses the effects of the digital technologies on the well-being of the school community. This policy trend situates well-being in the broader digital education ecosystem and the complex nature of wellbeing in digital education is intertwined with the integration of digital technologies in learning, teaching and assessment. The ongoing research in this area brings to light best practices for teachers and educators when it comes to creating a learning environment which champions digital wellbeing. As such, the need to translate best practices into specific projects within classrooms is the basis for this priority.

Projects under this priority should produce the following deliverables:

The design and implementation of a project which builds on best practices with a focus on how schools can best strengthen well-being in digital education and point to ways in which the use of technology in teaching, learning and assessment provides a way forward for well-being in digital education. The project should take into account the diversification of technology, the acquisition of digital skills and pedagogical approaches to digital well-being.

The promotion of cooperation between schools, education technology providers and the wider community in addressing how inclusive and high quality digital education contributes to the digital wellbeing of learners. This cooperation should bring together the relevant expertise in view of designing and implementing projects that underscore the importance of digital wellbeing.

***Priority 3: Data literacy strategies in primary and secondary education***

Data plays a crucial role in education as it provides valuable insights into student learning, helps educators make informed decisions, and drives continuous improvement in teaching and learning. Data is important in a number of important functions: assessment, personalisation, evaluation, decision-making and research. Data literacy is the ability to critically understand,

evaluate, create and communicate data as information and it focuses on the competences involved in working with data<sup>113</sup>.

Projects under this priority should produce the following deliverables:

- Identify what kinds of data literacy strategies exist and how these are used in primary and/or secondary level education, paying attention also to teachers and curricula. This work should deliver a clear **mapping** of existing or tested practices in this field, as well as challenges or gaps to be addressed.
- Based on the work carried out above, the following should be produced:
  - Best practices for integrating this skill as part of their overall digital education strategy setting. They should have a particular focus on ways to support teachers with developing data literacy competence, both for themselves and their learners as part of teachers' pedagogical practice.
  - Recommendations that could be addressed at European and national level taking into consideration the success factors and challenges of developing data literacy in curricula or practices in primary and secondary education.

Targeted applicants for this topic: public or private organisations active in the fields of education and training, research and innovation or in the world of work.

The indicative budget for this topic is EUR 15 000 000.

## **Topic 2 – Vocational Education and Training**

Projects under this topic address the VET sector. These projects support the implementation of the principles and objectives of the European Pillar of Social Rights Action Plan, the European Skills Agenda, the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience and the Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies.

Proposals submitted under this topic must address one of the following priorities:

- Priority 4: Women in GreenTech
- Priority 5: Support structures and networks for apprentices' mobility

### ***Priority 4: Women in GreenTech***

The Green Deal Industrial Plan gives new urgency to the full implementation of the European Skills Agenda as well as to improving how we value and use skills in the economy. The green and digital transitions will bring many opportunities in terms of new jobs, if we put in place the right measures to make sure the workforce has the right skills. However, as stated in the Green Deal Industrial Plan, a gender gap continues to prevail in net-zero technologies. For example, women are under-represented in vocational education and training in Science, Technology, Engineering, and Mathematics (STEM) sub-fields that are highly relevant for the net-zero industry. In the renewables sector, women account only for one third of the

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<sup>113</sup> See more on what data literacy competence include in the Digital competence Framework (DigComp): [https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework\\_en](https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en)

workforce. Underlying barriers to women's participation in the net-zero economy include not only a lack of technical skills but also insufficient mentorship opportunities as well as cultural and social norms more broadly. Hence, there is a clear opportunity for harnessing female talent there, which is why the inclusiveness of women is at the heart of the third pillar of the Green Deal Industrial Plan.

Partnerships should focus on developing ways to overcome the obstacles preventing girls and women from pursuing a VET career in the green/clean technology sector and to increase the participation of women in the sector. One of the aims would be to develop a blueprint of best practices in the clean technology sector aimed at attracting girls and women to green vocational education and training programmes and career pathways.

Projects should carry out activities, in cooperation with local, regional and/or national public authorities, for example, but not exclusively, through campaigns, good practices, involving female role models, VET mentoring programmes, upskilling and reskilling opportunities for girls and women, research etc.

- ***Priority 5: Support structures and networks for apprentices' mobility***

The 2020 Council Recommendation on Vocational Education and Training (VET) and the Osnabrück Declaration have placed a very strong emphasis on VET internationalisation and learner mobility in particular. Along with setting the target of 8% of VET learners (including apprentices) benefitting from a learning mobility abroad, the 2020 Council Recommendation stressed the importance of opportunities for learning mobility of VET learners and staff, including virtual mobility, long duration mobility and mobility to third countries. The Osnabrück Declaration includes actions at the national level to support and facilitate mobility, including for apprentices.

There has been a strong political push to increase the average duration of learning mobility periods of VET learners and especially apprentices since 2016, with the introduction of the Erasmuspro activity (e.g. lasting more than 90 days) in the Erasmus+ 2014-2020 programme. Such opportunity of so called "long duration mobility" has also been included in the Erasmus 2021-2027 programme. However, barriers and impediments still persist.

Projects under this lot aim at creating or enhancing support structures, networks and/or reference points for apprentices' mobility, including for example mobility coordinators. They address the VET sector and its ecosystem, including local, regional and/or national authorities as well as Erasmus+ accredited consortia coordinators, social partners, VET providers and companies, in particular SMEs, and other relevant stakeholders with the aim of developing support structures and networks for apprentices' mobility.

Projects should aim at fostering a strategic approach towards mobility of apprentices and at implementing the appropriate measures to overcome the obstacles hindering such learning mobility abroad, within or outside of the Erasmus+ programme. They should also contribute to the 8% mobility target set in the Council recommendation on Vocational Education and Training (VET), building on its objectives and principles, as well as effective forms of cooperation of stakeholders at all levels, including the involvement of employers, in particular SMEs.

Targeted applicants for this topic: public or private organisations active in the fields of education and training, research and innovation or in the world of work. Applicants must be established in an EU Member State or third country associated to the Programme.

The indicative budget for this topic is EUR 10 000 000.

### **Topic 3 – Adult Education**

Proposals submitted under this topic must address one of the following priorities:

- Priority 6: Joining forces to reskill workers
- Priority 7: Supporting the Pact for Skills

#### ***Priority 6: Joining forces to reskill workers***

Rapidly changing skills requirements as a result of the digital and green transitions require more support for adults to update their skills throughout their life. Furthermore, demographic ageing makes it essential for adults to continue skills developments to avoid skills shortages. All this requires more upskilling and reskilling of workers, therefore more participation in adult learning, including non-formal adult learning in non-traditional settings.

Projects under this priority will identify and test methods and mechanisms to bring together public and private players to help employed, unemployed and inactive workers reskill for new tasks or into new jobs at scale, including in particular initiatives for reskilling workers from declining sectors into the green and digital economy. Projects should:

- Through the setup of cooperation between businesses, social partners, public employment services and training providers, but also, if relevant, with local learning centres, libraries, NGOs, healthcare institutions etc. engage working age adults in up- and reskilling that will lead to concrete jobs and employment;
- Reach out to inactive, unemployed adults or adults employed in phasing out sectors and engage them in-reskilling in shortage occupations.

Projects should aim at establishing effective structural collaboration frameworks where all actors involved share the responsibility for adult skills development that leads to quality jobs in shortage occupations.

#### ***Priority 7: Supporting the Pact for Skills***

The Pact for Skills is the first flagship action of the 2020 European Skills Agenda. The Pact is firmly anchored in the principles of the European Pillar of Social Rights and supports the goals of the Green Deal and the digital transformation, as set out in the Commission communication “A strong Social Europe for Just Transitions”. It also contributes to reaching the EU target of 60% of adults participating in training every year by 2030, as set out in the European Pillar of Social Rights Action Plan.

The Pact for Skills is a new engagement model for addressing skills challenges and deliver on the recovery path, the EU Industrial Strategy, and the green and digital transitions. It aims to further address skills gaps throughout industrial eco-systems by mobilising companies, workers, national, regional and local authorities, social partners, industry organisations, education and training providers, chambers of commerce and employment services to invest in upskilling and reskilling actions.

This priority aims at supporting existing regional partnerships under the Pact for Skills to make concrete commitments to invest in training for people of working age.

Projects under this priority should therefore include only registered members of regional partnerships under the Pact for Skills, including regional and/or local authorities.

Projects will implement **all the activities** listed below:

- Develop and support governance structures or arrangements connecting members within the same regional partnership, including regional and/or local authorities.
- Support the definition, implementation, and monitoring of concrete commitments of a regional partnership, such as:
  - gathering skills intelligence,
  - upskilling of low-skilled people,
  - reskilling people for new tasks in their jobs or reskilling of people from certain sectors with skills transferable to other sectors.
- Develop and support cooperation in the above fields of activity between regional and/or local authorities and other stakeholders that are members of the same regional partnership.

Targeted applicants for this topic: public or private organisations active in the fields of education and training, research and innovation or in the world of work. Applicants must be established in an EU Member State or third country associated to the Programme.

For Priority 7 ‘Supporting the Pact for Skills’: these organisations shall be partners of existing regional Pact for Skills partnerships. The applying partnership must include regional and/or local authorities.

The indicative budget for this topic is EUR 10 000 000.

#### **Topic 4 – School Education**

The following European policy experimentations aim to support reforms and policy impact in Member States in the school education sector. All suggested priorities are linked to and inspired by the European Education Area (EEA) priorities and relevant recent EU policy documents:

- On inclusive education – Council Recommendation on Pathways to School Success<sup>114</sup> and its accompanying Staff Working Document<sup>115</sup>, and Expert Group on supportive learning environments for groups at risk of underachievement and for supporting well-being at school
- On green education – Council Recommendation on Learning for the green transition and sustainable development<sup>116</sup> and *GreenComp*, the European Sustainability Competence Framework<sup>117</sup>,
- Promotion of learning mobility of teachers to contribute to their continuous professional development, the attractiveness of the teaching profession and reduce teacher shortages across Europe - Council conclusions on enhancing teachers’ and trainers’ mobility, in particular European mobility, during their initial and in-service

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<sup>114</sup><https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32022H1209%2801%29&qid=1671106078506>

<sup>115</sup><https://op.europa.eu/en/publication-detail/-/publication/2f5457d7-3edb-11ed-92ed-01aa75ed71a1/language-en/format-PDF/source-277177871>

<sup>116</sup> [EUR-Lex - 32022H0627\(01\) - EN - EUR-Lex \(europa.eu\)](#)

<sup>117</sup> [JRC Publications Repository - GreenComp The European sustainability competence framework \(europa.eu\)](#)

education and training<sup>118</sup>.

Proposals submitted under this topic must address one of the following priorities:

- Priority 8: Pathways to school success
- Priority 9: Building sustainability competences
- Priority 10: Teachers' mobility

***Priority 8: Pathways to school success***

***a) Assessing learners' competences - developing assessment practices to support school success for all learners (with a special focus on formative assessment)***

The Council Recommendation on Pathways to School Success, aimed at improving quality and inclusion in school education, invites Member States to place a special attention to assessment policies and practices, which have a key role to play to help adapt teaching and learning more effectively to learners' needs and support learners' progression. Member States are invited to “promote assessment practices that reflect and support personal learning needs and paths, in particular by making extensive use of formative and continuous assessment, and by combining multiple accessible digital and non-digital forms and tools (e.g., portfolios, peer assessment and self-assessment) that are inclusive, culturally responsive, and participatory”. It also invites them to invest in high quality and research-based initial teacher education and continuous professional development (CPD) to support school leaders, teachers, trainers, and other educational staff in their assessment practices.

Financed projects should:

- explore alternative forms of assessment, including non-standardised assessments that more effectively measure a broad set of learner competence (including social and emotional competences) as well as learners' well-being, and how to align formative assessment with more traditional, summative forms of assessment;
- explore ways to ensure more inclusive and equitable assessment, fully involving the learners;
- explore ways to build assessment capacity, by helping teachers expand their assessment repertoires and capacity to support diverse learner needs and by supporting school leaders to promote coherent, whole school approaches to assessment.

Expected results: build, test and evaluate the effectiveness of interventions (to be integrated into national educational policies) promoting assessment forms which are inclusive and ‘fit for purpose’ (e.g. effectively measure competences, including social and emotional learning, and support competence development), including interventions aimed at building assessment literacy for different groups (teachers, school leaders and learners; policy makers; parents).

***b) Building a systemic, whole-school approach to mental health and well-being in schools in Europe***

Pathways to School Success places special attention to **well-being, both of learners and teachers** and supports a whole school approach to well-being. Besides the curricular and cross curricular approach, it includes adequate support for students with mental health and special needs including specific social and emotional needs (targeted interventions), positive classroom and school climate, the voice of the learners in the learning process and school decisions, active collaboration with actors from other policy areas (e.g. health, social services,

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<sup>118</sup> [Council conclusions on enhancing teachers' and trainers' mobility, in particular European mobility, during their initial and in-service education and training 2022/C 167/02 - Publications Office of the EU \(europa.eu\)](#)

employment, justice, housing etc). It also addresses well-being of teachers and their working conditions and their preparation to address differentiated needs (e.g.: well-being and mental health, conflict resolution, fighting bullying, etc.).

Pathways to School Success is complemented by an informal **expert group on supportive learning environments for groups at risk of underachievement and for supporting well-being at school**, that started its activity on 30 March 2023. The group's objective is to assist the Commission in developing guidelines (at policy and at school levels) on the promotion of supportive learning environments and well-being in school.

Based on the recommendations within Pathways to School Success policy framework and the guidelines that will be issued by the expert group (expected for March 2024), projects should:

- explore ways in which public educational authorities can help schools in building an integrated and comprehensive strategy towards school success (e.g. addressing both curricular and extracurricular approaches, both universal and targeted interventions, both classroom and whole school climates, and both learners' and teachers' wellbeing).
- prepare school leaders, teachers, trainers and other educational staff to understand well-being and mental health issues, to address differentiated needs, and support development of social and emotional competences of learners.

Expected results: build, test, implement and evaluate policy interventions to support schools in building an integrated and comprehensive strategy towards supporting well-being and mental health in schools; develop solutions (including embedding well-being in school planning and governance processes, training materials and courses for teachers and school leaders, handbooks, etc.) to prepare school leaders, teachers, trainers and other educational staff to understand well-being and mental health issues and to support development of social and emotional competences of learners.

#### ***Priority 9: Building sustainability competences***

Policy experimentation should support education stakeholders and institutions to strengthen sustainability competence development building on the *GreenComp* framework.

Financed projects should:

- develop models and approaches for the teaching and learning of sustainability competences at all levels of formal general education at school level (which can include where relevant ECEC and initial VET)
- explore different forms of assessment for sustainability competences
- explore ways to build teachers' capacities related to sustainability competences
- build, test and evaluate the effectiveness of interventions related to sustainability competence development

Expected results:

- improved methods for teaching sustainability competences in formal general education
- better linkage of curriculum content, learning outcomes and student assessment with regard to sustainability competences
- improved teacher preparedness for teaching sustainability competences

#### ***Priority 10: Support structures and mechanisms for enhancing mobility of teachers***

The Council conclusions on enhancing teachers' and trainers' mobility, in particular European mobility, during their initial and in-service education and training, issued in 2022, stresses the

benefits of mobility for the professional development of teachers themselves but also for the European development of their education and training institutions and the education and training systems. It can also contribute to the attractiveness of the teaching profession and reduce teacher shortages across Europe.

The objective for this European policy experimentation is to support the embedding of learning mobility abroad for staff as standard in the internationalisation strategy of schools, in the education and training systems, as well as in teachers' careers.

Projects could include:

- the setting up of public support offices for supporting the design and implementation of school internationalisation strategies;
- fostering synergies between Erasmus+ and other local, regional, national and EU funding mechanisms;
- creating learning tools and materials or peer-mentoring arrangements to train school staff in preparation, implementation, and follow-up of learning mobility;
- training school leaders about potential impact of learning mobility abroad in the context of school's everyday work and development strategy;
- establishing standardised practices for:
  - formal rewarding of teachers carrying out a learning mobility period abroad and recognising its outcomes as a legitimate and valuable part of their professional activities;
  - significantly simplifying identification and hiring of substitute teachers during learning mobility periods;
  - embedding mobility windows in the school year, meaning a period during the school year in which sending and hosting teachers and future teachers is appropriate and easy to implement;
  - formally recognizing project management work performed by school staff as a necessary part of implementing learning mobility activities;
- building or improving the capacity of education and training institutions to host teachers and teachers in training from abroad;
- cooperation with European Teachers Academy could be explored to this regard.

Expected results: testing practices and innovative mechanisms for overcoming the main obstacles to staff mobility as specified in the Council conclusions on enhancing teachers' and trainers' mobility, and developing learning mobility of staff.

Targeted applicants for this topic: public educational authorities (national, regional or local level), research institutions, Initial Teacher Education/Continuing Professional Development institutions, schools and networks of schools, non-profit organisations working with schools, Erasmus+ accredited consortium coordinators. Applicants must be established in an EU Member State or third country associated to the Programme. The coordinating organisation submitting the application must be a public educational authority.

The indicative budget for this topic is EUR 7 000 000.

### **Topic 5 – Micro-credentials**

The priority for this European policy experimentation is to support reforms and policy impact in Member States and/or third countries associated to the programme in the implementation of the Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability.

Micro-credentials are the record of the learning outcomes that a learner has acquired following a small volume of learning. Micro-credentials make it possible for individuals to acquire knowledge, skills and competences in a flexible and targeted way. They can be instrumental in upskilling and reskilling of life-long learners, in particular from vulnerable groups, so that they can adapt to a fast-changing labour market. Micro-credentials do not replace, however, traditional qualifications. The above Council Recommendations sets out building blocks such as a common definition for micro-credentials, standard elements for consistent description of micro-credentials, and principles for design, issuance and use of micro-credentials. To deliver on the full potential of micro-credentials, Member States are recommended to create an enabling ecosystem composed of various providers of micro-credentials, relevant public authorities, as well as national qualifications frameworks and quality assurance mechanisms. ‘Providers of micro-credentials’ means education and training providers and organisations, including higher education institutions, VET providers, social partners (i.e. organisations representing workers and employers), employers and industry, civil society organisations, public employment services (PES), non-governmental organisations (NGOs) and regional and national authorities, and other types of actors designing, delivering and issuing micro-credentials for formal, non-formal and informal learning.

Proposals submitted under this topic must address one of the following priorities:

***Priority 11: Micro-credentials Eco-systems***

Public authorities at national, regional, and/or local level from Member States and/or third countries associated to the programme, in cooperation with micro-credentials providers, social partners and other stakeholders may receive grants for the design and implementation of necessary systemic changes needed in particular for higher education, VET and higher VET and labour market systems so as to adapt them to micro-credentials. The outcomes of the conducted research need to be implemented in the respective national/regional/local systems.

- Quality assurance systems, instruments (including registries and labels) build public trust in micro-credentials;
- Recognition of micro-credentials;
- Stackability of micro-credentials as part of learning pathways;
- Portability of micro-credentials;
- Use of micro-credentials to support inclusion of vulnerable groups in education, training and employment.

***Priority 12: Micro-credentials for the digital and green transitions***

Public authorities at national, regional and/or local level from Member States and/or third countries associated to the programme, in cooperation with micro-credentials providers, social partners and other stakeholders may receive grants for the design and implementation of micro-credentials to provide targeted learning, up-skilling and re-skilling opportunities to respond to the digital and green transitions. Actions should be underpinned by the characteristics of micro-credentials as set out in the Council Recommendation and experimentation should focus in particular on learning pathways, diversity of learning settings, and designing relevant micro-credentials to respond to the challenges and opportunities of the digital and green transitions. The outcomes of the conducted research need to be implemented in the respective national/regional systems.

Targeted applicants for this topic: public authorities, public or private organisations active in the fields of education and training, research and innovation or in the world of work. Applicants must be established in an EU Member State or third country associated to the Programme.

The indicative budget for this topic is EUR 4 000 000.

## **Topic 6 – Higher education**

### ***Priority 13: National/regional support to European Universities alliances***

In line with the Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation, “deeper and more effective transnational cooperation in the higher education sector across all Europe is key to supporting Union values, identity and democracy, to building the resilience of European society and economy, and to building a sustainable future”. In this Recommendation, it is also stated that “the European Universities, and similar long-standing institutionalised cooperation models, provide useful lessons learned while testing deeper transnational cooperation models that go beyond existing individual institutional strategies, governance and collaboration ecosystems. They are a source of inspiration for the wider higher education community to drive system-level reforms while facilitating better coordination between European higher education and research policies.”

In line with the spirit of the Council conclusions on the European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education, further efforts are needed at national and regional levels, to create an enabling environment for European Universities and similar long-standing institutionalised cooperation models. Indeed, on top of cooperation with the European level, this requires cooperation between the national and regional authorities involved and supporting the higher education landscape.

Public authorities at national, regional, and/or local level from Member States and/or third countries associated to the programme, in cooperation with European Universities alliances selected under Erasmus+, other similar long-standing institutionalised cooperation models and other stakeholders, may receive grants for cooperation on:

- a supporting environment for European Universities and other similar long-standing institutionalised cooperation models, both in view of related legislation, its application and provided technical support in a particular region/country (e.g. peer learning activities, in depth targeted analysis of national/regional frameworks and advice from policymakers/stakeholders from the different countries) and related dissemination reports/activities
- the funding of European Universities at national/regional level, as a complement to the grants received at European level under Erasmus+, complemented by other EU instruments such as Horizon Europe (e.g. scales of funding, timing, modalities) and related dissemination reports/activities

Outcomes of the conducted activities are implemented in the respective national/regional systems.

Targeted applicants: relevant public authorities of Member States, third countries associated to the programme or in Western Balkans not associated to the programme, of which their higher education institutions are involved in the European Universities initiative or other similar long-standing institutionalised cooperation model, as well as bodies established in those

countries with a mandate related to quality assurance, funding, or other specific fields relevant to the success of the initiative.

The indicative budget for Topic 6 is EUR 1 000 000.

Implementation	Indicative amount (EUR)
EACEA	47 000 000

#### 4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

##### a) Innovation in Education (e.g. HEInnovate)

Index reference in budget table (WPI): 3.40

This item covers actions to stimulate and support innovation in education, in line with the European Strategy for Universities and the New European Innovation Agenda; it will in particular allow for the hosting, maintenance, further development and improvement of HEInnovate (self-assessment tool for higher education institutions who are looking for advice, ideas and inspiration for the effective management of institutional and cultural change and for developing towards more entrepreneurial organisations), taking into account the feedback from the user community, supporting the promotion and use of the tool by higher education institutions; supporting the organisation of events, seminars or workshops in Brussels, in an EU Member State or in a third country associated to the Programme.

Implementation	Indicative amount (EUR)
EAC	700 000

##### b) Expertise on Education and Training (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.42, 3.43

This expertise will contribute to an effective and evidence-based implementation of the strategic framework for European cooperation of education and training towards the European Education Area and beyond (2021-2030), by ensuring consultancy services linked to the following operational activities:

- to support the general reporting, evaluation and dissemination of the results of the strategic framework, this also includes the Copenhagen Process on vocational education and training and the European Skills Agenda;
- to support the European-level implementation of the policy objectives set out in the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing vocational education and training and adult education);
- to reinforce the European Commission's capacity to analyse national situations and trends in education and training, in both EU Member States, third countries associated to the Programme and third countries not associated to the Programme;

- to reinforce the European Commission’s capacity to analyse EU-wide and international situations and trends in education and training;
- to support the implementation of actions under the European Education Area, the European strategy for universities, Digital Education Action Plan and the previous Opening up Education initiative by the European Commission;
- to reinforce the European Commission’s capacity for statistical and indicator analysis in support of implementation of the European Education Area by 2025 and beyond;
- to support work on transparency and recognition of skills and qualifications and links to the labour market.

Implementation	Indicative amount (EUR)
EAC	1 350 000
EMPL	500 000

**c) Exchanges of experience and good practice, and peer counselling (partially co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.44, 3.45

Exchanges of experience and collection and dissemination of good practice are an integral part of the European Education Area toolbox to implement the European priorities in education and training of the European Education Area and beyond (2021-2030). They take place in the context of peer learning and peer counselling activities, usually part of European Education Area strategic framework Working Groups, which enable Member States sharing similar policy challenges to work in clusters. Peer counselling is a tailor-made, very concrete and country-specific exercise to help a Member State with a particular reform effort by bringing together experts from other Member States who have successfully dealt with similar issues. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges and implementation of Council Recommendations (such as the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience<sup>119</sup>, or Council Recommendation on individual learning accounts<sup>120</sup>), support Member States' efforts to improve their education and training systems. The collection and dissemination of good practices and lessons learned, using international evidence when relevant, including the results of the Technical Support Instrument, can be enhanced through thematic events, policy learning exchanges, support to Communities of Practice, and any arrangement for knowledge transfer and exchange on what works in education.

Implementation	Indicative amount (EUR)
EAC	250 000

<sup>119</sup> Council Recommendation of 24 November 2020 on vocational education and training for sustainable competitiveness, social fairness and resilience 2020/C 417/01 (OJ C, C/417, 02.12.2020, p. 1)

<sup>120</sup> OJ C 243, 27.6.2022, p. 26–34

EMPL	200 000
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**d) Activities on foresight**

Index reference in budget table (WPI): 3.46

The Commission is committed to building its foresight capacity. To this end, DG EAC is currently carrying out a foresight study examining different possible scenarios for the developments in school education in the next decades. A follow-up study will be carried out to analyse in more detail the most salient and relevant scenarios and drivers of future change, and their connections to supporting the development of education policies that are in line with the objectives of the European Education Area and the Digital Education Action Plan. The results of the study should contribute to a European level debate on the future of education and present possible avenues for future policy developments at Member State level.

Implementation	Indicative amount (EUR)
EAC	250 000

**e) Studies (partially co-delegated to DG EMPL)**

Index references in budget table (WPI): 3.47, 3.48

A number of studies, surveys and Eurobarometers may be launched in order to support policy development, policy monitoring and the implementation of the Programme in the fields of education, training, skills and youth, in line with current policy priorities.

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in education, training, and youth. The study themes will be coordinated with work programmes of other relevant EU bodies and networks, such as JRC, EUROSTAT, Eurydice, EAC academic networks EENEE and NESET, IEA, as well as international organisations such as OECD. In 2024, studies and surveys will be linked to the policy agenda and priorities and contribute to an effective and evidence-based reinforcement of the European Commission's policy proposals.

Implementation	Indicative amount (EUR)
EAC	950 000
EMPL	300 000

**f) Academic networks (EENEE, NESET)**

Index reference in budget table (WPI): 3.49

EENEE and NESET<sup>121</sup> are two academic networks providing substantial scientific support to the European Commission respectively on the economics of education and on the social aspects of education and training in relation to all types and levels of education.

Both academic networks contribute to the analysis of education and training policies, their reforms and implementation through country reports and cross-country analysis.

In 2024, EENEE and NESET will provide expert advice and process relevant evidence and information to support the Commission's work on achieving the EU policy objectives in education and training contributing to the development of the European Education Area and the implementation of the Digital Education Action Plan, the European Green deal, the Higher education initiatives and the European skills agenda.

Service contracts implementing both networks will end in 2024. A public procurement procedure(s) will be launched in the first half of 2024 to renew the networks for a next contractual period.

Implementation	Indicative amount (EUR)
EAC	500 000

**g) Country-specific expertise: network of national experts (partially co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.50, 3.51

The role of the expert network is to provide independent expertise on the assessment of on-going policy reforms and actions, progress and challenges of education and training systems (including VET and adult learning), on addressing country-specific recommendations and on countries' actions linked to the implementation of the European Education Area by 2025 as well as on identifying future policy orientations and assessing the impact of the use of the EU funds and instruments, such as the Recovery and Resilience Facility, the European Structural and Investment Funds and the Technical Support Instrument. In the areas of education within the remit of DG EAC, the expert network activities continue based on the contract signed in 2023.

Implementation	Indicative amount (EUR)
EAC	1 200 000
EMPL	700 000

**h) Transparency and recognition of skills and qualifications (co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.53

<sup>121</sup> EENEE: European Expert Network on Economics of Education; NESET: Network of Experts on the Social dimension of Education and Training

The aim is to further strengthen transparency and recognition of skills and qualifications by providing support to the work of the European Qualifications Framework Advisory Group (EQF AG).

Skills expertise support: Support to the EQF AG (for EQF and validation of non-formal and informal learning)

Activities include the provision of technical support for the implementation of the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning (EQF) and of the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (VNIFL), with a focus on activities supporting the smooth functioning of the EQF Advisory Group, its project groups and on exchange of national experiences via the organisation of Peer Learning Activities. The activities contribute to fostering transparency, comparability and portability of qualifications.

Development and support to digital credentialing

Activities will support both the implementation of the 2017 European Qualifications Framework Council Recommendation and of the Decision of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass).

Activities will ensure the smooth functioning, reinforcement and provision of support to the development of Qualifications Database Registers (QDR) and their interconnection at European level. Second, activities will support the further development of the European Digital Credentials for Learning (EDC) and their deployment and will provide support to Member States and organisations to implement EDC, as well as work related to the European Digital Skills Certificate.

Implementation	Indicative amount (EUR)
EMPL	2 200 000

**i) Policy-related and policy dialogue conferences (partially co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.54, 3.55

The amounts allocated will support the organisation of a wide range of events, conferences, such as the Education and Innovation Summit, and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the fields of education and training.

Implementation	Indicative amount (EUR)
EAC	700 000
EMPL	200 000

**j) International Policy Dialogue**

Index reference in budget table (WPI): 3.56

Dialogues on education and training are regularly organised in the framework of cooperation with third countries not associated to the Programme, to promote regional policy or cooperation with strategic partners. These dialogues can take different forms: senior officials meetings, peer learning activities, joint studies, joint testing of new tools like the Tuning methodology, etc. They can also be organised around thematic activities implemented through projects.

Promotion events to enhance the attractiveness of European higher education in the world, such as participation in international student and academic fairs will continue to be funded.

Implementation	Indicative amount (EUR)
EAC	1 500 000

#### **k) University-Business Cooperation**

Index reference in budget table (WPI): 3.57

This action envisages support to:

- the organisation of forums, workshops, seminars and local outreach events on University Business Cooperation related issues and relevant projects funded under Erasmus+, in line with the New European Innovation Agenda and the European strategy for universities;
- hosting, maintenance, further development and running of an electronic platform - complementing the events - for sharing good practices and provide virtual space for interactive discussion and exchange on aspects and issues related to University Business Cooperation;
- other activities related to the Guiding Framework for Entrepreneurial higher education institutions.

Implementation	Indicative amount (EUR)
EAC	270 000

#### **l) International Student and Alumni Network Erasmus+**

Index reference in budget table (WPI): 3.58, 3.59

Alumni are among the best ambassadors and promoters of the European Union, of European higher education and other education and training sectors and research, and of European Programmes in Europe and beyond. They also contribute to strengthen the relations between the European Union and its partner countries in the world. This action brings together European Union funded exchange students, staff and alumni from any education and training sector through support to the Erasmus+ Student and Alumni Alliance (ESAA) and regional students and alumni platforms. Erasmus+ students, staff and alumni can join ESAA or a regional alumni platform during or following their Erasmus+ experience. This allows them to be part of a dynamic forum for networking, professional development and intercultural learning; to participate in events and

competitions; and to create projects promoting Erasmus+ and other EU-funded educational programmes both in Europe and around the world.

The action also seeks to mobilise the potential of alumni from any education and training sector to improve and expand participation in and inclusiveness of Erasmus+ notably by promoting the Programme among underrepresented groups by presenting role models and success stories and offering networking opportunities between alumni.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 500 000
	H6: 1 500 000

**m) Meetings with grant-holders and other stakeholders**

Index references in budget table (WPI): 3.61, 3.62

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This action will support info days, kick-off events and other meetings with accredited organisations in order to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 360 000

**n) Education Summit**

Index reference in budget table (WPI): 3.63

The European Education Summit is the annual high-level event enabling the Member States' Education Ministers to meet and exchange with representatives of European institutions and with key education stakeholders about current topics and trends in education policy and the realisation of the European Education Area in an open dialogue setting.

Implementation	Indicative amount (EUR)
EAC	650 000

**o) Dissemination and communication activities**

Index reference in budget table (WPI): 3.64

The amount allocated will support communication actions linked to the Erasmus+ Programme. For example, supported activities include events, meetings workshops with stakeholders, as well as communication materials, including an online version of reference

documents and guidelines for applicants and beneficiaries, and communication support for Erasmus+ alumni.

This action will support also the European Innovative Teaching Award ceremony that has been established in the context of the European Education Area to recognise the work of teachers (and their schools) who make an exceptional contribution to the profession, on the basis of annual priorities. The awards would focus on school teachers in the EU Member States or third countries associated to the Programme (ECEC to upper secondary schools) who successfully developed an Erasmus+ project aimed at innovative methods of teaching in the following 4 categories: early childhood education and care, primary education, secondary education, VET schools.

Moreover, this action will support the first event fully dedicated to the Learning Lab on Investing in Quality Investment in Education and Training. The event aims at giving concrete examples of the Learning Lab activities, raising interest among policy makers in participating in those activities and facilitating a co-creation process.

Implementation	Indicative amount (EUR)
EAC	1 715 500

**p) Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education (partially co-delegated to DGT)**

Index reference in budget table (WPI): 3.65, 3.66

Dissemination events will be organised around the European Day of Languages (end of September), promoting a more comprehensive vision of language acquisition, encompassing the language spoken at home, the language of schooling and additional languages as key elements of an healthy cognitive and intercultural development.

Furthermore, the following activities will be co-delegated and implemented by Directorate-General Translations (DGT) of the European Commission:

"Juvenes Translatores" is a translation contest for 17-year-olds in schools across Member States. The contest is being organised to promote foreign language usage in Europe and the art of translation.

The "European Master's in Translation" (EMT) Network is a partnership project between the Commission and the relevant academic community in all EU countries. Higher education programmes that are benchmarked to agreed standards via an evaluation procedure receive an EMT quality label and become members of the European Master's in Translation Network, which promotes exchanges and cooperation in Europe;

European Day of Languages "Season" is a series of events (including workshops, round-table discussions, cross-border events and events matching students' skills with the demands of the labour market) that are organised on and around September 2024 in the Member States by DGT Field Offices located in the EU Representations. These events aim to promote the role of languages and translation in a multilingual Europe;

"Translating Europe" Forum brings together the main constituencies of EAC's and DGT's stakeholders such as the language industry and the translation services of public administrations and higher education institutions in order to explore multilingual skills for the labour market and the development of various language professions.

Implementation	Indicative amount (EUR)
EAC	400 000
DGT	700 000

**q) European Education Area: Communicating through the Portal and other media**

Index reference in budget table (WPI): 3.67

The main objective of this action is to communicate the European Education Area and its building blocks, to wider audiences, at European, national, and local level. The budget will be used for awareness-raising activities throughout the year, and actions communicating the on-going work. All of these activities will also contribute to building the content on the Area's Portal, making it more relevant, and thus driving more traffic to it.

Implementation	Indicative amount (EUR)
EAC	500 000

**r) European Higher Education Sector Observatory**

Index reference in budget table (WPI): 3.69

Evidence-based policy-making needs to be built on solid evidence and sound data. As announced in the European strategy for universities a European Higher Education Sector Observatory is being set up, with a consistent indicator framework of data and tools to monitor and support the different dimensions of the European Education Area higher education priorities and to provide evidence on the transformation progress on the priorities identified in the strategy.

As a data-driven and policy-oriented web portal, the Observatory will be built in-house with a budget of EUR 500 000 (under the National Policies Platform), with its contents based upon existing tools and datasets for EU-level monitoring (for example ETER, U-Multirank, DEQAR, EuroStudent, Eurograduate) allowing higher education institutions and Member States to monitor and benchmark their performance and for students to find the best institution that suit them. The rationalisation and further development of monitoring tools will open the way for synergies and streamlining the existing data tools as well as high quality analysis and reporting for policy purposes.

In addition, in alignment with the tender on the rationalisation of Higher Education monitoring tools (European Higher Education Sector Observatory), this will also include the action on the Eurograduate 2026 Survey with a budget of EUR 1 000 000.

Implementation	Indicative amount (EUR)
EACEA	1 500 000

**s) National policies platform**

Index reference in budget table (WPI): 3.72

The National Policies Platform (hosting Eurydice and the mobility scoreboard, and the European Higher Education Sector Observatory) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on education systems in Europe fully open, reusable and comprehensible to all citizens. Moreover, the structure and user-friendliness of the platform and the publications and databases published through it will be improved. These developments are expected to boost circulation of information and data generated by the Eurydice Network, and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided through the use of an already existing framework contract of the European Commission.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.56).

Implementation	Indicative amount (EUR)
EACEA	300 000

**t) Evaluation of the European Education Area**

Index reference in budget table (WPI): 3.76

The EEA Communication (COM (2020) 625 on achieving the European Education Area by 2025) and the Council Resolution (EC) 2021/C 66/01 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) request the Commission to perform an interim evaluation on the progress towards the European Education Area (2021-2030) to feed a report to be published in 2025. The Commission published a European Education Area Progress Report in 2022 taking stock and assessing the first achievements towards the European Education Area through the strategic cooperation framework and proposing next steps, as necessary. In 2023, the Commission will publish a call for evidence and also organise an EEA mid-term review event as part of a 2023 midterm review reflection process. In 2025, based on the results of the midterm review process, as well as an external evaluation study, the Commission will publish a full report on the interim evaluation of the European Education Area. On the basis of this evaluation, the Council shall review the strategic framework for European cooperation in education and training towards the EEA and beyond (2021-2030) — including EU-level targets, governance structure, and working methods – and make any necessary adjustments for the second (2026-2030) cycle, as appropriate, to adapt to the reality and needs of the European Education Area or any other major developments in the European Union.

Implementation	Indicative amount (EUR)
EAC	400 000

**u) Green education: information, awareness-raising, networking and events (incl. implementation of Council Recommendation)**

Index reference in budget table (WPI): 3.77

In 2024, Erasmus+ will continue to support the implementation of the 2022 Council Recommendation on learning for the green transition and sustainable development. The work will involve awareness-raising and outreach activities, including on the usage and uptake of GreenComp, the European Sustainability Competence Framework. Stakeholder events and seminars on green and sustainability education will be developed on topics such as whole school approaches to sustainability; assessment; collaboration and partnerships; youth engagement; teacher education and curriculum development. Networking events will be organised to showcase best practice and exchange experience on successful approaches to mainstreaming sustainability in the various sectors of education, including in particular schools and higher education.

Implementation	Indicative amount (EUR)
EAC	750 000

**v) Supporting implementation of the Digital Education Action Plan 2021-2027**

Index reference in budget table (WPI): 3.78

In 2024, Erasmus+ will continue to support the implementation of the Digital Education Action Plan. The work will involve dedicated activities to mainstream, promote and further develop key activities including on addressing artificial intelligence in education; how to tackle disinformation and promote digital literacy; and the role of education technology. Resulting from the two proposals for Council Recommendations on the key enabling factors of digital education and on improving the provision of digital skills in education and training adopted of 2023, new actions will be developed including the preparation of a dedicated Digital Education in Europe survey. The activities will further include engaging experts and stakeholders in supporting the implementation of the Council Recommendations through high-level meetings and dedicated workstreams on topics including assessment and certification of digital skills; exchange on curriculum development and competence indicators in informatics; and on quality requirements for digital education tools and content.

Dedicated communication activities will accompany the ongoing implementation of the Action Plan and demonstrate its results, including through the second Digital Education Stakeholder Forum. In addition, this action envisages support to communication and dissemination activities related to the organisation of workshops, seminars and local outreach events on digital education and skills. As part of the Digital Education Hub, the Commission will organise meetings and networking between national advisory services (NASs) on digital education, in order to support Member States and EFTA/EEA countries in exchanging hands-on experience and good practice on the enabling factors and drivers of digital education.

Implementation	Indicative amount (EUR)
EAC	3 575 000

w) **Support for further implementation of the graduate tracking initiative - Central coordination activities**

Index reference in budget table (WPI): 3.80

The 2017 Council Recommendation on “Tracking Graduates” encourages Member States to develop comprehensive tracking systems for graduates at national level and also to cooperate to improve the availability of comparable data to allow EU-level comparative analyses of graduate outcomes. In line with the Commission Communication on achieving the European Education Area by 2025<sup>122</sup> and following the recommendations of the Commission Expert group on graduate tracking, the European graduate tracking initiative should be achieved in the short-term by a European graduate survey, with approximately 80% of countries participating in the next survey. In the medium to long run, countries should also seek to link their administrative data to have more complete and sustainable sources of graduate data, including concerning internationally mobile graduates.

Implementation	Indicative amount (EUR)
EAC	250 000

**5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST**

a) **Selection and implementation**

Index references in budget table (WPI): 3.85, 3.86

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in the Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 2 800 000
	H6: 2 600 000

**6. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS**

a) **Commission's Joint Research Centre (JRC) Administrative agreements (partially co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.90, 3.91

The cooperation with the Commission's Joint Research Centre (JRC) will be continued throughout 2024, by means of Administrative Agreements concluded with DG EAC and DG EMPL in the following areas.

<sup>122</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0625&from=EN>

Priority will be given to collaboration with JRC in all areas where they have a specific competence and expertise. JRC will provide technical support to EAC’s and EMPL’s monitoring and analytical capacity, supporting the engagement and innovation in the education and training sectors towards smart-specialisation, including analysis of the contribution of VET to regional eco-systems and smart specialisation strategies and the interplay between skills for the green and digital transitions, transformation, sustainability and transition to climate neutrality, also in line with the European Skills Agenda, the Digital Education Action Plan, the European strategy for universities, the New European Innovation Agenda and the European Education Area. This also includes the development and management of the Education for Climate Coalition and the support of EAC’s policy work on learning for the green transition and sustainable development. JRC will also provide evidence-based policy support to DG EAC and EMPL on harnessing the potential of digital technologies to innovate and open education and training systems (including on non-formal and informal learning). This includes the development, improvement, validation and implementation of competence reference frameworks (Entrepreneurship and Digital Competence, the, environmental issues, clean energy transition and sustainable development), self-assessment tools (notably the SELFIE tools to support for digital capacity of education and training stakeholders, including the SELFIE for Teachers tool extended to ECEC staff), mechanisms for recognition of competences and credentials across countries, and work on the European Digital Skills Certificate. Activities will also cover the continuation of the Higher Education and Smart Specialisation (HESS) action to enhance HEIs’ contribution to innovation and regional development. An administrative agreement for 2024/24 will support the consolidation of SELFIE and its transition towards an improved and more effective coordination, implementation and further development.

JRC will also help EAC in supporting relevant authorities in the Member States to make better-informed investment decisions, through tailor-made support, education policy evaluation and analytical work under the Learning Lab on Investing in Quality Education and Training. The analytical work will focus on in-depth reviews of ‘what works’ in education policy and on the analysis of microdata from large-scale international assessments.

Further, it will provide analytical support in the area of education and training policies and governance, including the delivery of studies, technical reports, technical briefs, specialised expertise, as well as the organisation of symposiums, workshops and/or other presentations. The JRC will continue to provide input for the Education and Training Monitor and the Joint Employment Report.

Implementation	Indicative amount (EUR)
EAC	2 200 000
EMPL	750 000

## IV. JEAN MONNET ACTIONS

### 1. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

#### a) Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence

Index reference in budget table (WPI): 4.01, 4.02

The action covers Jean Monnet “Teaching and Research” Modules, Jean Monnet Chairs and Jean Monnet Centres of Excellence. They aim at promoting excellence in teaching and research in the field of European Union studies worldwide and also foster the dialogue between the academic world and the society, reaching out to a wider public, generating knowledge in support of EU policy-making, and strengthen the role of the EU within Europe and in a globalised world.

Applicants targeted by this call are higher education institutions established in any country of the world. Successful applicants from third countries not associated to the programme having an earmarked budget from Heading 6 will be supported by the specific budget allocation.

Under this action, the participation of higher education institutions from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest, in order to strengthen the international dimension of the Programme and support teaching and research in the field of European Union studies worldwide.

The Union’s interest lies, in the first place, in promoting excellence in teaching and research in the field of European Union studies worldwide. By EU studies it is meant the study of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also from a global perspective. The scope of EU studies can be varied so long as the EU angle is explored.

Since its creation, this action has focused on higher education institutions. Around 9,000 university teachers and more than 1,000 universities in around 100 countries have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policy-makers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

This action also enables EU studies to promote active European citizenship and values and to promote the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

The action strives to function as a vector of public diplomacy towards third countries non associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

Supported activities are expected to produce positive and long-lasting effects on both students and researchers/professors and in particular to promote democracy and a sense of belonging to a common area; to result in increased interest in deepening the knowledge on the European Union specific policies, possibly leading to a more active participation in EU activities and the public service; to favour an increase in opportunities for young researchers to enhance their professional competences and boost their career.

As regards the participating organisations, the action is aimed at increasing the capacity of the Higher Education Institutions to teach European Union subjects, at attracting more and new learners and teachers interested in acquiring knowledge about the European Union, as well as at creating structured centres providing European Union specific high-level knowledge and advanced research to faculties.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>123</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>124</sup>. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	H2: 9 000 000
	H6: 3 151 670

#### **b) Jean Monnet actions for other fields of education and training**

Index reference in budget table (WPI): 4.03

##### **Teacher trainings**

Jean Monnet actions in other fields of education and training will support higher education institutions, teacher training institutions and other institutions supporting and enhancing the development of teacher’s knowledge and skills regarding the teaching about European Union.

Applicants targeted by this call are higher education institutions, teacher-training institutes and other institutions involved in teacher training established in an EU Member State or third country associated to the Programme.

The indicative budget for Teacher trainings is EUR 4 000 000.

**Learning EU initiatives** will address the current widespread lack of knowledge of the EU, its basic functioning and objectives in schools and VET institutions (ISCED 1-4) by promoting critical awareness of the EU. They will help young Europeans become active and informed citizens, engaged in the democratic processes that shape their future and that of the EU.

The Learning EU initiatives will enable teachers in schools and VET institutions to develop activities bringing facts and knowledge on the European Union to a broad spectrum of learners, also reaching out to their community (parents and families, local actors and authorities).

<sup>123</sup> OJ L 209, 14.6.2021, p. 27.

<sup>124</sup> OJ L 330, 20.9.2021.

Applicants targeted by this call are schools or vocational education and training institutions established in an EU Member State or third country associated to the Programme.

The indicative budget for Learning EU initiatives is EUR 3 000 000.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

### c) Jean Monnet policy debate

Index reference in budget table (WPI): 4.04, 4.05

Large **thematic networks in Higher Education** will have as primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.) and facilitate the exchange between academia, public and policy-makers on the EU level. Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, also commenting on the posted documents. The coordinator of the network will regularly make a selection of the most innovative and interesting results to be provided to the Commission.

The final aim of the thematic networks is to provide regular feedback (e.g. an online newsletter) on the most advanced and innovative practices in the field, supporting and adding value to the public policy debates in the given fields of expertise.

Indicatively, in 2024 thematic networks are foreseen on:

- Jean Monnet Network on internal policy: An Economy that works for people;
- Jean Monnet Network on external policy: EU-Latin America;
- Jean Monnet Network on external policy: EU-Africa.

Targeted applicants:

- for the thematic network on internal policy (An Economy that works for people): higher education institutions established in an EU Member State or third country associated to the Programme;
- for the thematic networks on external policy (EU-Latin America and EU-Africa): applicants must be higher education institutions established in an EU Member State or a third country associated to the Programme, or in a third country not associated to the Programme targeted by this action.

Under this action, the participation of higher education institutions from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union's interest, in order to strengthen the international dimension of the Programme and support international academic cooperation worldwide.

The Union's interest lies, in the first place, in promoting excellence in teaching and research in the field of European Union studies worldwide. Since their creation, these actions have focused on higher education institutions. Around 9 000 university teachers and more than 1 000 universities in around 100 countries have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policy-makers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

Through this action, the Union also enables EU studies to promote active European citizenship and values and deal with the role of the EU in a globalised world, enhancing

awareness of the Union and facilitating future engagement as well as people-to-people dialogue. The action strives to function as a vector of public diplomacy towards third countries non associated to the programme.

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>125</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Supported networks have as their primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.). Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, thereby acting as a multiplier of EU values and EU-related know-how across non-associated countries. The network coordinator will regularly make a selection of the most innovative and interesting results to be provided to the Commission, allowing for a two-way learning and awareness-raising process.

The indicative budget for the thematic network on internal policy is EUR 1 000 000 and for the thematic networks on external policy (EU-Latin America and EU-Africa) is EUR 3 600 000.

**Jean Monnet Networks in other fields of education and training** will foster the creation and development of networks of schools and VET institutions that aim to exchange good practices, share experiences on both content and methodologies and build knowledge in teaching European issues. Networks should in particular focus on bringing facts and knowledge about the EU to their learners in an innovative and creative way.

Applicants targeted by this call are schools and vocational training institutes and higher education institutions active in the field of teacher education and training established in an EU Member State or third country associated to the Programme.

The indicative budget for networks in other fields of education and training is EUR 2 000 000.

Implementation	Indicative amount (EUR)
EACEA	H2: 3 000 000
	H6: 3 600 000

## 2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR

### a) Operating grants to support specific institutions

Index references in budget table (WPI): 4.20 to 4.26

<sup>125</sup> OJ L 209, 14.6.2021, p. 27.

In conformity with Article 195 (d) FR which is applicable to grants to bodies identified in the Regulation and according to Article 8 (c) of the Erasmus+ Regulation, support will be given to the following institutions pursuing an aim of European interest:

- College of Europe, Bruges;
- European University Institute (EUI), Florence: out of the overall amount of this grant, EUR 9 650 000 will be allocated to the Florence School of European and Transnational Governance;
- the Academy of European Law, Trier;
- the European Institute of Public Administration (EIPA), Maastricht;
- the European Agency for Special Needs and Inclusive Education, Odense;
- the International Centre for European Training (CIFE), Nice;
- College of Europe, Natolin.

Eligible applications for the annual operating grants will be assessed on the basis of a detailed annual work programme, against aspects such as the relevance of the work programme, as well as its quality and implementation, but also the clarity of the budget and links to the activities proposed and the impact and dissemination.

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 6 176 400
	WPI 4.21: 23 857 200
	WPI 4.22: 2 996 600
	WPI 4.23: 1 142 700
	WPI 4.24: 1 246 900
	WPI 4.25: 2 775 200
	WPI 4.26: 4 992 500

## B. YOUTH

### I. KEY ACTION 1

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Mobility projects

Index references in budget table (WPI): 5.01

Projects under this action promote mobility activities targeting young people, youth workers and people working in organisations active in youth field and mainly aiming to support young people in the acquisition of competences (knowledge, skills and attitudes, including language competences) with a view to improving their personal, social, educational and professional development, enhance employability, entrepreneurship and improve career prospects on the labour market, and social inclusion.

Organisations active in the field of youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. Mobility activities involve a minimum of two participating organisations from different countries.

Depending on the profile of participants involved, the following types of mobility projects are supported under this action:

##### Youth mobility projects - Youth exchanges

The following activities are supported: youth exchanges; preparatory visits.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

##### Youth mobility projects - Mobility of youth workers

The following activities are supported: professional development activities; system development and outreach activities; preparatory visits.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope of mobility projects, by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	171 847 400

## b) Youth participation activities

Index reference in budget table (WPI): 5.02

Projects under this action are non-formal activities that promote youth participation in Europe's democratic life and aim to:

- provide young people with opportunities to engage and learn to participate in civic society;
- raise young people's awareness about European common values and fundamental rights and contribute to the European integration process;
- develop young people's digital competences, media literacy and critical thinking in non-formal learning settings;
- bring together young people and decision makers at local, regional, national and transnational level and/or contribute to the EU Youth Dialogue.

Support is provided to a wide range of activities aimed at reaching the objectives of the action, including for mobilities and physical events.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this work programme.

Implementation	Indicative amount (EUR)
NA	30 500 000

## c) DiscoverEU Inclusion Action

Index reference in budget table (WPI): 5.03

Projects under the Inclusion Action are non-formal activities aiming to allow young people with fewer opportunities to participate in DiscoverEU. Support is provided to a wide range of activities aimed at reaching the objectives of the action, with a view to:

- Reaching out to young people with fewer opportunities that would not apply on their own initiative to DiscoverEU;
- Overcoming the obstacles that prevent young people with fewer opportunities to participate in DiscoverEU;
- Providing the necessary support so that these young people are able to travel;
- Triggering and enhancing the development of competences and skills.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young

people. Applicants must be established in an EU Member State or a third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	7 700 000

#### **d) Accreditation in the field of youth**

Index references in budget table (WPI): 5.04

The accreditations in the field of youth define a quality framework for mobility activities and certify that the successful applicants are able to implement the applicable standards. The accreditations will be subject to regular monitoring and the holder's continued compliance with their requirements.

Accredited organisations will gain access to a simplified application procedure for Key Action 1 funding opportunities.

Type of applicants targeted by this action: any organisation eligible to apply under the mobility projects in the field of youth (see section a) above).

This accreditation procedure will be implemented by the National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

Implementation	Indicative amount (EUR)
NA	N/A

## **2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS**

### **a) DiscoverEU General**

Index reference in budget table (WPI): 5.06

DiscoverEU offers young people, who are 18 years old, a chance to have a short-term individual or group experience travelling across Europe by rail or other modes of transport where necessary. The objectives are to give young people the chance to learn about Europe, to discover Europe's opportunities for their future education and life choices, to equip young people with knowledge, life skills and competences of value to them, to encourage connection and intercultural dialogue between the young people; to foster the young people's sense of belonging to the EU; as well as to inspire young people to embrace sustainable travel in particular and environmental conscience in general.

This action will be used to provide travel passes to selected DiscoverEU participants via an external provider.

Implementation	Indicative amount (EUR)
EACEA	41 000 000

**b) Language learning opportunities**

Index reference in budget table (WPI): 5.07

The scheme for systematic language support will continue to offer participants in mobility activities the opportunity to assess their knowledge of languages as well as to follow online language courses to improve their competences.

Main features of the new Online Language Support will include a full range of online learning activities; language learning courses; assisted/blended learning tools to enable teachers and youth workers to provide extra support to their learners; social networking feature to allow participants to safely engage with each other to improve their language skills. The tool aims to give users the possibility to choose two languages they want to study, as well as their main points of interest (learn more vocabulary, practice grammar, oral practice, etc.). To a certain extent, basic language on-line activities may also be made available for the benefit of the public.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 1.20).

Implementation	Indicative amount (EUR)
EACEA	700 000

## II. KEY ACTION 2

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

#### a) Partnerships for Cooperation: Cooperation Partnerships in the field of youth

Index reference in budget table (WPI): 5.10

Cooperation Partnerships allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects are expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the field of youth.

To be funded, Cooperation Partnerships must address at least one of the following priorities:

#### Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

#### Priorities in the field of youth:

- Promoting active citizenship, young people's sense of initiative and youth entrepreneurship, including social entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Strengthening the employability of young people;
- Reinforcing links between policy, research and practice;
- Supporting response of the Youth field in Europe to war in Ukraine.

Type of applicants targeted by this action: any public or private organisation. Applications for cooperation partnerships in the field of youth are submitted to National Agencies (indirect management), with the exception of applications submitted by European NGOs and Europe-wide networks. Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	82 000 000

**b) Partnerships for Cooperation: Small-scale partnerships in the field of youth**

Index reference in budget table (WPI): 5.11

Small-scale Partnerships aim at widening access to the Programme to small-scale actors and individuals in the field of youth who are hard to reach. With low grant amounts awarded to organisations, short duration and simple administrative requirements, this action aims to reach out to grassroots organisations and newcomers to Erasmus+, enhancing the access to the Programme for organisations with smaller organisational capacity.

Small-scale Partnerships support flexible formats, combining activities with transnational and national character, although with a European dimension, that increase organisations means to reach out to people with fewer opportunities.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the field of youth.

To be funded, small-scale Partnerships must address at least one of the following priorities:

Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

Priorities in the field of youth:

- Promoting active citizenship, young people’s sense of initiative and youth entrepreneurship, including social entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Strengthening the employability of young people;
- Reinforcing links between policy, research and practice;
- Supporting response of the Youth field in Europe to war in Ukraine.

Type of applicants targeted by this action: any public or private organisation. Applications for small-scale partnerships in the field of youth are submitted to National Agencies (indirect management). Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	25 000 000

## 2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

### a) Partnerships for Cooperation in the field of youth – Cooperation partnerships submitted by European NGOs

Index reference in budget table (WPI): 5.13

The action ‘Partnerships for cooperation in the field of youth’ as described in this Work Programme under WPI 5.10 is managed directly in case applications are submitted by European NGOs and Europe-wide networks.

Type of applicants targeted by this action: European NGOs and Europe-wide networks. Applicants must be established in an EU Member State or third country associated to the programme.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 2.08).

Implementation	Indicative amount (EUR)
EACEA	2 000 000

### b) Capacity building in the field of Youth - Heading 6

Index reference in budget table (WPI): 5.14

This action supports international cooperation projects based on multilateral partnerships between organisations active in the field of youth in EU Member States, third countries associated to the Programme and third countries not associated to the Programme. The aim is to support the international exchanges, cooperation and policy dialogue in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being of young people through:

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities in non-associated third countries, especially in organisations targeting young people with fewer opportunities, while ensuring their level of competence, thus enabling them to ensure active participation of young people in society;
- supporting the development of youth work in the eligible third countries not associated to the Programme, improving its quality and recognition;
- fostering the development, testing and launching of schemes and Programmes allowing organisations to enhance non-formal learning mobility in the eligible third countries not associated to the Programme;
- supporting organisations in the eligible third countries not associated to the Programme to contribute to the implementation of the EU Youth Strategy (2019-2027)

including the 11 European Youth goals, the Youth Action Plan in the EU External Action and to the follow-up of the European Year of Skills launched in 2023;

- fostering cooperation between youth organisations across different eligible regions of the world through joint initiatives.
- enhancing synergies and complementarities of youth organisations working with young people outside formal learning with formal education systems and/or the labour market.

Type of participating organisations targeted by this action: any public or private organisation active in the field of youth established in an EU Member State, third country associated to the Programme or third country not associated to the Programme targeted by this action.

As it comes to eligible third countries not associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, notably by exchanging good practices with European Union youth organisations and youth workers.

The expected capacity increase of youth organisations in such countries will help to further their horizons and those of involved EU organisations and youth workers, especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation.

This action also promotes active European citizenship and values, peaceful co-operation and conflict-solving and the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

The action strives to function as a vector of public diplomacy towards eligible third countries non associated to the programme. And it also substantiates the synergies between Erasmus+ support and NDICI-Global Europe and IPA III funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

Supported activities are expected to contribute to raising the capacity of organisations working with young people outside formal learning, to promote non-formal learning activities in eligible third countries not associated to the Programme, especially targeting young people with fewer opportunities, with a view to improving the level of competences while ensuring the active participation of young people in society, to support the development of youth work in such countries, improving its quality and recognition, and to foster the development, testing and launching of schemes and programmes of non-formal learning mobility in these countries.

Expected outcomes also include promoting strategic cooperation between youth organisations on the one hand and public authorities, promoting the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations active on the labour market, raising the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, and enhancing the management, governance, innovation capacity, leadership and internationalisation of youth organisations in those eligible third countries not associated to the Programme.

Special attention will be paid to improve equitable and gender balanced access to youth activities.

This action is funded based on article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>126</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests

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<sup>126</sup> OJ L 209, 14.6.2021, p. 27.

worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>127</sup>. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

For the reasons above, under this action the participation of legal entities third countries not associated to the programme, as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest.

Implementation	Indicative amount (EUR)
EACEA	9 230 000

### 3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

#### a) European Youth Portal (EYP)

Index reference in budget table (WPI): 5.17

The European Youth Portal (EYP) offers youth-friendly information on opportunities across Europe and beyond (e.g. notably around volunteering, traineeships, working, studying, youth & school exchanges and youth work), information related to topics such as intercultural understanding, sustainable development, civic engagement and inter-active features encouraging the participation of young people in democratic life in Europe to support the EU Youth Dialogue and other initiatives to engage with young people to influence policy making. It also gives direct access to key youth actions including DiscoverEU and the European Solidarity Corps.

Increasingly, the European Youth portal will also support features for the co-creation of content with young people and youth stakeholders. Increased communication activities shall support the branding of the European Youth Portal among young people and youth organisations.

Implementation	Indicative amount (EUR)
EAC	1 450 000

<sup>127</sup> OJ L 330, 20.9.2021.

### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Training and Cooperation Activities in the field of youth

Index reference in budget table (WPI): 5.20

The Training and Cooperation Activities (TCA) aim to bring added value and increased quality in the overall Erasmus+ Programme implementation and so contribute to increasing the impact of the Programme at systemic level.

Training and Cooperation Activities consist of:

- Training, support and contact-seminars of potential Programme participants targeting programme objectives;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme, including activities addressing the youth challenges brought by Russian military aggression against Ukraine;
- Transnational evaluation and analysis of programme results and other formats focusing on the dissemination of programme results or peer-learning activities.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

The country distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	20 000 000

##### b) SALTO Resource Centres in the field of youth

Index reference in budget table (WPI): 5.21

Thematic SALTO Resource Centres are structures that contribute to high-quality and inclusive implementation of the Programme. They should ensure a strategic and comprehensive approach in their respective areas including through developing expertise and experience as a basis for formulating programme outcomes, increasing quality and impact of the Agencies' strategies and outreach activities for cross-cutting priority fields, valorising programme experience and sharing lessons learnt inside and outside the network of National Agencies.

To ensure consistency in implementation across the networks, the SALTOs should provide guidance to and support to all National Agencies in their respective areas. Moreover, thematic SALTO Resource Centres should ensure interactions and linkages between Erasmus+ and policy at the European level. Concretely, SALTOs will ensure a balanced offer of activities and resources for analysis, training, events, tools, publications and other support services.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	2 650 000

### c) DiscoverEU - Learning Cycle for DiscoverEU participants

Index reference in budget table (WPI): 5.22

The DiscoverEU Learning Cycle consists of quality and support activities that aim to ensure the best possible learning experience for the participants prior, during or after their mobility experience. Learning Cycle activities include:

- Online and/or physical pre-departure information meetings and/or info-kits to inform the young participants about the goals of DiscoverEU, the learning activities and information tools in place during their mobility and future opportunities after their DiscoverEU experience; in addition, post-travel meetings may be organised (optional).
- Meet-ups of DiscoverEU participants to foster intercultural exchanges, joint activities, share of experiences and interaction with local realities;
- Coordination meetings (optional) to gather multipliers (e.g. youth workers, schools, youth organisations, municipalities etc.) that wish to be involved in DiscoverEU, to inform them about the planned mobility schedules and steer them in defining informal and non-formal learning activities for DiscoverEU participants coming from abroad.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	5 000 000

### d) Eurodesk network

Index reference in budget table (WPI): 5.23

The Eurodesk Network offers information services to young people and those who work with them on European opportunities, notably in the education, training and youth fields, as well as the involvement of young people in European activities. It contributes to the animation of the European Youth Portal. The Eurodesk Network offers enquiry answering services, funding information, events and publications.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157 (1) of the FR.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	2 750 000

**e) Cooperation with the Council of Europe**

Index reference in budget table (WPI): 5.24

Based on the existing work plan and the agreement reached between the two Partnership Institutions, work continues to be focused on the three pillars Youth Policy, Youth Research and Youth Work. Support is provided for the on-going cooperation with the Council of Europe which covers better understanding and knowledge of youth and youth policy development as regards issues of common interest for both institutions; recognition, quality and visibility of youth work and youth workers education and training, and dialogue for youth workers; activities of common interest in specific regions, with a focus on the Southern Mediterranean, South-East Europe and Eastern Europe and the Caucasus regions. The recent increase of the EU contribution was motivated by a wish to give the Partnership a key role in relation to youth work, especially in the Western Balkans region. The expected outcomes will include: analysis and evidence gathering on topics of relevance to the youth sector such as mental health and wellbeing, youth participation and youth mainstreaming, rural youth; development of training tools and knowledge transfer with a view to improving the capacity of policy-makers and practitioners/youth workers and further supporting youth work development and the dialogue within the youth work community of practice.

The maximum EU contribution will indicatively be EUR 1 600 000 and covers a 2-year implementation period.

The budget implementation tasks will be entrusted to the Council of Europe (CoE) via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 156(1) of the FR.

Implementation	Indicative amount (EUR)
CoE	1 600 000

**2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR**

**a) Presidency events**

Index reference in budget table (WPI): 5.30

Grants will be awarded to the bodies designated by the governments during their respective Presidencies of the Council of the EU or in preparation thereof, to organise conferences, seminars, meetings of Directors-General on priority policy topics, together with associated activities for the exploitation of project and Programme results.

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of youth.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of youth (Article 195 (c) FR).

Implementation	Indicative amount (EUR)
EAC	500 000

### **b) Support to better knowledge in youth policy**

Index reference in budget table (WPI): 5.31

In line with the EU Youth Strategy and the objective of improving the knowledge on youth issues in Europe, an action grant is provided to the structures of National correspondents ensuring the support needed to create and maintain a Youth Wiki tool on youth policies in Europe: the National correspondents are designated by each national authority, located in an EU Member State, third country associated to the programme, or in third countries not associated to the Programme, and receive a grant for action in order to provide information for the Youth Wiki tool, in line with Articles 11 and 20 of the Erasmus+ Regulation.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. The bodies are designated by the competent national authorities based on their level of responsibility, technical competence and high degree of specialisation and access to information related to youth issues at national level, to provide this information (Article 195 (f) FR).

This action covers a two-year implementation period. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	2 465 000

### **c) European Youth Forum**

Index reference in budget table (WPI): 5.33

Support will be provided to the European Youth Forum, an organisation pursuing a goal of general European interest, with due respect for the following principles:

- The Forum's independence in the selection of its members, ensuring the broadest possible representation of different kinds of youth organisations;
- Its autonomy in the detailed specification of its activities;

- The broadest possible involvement in the European Youth Forum's activities of non-member youth organisations and young people who do not belong to organisations;
- The active contribution by the European Youth Forum to the political processes relevant to youth at European level, in particular by responding to the European institutions when they consult civil society and explaining the positions adopted by these institutions to its members.

The European Youth Forum is identified in Article 11 (c) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an appropriate work plan and estimated budget, contributing to its eligible operating costs.

Implementation	Indicative amount (EUR)
EACEA	3 300 000

#### **d) Eurodesk Brussels-link**

Index reference in budget table (WPI): 5.34

Eurodesk Brussels-link ensures the coordination of the Eurodesk Network composed of national units established in the various EU Member States, third countries associated to the Programme and third countries not associated to the programme. Eurodesk Brussels-link is the European Secretariat and coordination body of the Eurodesk network. It is composed of a Director and the staff members implementing the work plan and decisions of the Eurodesk Executive Committee and the General Assembly. The Brussels-link ensures that the activities of the Eurodesk centres within the network are aligned with the organisation's overall objectives and mission, and it provides first-hand and high-quality European information on youth mobility.

Support to Eurodesk is identified in Article 11 (d) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an activity plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	857 600

### **3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS**

#### **a) European Youth Together**

Index references in budget table (WPI): 5.40

European Youth Together projects aim to create networks promoting regional partnerships, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders) through both physical and online activities. The action will be supporting transnational partnerships for youth organisations either at grassroots level or in large-scale partnerships, aiming to reinforce the European dimension of their activities, including on how to live better together after the pandemic and helping to design sustainable future ways of living, in line with the European Green Deal and the New European Bauhaus initiative.

Type of applicants targeted by this action: any public or private organisation active in the field of youth. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	8 000 000

#### **b) Civil society cooperation in the field of Youth**

Index reference in budget table (WPI): 5.41

The main objective of this action is to provide structural support, in the form of operating grants, to European non-governmental organisations (ENGOS) and EU-wide networks active in the youth field, through a restricted call for proposals offering the opportunity to apply for annual operating grants under the existing framework partnerships agreements awarded in 2023.

##### Specific Objectives:

- Raise awareness of the EU Youth Strategy including the European Youth Goals, through actions to engage, connect and empower youth;
- Increase commitment and cooperation of youth civil society actors with public authorities for the implementation of policies in areas relevant for young people;
- Boost youth stakeholder participation, including by building upon the potential of digital communication alongside other forms of participation;
- Boost youth civil society involvement in the dissemination of policy and programme actions including results and good practices among their membership and beyond.

Targeted applicants are European non-governmental organisations (ENGOS) and EU-wide networks in the field of youth established in EU Member States and third countries associated to the programme.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.32).

Implementation	Indicative amount (EUR)
EACEA	8 000 000

#### **4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS**

##### **a) Exchanges of experience and good practices in the field of youth**

Index reference in budget table (WPI): 5.50

In the field of youth, the programme will fund mutual learning activities under the EU Youth Strategy. Exchanges of experience and good practices are an integral part of the EU Youth Strategy toolbox for the advancement of youth policy. These activities could include expert groups, peer-learning and peer-counselling activities.

Implementation	Indicative amount (EUR)
EAC	300 000

**b) Studies**

Index references in budget table (WPI): 5.51

A number of studies, surveys and Eurobarometers may be launched in order to support policy development, policy monitoring and the implementation of the Programme in the field of youth, in line with current policy priorities.

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in the field of youth.

Implementation	Indicative amount (EUR)
EAC	500 000

**c) Policy-related and policy dialogue conferences**

Index reference in budget table (WPI): 5.52

The amounts allocated will support the organisation of a wide range of events, conferences and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the field of youth.

Implementation	Indicative amount (EUR)
EAC	50 000

**d) Meetings with grant-holders and other stakeholders**

Index references in budget table (WPI): 5.53

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This action will support info days, kick-off events and other meetings with accredited organisations in order to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	80 000

**e) Youth events and outreach**

Index reference in budget table (WPI): 5.54

The action supports the preparation, organisation, communication, engagement, outreach of events and other activities linked to a reinforced visibility of the action of the EU in the youth field, in line with the EU Youth Strategy and specifically in 2024 edition of the European Youth Week 2024 foreseen in spring 2024. The expected result is higher visibility, better outreach and more awareness of the actions offered under the 2021-2027 programme. In addition, the action supports the community management activities of DiscoverEU, such as the daily management of handling the questions of young people asked in the #DiscoverEU Official Facebook Group.

Implementation	Indicative amount (EUR)
EAC	2 000 000

**f) National policies platform**

Index reference in budget table (WPI): 5.56

The National Policies Platform (hosting the YouthWiki) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on youth policies in Europe fully open, reusable and comprehensible to all citizens. These developments are expected to boost circulation of information and data generated by the Youth National Correspondents and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided using an already existing framework contract of the European Commission.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.72).

Implementation	Indicative amount (EUR)
EACEA	300 000

**5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST**

**a) Selection and implementation**

Index references in budget table (WPI): 5.60, 5.61

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in the Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 450 000
	H6: 520 000

# SPORT

## I. KEY ACTION 1

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

#### a) Mobility projects

Index references in budget table (WPI): 6.01

Projects under this action promote mobility activities targeting sport staff. The action aims at giving the opportunity to staff of sport organisations, primarily in grassroots sports, to improve their competences, qualifications and acquire new skills through learning mobility by spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations.

Type of applicants: organisations active in the fields of sport can receive support from the Erasmus+ Programme to carry out projects supporting staff mobility. Mobility activities involve two participating organisations from EU Member States or third countries associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

The financial envelope of mobility projects by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	10 000 000

## II. KEY ACTION 2

### 1. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

#### a) Partnerships for Cooperation: Cooperation Partnerships in the sport field

Index references in budget table (WPI): 6.03

The action “Cooperation Partnerships in the fields of education, training, youth and sport” as described in this Work Programme is managed directly in case the applications are submitted for projects in the field of sport.

Cooperation Partnerships allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects are expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the sport field.

To be funded, Cooperation Partnerships must address at least one of the following priorities:

#### Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

#### Priorities in the field of sport:

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Promoting **equality and European values** in and through sport.

Type of applicants targeted by this action: any public or private organisation. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	34 170 000

### b) Partnerships for Cooperation: Small-scale partnerships

Index reference in budget table (WPI): 6.04

The action “Small-scale partnerships in the fields of education, training, youth and sport” as described in this Work Programme is implemented under direct management in case of applications submitted for projects in the field of sport.

Erasmus+ stands with Ukraine: a particular focus will be given in 2024 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the sport field.

To be funded, small cooperation Partnerships must address at least one of the following priorities:

Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;
- Environment and fight against climate change;
- Addressing digital transformation through development of digital readiness, resilience and capacity;
- Common values, civic engagement and participation.

Priorities in the field of sport:

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Promoting **equality and European values** in and through sport.

Type of applicants targeted by this action: any public or private organisation. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	10 000 000

### c) Not-for-profit European sport events

Index references in budget table (WPI): 6.05

This action aims to support the organisation of “Not-for-profit European sport events” with a European dimension in the following fields: volunteering in sport; social inclusion through sport; non-discrimination; promotion of healthy lifestyles, health-enhancing physical activity, including the implementation of the European Week of Sport.

This action supports the preparation, organisation and follow-up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport.

Applicants targeted by this call are any public body or organisation active in the field of sport. Applicants must be established in an EU Member State or in a third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

#### **d) Capacity building in the field of Sports - Heading 6**

Index references in budget table (WPI): 6.06

The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the programme. The aim is to support sport activities and policy development in third countries not associated to the programme to promote values, social inclusion, social cohesion as well as education through sport. Specifically the action intends to: raise the capacity of grassroots sport organisations; promote grassroots sport activities; promote social inclusion through sport; emphasise mutual promotion of values; foster cooperation across different regions of the world through joint initiatives.

Type of applicants in this action: sport organisations and other public or private organisations active in the sport field established in an EU Member State or third country associated to the programme, or a third country not associated to the programme targeted by this action.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>128</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. This action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>129</sup>. The general objective of IPAAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

With regards to third countries non associated to the Programme, this action will expectedly result in raising the capacity of grassroots sport organisations, encouraging the practice of sport and physical activity, promoting social inclusion through sport, promoting positive values through sport (such as fair play, tolerance, team spirit), and fostering cooperation across different regions of the world through joint initiatives.

<sup>128</sup> OJ L 209, 14.6.2021, p. 27.

<sup>129</sup> OJ L 330, 20.9.2021.

By supporting sport activities and policies in those countries, the action will operate as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities. Creating and developing networks between organisations/countries/regions, developing and implementing exchange of best practices/ideas, and implementing common sport activities and educational side events will all, as outcomes entailed by this action, contribute to building and strengthening the capacities of sport organisations in such countries.

Supported activities are expected to contribute to the promotion of common values, non-discrimination and gender equality through sport, the development of skills (though sport) needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.), to a smoother integration of migrants and to post-conflict reconciliation.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union's interest.

Implementation	Indicative amount (EUR)
EACEA	1 952 990

### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Cooperation with the Council of Europe

Index reference in budget table (WPI): 6.07

Through the cooperation, the CoE and the Commission jointly support inclusion and equality and action against discrimination and violence in sport in close cooperation with public authorities responsible for sport in Europe. The cooperation will examine the relevance and effectiveness of actions to promote equality and inclusion, as well as the fight against discrimination and violence in sport focusing on specific topics based on analysis and prioritisation of needs. It will also monitor the implementation of such principles and actions through indicators and evidence, such as surveys and data collection. Other fields of cooperation may be initiated depending on the identified areas of emerging priorities between the two institutions. The production of deliverables such as studies or other support activities to help design evidence-based policies is also planned.

The budget implementation tasks will be entrusted to the Council of Europe via the conclusion of a Contribution Agreement under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 156(1) of the FR.

Implementation	Indicative amount (EUR)
CoE	400 000

#### 2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR

##### a) Presidency events

Index references in budget table (WPI): 6.10

Grants will be awarded to the bodies designated by the governments during their respective Presidencies of the Council of the EU or in preparation thereof, to organise conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of project and Programme results. The main outcomes expected from Presidency events are policy guidance, orientations, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States and to prepare future policy initiatives in the field of sport.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of sport (Article 195 (c) FR).

Implementation	Indicative amount (EUR)
EAC	250 000

##### b) Peer-learning activities

Index references in budget table (WPI): 6.11

Grants will be awarded to ministries, governmental authorities or other public bodies designated by Member States or third countries associated to the programme, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport. Such a peer learning activity should include no less than seven countries (Member States and/or third countries associated to the programme). These activities aim to provide a framework to discuss, exchange ideas and best practices on the main challenges in the field of sport outlined in the EU Work Plan for Sport.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power (Article 195 (f) FR). Public authorities from Member States and third countries associated to the programme are the only bodies technically competent to carry out these actions aiming at exchanges of good practices and ideas between policy makers.

Implementation	Indicative amount (EUR)
EAC	200 000

**c) Dialogue with stakeholders - National activities**

Index reference in budget table (WPI): 6.12

Within the framework of the European Week of Sport, national, regional and local activities will be coordinated by National Coordinating Bodies (Ministries or appointed organisations), which are in a position of *de jure* or *de facto* monopoly within the meaning of Article 195 (c) FR. EU Member States and third countries associated to the programme will be asked to appoint (or renew the mandate of) their national coordinator, which should serve as a contact for the European Commission and grants agreements will be signed with the National Coordinating Bodies.

The financial support will mainly cover the organisation of national activities, including costs linked to the preparation, the organisation and the follow-up to the activities. Typically, a national activity may cover:

- awareness-raising and communication activities on the value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote synergies between the field of sport and the fields of health, education, training and youth conferences, seminars, meetings, and events;
- support to the organisation of an EU-wide (symbolic) simultaneous activity in the capitals of all participating countries.

The grant will also aim at co-financing the costs linked to the national coordination of activities organised by others (sport clubs, federations and associations), national communication about the European Week of Sport and support activities. In all the activities cooperation with Eastern Partnership and Western Balkans regions should be encouraged.

The grant is subject to approval of an action plan and an estimated budget. Each national coordination body can receive financial support up to EUR 160 000.

Implementation	Indicative amount (EUR)
EACEA	10 240 000

### 3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

#### a) Evidence-based activities

Index references in budget table (WPI): 6.20

Good knowledge, information and evidence on social, economic and governance-related aspects of sport and physical activity are a prerequisite for effective policy making in these fields at the EU level and in Member States. EU added value can be achieved by encouraging data collection and evidence reinforcement, spreading good practices from EU Member States or third countries associated to the programme and sport organisations and by reinforcing networks at EU level. The EU can provide both opportunities for cooperation among stakeholders and synergy with, and between, national, regional and local policies to promote sport-related challenges. The following activities can be covered:

- studies and support services to networks;
- support for surveys and data gathering, aiming at strengthening the evidence base for policy making.

Studies would allow covering, for instance, the continuation of the works on Sport satellite accounts and sport statistics, sport and innovation, health-enhancing physical activity. Networks, for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)
EAC	800 000

#### b) Conferences, Seminars and Communication activities

Index references in budget table (WPI): 6.21

One of the main activities foreseen for the dialogue with stakeholders is the annual EU Sport Forum. This event is gathering in particular representatives from, public authorities, key sport organisations and EU institutions. Other ad-hoc meetings, seminars, conferences and communication activities, including those related to awards, to the development of the European Week of Sport and to the promotion of grassroots sport relevant to ensure optimal dialogue with sport stakeholders and getting their views may also be envisaged.

Implementation	Indicative amount (EUR)
EAC	2 000 000

#### c) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 6.22

The costs related to meetings with grant-holders and other stakeholders for supporting Programme implementation. This action will support Sport Info Day, kick-off events and other meetings to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	250 000

#### 4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PRIZES

##### a) #BeInclusive EU Sport Awards

Index reference in budget table (WPI): 6.30

The aim of this initiative would be to reward the best projects that have successfully supported social inclusion through sport. Projects can include breaking barriers for people with fewer opportunities, including young people with migrant background, ethnic minorities, disadvantaged, marginalized or underprivileged groups, people with a disability, individuals with difficult social backgrounds, etc. The awards will also support projects promoting gender equality in sport and using sport as a way to contribute to peace. Besides rewarding specific organisations, the award will also give visibility and support the dissemination of innovative ideas, initiatives and best practices throughout Europe.

This competition would concern any organisation or public authority (individuals are not eligible) which has successfully developed a sport project aimed at social inclusion, carried out in the EU Member States or third countries associated to the programme. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	45 000

##### b) #BeActive Awards

Index reference in budget table (WPI): 6.31

The aim of this initiative would be to reward the best projects that have successfully promoted physical activity. Besides rewarding specific organisations, this competition aims at rewarding and giving visibility to initiatives and projects which have efficiently contributed to promoting sports and physical activity.

This competition would concern any organisation, public authority or individual which has successfully developed a sport project aimed at promoting sport and physical activity in the spirit of the European Week of Sport. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	60 000

**5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST**

**a) Selection and implementation**

Index reference in budget table (WPI): 6.40, 6.41

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in this Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Art. 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 109 000

## C. MANAGEMENT FEES OF NATIONAL AGENCIES

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

#### a) Management Fees of National Agencies

Index reference in budget table (WPI): 7.00, 7.01

Financial support is provided to National Agencies as a contribution to their management costs linked to the implementation of the entrusted budget implementation tasks.

The allocations from Heading 6 budget are intended for the National Agencies managing the Mobility projects for higher education students and staff from/to third countries not associated to the programme.

A contribution to the management fees will be awarded to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f) and 157(1) of the FR.

The calculation method and the country distribution of the management fees are provided in Part III of this Work Programme.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2024. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	H2: 146 000 000
	H6: 9 725 470

## PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2024 to finance activities supported by the Erasmus+ Programme.

### 1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2024 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Türkiye, Serbia) amounts to **EUR 4 395 000 000**.

These available appropriations are distributed as follows (see table below for details):

- appropriations from the budget of the Union and under Heading 2: **EUR 3 688 992 637**;
- appropriations from the budget of the Union and under Heading 6: **EUR 359 066 667**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 131 707 936** under Heading 2 and **EUR 12 854 587** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 147 599 427** under Heading 2 and **EUR 20 245 970** under Heading 6;
- appropriations corresponding to estimated internal assigned revenues: **EUR 26 700 000** under Heading 2 and **EUR 7 832 776** under Heading 6.

## Tables 1 – Erasmus+ 2024: available appropriations

2024 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2024 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	2,579,716,591	91,889,003	106,944,406	19,700,000	2,798,250,000
		07 03 01 02	643,123,221	23,488,662	20,723,117	2,000,000	689,335,000
	ESF+	07 02 13	10,000,000				10,000,000
	Youth	07 03 02	384,913,639	13,779,908	17,306,453	5,000,000	421,000,000
	Sport	07 03 03	71,239,186	2,550,363	2,625,451	0	76,415,000
	<b>Total (H2)</b>		<b>3,688,992,637</b>	<b>131,707,936</b>	<b>147,599,427</b>	<b>26,700,000</b>	<b>3,995,000,000</b>
Heading 6	NDICI-Global Europe	14 02 01 50	296,666,667	10,620,667	17,944,034	6,368,632	331,600,000
	IPA III	15 02 01 02	62,400,000	2,233,920	2,301,936	1,464,144	68,400,000
	<b>Total (H6)</b>		<b>359,066,667</b>	<b>12,854,587</b>	<b>20,245,970</b>	<b>7,832,776</b>	<b>400,000,000</b>
<b>TOTAL</b>			<b>4,048,059,304</b>	<b>144,562,523</b>	<b>167,845,397</b>	<b>34,532,776</b>	<b>4,395,000,000</b>

## 2. DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES

The budget and programming tables below show the distribution of available appropriations among the Key Actions and actions funded by budget lines 07 03 01 01, 07 03 01 02, 07 02 13, 07 03 02, 07 03 03, 14 02 01 50 and 15 02 01 02 taking into account the amounts adopted in the EU-Budget, the financial contributions from EFTA/EEA and from other countries for their participation in the Programme, as well as a forecast of internal assigned revenues from recoveries.

The overall allocation of funds to the actions of the Programme is established by the provisions of Article 17 of the Regulation, which establishes allocations per policy field and other expenditure covered by the Programme. The percentages in the Regulation are set and should be respected for the entire programming period 2021-2027. These shares have therefore governed the allocation of funds at the annual level for the year 2023.

The thresholds of budget allocation under Erasmus+ are as follows:

		<b>Erasmus+ 2021-2027</b>	
		<b>% of total budget</b>	<b>% of E&amp;T budget</b>
a. Education and Training		83%	
	1) Higher education		Min. 34.6%
	2) Vocational Education and Training		Min. 21.5%
	3) School education		Min. 15.2%
	4) Adult education		Min. 5.8%
	5) Jean Monnet		Min. 1.8%
	Horizontal activities		Min. 17%
	Flexibility margin		4.1%
b. Youth		10.3%	
c. Sport		1.9%	
d. Operational costs of National Agencies		Min. 3.3%	
e. Programme support		1.5%	

It should be noted, however, that in line with the Regulation, these percentages of the total budget are fixed for the entire programming period 2021 – 2027. Therefore, for a given year of implementation of the Programme, they do not need to be respected in full (i.e. because of reprogramming or change in political priorities), while the trend will have to be respected for the overall duration of the Programme.

Legend:	
AA:	Administrative Arrangement
APEL:	Award Procedure For European Label or Charter
CFP:	Grants awarded with a call for proposals
DB:	Grants to bodies identified by a basic act - Art 195 (d) FR
FPA:	Specific grant awarded under a Framework Partnership Agreement
IM:	Indirect management
MF:	Management fees awarded to the National Agencies
MON:	Grants to bodies with a de jure or de facto monopoly - Art 195 (c) FR
NA:	National Agencies
N/A:	not applicable
PP:	Public Procurement
PR:	Prize
SE:	Experts - Art. 237 FR
SPE:	Grants for actions with specific characteristics - Art 195 (f) FR
WPI:	Work Programme Index

Table 2 - Key Action 1 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02, 07 02 13 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

<b>EDUCATION AND TRAINING</b>					
<b>KEY ACTION 1: Learning Mobility</b>					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
	Mobility projects:				
1.01	Higher education students and staff	2	1,136,000,000	IM	NA
			10,000,000		
1.02	VET learners and staff	2	600,000,000	IM	NA
1.03	School education learners and staff	2	411,500,000	IM	NA
1.04	Adult education learners and staff	2	117,500,000	IM	NA
1.05	Mobility projects for Higher education students and staff from/to third countries not associated to	6	204,076,800	IM	NA
1.10	Accreditations in the field of VET, school education and adult education	2	0	IM	NA
1.11	Higher Education Mobility Consortium Accreditations	2	0	IM	NA
1.12	Virtual Exchanges in Higher Education and Youth - Heading 6	6	5,866,650	CFP	EACEA
1.20	Language learning opportunities	2	5,200,000	PP	EACEA
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	APEL	EACEA
Sub-total KA1 (Heading 2: 07 03 01 01 )			<b>2,270,200,000</b>		
Sub-total KA1 (Heading 2: 07 02 13)			<b>10,000,000</b>		
Sub-total KA1 (Heading 6)			<b>209,943,450</b>		

Table 3 - Key Action 2 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

<b>KEY ACTION 2: Cooperation among organisations and institutions</b>					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training				
2.01	Partnerships Higher Education	2	85,000,000	IM	NA
2.02	Partnerships Vocational Education and Training	2	75,000,000	IM	NA
2.03	Partnerships School Education	2	92,000,000	IM	NA
2.04	Partnerships Adult Education	2	48,000,000	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	20,000,000	IM	NA
2.06	Small-scale partnerships School Education	2	20,000,000	IM	NA
2.07	Small-scale partnerships Adult Education	2	20,000,000	IM	NA
2.08	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5,000,000	CFP	EACEA
2.09	Partnerships for Excellence: European Universities	2	184,200,000	CFP	EACEA
2.10		6	5,000,000		
2.11	Partnerships for Excellence: Erasmus Mundus action	2	130,000,000	CFP	EACEA
2.12	Erasmus Mundus Joint Master's Degrees-Additional partnerships focused on external priorities for targeted regions of the world - Heading 6	6	23,100,000	CFP	EACEA
2.13	Partnerships for Excellence: Centres for Vocational Excellence	2	56,000,000	CFP	EACEA
2.15	Partnerships for Excellence: Erasmus+ Teacher Academies	2	22,500,000	CFP	EACEA
2.17	Partnerships for Innovation: Alliances	2	62,000,000	CFP	EACEA
2.22	Capacity building in Higher Education – Heading 6	6	97,817,250	CFP	EACEA
2.23	Capacity building in VET - Heading 6	6	25,250,170	CFP	EACEA
2.27	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	2	11,750,000	DB	EACEA
2.30	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	2,000,000	PP	EACEA
2.31	Europass platform and related tools	2	5,000,000	PP	EMPL
2.32	European School Education Platform Central Support Services (ESEP)	2	7,000,000	PP	EACEA
2.33	European Student Card Initiative	2	5,000,000	PP	EAC
2.34			5,000,000		EACEA
2.39	Support to IT developments	2	2,317,000	PP	EAC
2.40	IT services for Erasmus+ platforms	2	670,000	AA	EACEA
Sub-total KA2 (Heading 2)			<b>858,437,000</b>		
Sub-total KA2 (Heading 6)			<b>151,167,420</b>		

Table 4 - Key Action 3 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 3: Support to policy development and cooperation					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20,000,000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	1,200,000	IM	NA
3.03	National Teams to support the implementation of EU VET tools	2	3,000,000	IM	NA
3.04	Cooperation with the Council of Europe	2	700,000	IM	CoE
3.05	Cooperation with the OECD	2	2,350,000	IM	OECD
3.10	Presidency events	2	700,000	MON	EAC
3.11		2	200,000		EMPL
3.13	Eurostudent IX	2	1,600,000	SPE	EACEA
3.14	EQF, Europass and Euroguidance - National centres	2	23,500,000	DB	EACEA
3.15	Support for further implementation of the graduate tracking initiative-National data collection activities	2	2,250,000	SPE	EACEA
3.21	National Erasmus+ Offices (NEOs) – Heading 6	6	6,140,000	SPE	EACEA
3.22	PIAAC	2	3,500,000	SPE	EACEA
3.32	Civil Society Cooperation: Education and Training	2	5,000,000	CFP	EACEA
3.38	National Academic Recognition Centres (NARIC) and European Higher Education Area (EHEA)	2	9,000,000	CFP	EACEA
3.39	European policy experimentations	2	47,000,000	CFP	EACEA
3.40	Innovation in Education (e.g. HEInnovate)	2	700,000	PP	EAC
3.42	Expertise on Education and Training	2	1,350,000	PP	EAC
3.43			500,000		EMPL
3.44	Exchanges of experience and good practice, and peer counselling	2	250,000	PP	EAC
3.45			200,000		EMPL
3.46	Activities on foresight	2	250,000	PP	EAC
3.47	Studies	2	950,000	PP	EAC
3.48		2	300,000		EMPL

3.49	Academic networks (EENEE, NESET)	2	500,000	PP	EAC
3.50	Country-specific expertise: network of national experts	2	1,200,000	PP	EAC
3.51		2	700,000		EMPL
3.53	Transparency and recognition of skills and qualifications	2	2,200,000	PP	EMPL
3.54	Policy-related and policy dialogue conferences	2	700,000	PP	EAC
3.55		2	200,000		EMPL
3.56	International policy dialogue	2	1,500,000	PP	EAC
3.57	University Business Cooperation	2	270,000	PP	EAC
3.58	International Student and Alumni Network Erasmus+	2	1,500,000	PP	EACEA
3.59		6	1,500,000		
3.61	Meetings with grant-holders and other stakeholders	2	1,000,000	PP	EACEA
3.62		6	360,000	PP	
3.63	Education Summit	2	650,000	PP	EAC
3.64	Dissemination and communication activities	2	1,715,500	PP	EAC
3.65	Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education	2	400,000	PP	EAC
3.66		2	700,000	PP	DGT
3.67	European Education Area: Communicating through the Portal and other media	2	500,000	PP	EAC
3.69	European Higher Education Sector Observatory	2	1,500,000	PP	EACEA
3.72	National policies platform	2	300,000	PP	EACEA
3.76	Evaluation of the European Education Area	2	400,000	PP	EAC
3.77	Green education: information, awareness-raising, networking and events (incl. implementation of Council Recommendation)	2	750,000	PP	EAC
3.78	Supporting implementation of the Digital Education Action Plan 2021-2027	2	3,575,000	PP	EAC
3.80	Support for further implementation of the graduate tracking initiative-Central coordination activities	2	250,000	PP	EAC
3.85	Selection and implementation	2	2,800,000	SE	EACEA
3.86		6	2,600,000		
3.90	Commission's Joint Research Centre (JRC) Administrative arrangements	2	2,200,000	AA	EAC
3.91			750,000		EMPL
Sub-total KA3 (Heading 2)			<b>150,760,500</b>		
Sub-total KA3 (Heading 6)			<b>10,600,000</b>		

Table 5 – Jean Monnet Actions - Budget lines Heading 2: 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Jean Monnet Actions					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	9,000,000	CFP	EACEA
4.02		6	3,151,670		
4.03	Jean Monnet actions for other fields of education and training	2	7,000,000	CFP	EACEA
4.04	Jean Monnet policy debate	2	3,000,000	CFP	EACEA
4.05		6	3,600,000		
	<i>Operating grants to support specific institutions:</i>				
4.20	College of Europe, Bruges	2	6,176,400	DB	EACEA
4.21	European University Institute, Florence	2	23,857,200	DB	EACEA
4.21	(out of which EUR 9 650 000 for the School of European and Transnational Governance)	2		DB	EACEA
4.22	Academy of European Law, Trier	2	2,996,600	DB	EACEA
4.23	the European Institute of Public Administration, Maastricht	2	1,142,700	DB	EACEA
4.24	European Agency for Special Needs and Inclusive Education, Odense	2	1,246,900	DB	EACEA
4.25	International Centre for European Training, Nice	2	2,775,200	DB	EACEA
4.26	College of Europe, Natolin	2	4,992,500	DB	EACEA
Sub-total Jean Monnet actions (Heading 2)			<b>62,187,500</b>		
Sub-total Jean Monnet actions (Heading 6)			<b>6,751,670</b>		

Table 6 –Management Fees - Budget lines Heading 2: 07 03 01 01 (E&T)

Management Fees					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	146,000,000	IM	NA
7.01		6	9,725,470		

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Education & Training Total Budget			
			2024 Draft Budget
	TOTAL (HEADING 2: 07 03 01 01, 07 03 01 02)		3,487,585,000
	TOTAL (HEADING 2: 07 02 13)		10,000,000
	TOTAL HEADING 6		388,188,010
	GRAND TOTAL		3,885,773,010

Table 8 –Budget line 07 03 02 (Youth), Heading 6: 14 02 01 50, 15 02 01 02

Youth					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
<b>KEY ACTION 1: Learning mobility</b>					
5.01	Mobility projects in the field of youth	2	171,847,400	IM	NA
5.02	Youth participation	2	30,500,000	IM	NA
5.03	DiscoverEU inclusion action	2	7,700,000	IM	NA
5.04	Accreditations in the field of youth	2	0	IM	NA
5.06	DiscoverEU General	2	41,000,000	PP	EACEA
5.07	Language learning opportunities	2	700,000	PP	EACEA
<b>Sub-total KA1 (Heading 2)</b>			<b>251,747,400</b>		
<b>KEY ACTION 2: Cooperation among organisations and institutions</b>					
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	82,000,000	IM	NA
5.11	Partnerships for Cooperation: Small-scale partnerships in the field of youth	2	25,000,000	IM	NA
5.13	Partnerships for Cooperation in the field of youth – European NGOs	2	2,000,000	CFP	EACEA
5.14	Capacity building in the field of youth - Heading 6	6	9,230,000	CFP	EACEA
5.17	European Youth Portal (EYP)	2	1,450,000	PP	EAC
<b>Sub-total KA 2 (Heading 2)</b>			<b>110,450,000</b>		
<b>Sub-total KA2 (Heading 6)</b>			<b>9,230,000</b>		
<b>KEY ACTION 3: Support to policy development and cooperation</b>					
5.20	Training and Cooperation Activities in the field of youth	2	20,000,000	IM	NA
5.21	SALTO Resource Centres in the field of youth	2	2,650,000	IM	NA
5.22	DiscoverEU - Learning Cycle for DiscoverEU participants	2	5,000,000	IM	NA
5.23	Eurodesk network	2	2,750,000	IM	NA
5.24	Cooperation with the Council of Europe	2	1,600,000	IM	CoE
5.30	Presidency events	2	500,000	IMON	EAC
5.31	Support to better knowledge in youth policy	2	2,465,000	SPE	EACEA
5.33	European Youth Forum	2	3,300,000	DB	EACEA
5.34	Eurodesk Brussels-link	2	857,600	DB	EACEA
5.40	European Youth Together	2	8,000,000	CFP	EACEA
5.41	Civil society cooperation in the field of Youth	2	8,000,000	CFP	EACEA
5.50	Echanges of experience and good practices in the youth field	2	300,000	PP	EAC
5.51	Studies	2	500,000	PP	EAC
5.52	Policy-related and policy dialogue conferences	2	50,000	PP	EAC
5.53	Meetings with grant-holders and other stakeholders	2	80,000	PP	EACEA
5.54	Youth events and outreach	2	2,000,000	PP	EAC
5.56	National policies platform	2	300,000	PP	EACEA
5.60	Selection and implementation	2	450,000	SE	EACEA
5.61		6	520,000		
<b>Sub-total KA3 (Heading 2)</b>			<b>58,802,600</b>		
<b>Sub-total KA3 (Heading 6)</b>			<b>520,000</b>		
<b>Youth Total Budget</b>					
<b>TOTAL (Heading 2)</b>			<b>421,000,000</b>		
<b>TOTAL (Heading 6)</b>			<b>9,750,000</b>		

Table 9 –Budget line 07 03 03 (Sport), Heading 6: 14 02 01 50, 15 02 01 02

SPORT					
WPI	Actions	Heading	2024 Draft Budget	Implementation mode	Implementing body
<b>KEY ACTION 1: Learning mobility</b>					
6.01	Mobility projects in the field of sport	2	10,000,000	IM	NA
<b>Sub-total KA 1</b>			<b>10,000,000</b>		
<b>KEY ACTION 2: Cooperation among organisations and institutions</b>					
6.03	Partnerships for Cooperation: Cooperation partnerships in the sport field	2	34,170,000	CFP	EACEA
6.04	Partnerships for Cooperation: Small-scale partnerships	2	10,000,000	CFP	EACEA
6.05	Not-for-profit European sport events	2	7,000,000	CFP	EACEA
6.06	Capacity building in the field of Sports - Heading 6	6	1,952,990	CFP	EACEA
<b>Sub-total KA 2 (Heading 2)</b>			<b>51,170,000</b>		
<b>Sub-total KA2 (Heading 6)</b>			<b>1,952,990</b>		
<b>KEY ACTION 3: Support to policy development and cooperation</b>					
6.07	Cooperation with the Council of Europe	2	400,000	IM	CoE
6.10	Presidency events	2	250,000	MON	EAC
6.11	Peer-learning activities	2	200,000	SPE	EAC
6.12	Dialogue with stakeholders - National Activities	2	10,240,000	MON	EACEA
6.20	Evidence based activities	2	800,000	PP	EAC
6.21	Conferences, Seminars and Communication activities	2	2,000,000	PP	EAC
6.22	Meetings with grant-holders and other stakeholders	2	250,000	PP	EACEA
6.30	#BeInclusive EU Sport Awards	2	45,000	PR	EACEA
6.31	#BeActive Awards	2	60,000	PR	EACEA
6.40	Selection and implementation	2	1,000,000	SE	EACEA
6.41		6	109,000		
<b>Sub-total KA3 (Heading 2)</b>			<b>15,245,000</b>		
<b>Sub-total KA3 (Heading 6)</b>			<b>109,000</b>		
<b>Sport Total Budget</b>					
<b>TOTAL (Heading 2)</b>			<b>76,415,000</b>		
<b>TOTAL (Heading 6)</b>			<b>2,061,990</b>		

### 3. BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES

#### Standard criteria

In application of the Regulation, the 4 criteria used for the allocation of funds for grant support indirectly managed by the National Agencies are the following:

- a) Country Population;
- b) Cost of Living;
- c) Distance between capitals;
- d) Performance.

The relative weight of the criteria is calculated as follows:

#### *Education and Training and Youth:*

Minimum allocation of 10% of the budget for each action is applied. The criteria a) to c) account for the allocation of 80% of funds. The criterion of past performance d) accounts for the remaining 10%.

#### *Sport:*

In 2023, the criterion of past performance will not apply. For this reason, the minimum allocation applied is 20% of the budget. The criteria a) to c) account for the allocation of 80% of funds.

In order to guarantee that there are no excessive imbalances in the annual budget allocated to countries from one year to another, a correction mechanism is applied to the allocations resulting from the pure application of the above-mentioned criteria. In addition, for Key Action 2, minima allocations are applied:

- For Cooperation Partnerships: minimum of EUR 400 000 for each country;
- For Small-scale Partnerships: minimum of EUR 120 000 for each country;
- For Mobility projects in Sport field: minimum of EUR 15 000 for each country.

For those countries participating in the Programme against payment of a financial contribution ("entry ticket"), the allocation of funds under indirect management is calculated on the basis of the financial contribution paid by the countries, coupled with the performance criterion and a correction mechanism.

Heading 6 allocations are calculated on the basis of Higher Education KA1 distributions.

Table 10: Country allocation – Education and training budget line (Heading 2) – general breakdown

Country	Total E&T		
	Total KA1	Total KA2	Total KA1+KA2
BE	66,403,857	9,616,648	76,020,505
BG	41,019,817	7,290,313	48,310,130
CZ	60,358,109	9,327,306	69,685,415
DK	35,506,687	5,850,445	41,357,132
DE*	318,974,500	45,575,842	364,550,342
EE	20,701,985	3,928,709	24,630,694
EL	56,445,634	9,620,743	66,066,377
ES	215,260,982	35,002,891	250,263,873
FR	271,113,517	37,470,661	308,584,178
HR	28,069,535	4,491,702	32,561,237
IE	32,543,054	5,654,007	38,197,061
IT	242,529,298	34,847,417	277,376,715
CY	10,676,651	2,705,674	13,382,325
LV	25,012,062	4,589,888	29,601,950
LT	31,824,372	5,491,192	37,315,564
LU	6,273,214	2,346,246	8,619,460
HU	54,956,456	8,829,108	63,785,564
MT	6,635,137	2,364,775	8,999,912
NL	82,056,975	11,967,771	94,024,746
AT	49,413,268	7,742,510	57,155,778
PL	166,371,900	27,279,627	193,651,527
PT	61,537,153	9,694,147	71,231,300
RO	93,195,074	14,659,201	107,854,275
SI	24,119,896	4,224,107	28,344,003
SK	38,500,209	6,208,876	44,709,085
FI	41,954,112	6,550,742	48,504,854
SE	51,369,396	8,635,904	60,005,300
IS	7,307,560	2,477,784	9,785,344
LI	1,843,033	2,169,854	4,012,887
NO	31,166,934	5,685,213	36,852,147
<b>EU-30</b>	<b>2,173,140,377</b>	<b>342,299,303</b>	<b>2,515,439,680</b>
	-	-	-
TR	82,895,571	13,780,697	96,676,268
MK	3,209,093	1,960,000	5,169,093
RS	5,754,959	1,960,000	7,714,959
<b>EU-33</b>	<b>2,265,000,000</b>	<b>360,000,000</b>	<b>2,625,000,000</b>
	10,000,000	in addition: provisions transferred from ESF+: BL 07 02 13	

Table 11: Country allocation – Education and training budget line (Heading 2) – breakdown by field

Country	Higher Education			VET				School Education				Adult Education				Country
	KA1	KA2 Cooperation partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	
BE	33,538,540	2,245,922	35,784,462	17,402,064	1,942,262	521,903	19,866,229	12,024,355	2,565,614	553,446	15,143,415	3,438,898	1,248,393	539,108	5,226,399	BE
BG	20,740,527	1,685,208	22,425,735	10,737,008	1,529,711	388,390	12,655,109	7,416,895	1,918,855	411,812	9,747,562	2,125,387	955,314	401,023	3,481,724	BG
CZ	29,895,028	2,182,347	32,077,375	16,091,482	1,875,666	504,008	18,471,156	11,187,351	2,492,179	537,603	14,217,133	3,184,248	1,212,078	523,425	4,919,751	CZ
DK	17,937,577	1,364,464	19,302,041	9,318,695	1,238,456	314,439	10,871,590	6,409,171	1,510,816	324,245	8,244,232	1,841,244	773,377	324,648	2,939,269	DK
DE*	160,060,985	10,633,123	170,694,108	84,499,021	9,441,675	2,534,121	96,474,817	57,900,200	11,785,669	2,540,123	72,225,992	16,514,294	6,097,596	2,543,535	25,155,425	DE*
EE	10,475,276	1,002,561	11,477,837	5,413,983	789,400	200,407	6,403,790	3,742,153	990,271	212,504	4,944,928	1,070,573	516,705	216,861	1,804,139	EE
EL	28,595,246	2,273,026	30,868,272	14,782,416	1,970,871	529,592	17,282,879	10,148,972	2,502,328	539,793	13,191,093	2,919,000	1,260,708	544,425	4,724,133	EL
ES	106,159,141	8,199,863	114,359,004	57,696,623	7,063,068	1,897,911	66,657,602	40,031,832	9,306,793	2,007,631	51,346,256	11,373,386	4,572,556	1,955,069	17,901,011	ES
FR	135,939,681	8,755,582	144,695,263	71,969,509	7,774,516	2,086,658	81,830,683	49,154,530	9,657,199	2,081,380	60,893,109	14,049,797	5,020,915	2,094,411	21,165,123	FR
HR	14,176,714	1,237,219	15,413,933	7,370,590	885,076	224,719	8,480,385	5,065,926	1,115,495	239,400	6,420,821	1,456,305	556,278	233,515	2,246,098	HR
IE	16,166,387	1,313,141	17,479,528	8,625,769	1,173,352	297,912	10,097,033	6,037,770	1,491,196	320,624	7,849,590	1,713,128	745,032	312,750	2,770,910	IE
IT	121,599,619	8,199,373	129,798,992	64,398,992	7,233,459	1,941,440	73,573,891	43,962,310	8,892,705	1,916,612	54,771,627	12,568,377	4,702,317	1,961,511	19,232,205	IT
CY	5,393,860	711,113	6,104,973	2,798,564	561,031	142,430	3,502,025	1,930,052	621,667	133,405	2,685,124	554,175	400,000	136,028	1,090,203	CY
LV	12,477,639	1,114,759	13,592,398	6,627,788	951,910	241,664	7,821,362	4,596,743	1,183,859	254,047	6,034,649	1,309,892	594,244	249,405	2,153,541	LV
LT	15,795,603	1,307,961	17,103,564	8,453,919	1,135,431	305,071	9,894,421	5,897,313	1,408,172	303,736	7,609,221	1,677,537	719,969	310,852	2,708,358	LT
LU	3,152,268	670,825	3,823,093	1,656,974	485,980	123,378	2,266,332	1,138,877	421,010	120,000	1,679,887	325,095	400,000	125,053	850,148	LU
HU	27,813,519	2,100,085	29,913,604	14,378,836	1,831,771	492,214	16,702,821	9,925,131	2,275,990	490,969	12,692,090	2,838,970	1,144,037	494,042	4,477,049	HU
MT	3,356,884	690,562	4,047,446	1,733,529	484,012	122,879	2,340,420	1,201,131	423,103	120,000	1,744,234	343,593	400,000	124,219	867,812	MT
NL	41,239,761	2,787,254	44,027,015	21,703,202	2,505,966	672,594	24,881,762	14,878,654	3,074,275	662,587	18,615,516	4,235,358	1,598,359	666,736	6,500,453	NL
AT	24,940,461	1,815,974	26,756,435	12,969,650	1,583,959	425,624	14,979,233	8,941,431	2,048,360	441,865	11,431,656	2,561,726	996,429	430,299	3,988,454	AT
PL	83,373,890	6,505,302	89,879,192	44,227,791	5,631,633	1,513,272	51,372,696	30,141,686	6,979,323	1,505,556	38,626,565	8,628,533	3,603,716	1,540,825	13,773,074	PL
PT	31,083,774	2,325,821	33,409,595	16,099,216	2,015,566	541,601	18,656,383	11,163,977	2,485,824	536,234	14,186,035	3,190,186	1,249,511	539,590	4,979,287	PT
RO	46,752,431	3,439,968	50,192,399	24,717,302	2,907,718	780,422	28,405,442	16,900,518	3,928,234	847,385	21,676,137	4,824,823	1,930,191	825,283	7,580,297	RO
SI	12,205,508	1,029,925	13,235,433	6,305,010	875,420	222,245	7,402,675	4,361,864	1,088,942	233,678	5,684,484	1,247,514	545,114	228,783	2,021,411	SI
SK	19,483,000	1,482,172	20,965,172	10,071,921	1,292,804	345,317	11,710,042	6,955,490	1,590,572	345,261	8,891,323	1,989,798	807,424	345,326	3,142,548	SK
FI	21,177,468	1,568,424	22,745,892	11,011,886	1,336,375	355,996	12,704,257	7,590,429	1,691,317	364,809	9,646,555	2,174,329	861,753	372,068	3,408,150	FI
SE	25,542,523	2,049,060	27,591,583	13,698,675	1,798,012	464,978	15,961,665	9,445,765	2,234,045	481,920	12,161,730	2,682,433	1,122,952	484,937	4,290,322	SE
IS	3,697,802	704,807	4,402,609	1,908,141	498,006	126,430	2,532,577	1,323,292	500,782	120,000	1,944,074	378,325	400,000	127,759	906,084	IS
LI	931,518	609,854	1,541,372	482,896	400,000	120,000	1,002,896	333,071	400,000	120,000	853,071	95,548	400,000	120,000	615,548	LI
NO	15,643,358	1,314,090	16,957,448	8,250,678	1,190,929	302,374	9,743,981	5,659,463	1,497,499	321,384	7,478,346	1,613,435	745,846	133,091	2,672,372	NO
<b>EU-30</b>	<b>1,089,345,988</b>	<b>81,319,785</b>	<b>1,170,665,773</b>	<b>575,402,130</b>	<b>70,404,035</b>	<b>18,739,989</b>	<b>664,546,154</b>	<b>395,466,352</b>	<b>88,082,094</b>	<b>19,088,009</b>	<b>502,636,455</b>	<b>112,925,907</b>	<b>45,580,814</b>	<b>19,084,577</b>	<b>177,591,298</b>	<b>EU-30</b>
TR	42,154,087	2,880,215	45,034,302	22,205,778	3,795,965	1,020,011	27,021,754	14,421,735	3,117,906	671,991	18,211,632	4,113,971	1,619,186	675,423	6,408,580	TR
MK	1,622,174	400,000	2,022,174	861,782	400,000	120,000	1,381,782	563,757	400,000	120,000	1,083,757	161,380	400,000	120,000	681,380	MK
RS	2,877,751	400,000	3,277,751	1,530,310	400,000	120,000	2,050,310	1,048,156	400,000	120,000	1,568,156	298,742	400,000	120,000	818,742	RS
<b>EU-33</b>	<b>1,136,000,000</b>	<b>85,000,000</b>	<b>1,221,000,000</b>	<b>600,000,000</b>	<b>75,000,000</b>	<b>20,000,000</b>	<b>695,000,000</b>	<b>411,500,000</b>	<b>92,000,000</b>	<b>20,000,000</b>	<b>523,500,000</b>	<b>117,500,000</b>	<b>48,000,000</b>	<b>20,000,000</b>	<b>185,500,000</b>	<b>EU-33</b>
*DE	10,000,000	in addition :provisions transferred from ESF+: BL 07 02 13														

Table 12: Country allocation - Youth budget line

Country	Youth allocations									Country
	KA1 Mobility projects	KA1 Youth participation	DiscoverEU inclusion action	Total KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA2	Total KA1+KA2	DiscoverEU learning cycle	
BE	5,075,110	915,173	237,521	6,227,804	2,494,607	777,706	3,272,313	9,500,117	152,529	BE
BG	4,600,540	829,594	197,472	5,627,606	2,078,873	641,684	2,720,557	8,348,163	127,110	BG
CZ	4,429,130	797,631	200,090	5,426,851	2,109,723	646,883	2,756,606	8,183,457	128,663	CZ
DK	3,087,065	556,679	146,674	3,790,418	1,544,108	476,617	2,020,725	5,811,143	94,412	DK
DE	21,814,898	3,833,042	835,017	26,482,957	8,784,252	2,719,732	11,503,984	37,986,941	539,502	DE
EE	2,784,605	502,136	131,571	3,418,312	1,385,107	427,539	1,812,646	5,230,958	84,690	EE
EL	4,177,693	738,327	191,990	5,108,010	2,046,299	613,034	2,659,333	7,767,343	122,194	EL
ES	13,339,352	2,343,823	569,903	16,253,078	5,980,000	1,871,517	7,851,517	24,104,595	368,565	ES
FR	14,394,879	2,529,294	708,459	17,632,632	7,452,875	2,307,516	9,760,391	27,393,023	457,735	FR
HR	3,153,289	568,618	141,148	3,863,055	1,485,931	458,660	1,944,591	5,807,646	90,855	HR
IE	3,162,637	569,552	153,387	3,885,576	1,614,773	498,429	2,113,202	5,998,778	98,733	IE
IT	13,319,950	2,340,419	653,686	16,314,055	6,876,672	2,129,116	9,005,788	25,319,843	422,341	IT
CY	2,288,425	412,662	118,556	2,819,643	1,248,088	385,246	1,633,334	4,452,977	76,313	CY
LV	2,753,164	496,465	131,006	3,380,635	1,379,159	425,704	1,804,863	5,185,498	84,327	LV
LT	3,038,390	547,899	134,458	3,720,747	1,415,499	436,921	1,852,420	5,573,167	86,549	LT
LU	1,767,780	318,775	90,417	2,176,972	951,862	293,811	1,245,673	3,422,645	58,200	LU
HU	4,646,525	837,886	198,116	5,682,527	2,080,752	648,685	2,729,437	8,411,964	127,225	HU
MT	1,818,698	327,958	81,985	2,228,641	863,097	266,411	1,129,508	3,358,149	52,773	MT
NL	5,181,198	910,378	237,499	6,329,075	2,498,448	773,555	3,272,003	9,601,078	153,447	NL
AT	3,865,364	697,023	178,131	4,740,518	1,870,850	583,248	2,454,098	7,194,616	114,391	AT
PL	12,708,980	2,233,065	509,781	15,451,826	5,315,181	1,679,909	6,995,090	22,446,916	328,182	PL
PT	4,942,635	891,284	222,975	6,056,894	2,341,829	730,078	3,071,907	9,128,801	143,188	PT
RO	7,476,942	1,348,282	322,913	9,148,137	3,406,876	1,041,882	4,448,758	13,596,895	205,199	RO
SI	2,950,212	531,997	124,271	3,606,480	1,308,259	403,818	1,712,077	5,318,557	79,992	SI
SK	3,645,716	657,417	158,463	4,461,596	1,668,207	514,924	2,183,131	6,644,727	102,001	SK
FI	3,713,982	669,725	145,974	4,529,681	1,544,163	466,916	2,011,079	6,540,760	93,547	FI
SE	4,021,743	725,223	191,745	4,938,711	2,023,845	617,811	2,641,656	7,580,367	122,882	SE
IS	1,687,936	303,977	82,008	2,073,921	863,337	266,485	1,129,822	3,203,743	52,788	IS
LI	452,684	81,631	37,744	572,059	400,000	120,000	520,000	1,092,059	22,706	LI
NO	3,124,426	563,416	144,001	3,831,843	1,521,882	462,018	1,983,900	5,815,743	92,813	NO
<b>EU-30</b>	<b>163,423,948</b>	<b>29,079,351</b>	<b>7,276,961</b>	<b>199,780,260</b>	<b>76,554,554</b>	<b>23,685,855</b>	<b>100,240,409</b>	<b>300,020,669</b>	<b>4,683,852</b>	<b>EU-30</b>
	-	-	-	-	-	-	-	-	-	
TR	7,484,530	1,315,088	333,071	9,132,689	4,645,446	1,074,145	5,719,591	14,852,280	270,736	TR
MK	450,725	18,842	44,984	514,551	400,000	120,000	520,000	1,034,551	22,706	MK
RS	488,197	86,719	44,984	619,900	400,000	120,000	520,000	1,139,900	22,706	RS
<b>EU-33</b>	<b>171,847,400</b>	<b>30,500,000</b>	<b>7,700,000</b>	<b>210,047,400</b>	<b>82,000,000</b>	<b>25,000,000</b>	<b>107,000,000</b>	<b>317,047,400</b>	<b>5,000,000</b>	<b>EU-33</b>

Table 13: Country allocation - Sport budget line

Country	Sport
	KA1
BE	265,817
BG	186,840
CZ	241,273
DK	160,547
DE	1,440,615
EE	87,652
EL	248,508
ES	908,322
FR	1,201,978
HR	131,129
IE	151,187
IT	1,063,218
CY	61,976
LV	97,229
LT	113,410
LU	43,135
HU	235,183
MT	35,007
NL	356,923
AT	211,212
PL	725,866
PT	254,920
RO	406,966
SI	100,200
SK	156,209
FI	159,020
SE	240,624
IS	26,329
LI	15,000
NO	155,666
<b>EU-30</b>	<b>9,481,961</b>
	-
TR	381,515
MK	50,397
RS	86,127
<b>EU-33</b>	<b>10,000,000</b>

#### 4. BREAKDOWN OF THE HEADING 6

Table 14: Heading 6 – breakdown by financial instrument

WPI	Actions	NDICI-Global Europe	IPA III	TOTAL Heading 6
<b>KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS</b>				
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	171,615,466	32,461,334	204,076,800
1.12	Virtual Exchanges in Higher Education and Youth	4,966,650	900,000	5,866,650
<b>Sub-total KA1</b>		<b>176,582,116</b>	<b>33,361,334</b>	<b>209,943,450</b>
<b>KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES</b>				
2.10	Partnerships for Excellence: European Universities	0	5,000,000	5,000,000
2.12	Erasmus Mundus Joint Masters-Additional scholarships for targeted regions of the world - Heading 6	20,844,807	2,255,193	23,100,000
2.22	Capacity building in Higher Education – Heading 6	84,913,174	12,904,076	97,817,250
2.23	Capacity building in VET - Heading 6	18,183,231	7,066,939	25,250,170
5.14	Capacity building in the field of youth	6,561,159	2,668,841	9,230,000
6.06	Capacity building in the field of Sport	960,000	992,990	1,952,990
<b>Sub-total KA2</b>		<b>131,462,371</b>	<b>30,888,039</b>	<b>162,350,410</b>
<b>KEY ACTION 3: Support to policy development and cooperation</b>				
3.21	National Erasmus+ Offices (NEOs) – Heading 6	5,212,374	927,626	6,140,000
3.59	International Student and Alumni Network Erasmus+	1,000,000	500,000	1,500,000
3.62	Meetings with grant-holders and other stakeholders	316,261	43,739	360,000
3.86	Selection and implementation	2,204,828	395,172	2,600,000
5.61		351,884	168,116	520,000
6.41		40,000	69,000	109,000
<b>Sub-total KA3</b>		<b>9,125,347</b>	<b>2,103,653</b>	<b>11,229,000</b>
<b>Jean Monnet Actions</b>				
4.02	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2,651,670	500,000	3,151,670
4.05	Jean Monnet policy debate	3,600,000	0	3,600,000
<b>Sub-total</b>		<b>6,251,670</b>	<b>500,000</b>	<b>6,751,670</b>
7.1	<b>Management fees of National Agencies</b>	<b>8,178,496</b>	<b>1,546,974</b>	<b>9,725,470</b>
<b>TOTAL</b>		<b>331,600,000</b>	<b>68,400,000</b>	<b>400,000,000</b>

Table 15: Country allocations – KA1 Mobility projects - Heading 6

Country	KA1 Mobility projects H6			Country
	NDICI-Global Europe	IPA III	Total	
BE	5,066,667	958,368	6,025,035	BE
BG	3,133,270	592,663	3,725,933	BG
CZ	4,516,241	854,254	5,370,495	CZ
DK	2,709,829	512,568	3,222,397	DK
DE	24,180,405	4,573,762	28,754,167	DE
EE	1,582,499	299,332	1,881,831	EE
EL	4,319,882	817,113	5,136,995	EL
ES	16,037,456	3,033,510	19,070,966	ES
FR	20,536,401	3,884,492	24,420,893	FR
HR	2,141,675	405,101	2,546,776	HR
IE	2,442,255	461,956	2,904,211	IE
IT	18,370,049	3,474,723	21,844,772	IT
CY	814,850	154,130	968,980	CY
LV	1,884,996	356,550	2,241,546	LV
LT	2,386,241	451,361	2,837,602	LT
LU	476,213	90,076	566,289	LU
HU	4,201,787	794,775	4,996,562	HU
MT	507,124	95,923	603,047	MT
NL	6,230,089	1,178,431	7,408,520	NL
AT	3,767,754	712,677	4,480,431	AT
PL	12,595,290	2,382,419	14,977,709	PL
PT	4,695,824	888,223	5,584,047	PT
RO	7,062,888	1,335,956	8,398,844	RO
SI	1,843,886	348,774	2,192,660	SI
SK	2,943,296	556,729	3,500,025	SK
FI	3,199,279	605,149	3,804,428	FI
SE	3,858,708	729,881	4,588,589	SE
IS	558,627	105,665	664,292	IS
LI	140,724	26,618	167,342	LI
NO	2,363,241	447,011	2,810,252	NO
<b>EU-30</b>	<b>164,567,446</b>	<b>31,128,190</b>	<b>195,695,636</b>	<b>EU-30</b>
	-	-	-	
TR	6,368,216	1,204,558	7,572,774	TR
MK	245,062	46,354	291,416	MK
RS	434,742	82,232	516,974	RS
<b>EU-33</b>	<b>171,615,466</b>	<b>32,461,334</b>	<b>204,076,800</b>	<b>EU-33</b>

**5. FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:**

Table 16: Management Fees (Heading 2 and Heading 6) – breakdown by country

Country	Management Fees					Country
	H2	NDICI-Global Europe	IPA III	Total H6	Grand Total H2+H6	
BE	4,596,258	241,457	45,672	287,129	4,883,387	BE
BG	2,781,413	149,319	28,244	177,563	2,958,976	BG
CZ	4,109,371	215,226	40,710	255,936	4,365,307	CZ
DK	3,164,562	129,139	24,427	153,566	3,318,128	DK
DE	15,446,542	1,152,340	217,967	1,370,307	16,816,849	DE
EE	1,547,106	75,415	14,265	89,680	1,636,786	EE
EL	4,302,152	205,868	38,940	244,808	4,546,960	EL
ES	11,566,912	764,280	144,565	908,845	12,475,757	ES
FR	13,958,465	978,682	185,119	1,163,801	15,122,266	FR
HR	1,665,166	102,064	19,305	121,369	1,786,535	HR
IE	2,732,422	116,388	22,015	138,403	2,870,825	IE
IT	12,279,089	875,442	165,591	1,041,033	13,320,122	IT
CY	1,261,569	38,832	7,345	46,177	1,307,746	CY
LV	1,857,679	89,831	16,992	106,823	1,964,502	LV
LT	2,383,840	113,719	21,510	135,229	2,519,069	LT
LU	1,065,830	22,694	4,293	26,987	1,092,817	LU
HU	3,691,239	200,240	37,876	238,116	3,929,355	HU
MT	1,031,393	24,167	4,571	28,738	1,060,131	MT
NL	6,254,485	296,901	56,159	353,060	6,607,545	NL
AT	4,310,927	179,556	33,963	213,519	4,524,446	AT
PL	8,261,607	600,240	113,536	713,776	8,975,383	PL
PT	4,407,302	223,784	42,329	266,113	4,673,415	PT
RO	6,106,532	336,589	63,666	400,255	6,506,787	RO
SI	1,788,780	87,872	16,621	104,493	1,893,273	SI
SK	2,667,359	140,266	26,531	166,797	2,834,156	SK
FI	3,695,654	152,465	28,839	181,304	3,876,958	FI
SE	4,429,151	183,890	34,783	218,673	4,647,824	SE
IS	1,380,170	26,622	5,036	31,658	1,411,828	IS
LI	595,588	6,706	1,269	7,975	603,563	LI
NO	2,980,527	112,622	21,303	133,925	3,114,452	NO
<b>EU-30</b>	<b>136,319,090</b>	<b>7,842,616</b>	<b>1,483,442</b>	<b>9,326,058</b>	<b>145,645,148</b>	<b>EU-30</b>
	-	-	-	-	-	
TR	8,570,115	303,483	57,404	360,887	8,931,002	TR
MK	491,963	11,679	2,209	13,888	505,851	MK
RS	618,832	20,718	3,919	24,637	643,469	RS
<b>EU-33</b>	<b>146,000,000</b>	<b>8,178,496</b>	<b>1,546,974</b>	<b>9,725,470</b>	<b>155,725,470</b>	<b>EU-33</b>

## 6. FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES

The following tables indicate the breakdown of the budget (per country or per structure) aimed at supporting the activities to be implemented by the networks of the Programme as well as by other national bodies supported under Erasmus+.

Table 17: Training and Cooperation Activities in the fields of Education and Training and Youth

Country	TCA		Country
	E&T	Youth	
BE	525,925	631,617	BE
BG	386,373	526,357	BG
CZ	509,993	520,410	CZ
DK	310,705	390,957	DK
DE	2,534,451	2,128,604	DE
EE	212,199	350,701	EE
EL	527,780	484,591	EL
ES	1,912,904	1,504,911	ES
FR	2,083,624	1,805,983	FR
HR	242,359	376,230	HR
IE	299,636	408,850	IE
IT	1,963,476	1,666,358	IT
CY	143,972	316,007	CY
LV	251,693	349,194	LV
LT	304,847	358,395	LT
LU	125,426	241,006	LU
HU	479,510	526,832	HU
MT	125,003	218,530	MT
NL	665,516	605,425	NL
AT	420,860	473,687	AT
PL	1,498,052	1,350,836	PL
PT	528,636	592,936	PT
RO	805,567	846,169	RO
SI	231,651	331,242	SI
SK	338,390	422,379	SK
FI	361,485	369,952	FI
SE	467,146	492,810	SE
IS	131,471	218,591	IS
LI	115,899	57,297	LI
NO	301,256	369,638	NO
<b>EU-30</b>	<b>18,805,805</b>	<b>18,936,495</b>	<b>EU-30</b>
	-	-	
TR	966,657	882,717	TR
MK	113,769	90,394	MK
RS	113,769	90,394	RS
<b>EU-33</b>	<b>20,000,000</b>	<b>20,000,000</b>	<b>EU-33</b>

Table 18: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	National Teams to support the implementation of EU VET tools	Eurodesk network	Support to better knowledge in youth policy	Euroguidance network	EQF National Coordination Points	Europass
BE	320,800	95,892	99,915	247,883	209,000	111,815	303,050
BG	220,000	95,892	64,830	33,848	177,650	125,400	198,550
CZ	298,200	95,892	65,943	57,730	276,925	156,750	287,375
DK	255,800	95,892	70,816	99,221	271,700	107,760	273,790
DE	1,069,800	131,396	241,806	159,702	595,650	331,265	528,770
EE	213,800	61,578	45,182	33,848	180,650	193,325	188,100
EL	241,600	95,892	84,944	62,397	287,375	133,760	229,900
ES	262,800	131,396	166,149	88,052	355,300	148,390	344,850
FR	711,400	131,396	226,277	96,800	438,900	142,120	452,485
HR	967,300	61,578	53,631	33,474	125,400	127,490	156,750
IE	200,700	95,892	69,636	97,020	188,100	179,740	229,900
IT	851,000	131,396	178,557	101,510	355,300	234,080	397,100
CY	169,200	61,578	39,648	40,777	130,625	47,025	172,425
LV	243,700	61,578	41,158	33,474	175,425	198,550	202,730
LT	216,700	61,578	45,086	33,474	188,100	146,300	224,675
LU	147,700	61,578	43,777	67,741	141,075	74,195	154,660
HU	281,500	95,892	74,615	33,474	271,700	160,930	228,855
MT	167,000	61,578	35,626	40,777	120,175	112,860	125,400
NL	377,300	95,892	102,919	98,803	297,825	213,180	297,825
AT	282,700	95,892	75,961	99,221	297,825	203,775	308,275
PL	647,000	131,396	139,892	34,249	323,950	151,525	360,525
PT	260,100	95,892	86,104	58,104	203,775	130,625	203,775
RO	365,800	95,892	94,301	33,848	156,750	99,275	160,930
SI	190,500	61,578	47,265	57,730	209,000	148,390	170,335
SK	250,100	95,892	49,950	33,474	175,560	131,670	167,200
FI	262,900	95,892	69,741	95,127	292,600	144,210	253,935
SE	308,000	95,892	79,860	99,221	300,960	191,235	201,685
IS	153,800	61,578	40,957	95,127	165,110	158,840	182,875
LI	27,000	61,578	10,809	74,045	114,950	125,400	114,950
NO	236,200	95,892	70,587	99,221	229,900	109,725	209,000
TR	665,000	131,396	215,005	35,372	370,975	217,360	418,000
MK	126,400	61,578	9,526	33,848	120,175	99,275	83,600
RS	220,500	95,892	9,525	37,766	182,875	104,500	146,300
AL	140,200	0	0	39,921	125,400	100,320	131,670
BA	166,700	0	0	39,360	125,400	103,455	133,760
ME	144,000	0	0	39,360	114,950	94,050	125,400
XK	86,800	0	0	0	0	0	
GE	0	0	0	0	140,000	90,000	150,000
MD	0	0	0	0	150,000	110,000	170,000
UA	0	0	0	0	300,000	150,000	315,000
<b>Total</b>	<b>11,750,000</b>	<b>3,000,000</b>	<b>2,750,000</b>	<b>2,465,000</b>	<b>8,887,030</b>	<b>5,608,565</b>	<b>9,004,405</b>

Table 19: SALTO Resource Centres – breakdown by structure

<b>SALTO</b>	<b>Youth</b>	<b>E&amp;T</b>
SALTO Participation&Information	400 000	200 000
SALTO Inclusion&Diversity	437 500	250 000
SALTO Training&Cooperation	937 500*	250 000
* out of which 200.000 for Youthpass developments		
SALTO EuroMed	250 000	0
SALTO Eastern Europe and Caucasus Resource Centre	200 000	0
SALTO South East Europe	175 000	0
SALTO Digital dimension	100 000	250 000
SALTO Green dimension	100 000	250 000
Youth Worker Platform	50 000	0
<b>TOTAL</b>	<b>2 650 000</b>	<b>1 200 000</b>