2d Amendment of the 2020 annual work programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport

C(2020) 5495 of 14 August 2020

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SUMMARY

COMMISSION IMPLEMENTING DECISION

amending Commission Implementing Decision C(2019)5823 of the 2020 annual work programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport

The annual work programme 2020 Erasmus+ was adopted by the Commission on 7 August 2019 by Commission Implementing Decision C(2019)5823 and was amended on the 3 March 2020 by Commission Implementing Decision C(2020)1159. In response to the COVID-19 crisis, the Erasmus+ programme will be significantly mobilised to contribute to the recovery and promote digital learning across Europe. In this regard, the 2020 Erasmus+ Annual Work Programme needs to be revised to allow the launch of important new initiatives.

This revision – which also reflects the increase of the annual appropriations for Erasmus+ in 2020 – allows for:

- strengthening the financial support to certain priority actions,
- introducing minor changes and updates to the text,
- introducing other budgetary and technical changes,

as detailed below.

The total budget, including all types of budgetary appropriations foreseen under the 2020 amended work programme is increased to **EUR 3 776 008 876** for Erasmus+ Programme.

The changes in the Annex of the 2020 adopted Annual Work Programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport C(2020)1159 concern the following sections:

Part I - General Overview

Point 2.1. General Policy Framework:
- Paragraphs related to the COVID-19 crisis are included.

Point 2.2. Horizontal priorities:
- Paragraphs related to the COVID-19 crisis and the reinforcement of the digital and creativity actions are included.

Point 3.2. Key Action 2: Cooperation for innovation and the exchanges of good practices:

- Paragraphs related to the COVID-19 crisis and the reinforcement of strategic partnerships actions are included.
- A paragraph related to the extension of NEOs supports is included.

Part II – Grants, Procurements and other actions

Point 3.3. Procurements
- The text of the action "Linguistic assessment and support" is revised.

Point 4.2.1. Grants awarded by mean of a General Call for Proposals (Erasmus+ Programme Guide)
- The action "Strategic Partnerships in the field of education, training and youth" has been revised in order to include references to the reinforcement of the digital and creativity dimension.

Point 4.2.2. Grants awarded by exception to Calls for Proposals – Article 195 FR
- Action on "eTwinning National Support Services and Partner Support Agencies" is added.
- Action on "Electronic Platform for Adult Learning in Europe (EPALE) – National Support Services (NSS)" is added.
- Action on "Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)" is added.

Point 5.2.3. Specific grants awarded under a Framework Partnerships
- The text of the action "Civil Society Cooperation in the fields of Education and Training and of Youth" is revised.

Point 5.2.4. Grants awarded by exception to Calls for Proposals – Article 195 FR
- The text of the action "Cooperation with the OECD" is revised.

Point 5.3. Procurements
- Action on "Prospective platform" is removed.

Point 5.5. Other actions

- The text of the action "Commission's Joint Research Centre (JRC) Administrative agreements (partially co-delegated to DG EMPL)" is revised.

Part III – Budget

- Tables 1 to 16 have been changed in accordance (see Annex).
- Budgetary allocations and timeline in the text have been updated according to the revised tables.

FR

RÉSUMÉ

DÉCISION D'EXÉCUTION DE LA COMMISSION

modifiant la décision d'exécution C(2019) 5823 de la Commission relative au programme de travail annuel 2020 pour la mise en œuvre d'«Erasmus+»: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport

Le programme de travail annuel 2020 du programme Erasmus+ a été adopté par la Commission le 7 août 2019 par la décision d'exécution C(2019) 5823 de la Commission et modifié le 3 mars 2020 par la décision d'exécution C(2020) 1159 de la Commission. En réaction à la crise du COVID-19, le programme Erasmus+ sera fortement mobilisé pour contribuer à la reprise et promouvoir l'apprentissage numérique dans toute l'Europe. À cet égard, il convient de réviser le programme de travail annuel 2020 d'Erasmus+ afin de permettre le lancement d'importantes nouvelles initiatives.

Cette révision, qui reflète aussi l'augmentation des crédits annuels prévus pour le programme Erasmus+ en 2020, permet:

- d'accroître le soutien financier en faveur de certaines actions prioritaires,
- d'introduire dans le texte des modifications et mises à jour mineures,
- d'apporter d'autres modifications budgétaires et techniques,

ainsi qu'il est exposé en détail ci-dessous.

Le budget total, comprenant tous les types de crédits budgétaires prévus dans le programme de travail 2020 modifié, est porté à **3 776 008 876 EUR** pour le programme Erasmus+.

Les modifications apportées dans l'annexe du programme de travail annuel adopté pour 2020 pour la mise en œuvre d'«Erasmus+»: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport [C(2020) 1159], concernent les parties suivantes:

Partie I - Vue d'ensemble

Point 2.1. Cadre d'action général:
- Les paragraphes relatifs à la crise du COVID-19 sont inclus.

Point 2.2. Priorités horizontales:
- Les paragraphes relatifs à la crise du COVID-19 et au renforcement des actions en faveur du numérique et de la créativité sont inclus.

Point 3.2. Action clé nº 2: coopération en matière d'innovation et d'échanges de bonnes pratiques:
- Les paragraphes relatifs à la crise du COVID-19 et au renforcement des actions de partenariat stratégique sont inclus.

- Un paragraphe relatif à l'extension des supports NEO est inclus.

Partie II – Subventions, marchés et autres actions

Point 3.3. Marchés publics
- Le texte de l'action «Évaluation et soutien linguistiques» est révisé.

Point 4.2.1 Subventions octroyées à la suite d'un appel à propositions général (guide du programme Erasmus+)
- L'action «partenariats stratégiques dans les domaines de l'éducation, de la formation et de la jeunesse» a été révisée afin d'inclure des références au renforcement de la dimension numérique et de créativité.

Point 4.2.2 Subventions octroyées sans appel à propositions – article 195 du règlement financier
- Une action intitulée «les bureaux d'assistance nationaux eTwinning et les agences partenaires de soutien» est ajoutée.
- Une action intitulée «Plateforme électronique pour l'éducation et la formation des adultes en Europe (EPALE)— Bureaux d'assistance nationaux (NSS)» est ajoutée.
- Une action intitulée «Réseau des bureaux nationaux Erasmus+ et réseau d'experts de la réforme de l'enseignement supérieur (HERE)» est ajoutée.

Point 5.2.3 Subventions spécifiques octroyées au titre d'un partenariat-cadre
- Le texte de l'action «coopération avec la société civile dans les domaines de l'éducation, de la formation et de la jeunesse» est révisé.

Point 5.2.4 Subventions octroyées sans appel à propositions – article 195 du règlement financier
- Le texte de l'action «Coopération avec l'OCDE» est révisé.

Point 5.3. Marchés publics
- L'action sur la «plateforme de prospective» est supprimée.

Point 5.5. Autres actions

- Le texte de l'action «Dispositions administratives du Centre commun de recherche (JRC) de la Commission (codélégation partielle à la DG EMPL)» est révisé.

Partie III - Budget

Les tableaux 1 à 16 ont été modifiés en conséquence (voir annexe).
Les dotations budgétaires et le calendrier figurant dans le texte ont été actualisés en fonction des tableaux révisés.

DE

ZUSAMMENFASSUNG

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

zur Änderung des Durchführungsbeschlusses C(2019) 5823 der Kommission zur Annahme des Jahresarbeitsprogramms 2020 für die Durchführung von „Erasmus+“, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport

Die Kommission hat das Jahresarbeitsprogramm 2020 für Erasmus+ am 7. August 2019 mit dem Durchführungsbeschluss C(2019) 5823 der Kommission angenommen und am 3. März 2020 mit dem Durchführungsbeschluss C(2020) 1159 der Kommission geändert. Als Reaktion auf die COVID-19-Krise wird das Programm Erasmus+ maßgeblich in Anspruch genommen, um zur Erholung der Wirtschaft beizutragen und das digitale Lernen in ganz Europa zu fördern. Hierfür muss das Jahresarbeitsprogramm 2020 für Erasmus+ überarbeitet werden, damit wichtige neue Initiativen eingeleitet werden können.

Diese Überarbeitung, in der auch die Erhöhung der jährlichen Mittelausstattung für Erasmus+ im Jahr 2020 berücksichtigt ist, ermöglicht

- die stärkere finanzielle Unterstützung bestimmter vorrangiger Maßnahmen,
- kleinere Änderungen und Aktualisierungen des Wortlauts und
- weitere budgetäre und technische Änderungen

wie im Folgenden beschrieben.

Die Haushaltsmittel für das Programm Erasmus+, einschließlich aller Arten von im geänderten Arbeitsprogramm 2020 vorgesehenen Haushaltsmitteln, werden auf **3 776 008 876 EUR** angehoben.

Die Änderungen im Anhang des verabschiedeten Jahresarbeitsprogramms 2020 zur Durchführung von „Erasmus+“, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport (C(2020) 1159), betreffen die folgenden Abschnitte:

Teil I – Überblick

Punkt 2.1. Allgemeiner politischer Rahmen
– Es werden Absätze zur COVID-19-Krise aufgenommen.

Punkt 2.2. Horizontale Prioritäten
– Es werden Absätze zur COVID-19-Krise und zur Stärkung der digitalen und kreativen Maßnahmen aufgenommen.

Punkt 3.2. Leitaktion 2 Zusammenarbeit zur Förderung von Innovation und zum Austausch von bewährten Verfahren:
– Es werden Absätze zur COVID-19-Krise und zur Stärkung strategischer Partnerschaften aufgenommen.
– Es wird ein Absatz zur Ausweitung der Unterstützung der nationalen Erasmus-Büros aufgenommen.

Teil II – Finanzhilfen, Auftragsvergabe und andere Maßnahmen

Punkt 3.3. Auftragsvergabe
– Der Wortlaut der Maßnahme „Bewertung und Förderung von Sprachkenntnissen“ wird überarbeitet.

Punkt 4.2.1 Finanzhilfen, die im Zuge einer allgemeinen Aufforderung zur Einreichung von Vorschlägen vergeben werden (Erasmus+-Programmleitfaden)

– Die Maßnahme „Strategische Partnerschaften in den Bereichen allgemeine und berufliche Bildung und Jugend“ wurde überarbeitet, um Verweise auf die Stärkung der digitalen und kreativen Dimension aufzunehmen.

Punkt 4.2.2 Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen vergeben werden – Artikel 195 HO

– Die Maßnahme „Nationale Unterstützungsdienste für eTwinning und Partneragenturen“ wird hinzugefügt.
- Die Maßnahme „Elektronische Plattform für Erwachsenenbildung in Europa (EPALE) – Nationale Unterstützungsdienste“ wird hinzugefügt.
– Die Maßnahme „Netz der nationalen Erasmus+-Büros und Experten für die Hochschulreform (HERE)“ wird hinzugefügt.

Punkt 5.2.3 Im Zuge von Partnerschaftsrahmenvereinbarungen gewährte Einzelfinanzhilfen

– Der Wortlaut der Maßnahme „Zusammenarbeit mit der Zivilgesellschaft in den Bereichen allgemeine und berufliche Bildung und Jugend“ wird überarbeitet.
Punkt 5.2.4 Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen vergeben werden – Artikel 195 HO
– Der Wortlaut der Maßnahme „Zusammenarbeit mit der OECD“ wird überarbeitet.

Punkt 5.3. Auftragsvergabe

– Die Maßnahme „Prospektive Plattform“ wird gestrichen.

Punkt 5.5. Sonstige Maßnahmen
– Der Wortlaut der Maßnahme „Verwaltungsvereinbarungen mit der Gemeinsamen Forschungsstelle (JRC) der Kommission (teilweise delegiert an die GD EMPL)“ wird überarbeitet.

Teil III – Budget

– Die Tabellen 1 bis 16 wurden entsprechend geändert (siehe Anhang).
– Die Angaben zu den Mittelzuweisungen und zum Zeitplan wurden gemäß den überarbeiteten Tabellen geändert.

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ANNEX

The 2020 annual work programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport

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PART I - GENERAL OVERVIEW

The draft does not reflect any possible consequences of the UK leaving the European Union in the absence of a withdrawal agreement.

The revised annual work programme takes account of the severe consequences of the COVID-19 pandemic on the actions implemented under this programme.

1. STRUCTURE OF ERASMUS+

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

According to the Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union Programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC[1] (hereinafter 'the Regulation'), the Erasmus+ Programme aims to contribute to the achievement of:

- the objectives of the Europe 2020 strategy, including the headline education target;
- the objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;
- the sustainable development of Partner Countries in the field of higher education;
- the overall objectives of the framework for European cooperation in the youth field (2010–2018) as well as the objectives of the renewed EU Youth Strategy 2019-2027;
- the objective of developing the European dimension in sport, in particular grassroots sport, in line with the third EU Work Plan for Sport 2017-2020;
- the promotion of European values in accordance with Article 2 of the Treaty on European Union.

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

- Key Action 1 – Learning mobility of individuals;
- Key Action 2 – Cooperation for innovation and the exchange of good practices;
- Key Action 3 – Support for policy reform;
- Jean Monnet Activities;
- Sport.

In the field of education and training, the specific objectives of the Programme will be pursued through actions that aim:

[1] OJ L 347, 20.12.2013, p.50.

- to improve the level of key competences and skills, with particular regard to their contribution to a cohesive society and their relevance for the labour market, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training, the civil society and the world of work;
- to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- to promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;
- to enhance the international dimension of higher education through cooperation between institutions from Programme and Partner Countries, with a view to increasing the attractiveness of European higher education;
- to support the Union's external action, notably the external projection of internal policies and the EU development objectives, through the promotion of student and staff mobility and cooperation between higher education institutions and in particular targeted capacity-building measures in Partner Countries;
- to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness;
- to promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide.

In the field of youth, the specific objectives of the Programme will be pursued through actions that aim:

- to improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, our EU common values, intercultural dialogue, social inclusion and solidarity, notably through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market;
- to foster quality improvements in youth work, notably through enhanced cooperation between organisations in the youth field and/or other stakeholders;
- to complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, notably through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;
- to enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in conjunction with the Union's external action, notably through the promotion of mobility and cooperation between the Union and Partner Country stakeholders and international organisations and through targeted capacity-building in Partner Countries.

In the field of sport, the specific objectives of the Programme will be pursued through actions that aim:

- to tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination;
- to promote and support good governance in sport and dual careers of athletes;
- to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity, through increased participation in, and equal access to sport for all.

1.2. PARTICIPATING COUNTRIES

Programme Countries: EU Member States, EFTA/EEA countries, North Macedonia, Turkey and Serbia.

Partner Countries, which may participate in certain actions, in accordance with the Regulation and the concluded participation agreements:

- Neighbouring Partner Countries:
  - Western Balkans (Albania, Bosnia and Herzegovina, Kosovo[2], Montenegro);
  - Eastern Partnership Countries (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine);
  - Russian Federation (Territory of Russia as recognised internationally in line with the UNGA Resolution 68/262of 27 March 2014 on the territorial integrity of Ukraine);
  - South-Mediterranean countries (Algeria, Egypt, Israel[3], Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia).
- Other Partner Countries of the world.

1.3. BODIES IMPLEMENTING THE PROGRAMME

The European Commission (Directorate-General Education, Youth, Sport and Culture) is ultimately responsible for the implementation of the Erasmus+ Programme. It manages the budget and sets priorities, targets and criteria for the Programme on an on-going basis. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme 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 Commission's Education, Audio-visual and Culture Executive Agency (EACEA) is also responsible for the implementation of certain actions of the Erasmus+ Programme (direct management).

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-

[2] This designation is without prejudice to positions on status, and is in line with the United Nations Security Council resolution 1244/1999 and the International Court of Justice Opinion on the Kosovo declaration of independence.

[3] In accordance with the Guidelines on the eligibility of Israeli entities and their activities in the territories occupied by Israel since June 1967 for grants, prizes and financial instruments funded by the EU from 2014 onwards (https://eeas.europa.eu/sites/eeas/files/20130719_guidelines_on_eligibility_of_israeli_entities_en.pdf).

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. In the implementation of certain international actions, DG EAC liaises with external DGs, notably the Directorate-General for International Cooperation and Development (DG DEVCO) and the Directorate General for Neighbourhood and Enlargement Negotiations (DG NEAR) and the Delegations of the European Union in the Partner Countries.

The implementation of the Erasmus+ Programme is chiefly done through indirect management. The European Commission delegates implementation tasks to National Agencies established in each Programme Country, in line with Article 62.1(c) and Article 154 of the Financial Regulation[4]. National authorities monitor and supervise the management of the Programme at national level.

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

The student loan guarantee facility is also implemented through indirect management by the European Investment Fund (EIF) as set out in Article 20 of the Regulation and in conformity with Article 209 FR which sets out the principles and conditions applicable to financial instruments.

Policy framework and Priorities

1.4. GENERAL POLICY FRAMEWORK

Council Conclusions from 16 June 2020 on countering the COVID-19 crisis in education and training invited the Commission, together with the Member States, to "*explore means to address the most pressing needs during the times when physical mobility is restricted by allowing flexibility to reallocate unused funds between Erasmus+ actions, where appropriate*" and to "*support the further development of (...)digital skills and competences by making use of the financing available within Union programmes and funds, in particular the Erasmus+ programme* (…)".

The direct and indirect effects of the COVID-19 pandemic have almost symmetrically impacted in a substantial and harmful manner all Member States with the suspension of education and training, youth and sport activities. This situation has increased levels of social inequalities and severely disrupted education and training provision. Therefore, the present revised work programme reflects the programme's contribution to the recovery process.

Europe is facing societal challenges at both short and long-term: job creation and economic recovery must continue; social cohesion and inclusion must be enhanced; climate change and sustainability need to be tackled; and trust in the European project needs to be restored. To do all

[4] 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.

that, Europe needs to address its citizens' expectations and concerns, including helping them make the most of the opportunities offered by the digital era and succeed in the global knowledge-based economy.

Education, training, youth and sport are driving Europe toward a successful forward leap. They constitute an investment in individuals and society at large. Today, too many Europeans have only a low level of basic and digital skills. To ensure that learners of all ages develop strong basic skills and key competences, there is a concrete need for a more inclusive, lifelong-learning-based and innovation-driven approach to education and training[5]. This will also underpin Europe's competitiveness and global economic stature, which depend on a qualified and skilled workforce[6]. Education, training, youth and sport are also fundamental to prevent and tackle poverty and exclusion by addressing key social disadvantage factors. At the same time, they contribute in a substantial way to the development of the values and attitudes that are at the foundation of active citizenship, including with a European dimension, and help build mutual understanding. The potential of education, training, youth and sport to support the European project has not been fully tapped yet. The same goes for its contribution to help Europe assert its place in the world.

Education, training, youth and sport have a crucial role to play in helping Europeans to keep pace with rapid technological changes and societal challenges. This is why the EU leaders pledged in the Rome Declaration[7] from March 2017 to work towards *a Union where young people receive the best education and training and can study and find jobs across the continent; a Union which preserves our cultural heritage and promotes cultural diversity*. The European Pillar of Social Rights[8] - jointly proclaimed by the European Parliament, the Council and the Commission in November 2017 - enshrines the right to quality and inclusive education, training and life-long learning, allowing to maintain and to acquire skills that enable the full participation in society and successful management of transitions in the labour market.

In the December 2017 European Council Conclusions, the EU Heads of State and Government identified a number of priority education files and called for the Member States, the Council and the European Commission to come forward with concrete initiatives driving the setup of a European Education Area, a European learning space with fewer barriers and more opportunities for all citizens who want to study, carry out research or take up a job in another EU Member State, while strengthening the sense of belonging together and being part of a European community.

The EU Leaders called to "*step-up mobility and exchanges, including through a substantially strengthened, inclusive and extended Erasmus+ programme*". This prompted the Commission to table an ambitious proposal[9] for the next generation Erasmus programme, involving a doubling of its current budget envelope, coupled with a set of new and aspiring initiatives, some being piloted already in the

[5] In line with the Council Recommendation on Key Competences for Lifelong Learning adopted on 22 May 2018 (see: http://data.consilium.europa.eu/doc/document/ST-8299-2018-INIT/en/pdf), OJ C 189/1, 4.6.2018, p. 1-6.
[6] As stressed in the European Commission's 2018 Annual Growth Survey (https://ec.europa.eu/info/publications/2018-european-semester-annual-growth-survey_en).
[7] http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf
[8] 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.
[9] https://ec.europa.eu/info/law/better-regulation/initiatives/com-2018-367_en

last years of the current programme. The on-going Erasmus+ benefits of increased resources in its last two years of implementation and sets solid ground for the future European Education Area.

In the Communication 'Strengthening European Identity through Education and Culture'[10], the Commission crystallised its vision to work towards a European Education Area to be achieved by 2025: "*a Europe in which learning, studying and doing research would not be hampered by borders. A continent, where spending time in another Member State – to study, to learn, or to work – has become the standard and where, in addition to one's mother tongue, speaking two other languages has become the norm. A continent in which people have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity (…)*". The Area will be underpinned by the lifelong learning continuum, and concern all education sectors from early childhood education and care, through school and vocational education and training to higher education and adult learning.

The European Education Area will not be achieved through singular measures but through a strategic process encompassing multiple building blocks.

The three overall objectives of the European Education Area are identified in the Commission Communication on 'Building a Stronger Europe'[11] of May 2018:

- Promoting cross-border learning mobility and cooperation;
- Overcoming the remaining barriers to the "free movement of learners" and a genuine European learning space;
- Improving the inclusive, lifelong-learning based and innovation-driven nature of the education and training systems.

To foster cross-border learning mobility and cooperation, the Commission, the Council and the Member States have been asked by the European Council "*to encourage the emergence of some 20 'European Universities' by 2024*". A key contribution to the European Education Area, this initiative will enable bottom-up alliances of higher education institutions to setup joint long-term strategies for high quality education. European Universities will contribute to achieving a more united and stronger Europe, while remaining open to the world, and will promote common European values by bringing together a new generation of Europeans, able to cooperate across cultures, languages, borders and disciplines. They will act as models of good practice, progressively increasing the international competitiveness and attractiveness higher education, by making best use of innovative pedagogies and striving to make the knowledge triangle a reality.

The cross-border learning mobility is also supported by the European Student Card initiative that secures electronic transfer of students' data between higher education institutions, thus providing students with easier access to a wide range of services, including libraries, catering and accommodation and, but also online mobility management or European Credit Transfer and Accumulation System credits recognition, in full respect of protection of personal data. The Card is another key contribution to the European

[10] Commission Communication on Strengthening European Identity through Education and Culture (COM(2017)673).
[11] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A268%3AFIN

Education Area simplifying and facilitating student mobility in Europe, substantially reducing the administrative burden in terms of time, expense and effort.

Overcoming the remaining barriers to the "free movement of learners" and the creation of a genuine European learning space passes through more trust and a reliable system of recognition of diplomas and learning periods abroad. Without the automatic recognition of qualifications obtained in other EU Member States, the free movement of learners continues to face serious obstacles. This is why the Council adopted last November 2018 its Recommendation for higher and upper secondary education on 'Promoting automatic mutual recognition of academic qualifications and learning periods abroad'[12] enabling every pupil, apprentice, student or VET learner who has completed a study abroad experience, whether for a qualification or a period of mobility, to automatically see this experience recognised to continue his studies. It proposes a step-by-step removal of hurdles to the recognition of higher and upper secondary education diplomas between the EU Member States by 2025.

Lack of the necessary proficiency in foreign languages is another main barrier to the free movement of learners. This is why language competences are at the heart of the ambitious vision to create a European Education Area. The Recommendation on a 'Comprehensive approach to the teaching and learning of languages'[13] proposes to boost language learning by focusing on reaching adequate competence levels by the end of compulsory education – i.e. speaking two languages in addition to one's mother tongue – as well as to promote innovative, inclusive and multilingual pedagogies, using European tools and platforms such as the School Education Gateway and eTwinning.

A number of policy initiatives support inclusive, lifelong learning-based and innovation-driven education and training systems. The Council Recommendation on 'Key Competences for Lifelong Learning'[14], adopted by the Council in May 2018, identifies and defines key competences and promotes skills development by supporting educational staff, by using innovative teaching in different learning environments and by assessing and validating such key competences. The Council Recommendation on 'Common values, Inclusive Education and the European Dimension of Teaching' adopted in May 2018 promotes common values at all levels of education and foster more inclusive education systems. The Council Recommendation on 'High quality of early childhood education and care' (ECEC)[15] systems is instrumental to set up the reforms needed in the Member States to improve the quality of the ECEC systems.

[12] https://data.consilium.europa.eu/doc/document/ST-14081-2018-INIT/en/pdf
[13] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A272%3AFIN
[13] http://data.consilium.europa.eu/doc/document/ST-14081-2018-INIT/en/pdf
[14] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&from=EN
[15] Proposal for a Council Recommendation on a comprehensive approach to the teaching and learning of languages. 22 May 2018. {SWD(2018) 174 final}

The European Digital Education Action Plan – proposing 11 actions to help Member States and their citizens to better adapt to life and work in an age of rapid digital change – is already supporting the implementation of innovative teaching and learning for enhancing creative and digital skills.

Excellent, inclusive and lifelong vocational education and training (VET) policy is of utmost importance for achieving a vision at European level. The March 2018 Council Recommendation on a 'European Framework for Quality and Effective Apprenticeships'[16]is promoting work-based learning in all its forms. The tri-partite Advisory Committee on Vocational Training (ACVT) adopted last December 2018 an Opinion[17] that sets a shared vision of governments, trade unions and employers' organisations from EU Member States and partner countries. The Opinion is calling for the set-up of excellent, inclusive and lifelong post-2020 VET systems, fit for addressing the future societal and economic challenges. The Opinion stresses the role of VET in supporting the acquisition of job specific and transversal skills, and calls for a better balancing of investment and funding between initial and continuing VET. The Opinion also calls on the Commission to provide support for the establishment of platforms of Centres of Vocational Excellence.

In the adult education field, cooperation will continue with the implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'[18] and the revised Council Recommendation on the 'European Qualifications Framework', as well as the European Agenda for Adult Learning priorities[19]. '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'*. The Commission in February 2019[20] adopted an analysis of Member States' plans for implementing the Recommendation and identified the need for Member States to significantly step up national efforts and to develop a holistic, long-term vision leading to a significant impact on the 61 million low-skilled adults in the EU. In addition, further policy developments are taking place on the basis of the Skills Agenda for Europe 2016[21] such as the implementation of the new Europass[22] framework, the organisation of the European Vocational Skills Week[23], as well as further work to tackle insufficient levels of digital skills in Europe by upscaling the Digital Skills and Jobs Coalition[24].

Young people are at the heart of the European project. Adopted by the Council in November 2018, EU Youth Strategy[25] sets out the framework for the European cooperation in the youth field, for the benefit of young people in the years 2019-2027. The new EU Youth Strategy promotes cooperation in core youth policy areas in order to engage, connect and empower young people. It will develop cross-sectoral approaches and address the needs of young people in various EU policy areas such as employment, but

[16] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29
[17] https://ec.europa.eu/social/main.jsp?langId=en&catId=1146&newsId=9263&furtherNews=yes
[18] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:JOC_2016_484_R_0001
[19] Council Resolution on a European agenda for adult learning (OJ C 372/1, 20.12.2011)
[20] https://ec.europa.eu/info/sites/info/files/file_import/implementation-report-upskilling-pathways_en.pdf
[21] COM(2016) 381 final.
[22] OJ L 112, 2.5.2018, p. 42-50
[23] http://ec.europa.eu/social/main.jsp?langId=en&catId=1261
[24] https://ec.europa.eu/digital-single-market/en/digital-skills-jobs-coalition
[25] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN

also climate change, digitalisation, health. This overarching strategy will be 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.

Adopted in May 2017, the third EU Work Plan for Sport 2017-2020 set the basis for intense cooperation in priority themes such as the integrity of sport, the economic dimension of sport, the sport in the broader societal context and sport diplomacy. Sport is also a powerful tool for building a more inclusive society - the #Beinclusive EU sport prize is awarded to organisations using the power of sport to increase social inclusion for disadvantaged groups.

Enhancing the international dimension of education and training in partners countries promotes the Union's action globally, the EU external action objectives, priorities and principles. In line with the 9 April 2019 Council Conclusions 'Towards an ever more sustainable Union by 2030'[26], the programme also contributes to the achievement of 2030 Agenda for Sustainable Development, as well as to the development of a sense of responsibility for a sustainable world, environmental protection and global citizenship.

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 of the Strategic Framework for European cooperation in education and training (ET 2020). Within ET 2020, a number of areas have been identified where cooperation at European level should be reinforced to improve the performance of education and training systems and to optimise the capacity of these sectors to respond to societal and economic challenges. The EU will continue supporting Member States in this regard, including also through the European Semester, and as outlined in a series of policy documents covering different levels of education and training, such as the Commission Communications on Improving and Modernising Education[27], School development and excellent teaching for a great start in life[28], a renewed EU Agenda for Higher Education[29] and the Council Recommendation on tracking graduates[30].

The European Commission's contribution to the informal EU27 leaders' meeting in Sibiu on 9 May 2019, "Europe in May 2019 - Preparing for a more united, stronger and more democratic Union in an increasingly uncertain world"[31] recalled the Union's commitment to support the Member States in their efforts to invest in education, to adapt their education and training systems in order to equip people with the right skills for today's labour market, to promote teaching and learning about the European Union at all levels of education in view of strengthening learners' knowledge of the European Union, its

[26] http://data.consilium.europa.eu/doc/document/ST-8286-2019-INIT/en/pdf
[27] COM(2016) 941 final.
[28] COM(2017) 248 final.
[29] COM(2017) 247 final.
[30] OJ C 423/1, 9.12.2017, p. 1-4.
[31] https://ec.europa.eu/commission/sites/beta-political/files/euco_sibiu_communication_en.pdf

values, functioning and field of activities, and to support education systems to play their role in increasing the digital skills.

From policy to programme

The COVID-19 pandemic has forced millions of Europeans to depend on digital tools to carry out basic everyday interactions. Millions more depend on distance and online learning and teaching. The crisis has revealed many challenges for educators and learners, such as weak distance learning systems, inadequate pedagogical methods and insufficient guidance and skills of educators to deliver high quality online courses and to carry out online assessments that safeguard educational equity. Acute social inequalities have been exposed and exacerbated, notably regarding the digital divide i.e. many people are encountering practical and technical difficulties in accessing and using the e-learning environment. The vital role that digital tools play in our lives has become abundantly clear, not least in preserving uninterrupted and fair access to quality education under the current circumstances, enabling educators to minimise disruption and ensure the continuity of assessment and examination.

This pandemic has been an unprecedented stress test for the Erasmus+ programme in terms of **resilience** and **business continuity**. The programme has shown its capacity to resist this severe shock and to take action effectively and timely, in the spirit of solidarity.

Nevertheless, its original ambitious policy agenda is still valid and Erasmus+ remains instrumental for the implementation of this vision with concrete measures and actions. The programme is boosting cross-border learners and staff mobility, and is building new ambitious cooperation settings such as the European Universities or the Centres for Vocational Excellence.

In 2020 the Programme will address, through its different actions, the specific policy priorities described in this section. The Commission proposes a substantial degree of continuity, with some of the 2019 priorities revised and complemented to account for recent policy developments. Erasmus+ will continue to strengthen the access to the programme for all categories of learners, in particular those with a disadvantaged background, to support teaching and learning of languages, and to promote the automatic mutual recognition of qualifications and outcomes of learning periods abroad at any level of education and training.

The Renewed EU Agenda for Higher Education[32] sets out the Commission's priorities for higher education in four key areas i.e. ensuring graduates leave higher education with the skills set they need, fit for the modern economy; building inclusive higher education systems; enabling higher education institutions contribution to innovation in the rest of the economy and society; and supporting higher education institutions and governments in making the best use of the human and financial resources available. Erasmus+ is instrumental to meeting these goals through its support for policy cooperation among Member States (peer learning, peer counselling etc.), for ambitious and innovative cooperation settings among higher education institutions and education stakeholders; as well as for evidence-building through surveys and studies.

[32] OJ C 429, 14.12.2017, p.3-7.

A key contribution to the European Education Area will be to enable bottom-up alliances of higher education institutions to cooperate seamlessly across borders and disciplines in different languages. This will be done by bringing transnational cooperation between higher education institutions to the next level of ambition. **European Universities** will contribute to achieving a more united and stronger Europe, in full openness to the wider world, and will promote common European values by bringing together a new generation of Europeans, able to cooperate with different cultures, in different languages, and across borders and disciplines. European Universities will develop joint long-term strategies for top-quality education and, where relevant, to strengthen its links with research and innovation, based on a common vision and shared values. They will act as models of good practice, progressively increasing the international competitiveness and attractiveness of European higher education, by making best use of innovative pedagogies and striving to make the knowledge triangle a reality.

In the field of higher education, the Programme will also support activities stemming from the **Bologna Process**. The Ministerial Communiqué signed in May 2018[33] emphasises the need to implement key commitments of the Bologna Process, related to qualifications frameworks, the European Credit Transfer and Accumulation System, quality assurance in higher education, and academic recognition of qualifications and study periods abroad, as well as innovation in learning and teaching, and strengthening the social dimension of higher education.

Erasmus+ plays a prominent role in supporting the development of **key competences** for lifelong learning. The Council Recommendation of May 2018 stresses, in particular, the importance of raising the level of achievement of basic skills (in particular literacy, numeracy and basic digital skills); competences in science, technology, engineering and mathematics (STEM); multilingual competences; digital competence; entrepreneurship competence; personal, social and learning to learn competence; active citizenship; and cultural awareness and expression. Erasmus+ will provide an important contribution, especially in funding projects dealing with the development of tools and strategies to support individuals in acquiring and developing basic skills and key competences throughout their lives, and in developing partnerships between learning institutions, businesses and intermediary bodies to improve the continuity of learner competence development, the promotion of lifelong learning and innovative learning and teaching approaches. The Programme can also support actions that develop or disseminate tools for the assessment and validation of competences.

The Erasmus+ Programme will play an important role in supporting the initiative on **school development and excellent teaching** by supporting cooperation between schools and pupil mobility, as well as learning opportunities for future teachers and professional development for teachers and school leaders. The Council Conclusions on 'School development and excellent teaching'[34] aim to tackle weaknesses in competence development at school education level; to promote inclusive societies and social fairness; and to keeping pace with the technological advancements and digital transformation and their impact on school education. It looks especially at actions needed at school level, in the support of teachers and school leaders, and in the governance of school education systems. The programme can provide an important contribution, especially in funding projects in the area of key competences, particularly STEM education; in promoting policy experimentation on developing multilingual pedagogies and

[33] http://ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_final_952771.pdf
[34] OJ C 421, 8.12.2017, p. 2-6.

teaching in diverse classrooms; and in supporting teacher education and professional development of teachers and school leaders. To support implementing the 2018 Council recommendation on automatic mutual recognition[35], the programme will help build capacity for organisation and recognition of learning periods abroad.

In the field of **Vocational Education and Training**, the programme will increase the support provided under Key Action 1 to mobility experiences of learners with a strong work-based component through short- and long-duration mobility activities such as ErasmusPro. In line with the 2018 Council Recommendation on Quality and Effective Apprenticeships[36], **mobility of apprentices**, in particular long-duration mobility, will be boosted. While short-duration mobility has a clear intrinsic value for specific groups of VET learners, long-duration placements abroad have proven a clear added value for acquiring job-specific skills and for reinforcing transversal skills – such as increased social skills and sense of innovation and initiative – while being a positive way to experience European citizenship.

The programme will also support a set of pilot projects to take forward the 2018 Communication on 'Building a stronger Europe' which outlines a new initiative establishing **Centres of Vocational Excellence**. These centres should 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 should 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 universities 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. It also proposes that the Centres will build synergies with universities, thus jointly contributing to the provision of the range of skills needed to support innovation and competitiveness.

Education and the development of knowledge and skills are key drivers for sustainable development. Erasmus+ is therefore an important catalyst for achieving all Sustainable Development Goals (SDG) and in particular SDG 4 aiming to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and leaving 'no one behind', contributing to the EU's commitment to the **2030 Agenda for Sustainable Development[37].**

The **Digital Education Action Plan** aims to enable help education and training systems make better use of innovation and digital technology and support the development of relevant digital competences. The implementation of the Action Plan is supported by both the Erasmus+ and Horizon 2020 programmes. It sets three priorities for the Commission’s work on digital education: (1) making better use of digital technology for teaching and learning; (2) developing digital skills and competences relevant for the digital transformation; (3) improving education systems through better data analysis and foresight. The objective is to implement, within these priorities, 11 dedicated actions by 2020.

[35] ST 14081 2018 INIT. https://data.consilium.europa.eu/doc/document/ST-14081-2018-INIT/en/pdf
[36] http://data.consilium.europa.eu/doc/document/ST-6779-2018-INIT/en/pdf
[37] https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf

An overarching cross-cutting priority across all policy cooperation fields will be to make Erasmus+ an important instrument for highlighting the key role of education in the development of those values and attitudes underlying active citizenship, as reaffirmed in the **Paris Declaration**[38]. The Commission **Communication on preventing radicalisation adopted in June 2016**[39] emphasised the preventive role of education and youth sectors to tackle the root causes of radicalisation leading to violent extremism and terrorism. The objectives and challenges addressed by the Paris Declaration – echoed in the European Agenda on Security[40] and in the above-mentioned Communication – will be reflected in the implementation of all three Key Actions of the Programme, as well as in the actions in the field of Sport. The Communication on 'Strengthening European Identity through Education and Culture' emphasises that it is in the interest of all Member States to fully harness the potential of education and culture. Promoting multicultural dialogue is another main objective of the Erasmus+ Virtual Exchange project, launched in 2018.

The Erasmus+ programme will maintain a close relationship with the overall strategic framework for European cooperation in education and training in 2020, as well as reinforce synergies with other related EU programmes and policy areas.

1.5. HORIZONTAL PRIORITIES

The focus will be on the following horizontal priorities:

- **Supporting opportunities for all in acquiring and developing key competences, including basic skills**: In order to foster employability, socio-educational and personal development, as well as participation in civic and social life. Priority will be given to projects that support and reinforce the development of key competences for all individuals from early childhood and throughout life. In a fast-changing world, this includes multilingual competences, entrepreneurial mind-set, critical thinking and creativity, cooperation in science, technology, engineering, arts and mathematics (STE(A)M) fields, as well as skills in fields such as climate action, artificial intelligence, but also social and learning-to-learn competences. This would include actions of cooperation with players in the research and innovation sector, civil society as well as in the private and public sector.
- **Social inclusion**: Social inclusion is an overarching priority across all sectors of the programme. Promote – in particular through innovative and integrated approaches – ownership of shared values, equality, social inclusion, diversity and non-discrimination. Priority will be given to projects that support and assess new approaches to reducing disparities in accessing and engaging with formal and non-formal education, as well as projects that tackle discrimination, segregation and racism. The programme will support the integration of people with migrant backgrounds, including gathering and

[38] See: http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf

[39] COM(2016) 379 final.

[40] https://ec.europa.eu/home-affairs/sites/homeaffairs/files/e-library/documents/basicdocuments/docs/eu_agenda_on_security_en.pdf

disseminating good practices on the issue. Priority will also be given to projects that encourage the establishment of sustainable links between organisations active in education, training, youth and sport and the society at large, including at local and regional level.

- **Common values, civic engagement and participation**: The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage.
- **Environmental and climate goals**: the programme aims to support, across all sectors, awareness-raising about environmental and climate-change challenges. Priority will be given to projects aimed at developing competences in various sustainability-relevant sectors, developing green sectorial skills strategies and methodologies, as well as future-oriented curricula that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, consumption habits, and lifestyles.
- **Innovative practices in a digital era**: The Programme will support the taking up of digital technologies and of innovative and open pedagogies in education, training, youth and sport. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will also support the use of the European frameworks on digital competences of educators, citizens and organisations, including the development and use of open educational resources, open textbooks, and free and open source educational software. Priority will be given to actions that promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning. Erasmus+ must continue to be mobilised to support the process of recovery from the COVID-19 pandemic and demonstrate responsiveness, adaptability and flexibility. Therefore, priority will be given to actions that contribute to building digital education readiness and to mitigating the impact of the crisis on some of the hardest-hit sectors.
- **Supporting educators, youth workers, educational leaders and support staff**: Priority will be given to actions that strengthen the recruitment and professional development of educators (e.g. teachers, trainers, professors, tutors, mentors, coaches, staff in early childhood education and care), youth workers, educational leaders (e.g. school heads, rectors, department heads) and support staff (e.g. teaching assistants, career counsellors, human resource specialists in companies). Particular attention will be given to actions that allow to better deal with inclusion and diversity, including cultural and linguistic, through the use of more diverse and more adapted teaching, training and youth work styles.

- **Transparency and recognition of skills and qualifications**: Priority will be given to actions that support learning and labour mobility; actions that facilitate transitions between different levels and types of learning, transitions to the world of work as well as transitions between different jobs. The programme will support in particular better services and information or guidance for learners, exploring the potential of digital technologies to facilitate automatic mutual recognition and the validation - at local, regional, national, European or international level - of competences acquired through informal and non-formal learning. The programme will also support the effective launch and implementation of the new Europass framework and the access to tools and services for skills and qualifications.
- **Sustainable investment, quality and efficiency of education, training and youth systems**: Priority will be given to actions that promote sustainable funding models, including exploring innovative approaches, to ensure adequate and sustainable investment in education, training and youth, including performance-based funding and cost-sharing, where appropriate.
- **Social and educational value of European cultural heritage,** its contribution to job creation, economic growth and social cohesion: priority will be given to actions contributing to raising awareness of the importance of Europe's cultural heritage through education, lifelong learning, informal and non-formal learning, youth as well as sport, including actions to support skills development, social inclusion, critical thinking and youth engagement. New participatory and intercultural approaches to heritage, as well as educational initiatives aimed at fostering intercultural dialogue involving teachers and pupils from an early age will be promoted.
- **Skills development and inclusion through creativity and the arts**. Under the strategic partnerships, priority will be given to educational activities and lifelong learning, informal and non-formal learning and youth work (including digital youth work) with a cultural and creative component to help young generations and professionals to acquire skills and competences, including digital competences, that reinforce creativity in education, as well as to boost quality, innovation and recognition of youth work that support the creative potential of youth, thus contributing to the resilience of the cultural and creative sectors. Priority will be given to actions that can contribute to job creation, sustainable development and social inclusion through the arts, by fostering innovative participatory and intercultural dialogue approaches linking education, training and youth stakeholders with organisations in the cultural and creative sectors.

In addition to the general priorities mentioned above, the following specific priorities will be pursued in the respective fields.

1.5.1. EDUCATION AND TRAINING: FIELD-SPECIFIC PRIORITIES

In the field of **higher education**, priority will be given to actions that are key to achieving the objectives of the European Education Area, notably the new European Universities initiative and the European Student card. This means, inter alia, reinforcing internationalisation and mobility, strengthening links between education, research and innovation where relevant, as well as implementing the Council Recommendation on promoting automatic mutual recognition of qualifications. In line with the

challenges identified in the renewed EU Agenda for higher education, initiatives to enhance the performance of Europe's higher education systems will be supported, including the implementation of the Council Recommendation on tracking graduates and the Digital Education Action Plan. The Programme will also support the implementation of the Ministerial Communiqué of the Bologna Process.

For actions promoting cooperation between **Programme Countries**:

- **Promoting internationalisation:** The programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for various types of cooperation models, including the most ambitious ones such as the European Universities; b) contributing to removing obstacles to 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 and tools to enhance mobility for all and to develop a successful multilingual European Education Area by 2025.
- **Tackling skills gaps and mismatches** through: a) supporting the development of learning-outcomes-oriented curricula that better meet the learning needs of students, while also being relevant for the labour market and for the wider society; b) implementing trans-disciplinary approaches and innovative pedagogies such as student-centred learning, inverted learning and research-based learning which support the acquisition of transferable forward-looking skills; c) developing, testing and implementing flexible and modular course design (part-time, online or blended) and appropriate forms of assessment; d) increasing attractiveness and reforming curricula for STEM with a STEAM approach including real-world applications, inquiry-based and ICT-enriched learning, collaborative practices, including university-business cooperation.
- **Rewarding excellence in learning, teaching and skills development**, through a) developing and implementing strategies and quality culture to reward and incentivise excellence in teaching b) training of academics in new and innovative pedagogies, including 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; e) developing of new practices based on educational research and creativity.
- **Building inclusive higher education systems** The programme will foster inclusive approaches for the mobility and cooperation activities such as a) increased access, participation and completion rates of underrepresented and disadvantaged groups; b) development and implementation of flexible mobility formats (short, virtual and blended); 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. Particular attention will be given to achieving appropriate gender balance.
- **Fostering civic engagement:** promotion of civic and social responsibility of students, researchers and universities including through extra-curricular activities and recognition of voluntary and community work in academic results where appropriate.

- **Supporting the implementation of the European Student Card** initiative through secure electronic transfer of students' data between higher education institutions, in full respect of personal data protection and linking where possible with the new Europass. The objective is to enable students to manage online the entire set of administrative steps of their mobility abroad (from selection up to their ECTS credits recognition), while at the same time facilitating an easier access to a wide range of student services - including libraries, catering and accommodation - when on a campus abroad. The main components of the European Student Card initiative are being developed through Erasmus+ projects funded under Key Action 2: Strategic partnerships and Key Action 3: Forward-looking projects.
- Consolidation and further development of **higher education data tools and data sources**[41] to monitor progress towards reaching the objectives of the European Education Area and the renewed EU agenda for higher education.
- **Fostering effective, efficient and sustainable system-level funding and governance models,** rewarding excellent teaching, innovation and community-relevance.

For actions promoting cooperation with **Partner Countries**:

- Promoting people to people contacts, intercultural awareness and understanding with a focus on more vulnerable groups, promoting internationalisation and modernisation of higher education, teaching and skills development through the opening of mobility opportunities beyond Europe, funding short exchanges and scholarships for joint degrees, capacity-building and partnerships for cooperation and innovation between EU and non-EU higher education institutions (including innovative and creative international curricula for the benefit of both mobile and non-mobile learners) in line with the external action instruments.

In the field of **school education**, priority will be given to:

- **Reinforcing the development of key competences (in line with the Council Recommendation on key competences for lifelong learning)** for example by promoting cross-curricular collaboration, creativity and innovative learning approaches and environments, cooperating with stakeholders in local communities and abroad, supporting teachers in delivering competence based teaching and developing assessment and validation of key competences.
- **Strengthening the profile of the teaching professions**, including teachers, school leaders and teacher educators, for example by: making careers more attractive and diverse; strengthening selection, recruitment and evaluations (models of staff appraisal,

[41] For example: U-Multirank https://www.umultirank.org/; ETER https://www.eter-project.com/#/home; Graduate Tracking https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52017DC0249 ; HEInnovate https://heinnovate.eu/en

assessment and feedback); enhancing teachers' initial education and continuous professional development and linking its different phases; facilitating and significantly increasing teacher mobility, including by overcoming remaining obstacles; supporting teachers in developing innovative teaching and assessment methods, especially to promote competence-oriented teaching and learning; strengthening leadership in education, including distributed leadership and teacher leadership.

- **Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning)**, building on the increasing linguistic diversity in schools, for example by: encouraging early language learning and awareness; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language; mainstreaming the use of new 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; promoting the creation of language aware schools[42].
- **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; promoting effective and innovative pedagogies and assessment; promoting the STE(A)M approach to education through interdisciplinary teaching of STEM in cultural, environmental, economic, design and other contexts, with the involvement of all academic disciplines.
- **Tackling early school leaving and disadvantage**, enabling success for all learners, including children with a migrant background, for example by: strengthening collaboration among all actors within schools, as well as with families, and other external stakeholders; improving transitions between different stages of education; fostering preventive and early intervention approaches; supporting networking of schools which promote collaborative and holistic approaches to teaching and learning; improving evaluation and quality assurance.
- **Developing high quality early childhood education and care systems (in line with the ECEC Council Recommendation)**, 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. children with disabilities, or children from disadvantaged socio-economic backgrounds, children from a migrant background); promoting the implementation of the EU quality framework for quality early childhood education and care.
- **Building capacity for promoting and facilitating recognition of learning periods abroad (including follow-up to the Council Recommendation on automatic mutual recognition)**, 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

[42] In line with the Council Recommendation on a comprehensive approach to the teaching and learning of languages {SWD(2018) 174 final} https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A272%3AFIN

transnational projects and peer exchanges, including by exploring the potential of intermediary bodies pooling the capacity of several schools; 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.

- **Developing strong quality assurance systems** to achieve high-quality inclusive education and enhance trust among countries in relation to the quality of their respective school education systems, for example by: supporting countries in developing synergies between internal and external evaluations, in engaging stakeholders in quality assurance processes, or in designing their quality assurance strategies in ways to support broad competence development.

In the field of **vocational education and training (both initial and continuing),** priority will be given to:

- Developing partnerships supporting the setting up and implementation of **internationalisation strategies for VET providers**[43], aimed at putting in place the necessary support mechanisms as well as contractual frameworks to promote quality mobility of VET staff and learners[44], including **promoting** the automatic mutual recognition of qualifications and learning outcomes; developing student support services to foster VET internationalisation and learner mobility, through actions aimed at informing, motivating, preparing and facilitating the social integration of the VET learner in the host country, while enhancing their intercultural awareness and active citizenship;
- Developing partnerships aimed at promoting **work-based learning in all its forms**, for both young and/or adults and in particular for the implementation of the Council Recommendation on a European Framework for Quality and Effective Apprenticeships[45]. These partnerships can also aim at developing new training content and joint VET qualifications that integrate periods of work-based learning, opportunities to apply knowledge in practical workplace situations, and embedding international mobility experience whenever possible.
- Increasing the **quality in VET** through the establishment of feedback loops to adapt VET provision, including by setting-up or testing graduate tracking arrangements as part of quality assurance systems in line with the Council Recommendation on tracking graduates, and the Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)[46];
- Enhancing **access to training and qualifications for all**, with a particular attention to the low-skilled, through continuing VET, notably by increasing quality, supply and accessibility of continuing VET, validation of non-formal and informal learning,

[43] Guidance document "Go international: Practical Guide on Strategic Internationalisation in VET" http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/eac-a06-go-international_en.pdf

[44] The specific rules and information relating to VET learner mobility activities, as described in Annex I of the Programme guide, should be applied

[45] Council Recommendation on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01). https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)

[46] OJ C 155, 8.7.2009, p. 1.–10

promoting work-place learning, providing for efficient and integrated guidance services and flexible and permeable learning pathways; includes developing partnerships between micro, small and medium sized companies and VET providers aimed at promoting joint competences centres, learning networks, support to pooling of resources, and providing initial and/or continuing training to their staff.

- Further strengthening **key competences** in initial and continuing VET, in particular literacy, numeracy, digital, entrepreneurship, as well as languages, including common methodologies for introducing those competences in curricula, as well as for acquiring, delivering and assessing the learning outcomes of those curricula.
- Supporting the uptake of innovative approaches and digital technologies for teaching and learning, as outlined in the Digital Education Action Plan, including the effective use of the SELFIE self-reflection tool to support a comprehensive approach to innovation, and the use of digital technologies for pedagogical, administrative, technical and organisational change.
- Introducing systematic approaches to, and opportunities for, the initial and continuous professional development of **VET teachers, trainers and mentors** in both school and work-based settings (including apprenticeships), as well as through the development of effective digital, open and innovative education and pedagogies, as well as practical tools; raising the attractiveness of the professions for VET teachers, trainers, mentors and leaders.
- Developing sustainable partnerships to establish and/or further develop national, regional and sectoral **skills competitions organisations**, as a form of raising the attractiveness and excellence in VET. These partnerships could also develop and support the practical arrangements for the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions, while working closely together with businesses, VET providers, chambers and other relevant stakeholders.

In the field of **adult education** priority will be given to:

- 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.
- Supporting the setting up of and **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.
- Increasing **learning demand and take-up** through effective outreach, guidance and motivation strategies which support the Upskilling Pathways by encouraging and supporting low-skilled and/or low-qualified adults or through developing guidance as a service to ensure that adults have access to relevant learning throughout life.
- Extending and developing **the competences of educators** and other personnel who support adult learners, in particular in assessing their prior knowledge and skills and in motivating them to learn; improve teaching methods and tools through effective use of innovative solutions and digital technologies.

- Developing **mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- Promoting Erasmus+ among all citizens and generations, including by offering activities of education and exchanges of experiences to seniors, with view to building and adding solidity to the European identity.

1.5.2. YOUTH: FIELD-SPECIFIC PRIORITIES

The EU Youth Strategy 2019-2027 will tackle three core areas, whilst at the same time promoting cross sector cooperation:

- **Engage**: Fostering youth participation in democratic life;
- **Connect**: Bringing young people together across the EU and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding;
- **Empower**: Supporting youth empowerment through quality, innovation and recognition of youth work.

In line with the EU Youth strategy, the programme will address the following:

- Promoting 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.

Priority will be given to projects that:

- 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;
- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, building on European 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;
- Reinforce links between policy, research and practice and promote better knowledge about the situation of young people and youth policies.

- Projects contributing to quality and innovation in Youth Work and its recognition

Priority will be given to projects that:

- Support capacity-building of youth workers and youth work practices;
- 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 NEETs), with particular emphasis in young people at risk of marginalisation and those with a migrant background;
- 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.

- Projects promoting entrepreneurship and creative learning and social entrepreneurship among young people

Priority will be given to projects in the form of transnational youth initiatives that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and identified problems in their daily lives.

1.5.3. JEAN MONNET: FIELD-SPECIFIC PRIORITIES

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 studies on European Integration, in Europe and worldwide.

In this field, the programme will encourage the extension of the activities to other levels of education, give priority to a strengthened interdisciplinary approach, support the participation of young academics, as well as the use of new technologies.

The Jean Monnet strand of Erasmus+ will continue the support to the designated institutions identified in the legal base.

1.5.4. SPORT: FIELD-SPECIFIC PRIORITIES

In the field of **sport**, the 2020 Work Programme will put emphasis on grassroots sport, in accordance with the Erasmus+ Regulation, with a view to ensuring increased participation of small-sized organisations. Continuity will be ensured in the support of the European Week of Sport and the implementation of EU guidelines (EU Physical Activity Guidelines[47] and EU Guidelines on Dual Careers of Athletes[48]). A focus should also be put on social inclusion, including integration of young people with a migrant background, promotion of good governance principles and the fight against violence and intolerance in sport. New policy developments such as the Council Conclusions on 'Promoting the common values of the EU through sport'[49] and the Council Conclusions on the 'Economic dimension of sport and its socioeconomic benefits'[50] will be duly considered.

More specifically, priority will be given to projects that:

- Encourage participation in sport and physical activity, especially by supporting the implementation of the Council Recommendation on health-enhancing physical activity[51] supporting actions that are in line with the EU Physical Activity Guidelines and the Tartu Call for a Healthy Lifestyle and by supporting the European Week of Sport;
- Promote education in and through sport with special focus on skills development, as well as support the implementation of the EU Guidelines Dual Careers of Athletes;
- Promote voluntary activity in sport;
- Combat doping, notably in recreational environments;
- Combat match-fixing;
- Improve good governance in sport;
- Combat violence and tackle racism, discrimination and intolerance in sport;
- Encourage integration, social inclusion and equal opportunities in and through sport;

[47] EU Physical Activity Guidelines, welcomed in the Presidency Conclusions of the Informal meeting of the EU Ministers, responsible for sport, in November 2008 http://ec.europa.eu/assets/eac/sport/library/policy_documents/eu-physical-activity-guidelines-2008_en.pdf

[48] EU Guidelines on Dual Careers of Athletes, approved by the EU Expert Group "Education & Training in Sport" in September 2012 http://ec.europa.eu/assets/eac/sport/library/documents/dual-career-guidelines-final_en.pdf

[49] http://data.consilium.europa.eu/doc/document/ST-8032-2018-INIT/en/pdf

[50] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018XG1213(01)&from=EN

[51] Council Recommendation of 26 November 2013 on promoting health-enhancing physical activity across sectors, (OJ C 354/01 of 4.12.2013)

- Support projects aimed at improving the training and competition conditions of athletes and supporting European traditional sports and games.

2. IMPLEMENTATION OF THE PROGRAMME

The next sections of this document will highlight the main actions and initiatives that the Commission, in cooperation with the implementing structures of the Programme, plans to carry out in 2020. A complete and more detailed description of the grants and procurements that will be awarded in 2020 under Erasmus+ is available in Part II of this Work Programme.

2.1. KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS

In order to achieve the objectives of the Erasmus+ Programme, this Key Action will support:

Mobility of learners and staff: opportunities for students, trainees, apprentices, young people and volunteers, as well as for professors, teachers, trainers, youth workers, staff of educational institutions and civil society organisations to undertake a learning and/or professional experience in another country.

Erasmus Mundus Joint Master Degrees (EMJMD): high-level integrated international study programmes delivered by consortia of higher education institutions that award full degree scholarships to the best master students worldwide. The specificity of these joint degrees lies in their high degree of integration and the excellent academic content and methodology that they offer.

Erasmus+ Master Degree Loans: offered to higher education students from Programme Countries to go abroad for a full Master Degree.

Main actions planned for 2020

The mobility actions will continue to support the involvement of newcomers and new stakeholders (such as companies, public authorities, training and recognition centres, private foundations) alongside traditional players (such as higher education institutions, schools, VET and adult learning institutions, youth organisations, etc.) in order to enrich the qualitative level of mobility experiences and provide learners and staff multiple pathways to acquire competences and boost their personal, educational and professional development.

In the field of **higher education**, emphasis will be put on developing the digital skills of students through specific traineeships and on supporting teachers in acquiring skills for excellent and innovative teaching and curriculum design. In order to prepare the higher education institutions to be ready for a fully electronic management of Erasmus+ student mobility by 2021, support will be provided for the implementation of the electronic student identification[52] and exchange of data.

Besides the traditional mobility activities, a fourth wave of students will gain access to Erasmus+ Master loans during the academic year 2020-2021, thus enabling them to finance their Master studies abroad. The 2020 budget is adapted in view of the scheme's operational performance. Monitoring information on the operational and financial aspects of the initiative will be regularly provided to participating countries and supported by an annual beneficiary survey.

[52] The electronic identification will be developed in such a way that students' personal data will be fully protected.

With regard to **the international dimension**, Erasmus+ will continue to provide mobility opportunities for higher education staff and students between Europe and the rest of the world. In the 2020 call, the eligible Partner Countries are the same as for 2019. Mobility for higher education staff and students will take place in both directions, with a special attention to groups with disadvantaged backgrounds and fewer opportunities, according to the conditions and restrictions governed by the rules of the external funding instruments. The Commission will continue to work with National Agencies in optimising the use of external cooperation funds (MFF Heading 4 budget and the European Development Fund) and in contributing to building trust and mutual understanding with citizens worldwide and across policy areas as part of EU public diplomacy initiatives.

Erasmus Mundus Joint Master Degrees are expected to select an increased number of high-quality proposals in 2020. The Education, Audio-visual and Culture Executive Agency will also implement activities supporting the networking of coordinators of on-going Erasmus Mundus Master programmes, such as the organisation of thematic clusters, as well as the organisation of the annual Erasmus Mundus coordinators' conference.

In the field of **Vocational Education and Training (VET)**, in 2020 an increased focus will still be given to long-duration mobility. The resources available will support work placements of apprentices and other VET learners in VET institutes and/or companies in another country, with increasingly longer duration ranging from 3 to 12 months. Support for long-duration mobility will be further boosted to increase impact and quality of the mobility experience, while short term mobilities will also be encouraged, particularly for VET learners who are not used to spending time abroad. 2020 will also be the fourth year of the implementation of the Erasmus+ VET Mobility Charter, which aims to boost internationalisation of VET providers. VET organisations that have been awarded a Charter in previous years will have the opportunity to apply for mobility grants following a "fast-track" procedure. This approach aims at increasing the qualitative standards of mobility projects supported in the field of VET, while at the same time simplifying the administrative workload of beneficiaries with a proven high level of experience and expertise in organising mobility of VET learners and staff.

In the **school education** field, the focus will continue to be on offering mobility opportunities for pupils, as well as for teachers, school leaders, trainers and other education staff for their professional development (such as structured courses, training events, job shadowing and teaching assignments in partner institutions abroad).

For **adult education**, the mobility of staff will be strengthened to support the development of adult learning institutions. In the context of the Recommendation 'Upskilling Pathways: New Opportunities for Adults', the emphasis will be on developing staff capabilities for teaching or assessing basic skills for lower-qualified/skilled adults or designing tailored packages of learning. In order to support the strategic impact of the Programme, participating organisations are required to submit a European Development Plan.

In the selection of projects in the **youth** field, emphasis will be put on i) reaching out to marginalised young people, under-represented groups, promoting diversity, intercultural dialogue, common values of freedom, tolerance and respect of human rights, raising awareness about environmental and climate-change challenges as well as on projects enhancing media literacy, critical thinking and sense of initiative, and ii) equipping youth workers with competences and methods needed for developing digital youth work and for transferring the common fundamental values of our society, particularly to the hard to reach young people, and preventing violent radicalisation of young people.

2.2. KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES

In order to achieve the objectives of the Erasmus+ Programme, this Key Action will support:

Strategic Partnerships aimed at developing joint initiatives addressing one or more fields of education, training and youth and promoting innovation, exchange of experience and know-how between different types of organisations involved in education, training and youth or in other relevant fields. Certain mobility activities are supported in so far as they contribute to the objectives of the project;

Knowledge Alliances between higher education institutions and organisations active in the world of work which aim to foster innovation, entrepreneurship, creativity, employability, knowledge exchange and/or multidisciplinary teaching and learning**.** This action will support the further development of **'European Universities',** which are instrumental in bringing European closer together, and in making the knowledge triangle a reality, thus providing impetus to economic growth. Innovative teaching and learning, innovative pedagogies, and the ability to work in cross-disciplinary teams across borders will be at the heart of the European Universities, to answer needs for continuous professional learning. The initiative will enable a substantial leap in quality, performance, attractiveness and international competitiveness of European higher education institutions by building on their complementary strengths.

Sector Skills Alliances that identify sector-specific labour market needs, demand for new occupation profiles and skills needed to perform in one or more professional sectors. Drawing on such evidence, Sector Skills Alliances support the design and delivery of transnational vocational training content and teaching and training methodologies for European professional core profiles.

Capacity Building projects supporting cooperation with Partner Countries in the fields of higher education and youth. These projects aim to support organisations/institutions and systems in their modernisation and internationalisation process.

Online platforms, such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe (EPALE), Erasmus+ Virtual Exchange and the European Youth Portal, offering virtual collaboration spaces, databases of mobility opportunities, online courses, communities of practice and other online services for teachers, trainers, policy makers and other practitioners in the field of school and adult education as well as for young people, volunteers and youth workers across Europe and beyond.

Main actions planned for 2020

Strategic Partnerships will continue to be closely linked to the policy priorities referred to in Part I, section 2.2 of this Work Programme. The programme will support high quality projects aiming to

develop and transfer innovative results, as well as those primarily fostering cooperation and the exchange of practices among participating organisations and institutions. These measures, coupled with a budget increase, will contribute to increasing the quality and number of projects and organisations involved in the action. In addition, efforts will be made to improve the monitoring and reporting on the project outcomes, with the view to disseminating and upscaling them through European Structural and Investment Funds. In the youth field, efforts will be made to reinforce support to grass-root projects, involving new actors such as municipalities, and enabling the scaling-up of local initiatives within larger cross-border partnerships. In addition, in adult education, school education and youth, Erasmus+ can effectively contribute to the resilience of the cultural and creative sectors through targeted actions that enhance skills development, digital competence, sense of initiative and entrepreneurship. Priority will be given to actions that enhance social inclusion through arts, foster innovative participatory and intercultural dialogue approaches linking education, training and youth stakeholders with organisations active in the cultural and creative sectors. In the youth field, the main actions will be framed in the context of the EU Youth Strategy.

In the field of school education, continued support will be provided to School Exchange Partnerships supporting schools in building capacity for cross-border cooperation and strengthening their European dimension through cooperation and exchange of teachers and pupils.

In the fields of school education, vocational education and training, and higher education, the Strategic Partnerships will be mobilised in the process of recovery from the COVID-19 pandemic, namely to reinforce the ability of education and training institutions to provide high quality, inclusive digital education. The focus will be on building capacity to implement online, blended and distance teaching and learning; to develop digital pedagogical competences of educators, enabling them to deliver high quality inclusive digital education; and to develop and/or use high quality digital content such as innovative online resources and tools. The partnerships will promote in particular networking of schools across the EU, sharing of resources and expertise, and collaboration with digital technology providers and experts in educational technologies and relevant pedagogical practice, to develop tailor made solutions adapted to local challenges and realities.

In 2020, the **Transnational Cooperation Activities**, implemented by National Agencies to enhance the strategic implementation of the Programme at national level, will cover all sectors of education, training and youth. Transnational Cooperation Activities will also be an instrument to establish and support a network for inclusive education in each Programme Country. Such networks will allow young people to have direct contacts with positive role models such as entrepreneurs, artists, sportspersons, as well as formerly radicalised people. Thanks to EU funding, these role-models will go to schools, youth and sport clubs and prisons to speak and bond with young people.

One of the priorities planned for 2020 is the launch of a second call for proposals to support the emergence of bottom-up alliances of higher education institutions. They will bring cross-border cooperation to the next level of ambition, through the development of joint long-term strategies for top-quality education and - where relevant - to strengthen its links with research and innovation, based on a common vision and shared values. The **European Universities** initiative aims at building cohesion in

Europe by bringing together a new generation of Europeans who are able to cooperate seamlessly across borders and disciplines, in different languages, to address societal challenges and skills shortages that Europe faces. Besides offering mobility that should be a standard feature, embedded at Bachelor, Master and Doctoral levels, European Universities should operate on the basis of multidisciplinary approaches, allowing students, lecturers and researchers to co-create and share knowledge and innovation, thus becoming real educational drivers in innovative pedagogies. European universities will be key to delivering on the vision of a European Education Area by 2025.

The **Knowledge Alliances** will contribute to implement the priorities identified in the Renewed EU Agenda for Higher Education: ensuring graduates leave higher education with the skill sets they and the modern economy need; building inclusive higher education systems; making sure higher education institutions contribute to innovation in the rest of the economy and society; and supporting higher education institutions and governments in making the best use of the human and financial resources available.

The action **Sector Skills Alliances** remains an important instrument for the improvement of quality and relevance of Europe's Vocational Education and Training systems by improving skills intelligence and tackling skills shortages in various economic sectors, as outlined in the 2015 ET2020 Joint Report, and by the Ministers in charge of VET in the 2015 Riga conclusions[53] agreeing on a new set of medium-term deliverables for the period 2015-2020. This action will also support the implementation of the "Blueprint for Sectorial Cooperation on Skills" as proposed in the Skills Agenda for Europe 2016[54], aimed at mobilising key players, as well as encouraging private investment to establish sectorial skills partnerships between industry and services on one side, and vocational education and training on the other side.

Capacity Building projects supporting cooperation with Partner Countries in the fields of higher education and youth will be supported as in the previous year. These projects aim to support organisations/institutions and systems in their modernisation and internationalisation process, enhancing sustainable and inclusive socio-economic growth in partner countries. In the field of higher education, promotion and monitoring activities will be continued in order to increase the quality and relevance of proposals and projects, and to encourage diverse participation of higher education institutions notably from countries, regions and geographical areas underrepresented in the previous Calls.

The implementation of Capacity Building Action in some Partner Countries is supported by a network of National Erasmus+ Offices (NEOs) whose mandate consists in promoting the Erasmus+ Programme and monitoring the Erasmus+ projects implemented in their country.

Web platforms

The **School Education Gateway** will continue to establish itself as Europe's main online platform for school education. With popular elements such as the **Teacher Academy** and the **European Toolkit for Schools** constantly enriched in terms of both scope and content, the platform will continue to offer attractive, multifaceted and useful content, specifically tailored for the needs of school education stakeholders and in line with Policy and Programme priorities. In that context, further enhancements

[53] https://www.izm.gov.lv/images/RigaConclusions_2015.pdf
[54] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0381

are planned in 2020 to help empower teachers in dealing with today's more diverse classrooms and challenges, such as promoting inclusion and active citizenship, and supporting learners to develop a broad range of competences. On a technical level, work on the School Education Gateway, including the Toolkit, will additionally focus on usability testing in order to guide significant improvements to the platform, better serve the needs of users and engage with schools. Similar to eTwinning, the Teacher Academy also aims to engage with local, regional and national policy makers, as well as teacher education and professional development providers.

The **European Youth Portal** will continue in 2020 with the development of its content to better reflect the changing needs of the target audience, and further enhancements to the interface to make it easier to use on mobile devices. The multi-lingual youth engagement tools will also be enhanced to support the EU Youth Dialogue and other consultation activities.

Other web platforms – such as EPALE - will continue their activities financed under the previous Erasmus+ annual work programme.

2.3. KEY ACTION 3: SUPPORT FOR POLICY REFORM

In order to achieve the objectives of the Erasmus+ Programme, this Key Action will support:

Better knowledge in the fields of education, training and youth for evidence-based policy making and monitoring in the framework of ET2020, Europe 2020, the EU Youth Strategy (2019-2027) and the wider European policy agenda, in particular:

- country-specific focus, cross-country and thematic analysis through studies, surveys, evaluations and collection, analysis and use of data from relevant knowledge providers;
- consolidating and improving evidence-building on education by measuring the performance of education policies, systems and individual institutions in a comparable way to provide insights into what works;
- peer learning, peer counselling, expert groups and other exchanges of practices through the Open Methods of Coordination in education, training and youth.

Initiatives for policy innovation to stimulate the development of innovative policies and the cooperation among stakeholders, and to enable public authorities to test the effectiveness of innovative policies through field trials, based on sound evaluation methodologies and international cooperation.

Development of European policy tools to facilitate transparency, comparability, transferability and recognition of skills and qualifications, as well as the transfer of credits, to support the implementation of automatic recognition of qualifications and the outcomes of learning periods abroad, and to foster quality assurance, validation of non-formal and informal learning, skills management and guidance. This Action also includes support to networks that facilitate cross-European exchanges, the learning and working mobility of citizens as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings. It also supports countries in implementing the commitments of the Bologna Process.

Cooperation with international organisations with highly recognised expertise and analytical capacity (such as the OECD, and the Council of Europe), to strengthen the impact and added value of policies

in the fields of education, training and youth.

Stakeholder dialogue, policy and Programme promotion involving public authorities, providers, civil society and other stakeholders in the fields of education, training and youth, to raise awareness about the relevant European policy agendas, and to develop the capacity of stakeholders to concretely support the implementation of policies and generate tangible impacts by stimulating effective exploitation of the Programme results.

Main actions planned for 2020

A specific call for proposals on **Social inclusion in the field of education and training** will address the goals and challenges expressed at the November 2017 Gothenburg Summit and confirmed in the December 2017 Council Conclusions about the key role of education in building inclusive and cohesive societies. The Conclusions stressed the need for an inclusive, lifelong learning-based and innovation-driven approach to education and training and recalled the Member States' willingness to do more in these areas, where the EU plays an important supplementing and supporting role. This call complements the regular actions of the Programme - such as strategic and collaborative partnerships or mobility activities under Key Actions 1 and 2 - which also have among their focal points the promotion of inclusion and the active participation in society. Adult Education plays a key role in promoting social inclusion and active citizenship by enabling adults to adapt to changes in the labour market and society; but Adult Education systems are characterised by their fragmented nature, complexity and wide variety of actors; stronger cooperation between providers is required. This is why this call will also include support for the creation and strengthening of transnational, national or regional networks of adult education providers. These networks would work together to promote European policy on adult education, with a focus on coherent governance, effective coordination, increased take-up of high quality provision, and widened access to learning throughout life, in line with the 2011 Council Resolution on the renewed European Agenda on Adult Learning[55] and the subsequent 2015 Commission and Council revised set of priorities[56] to focus the work until 2020.

In the field of **skills and qualifications**, activities will implement the Skills Agenda for Europe 2016 and the Renewed EU agenda for higher education. Work will be pursued to implement the European Qualifications Framework (EQF) and promote validation of prior learning. In the context of offering better services to promote employability and mobility, work will continue on ways to allow people to better assess, document and communicate their skills for employment or further learning purposes.

Work will also be pursued on the implementation of the new Europass framework: based on the results of a test phase, the new Europass online platform will be launched in 2020 and is planned to include an online e-Portfolio tool for people to manage their lifelong learning and careers. The new Europass could also support education and training institutions to issue verifiable digitally-signed credentials (e.g. qualification diplomas) as announced in the Digital Education Action Plan.

As follow-up to the Recommendation on tracking graduates and the pilot European graduate survey launched by the Commission in 2017 in order to improve the availability of comparable information on graduate employment and social outcomes, the work towards the full roll-out of the EU-wide graduate tracking continues in 2020. The programme will further support the development of national graduate

[55] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2011.372.01.0001.01.ENG

[56] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52015XG1215(02)

tracking mechanisms through knowledge sharing and capacity building as well as through the work of a network of experts in graduate tracking.

In the field of **Vocational Education and Training**, a specific call for proposals will support projects to pilot the **Centres of Vocational Excellence (CoVE)** initiative**.** This initiative will support the establishment and development of trans-national collaborative platforms that work together and are closely integrated in the local and regional strategies for growth, innovation and competitiveness. The platforms of CoVE will enable partnerships between VET providers and relevant stakeholders in a given economic context. VET Excellence ensures high quality skills and competences that lead to quality employment and career-long opportunities, which meet the needs of an innovative, inclusive and sustainable economy.

A specific call on **European policy experimentations** will be implemented in 2020. European policy experimentations are trans-national cooperation projects led by high-level public authorities from the Programme Countries. They involve testing the relevance, effectiveness, potential impact and scalability of policy measures through parallel field trials in different countries, based on (semi-) experimental approaches and common evaluation protocols. By combining strategic leadership, methodological soundness and a strong European dimension, they enable mutual learning and support evidence-based policy at European level.

The programme will also continue to support the **European Youth Together** initiative under a call for proposals in 2020.

Better knowledge and policy support

The Commission intends to create a better knowledge base, reinforcing the collection of evidence at EU level and providing enhanced policy support to Erasmus+ Programme countries in relation to inclusive education as well as the teaching of social and civic competences. In addition to studies and evaluations, a network of national independent experts in Member States and other knowledge providers[57] will assist the Commission in expanding its knowledge base and the collection of evidence.

The **Joint Research Centre** (JRC) will provide support for strengthening the evidence-based policy developments at EU level. The SELFIE tool (with adaptation for VET providers, Work Based Learning, and potentially other sectors) for schools' reflection on the digital readiness covers primary and secondary education. For the higher education sector, the Knowledge Hub for Higher Education aims to ensure optimal synergies between higher education knowledge tools such as U-Multirank, European Tertiary Education Register and graduate tracking data in order to enable research to better support policy development. EU regional economic specialisation is covered by the Higher Education for Smart Specialisation (HESS) project enabling a better understanding and support of the role of higher education institutions for the design and implementation of research and innovation smart specialisation strategies. The support will be extended to the Centres of Vocational Excellence initiative, where the JRC can build on its expertise on smart specialisation and regional development strategies. Innovation, digitisation and foresight studies from the JRC are placed under the umbrella of the Digital Education Action plan and will contribute to the implementation of the revised key competence framework and the renewed higher education strategy. Cooperation with JRC will also underpin the implementation of New Skills Agenda for Europe, including analysis of data on work-based learning and

[57] Eurydice, OECD, Eurostat, Commission's Joint Research Centre, academic expert networks such as EENEE and NESET.

further methodological work on competences, skills, vocational education and training and adult learning evidence-base and policy monitoring.

In line with the EU Youth Strategy 2019-2027, in 2020 the programme will also continue supporting the Youth Wiki tool, with a view to improving knowledge on national youth policies, including on youth work, in Europe.

Cooperation with international organisations

In 2020, **cooperation with the OECD** will continue to focus on some of the most successful existing activities, notably in the field of country analysis, secondary analysis of international surveys, support for surveys and studies. In addition, there will be continued support to countries developing and implementing national skills strategies in line with the newly revised OECD Skills Strategy framework and agreed EU policy priorities. The OECD and the European Commission will carry out national reviews of education and training policy to support policy reforms in volunteering Member States. The Commission will support the organisation of the Ministerial-level Global Education Industry Summit (GEIS) in cooperation with OECD and a host country, if it takes place in an EU country.

The Commission will continue to work with OECD in view of the set-up of a voluntary assessment of foreign language skills in 2024. Building on the 2019 activities, in 2020 support will be provided for joint development projects, combining the testing expertise of the PISA department with the expertise in the Common European Framework of Reference for language competences of the Council of Europe. A test design, at least for English, which is the most frequently taught language and present in curricula across the globe, is expected to be ready for a pilot run in 2021.

The **EU-Council of Europe** partnership is renewed in 2020. In the youth field, cooperation is expected to build on the current partnership agreement and to follow the priorities of both institutions in the youth field; the cooperation with the EU's neighbouring regions, Eastern Europe and Caucasus, Western Balkans and the Southern neighbourhood is expected to continue. In the education field, it will also address the teaching and learning of languages. The cooperation 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. Cooperation with the Council of Europe will also aim to support the implementation of the Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, and at facilitating integration of people with migrant or minority backgrounds through education.

The cooperation will also concern international studies and international surveys, such as the Survey of Adult Skills **(PIAAC)** and the Teaching and Learning International Study **(TALIS)**.

Networks for policy and programme implementation

The priorities and concrete issues set out in the **2015 ET 2020 Joint Report** for the ET 2020 work cycle will continue to be implemented through the ET 2020 toolbox, in particular through ET 2020 Working Groups, peer learning, peer counselling and other mutual learning activities, targeted activities to increase the knowledge base on what works in education and training, as well as dissemination of findings from all of the aforementioned activities.

In 2020, the Programme will support the work of European networks for policy development and implementation in the field of school education. The Sirius 2.0 policy network on migrant education was

launched in 2017 to support policy development and knowledge transfer on access to high-quality learning for children and young people with migrant background. Within the Framework Partnership Agreement, and subject to the Commission's evaluation of the annual work plan, the programme will also be supporting the activities of the policy network in 2020.

To further support the work on teachers and school leaders, and subject to the evaluation of the annual work plan, the Commission intends to conclude a specific grant agreement for 2020, implementing the framework partnership agreement that entered into force in 2018. This will support the activities of the European Education Policy Network for Teachers and School Leaders.

The programme will also support **Civil Society Cooperation in the fields of Education and Training, and Youth** for securing the active involvement of stakeholders in the implementation of education and youth policy agendas and reforms. In 2020, Erasmus+ will continue providing funding to the organisations with which a multi-annual framework partnership agreement has been concluded.

The tasks carried out for the implementation of the Erasmus+ Programme by the Commission, the National Agencies and the Executive Agency will be complemented by valuable activities carried out by the **networks** of the Programme, such as the ECVET network in the field of VET, in the area of skills and qualifications; the national working groups for the EU Youth Dialogue, the Eurodesk network and the Support, Advanced Learning and Training Opportunities (SALTO) Resource Centres in the field of education, training and youth; as well as the Eurydice national units and the Youth Wiki National Correspondents Network in the field evidence-gathering. Bodies such as the Europass and Euroguidance centres and the EQF National Coordination Points, as well as the eTwinning National Support Services in the field of school education and the network of National Coordinators of the European Agenda for Adult Learning will continue carrying out activities based on funding received in previous years.

The programme will also support the network of the National Academic Recognition Information Centres (NARIC) in fostering cooperation in the recognition of academic qualifications, in particular by working towards the implementation of the Council Recommendation on 'Promoting automatic mutual recognition of qualifications and the outcomes of learning periods abroad'[58].

Events and policy dialogue

During the 2020 edition of the **European Youth Event,** in addition to events organised at central level, the network of National Agencies will be mobilised to organise activities at national level. Policy dialogue conferences in the field of youth will be in line with the objectives of the renewed EU Youth Strategy 2019-2027.

The **European Alliance for Apprenticeships** will continue to organise stakeholder meetings bringing together member states, businesses, social partners, chambers, vocational education and training providers, regions, youth representatives and think tanks, with the common goal to strengthen the quality, supply, image and mobility of apprenticeships.

The **European Vocational Skills Week** is part of the follow-up actions of the VET medium-term deliverables for the period 2015-2020 that were adopted in the ET2020 Joint report by the Council in November 2015, as well as the 2016 Communication on the "Skills Agenda for Europe". The Week aims to raise the attractiveness and improve the image of VET. It will focus on the critical role of VET in

[58] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52018DC0270

supporting innovation and competitiveness in Europe, and on how it can contribute to improve employability of the young by providing them with a labour market relevant initial qualification, and of adults by offering them more opportunities for upskilling and reskilling.

Financial support will also be offered to the national authorities of the Member States holding the **Presidencies of the Council of the EU** (or to bodies designated by them for this purpose) to organise conferences, seminars, meetings of Ministers and directors-general on priority policy topics, as well as associated activities for the exploitation of programme and project results.

Information, discussion and awareness-raising activities and events focusing on **multilingualism, diversity and inclusive education** will be organised in 2020. These activities will aim at implementing the 2018 Recommendation on a comprehensive approach to language teaching and learning, for a harmonious development of key competences especially in literacy, the language of schooling, the languages spoken at home and foreign languages for all pupils, whatever their origin.

3.4 JEAN MONNET ACTIVITIES

These activities support proposals submitted by applicants in four areas:

- **Academic Modules, Chairs, Centres of Excellence** in order to deepen teaching in European integration studies embodied in an official curriculum of a higher education institution, as well as to conduct, monitor and supervise research on EU content, also for other educational levels such as teacher training and compulsory education. These Actions are also intended to provide in-depth teaching on European integration matters for future professionals in fields which are in increasing demand on the labour market, and at the same time aim at encouraging, advising and mentoring the young generation of teachers and researchers in European integration subject areas.
- **Policy debate with academic world,** supported through: a) **Networks** to enhance cooperation between different universities throughout Europe and around the world, foster cooperation and create a high knowledge exchange platform with public actors and the Commission services on highly relevant EU subjects; b) **Projects** for innovation and cross-fertilisation and spread of EU content aimed at promoting discussion, reflection on EU issues and to enhance knowledge about the EU and its processes.
- **Support to Associations,** to organise and carry out statutory activities of associations dealing with EU studies and issues (e.g. publication of newsletters, setting up of a dedicated web presence, organisation of annual board meetings, organisation of promotional events aimed at providing greater visibility to EU subjects, etc.); and perform research in European issues in order to advise local, regional, national and European policy makers and disseminate the outcomes of these issues including the EU Institutions as well as a wider public, thus enhancing active citizenship.
- **Jean Monnet Activities** also provide operating grants to designated institutions which pursue an aim of European interest, and procure studies and conferences that provide policy-makers with new insights and concrete suggestions via critical independent academic views, and reflect on current issues of the EU, in particular through the annual international conference and the thematic seminars on political subjects, with the participation of policy-makers, civil society and top-level academics.

Main actions planned for 2020

In 2020, Jean Monnet activities will continue to reflect the political priorities of the Commission and the European Union. Being the major programme at European level supporting studies on the European Integration process, its outputs represent an important contribution to the reflections on the future of Europe. The recommendations formulated by the Jean Monnet Community will also be taken into account in shaping the Programme.

In concrete terms, the Programme will:

- continue to make EU studies more 'fit for purpose', in line with the Commission's general policy strategy;
- continue to encourage more EU-content integration into less traditional branches of studies, a strengthened interdisciplinary approach, the participation of young academics, the use of new technologies and the extension of the activities to other levels of education;
- increase outreach, notably by encouraging additional activities to be performed by Jean Monnet beneficiaries with the involvement of civil society.

As in previous years, the designated institutions identified in the legal base for pursuing an aim of European Interest will receive operating grants for the implementation of their annual work programmes.

3.5 SPORT

In order to achieve the objectives of the Erasmus+ Programme, this Action will support:

- **Collaborative Partnerships**, aimed at ensuring the integrity of Sport (anti-doping, fight against match-fixing, protection of minors), promoting good governance in sport, implementing EU strategies in the area of social inclusion and equal opportunities, encouraging participation in sport and physical activity including support to the implementation of the Council Recommendation on health-enhancing physical activity and the related EU Physical Activity Guidelines and Tartu Call for a Healthy Lifestyle, encouraging volunteering and employment in sport as well as education and training in sport, and supporting the implementation of the EU Guidelines on Dual Careers of Athletes.
- **Small Collaborative Partnerships** aimed at supporting the European dimension of grassroots sport.
- **Not-for-profit European sport events**, aimed at helping organisations to prepare, organise and follow-up an event. The activities involved will include the organisation of training activities for athletes and volunteers in the run-up to or during the event, opening, awarding and closing ceremonies, competitions, side-activities to the sport event (e.g. conferences, seminars), as well as the implementation of legacy activities, such as evaluations or follow-up activities.
- **Strengthening of the evidence base for policy making** through studies, data gathering, surveys, networks, conferences and seminars which spread good practices from Programme Countries and sport organisations and reinforce networks at EU level so that national members of those networks benefit from synergies and exchanges with their partners.

- **Dialogue with relevant European stakeholders**, through mainly the annual EU Sport Forum and support to Presidency events in the field of sport organised by the EU Member States holding the Presidency of the Council of the EU as well as peer learning activities. Other ad-hoc meetings and seminars relevant to ensure optimal dialogue with sport stakeholders may also be organised as appropriate.

Main actions planned for 2020

The actions supported in the field of sport will aim at having a systemic impact on the organisation and good governance of sport in Europe, at improving the level of participation in sport and physical activity and at ensuring the integrity and credibility of sport in Europe through the promotion of its common values. They will complement the actions put in place by public authorities in the Member States. The actions in the field of sport should take into account the general objective of sustainable development.

As in previous years, the most important part of the 2020 budget will be dedicated to **collaborative partnerships** in order to bring direct support to organisations involved in the promotion of sport and physical activity, in particular grassroots sport organisations. The Commission will continue supporting smaller projects in order to better promote grassroots sport ("Small Collaborative Partnerships"). Emphasis will be placed on supporting those projects that strengthen the role of sport in fostering active participation in society and promoting the EU common values, including freedom, tolerance and non-discrimination, thus establishing synergies with the activities supported in the field of education, training and youth as a follow up to the Paris Declaration and complemented by the Council Conclusions on 'Sport as a platform for social inclusion through volunteering[59]' and the priority of sport and society, in particular social inclusion in the EU Work Plan for Sport (2017- 2020).

The annual **European Week of Sport** will continue to be supported in 2020 in order to encourage participation in sport and physical activity and raise awareness about the numerous benefits of both.

The cooperation with international organisations in the field of sport will be further strengthened, notably in areas where the EU is also taking initiatives (Council of Europe, World Health Organization) and will be further enhanced in the context of the promotion of common values.

The **#BeInclusive EU Sport Awards** and **#BeActive Awards** will be supported in 2020.

3.6 ERASMUS+ DISSEMINATION AND EXPLOITATION OF PROGRAMME RESULTS

The main purpose of the information and communication activities developed at European, national and international levels is to enhance the visibility of the Programme through different tools and channels, including its external dimension.

The Commission's **Erasmus+ website** will continue to be the main information tool on funding opportunities, examples of awarded projects and initiatives of interest in the fields covered by Erasmus+.

The Erasmus+ Facebook and Twitter accounts provide a great platform for reaching out to stakeholders. With 529,000 followers, the Erasmus+ Facebook page is the biggest DG-specific page of the European

[59] https://publications.europa.eu/en/publication-detail/-/publication/83d3376e-518f-11e7-a5ca-01aa75ed71a1

Commission, broadly followed by stakeholders (an increase of 18,3% over the last year). The Erasmus+ Twitter account has 80,400 followers to date (representing a 21.8 % increase over the last year).

To ensure a broad reach and target a wider audience, the Commission is planning to also use the European Youth accounts in the communication mix, with currently around 230,800 Facebook followers (17,1% increase since last year) and roughly 30,000 Twitter followers (representing a 33,5% increase compared to last year).

Finally, the Commission will also disseminate information via the European Commission corporate accounts. In April 2019, these accounts had a total following of over 2,3 Million people.

The **Erasmus+ Project Results Platform** will remain the main instrument supporting DG EAC's Strategy for Dissemination and Exploitation of Programme Results. The Platform provides a comprehensive overview of projects financed under the Erasmus+ Programme and highlights - through a flagging system - good practice examples and success stories. The platform is updated with new projects on a daily basis. All the project related information is easily accessible from mobile devices (smartphones and tablets).

Cooperation and coordination between the European Commission, the National Agencies, the Education Audio-visual and Culture Executive Agency and other support structures will remain an essential element in fully exploiting the potential of the network, sharing practices and developing synergies.

In 2020, Erasmus+ may contribute financially to the Commission's Corporate communication[60], in accordance with Articles 18(5) and 22(5) of the Regulation. This contribution would cover the corporate communication of the Union's political priorities to the extent that they are related to the general objective of the Programme.

3.7 IT TOOLS

The IT tools supporting most of the Erasmus+ Programme's grant-management related processes will support the final year of the programme.

The main goal in 2020 is to prepare the business processes and the IT tools supporting them for the future Erasmus programme to ensure that evolving needs are taken on board adequately. The current processes and tools that target the final beneficiaries and participants of Erasmus+ will be adapted to make them more performant, integrated and user-friendly.

Main IT tools for actions managed by National Agencies

e-Forms: further general functionalities to improve the user experience of applicants for Erasmus+ Call 2020 decentralised actions will be introduced.

Mobility Tool (MT+), the tool that gathers information about completed realised mobility projects and activities under Key Action 1, 2 and 3, will move to a new, more modern technology offering a more stable, user-friendly and improved service to Erasmus+ beneficiaries in 2020.

[60] C(2016)6838

EPlusLink will focus on supporting the project life-cycle management processes carried out by National Agencies. Communication with National Agencies via platforms such as NAconnECt, Yammer, etc. will continue.

In the context of the future MFF, in order to ensure full operational readiness for all capabilities necessary to start the future programme, the Commission has established a blueprint and roadmap for the evolution and upgrade of its decentralised IT landscape supporting the future programme.

The Erasmus+ programme's allocated credits to the IT tools and systems in 2020 will allow the Commission to support the new IT landscape (including mandatory migration to new technology) while simultaneously financing the existing IT tools to ensure a soft transition period between both generation of programme (evolutionary maintenance).

Main IT tools for actions managed by the Executive Agency

The Agency will continue to further enhance and maintain the existing IT tools, and to develop electronic services within the Funding & Tenders Opportunities Portal (F&T Portal), in order to increase the efficiency so that the stakeholders can find all the information regarding their project, and perform actions in the F&T Portal. In that respect, the Agency actively participates in the implementation of the Commission Decision on Synergies and Efficiencies (eGrants, Sedia) and will continue adapting its local development accordingly.

The Agency will continue to provide **electronic application forms** for all the actions managed by the Agency. The offline application forms developed using the Adobe forms technology should be gradually replaced with online application forms integrated in the F&T Portal, which will be piloted in 2020.

Support will also continue for the **electronic interim and final reports** which are now used by all actions, and are accessible to the beneficiaries via the F&T Portal. The integration with the F&T Portal will be improved, and the module for defining the configuration of the reports will be further enhanced to handle more sophisticated and complex cases.

The Agency will adapt its website to take into account the increased use of the F&T Portal, and continue enhancing the National Policies Platform for Eurydice, including EuryPedia, Youth Wiki & National Indicators.

PART II - GRANTS, PROCUREMENTS AND OTHER ACTIONS

1. BUDGET LINES AND BASIC ACT

Budget lines: 15 02 01 01, 15 02 01 02, 15 02 02, 15 02 03, 19 05 20, 21 02 20, 22 02 04 02, 22 04 20 and 04 20 65

Basic act: Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing the 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC[61] (hereafter "the Regulation").

2. METHODS OF INTERVENTION

On the basis of the objectives given in the Erasmus+ Regulation, the 2020 Work Programme will be implemented through:

- Grants and actions implemented through indirect management;
- Procurements;
- Financial instruments;
- Experts and Other actions.

2.1. GRANTS AND ACTIONS IMPLEMENTED THROUGH INDIRECT MANAGEMENT

To achieve the objectives and policy priorities announced in sections 1.1 and 2.2 of 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.

Each year, after adoption of the financing decision, based on Article 110 of the FR, a General Call for Proposals will be published. The General Call for Proposals for the implementation of the Erasmus+ Programme makes reference to a Programme Guide for the practical information. 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 aims to give detailed information on what is needed in order to apply 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

[61] OJ L 347, 20.12.2013, p. 50.

award criteria for each call. The quality of the proposals will be assessed on the basis of the award criteria published per action in the guide, as elaborated upon in the call for proposals.

Grants will be implemented both as direct and indirect management. All grants awarded through the National Agencies (marked as EAC-NA), are to be considered as indirect management. Grants awarded through direct management will be those marked as EAC or EACEA.

Some grants will also be awarded in accordance with indents (c), (d) and (f) of Article 195 of the FR. In this respect, as indicated in Section I.3, with reference to Pillar Assessed International Organisations, the Commission may award them with grants via the conclusion of Grant Agreements under direct management mode or entrust them budget implementation tasks via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(a, c) and 156 of the Financial Regulation.

The calls for proposals that will be published or launched with a view to selecting actions and work programmes to be co-financed in 2020, as well as the grants awarded under specific conditions without issuing 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 the "Erasmus+" Programme has been authorised by Commission Decisions[62]. In accordance with these Decisions, 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, and with the maximum rates of co-financing indicated in this Annual Work Programme in all relevant cases. In particular, the amounts of the lump sums, unit costs and flat rates published in the yearly Programme Guide are set in compliance with these maximum rates of co-financing.

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 and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

For the beneficiaries of all grants awarded under Erasmus+, the following selection criteria will apply:

2.1.1. Selection criteria

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 and international organisations.

[62] C(2013)8550 of 4 December 2013 authorising the use of lump sums, reimbursement on the basis of unit costs and flat-rate financing under the "Erasmus +" Programme. C(2014)6158 of 3 September 2014 authorising the use of reimbursement on the basis of unit costs for Erasmus + Programme – international dimension of higher education financed by Heading 4 funds.

According to Article 19(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 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.

2.2. PROCUREMENTS

This Work Programme also includes the actions that will be implemented mostly by public procurement procedures (via calls for tenders or the use of framework contracts) (Title VII FR). The amounts reserved together with the indicative number of contracts and time-frame for launching the procurement procedures are indicated in Programming Table in Part III, section 2 of this Work Programme.

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.

2.3. FINANCIAL INSTRUMENTS

The management of the student loan guarantee facility (indirect management) is entrusted to the European Investment Fund (EIF) as set out in Article 20 of the Regulation and in conformity with Article 209 FR which sets out the principles and conditions applicable to financial instruments. More details are provided in Part II sections 3.5 of this Work Programme.

2.4. EXPERTS AND OTHER ACTIONS

This Work Programme includes costs related to the experts involved in the assessment of the projects.

Accreditation processes are in place under certain actions in the field of higher education, VET (for experienced applicants only) and youth in order to ensure the general quality framework for European and international cooperation activities. Holding a charter 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. More details are provided in Part II, section 3.6 and 5.4 of this Work Programme.

In 2020, a call for proposals will also be launched to expand the accreditation format in the fields of school education, VET (to include all applicants), adult education and youth. This call is part of preparations for the launch of the next generation of the programme in 2021. By launching an early call for accreditation it will be possible to offer simplified funding opportunities to accredited organisations already in the first year of the new programme. Due to the early launch, the call will not specify exact future funding opportunities and shall indicate clearly that any future advantages are conditional on the approval of the legal base of the new programme and publication of its first call for proposals where detailed rules of participation will be laid out. More details are provided in Part II, section 3.5 and 5.4 of this work programme. The Programme will also award a prize to projects dealing with social inclusion through sport.

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. KEY ACTION 1

3.1. EXPECTED RESULTS OF ACTIVITIES FUNDED UNDER KEY ACTION 1

The Actions 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, young people and volunteers, 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;
- improved foreign language 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 and youth, 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, training or youth across countries;
- greater understanding of interconnections between formal and non-formal education, vocational training and the labour market respectively;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- increased ability to address the needs of the disadvantaged;
- increased opportunities for professional and career development;
- improved foreign language competences;
- increased motivation and satisfaction in their daily work.

Activities supported under this Key Action are also expected to produce the following outcomes on participating organisations:

- increased capacity to operate at EU/international level;
- innovative and improved way of operating towards their target groups;
- more modern, dynamic, committed and professional environment inside the organisations.

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

3.2. GRANTS

The expected results for the actions described in this section are indicated in section 3.1 above. A more specific indication for these actions concerning: 1) the main expected outputs; 2) the implementation mode; 3) the estimated amount available and 4) the maximum rate of European Union (co-)financing, are indicated in the programming tables in Part III, section 2 of this Work Programme.

The selection criteria applying to each of the actions described in this section are set out in Part II, section 2.1.1 of this Work Programme.

3.2.1. *Grants awarded by means of a General Call for Proposals (Erasmus+ Programme Guide)*

a) Mobility projects in the field of education, training and youth - Mobility projects for higher education students and staff with Partner Countries

Index references in budget table (WPI): 1.00, 1.01, 1.02, 1.03, 1.04 and 1.13

Projects under this Action promote transnational mobility activities targeting learners (students, trainees, apprentices, young people and volunteers), and staff (professors, teachers, trainers, youth workers, and people working in organisations active in the education, training and youth fields) and mainly aiming to:

- support learners in the acquisition of competences (knowledge, skills and attitudes) with a view to improving their personal development and employability in the European labour market;
- support the professional development of those who work in education, training and youth with a view to innovating and improving the quality of teaching, training and youth work across Europe;
- raise participant awareness and understanding of other cultures and countries, offering them the opportunity to build networks of international contacts, to actively participate in society and develop a sense of citizenship and identity;
- increase the capacities, attractiveness and international dimension of organisations active in the education, training and youth fields so that they are able to offer activities and programmes that better respond to the needs of individuals, within and outside Europe.

Organisations active in the fields of education, training and 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 (at least one sending and at least one receiving organisation) from different countries. Depending on the profile of participants involved, the following types of mobility projects are supported under this action:

Action type	*Essential eligibility criteria*
Mobility projects for VET learners and staff	Eligible participating organisations: ▪ any public or private organisation active in the field of vocational education and training (defined as a VET Organisation); or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. Participating organisations must be established in a Programme Country. Eligible applicants: ▪ A VET organisation, individually or as the coordinator of a national mobility consortium, established in a Programme Country. Eligible activities: ▪ VET learners in vocational institutes or companies with a duration shorter than 3 months (at least 2 weeks); ▪ VET learners in vocational institutes or companies with a duration of 3 to 12 months (ErasmusPRO); ▪ Teaching/training assignments; ▪ Staff training.
Mobility projects for school education staff	Eligible participating organisations: ▪ a school; or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth (depending on the type of activity). Participating organisations must be established in a Programme Country. Eligible applicants: ▪ A school sending its staff abroad (individual application), or the coordinator of a national mobility consortium (consortium application), established in a Programme Country.

	Eligible activities: ▪ Teaching assignments; ▪ Staff training.
Mobility projects for adult education staff	Eligible participating organisations: ▪ any public or private organisation active in the field of adult education (defined as adult education organisation); or ▪ any public or private organisation active in the labour market or in the fields of education, training and youth. Participating organisations must be established in a Programme Country. Eligible applicants: ▪ An adult education organisation, individually or acting as coordinator of a national mobility consortium of adult education organisations, established in a Programme Country. Eligible activities: ▪ Teaching/training assignments; ▪ Staff training.
Mobility projects for young people and youth workers	Eligible participating organisations: ▪ a non-profit organisation, association, NGO; a European Youth NGO; a social enterprise; a public body at local level; a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people); a public body at regional or national level; an association of regions; a European Grouping of Territorial Cooperation; a profit-making body active in Corporate Social Responsibility. Participating organisations must be established in a Programme Country or in a Partner Country neighbouring the EU. Eligible applicants: 1) Any organisation or group established in a Programme Country can apply for a grant. Eligible activities: ▪ Youth Exchanges; ▪ Youth workers' training and networking.

Mobility projects for higher education students and staff from/to Programme Countries Mobility projects for higher education students and staff from/to Partner Countries This action is funded by the following external instruments: ▪ Development Cooperation Instrument (DCI); ▪ European Neighbourhood Instrument (ENI); ▪ Instrument for Pre-accession Assistance (IPA) ▪ Partnership instrument (PI); ▪ European Development Fund (EDF).	<u>Eligible applicants[63]:</u> ▪ For an application as individual HEI: higher education institutions established in a Programme Country and awarded with an Erasmus Charter for Higher Education (ECHE); ▪ For an application as national mobility consortium: coordinating organisations established in a Programme Country and coordinating a consortium awarded with a higher education accreditation for consortia. <u>Eligible countries:</u> ▪ Mobility between Programme Countries: any Programme Country. Mobility between Programme and Partner Countries: ▪ Any Programme Country; and ▪ Any Partner Country of the world, except regions 5 (European micro-States) and 12 (Gulf countries). <u>Eligible activities:</u> ▪ Student mobility for studies; ▪ Student mobility for traineeships; ▪ Staff mobility for teaching; ▪ Staff mobility for training. Secondary criteria for mobility between Programme and Partner Countries set by NAs: Where the budget envelope for a particular Partner Region or Country is limited, a National Agency may choose to add one or more secondary criteria from the list below. In the event that a National Agency chooses to use secondary criteria this decision will be communicated in advance of the deadline, in particular on the National Agency's website. ▪ Degree level; ▪ Privileging only staff or only student mobility; ▪ Limiting the duration of mobility periods.

[63] In case of Mobility projects for higher education students and staff from/to Partner Countries, applicants from Programme Countries submit proposals on behalf of higher education institutions established in Partner countries, which do not have National Agencies.

The financial envelope by country and field is indicated under table 11 and 12 of Part III.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC-NA	E&T: 1,568,147,929 H4+EDF: 155,929,671	Oct-19
	Youth: 116,900,000	

b) Erasmus Mundus Joint Master Degrees

Index reference in budget table (WPI): 1.20

An Erasmus Mundus Joint Master Degree (EMJMD) is a high-level, integrated international study programme of 60, 90 or 120 ECTS, delivered by an international consortium of higher education institutions (HEIs) and (where relevant) other educational and/or non-educational partners with specific expertise and interest in the study area(s)/professional domain(s) covered by the joint programme.

Erasmus Mundus Joint Master Degrees aim to:

- foster excellence, quality improvements, innovation, and internationalisation in higher education institutions (HEIs);
- increase the quality and the attractiveness of the European Higher Education Area (EHEA) and supporting the EU's external action in the higher education field, by offering full degree scholarships to the best Master students worldwide;
- improve the level of competences and skills of Master graduates, and in particular the relevance of the Joint Masters for the labour market, through an increased involvement of employers.

Erasmus Mundus Joint Master Degrees support the following activities:

- the delivery of a joint master programme corresponding to 60, 90 or 120 ECTS credits and resulting in the award of either a joint or multiple master degree;
- the award of scholarships to excellent students worldwide for their participation in one of these joint master programmes.

Essential eligibility criteria:

EMJMD are open to any public or private organisation located in Programme or Partner Countries. The applicant of an EMJMD must be a higher education institution (HEI) established in a Programme Country holding an Erasmus Charter for Higher Education (ECHE). The HEI applies on behalf of the EMJMD consortium.

An EMJMD must be delivered by at least three HEIs from three different Programme Countries.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	138,000,000	Oct-19

c) Erasmus Mundus Joint Master Degrees - Additional scholarships for targeted regions of the world - Heading 4 and EDF

Index reference in budget table (WPI): 1.23

Applicants under the Erasmus Mundus Joint Master Degrees action (see reference 3.2.1.b) above) will have the possibility to apply for additional funding from Heading 4 and EDF funds, to receive additional scholarships for students coming from targeted regions of the world and the ACP countries respectively.

Objectives and principles underlying development cooperation, in particular in the area of inclusive and sustainable growth for human development, will be ensured under the Erasmus+ programme. This includes principles such as national ownership, social cohesion, equity, proper geographic balance (differentiation) and diversity. Special attention is therefore paid throughout the programme to the least developed countries.

The following additional (to those identified under reference 3.2.1.b) above) eligibility and award criteria will apply.

Essential eligibility criteria:

Only projects proposed for funding under Heading 1 (see reference 3.2.1.b) above) will be considered for the award of the additional scholarships for targeted regions of the world and the ACP countries.

The maximum EU co-financing rate will be 100%[64].

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	32,590,981	Oct-19

3.3. PROCUREMENTS

a) Erasmus+ volunteering insurance

Index reference in budget table (WPI): 1.11

[64] Article 190 (3) of the Financial Regulation.

The Erasmus+ Volunteering insurance scheme aims at covering the risks run by the volunteers taking part in the Erasmus+ Volunteering activities in the context of the implementation of the Erasmus+ Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	200,000	Jan-20

b) Linguistic assessment and support

Index reference in budget table (WPI): 1.15

The scheme for systematic linguistic support offers on-line assessment and training in the language of instruction and work for a) learners (including volunteers and higher education students) going on mobility for a period of at least 2 months, and b) for learners in the VET field going on mobility for a period of at least 19 days.

The budget should ensure mandatory assessment of language competences before and at the end of the mobility for the languages offered on-line to participants. Assessment will aim to establish the participants' language level to provide the appropriate voluntary language training and to monitor improvement of language competences during mobility.

The budget will contribute to increasing the number of mobility participants who can be offered language training in a more cost-efficient and flexible way. The service will also be used by National Agencies and beneficiaries institutions for demo purposes.

In addition, in order to ensure the provision of linguistic support for the new Erasmus programme, a new procurement procedure will be launched for (a) new contract(s).

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	4,000,000	N/A

c) Support to IT developments

Index reference in budget table (WPI): 1.24

The Erasmus+ programme's allocated credits to the IT tools and systems in 2020 will allow the Commission to support the new IT landscape and simultaneously cover the expenses related to the exiting IT tools (evolutionary maintenance).

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 (i.e. the future IT systems corresponding to the current EPlusLink (PMM – Project Management Module), Mobility Tool (BM – Beneficiary Module), eForms (AF – Application Forms), the OEET (AM- assessment module for experts), LifeCard (NAM – the National Agencies Module), Management reporting (DAP-Data Analytics Platform), Dissemination platform (VALOR).

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	4,000,000	N/A

d) Support to conferences and events

Index reference in budget table (WPI): 1.26

The costs related to grant holders' and other meetings for supporting the Programme implementation are included in the Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	250.000	N/A

3.4. EXPERTS

a) Support to project selection and implementation

Index reference in budget table (WPI): 1.25

The costs related to the experts involved in the assessment of projects 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 Art. 237 FR.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	1,835,000	N/A

3.5. FINANCIAL INSTRUMENT

a) Erasmus+ Student Loan Guarantee Facility

Index reference in budget table (WPI): 1.14

The Erasmus+ Master Loan Scheme aims to increase transnational student mobility by providing student loans at Master's level, guaranteed by the EU through the Erasmus+ Programme. The scheme is

implemented through indirect management by the European Investment Fund (EIF). Based on the Delegation Agreement between the EU and the EIF[65], the EIF selects appropriate financial intermediaries through an open call for expressions of interest to banks and financial intermediaries.

The Facility provides a partial guarantee against loan defaults for banks, universities or student loan agencies in Programme Countries who give loans to eligible students taking a full master degree in another Programme Country. The EU partial guarantee thus mitigates risk for financial intermediaries lending to a group they currently do not consider. In return for access to the partial guarantee, financial intermediaries offer loans on affordable conditions, including better than market interest rates and a delay of up to two years before beginning repayment to allow graduates to get into a job.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC-EIF	1,000,000	Jan-20

3.6. OTHER ACTIONS

Calls for Expression of Interest will be published for certain actions in the fields of higher education, vocational education and training, and youth in view of issuing organisations with quality certificates that 1) are a pre-requisite to apply for funding, or 2) are a pre-requisite to involve certain types of organisations as partners, and/or 3) allow applicants to undergo a fast-track selection procedure.

The award of a certificate does not involve funding in itself.

a) Erasmus Charter for Higher Education (ECHE)

Index reference in budget table (WPI): 1.27

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.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	N/A	Mar-20

b) Higher Education Mobility Consortium Certificate

Index reference in budget table (WPI): 1.28

This Certificate allows other types of organisations, together with higher education institutions, to be involved in mobility projects in the field of higher education. The procedure for providing a HE Mobility

[65] Delegation Agreement between the European Union and the European Investment Fund in respect of the Student Loan Guarantee Facility signed on 12.12.2014.

Consortium certificate can 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).

This call for expression of interest is published within the framework of the General Call for Proposals Erasmus+.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	N/A	Oct-19

c) Accreditations in the field of school education, VET, adult education and youth

Index reference in budget table (WPI): 1.29

The accreditations in the field of school education, vocational education and training and adult education and, where applicable, youth, 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.

Access of successful applicants to specific funding opportunities within the 2021-2027 programming period shall be conditional on rules of participation laid out in the calls for proposals published yearly by the European Commission.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	N/A	May-20

4. KEY ACTION 2

4.1. EXPECTED RESULTS OF ACTIVITIES FUNDED UNDER 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:

- innovative approaches in addressing target groups;
- a more modern, dynamic, committed and professional environment inside the organisation: 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 and professionalism to work at EU/international level.

At systemic level, they are expected to trigger modernisation and reinforce the response of education, training and youth systems to the main challenges of today's world: employment, economic stability and growth, but also the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, non-discrimination and active citizenship, critical thinking and media literacy. Key Action 2 is intended to produce the following outcomes:

- increased quality of education and training and youth work in Europe and beyond: combining higher levels of excellence and attractiveness with increased opportunities for all, including those at disadvantage;
- education, training and youth systems that are better aligned to the needs of and opportunities offered by the labour market, and closer links to business and the community;
- improved provision and assessment of basic and transversal skills, particularly: entrepreneurship, social, civic, intercultural and language competences, critical thinking, digital competences and media literacy;
- increased synergies and links and improved transition between the different fields of education, training and youth at national level, with improved use of European reference tools for recognition, validation and transparency of competences and qualifications;
- more strategic and integrated use of digital technologies, open educational resources (OER) and open practices in education, training and youth systems;
- reinforced interaction between practice, research and policy.

4.2. GRANTS

The expected results for the actions described in this section are indicated in section 4.1 above. A more specific indication for these actions concerning: 1) the main expected outputs; 2) the implementation mode; 3) the estimated amount available and 4) the maximum rate of European Union (co-)financing, are indicated in the programming tables in Part III, section 2 of this Work Programme.

The selection criteria applying to each of the actions described in this section are set out in Part II, section 2.1.1 of this Work Programme.

4.2.1. *Grants awarded by means of a General Call for Proposals (Erasmus+ Programme Guide)*

a) Strategic Partnerships in the field of education, training and youth

Index reference in budget table (WPI): 2.00, 2.01, 2.02, 2.03, and 2.04

Strategic Partnerships 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.

Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations).

Strategic Partnerships may also organise transnational training, teaching or learning (mobility) activities of individuals, in so far as they bring added value in the achievement of the project's objectives.

To be funded, Strategic Partnerships must address at least one of the policy priorities described in section Part I, section 2.2 of this Work Programme. In this context, projects that address the priority "Inclusive education, training and youth" will be considered as highly relevant.

On the basis of an assessment of the national context (i.e. needs and realities of national systems in the fields of Education, Training and Youth), Programme Countries may opt for allocating distinct budget to the following types of Strategic Partnerships:

- Strategic Partnerships aiming at implementing innovative practices in the field of education, training and youth;
- Strategic Partnerships with a view to establishing exchanges of practices.

In this case, indicatively, at least 65% of funds in VET and adult education will be allocated to support partnerships mainly aimed at developing innovation. In the field of higher education, 100% of the funds will be allocated to this type of Strategic Partnerships. In school education, the primary objective will be to strongly support participation of schools as the main target group through a simplified format of partnerships for exchange of good practices, while at the same time enabling an increase in the amount of funding for Strategic Partnerships supporting innovation.

Furthermore, an indicative 100 Mio EUR budget will be allocated to implement a specific round of selections to address the priority “Innovative practices in a digital era”, while an indicative 100 Mio EUR budget will be allocated to implement a specific round of selections to address the priority “Skills development and inclusion through creativity and the arts”.

Essential eligibility criteria:

Participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world. Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC-NA	E&T: 852,675,237	Oct-19-Sep-20
	Youth: 82,061,000	

b) Alliances

A. European Universities

Index reference in the budget table: 2.20

European Universities' main objectives are to achieve a more united and stronger Europe in full openness to the wider world and increase quality, performance and international competitiveness of European higher education institutions.

In line with the vision for a European Education Area by 2025, they intend to achieve the following aims:

- Promote common European 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 triangle[66] 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.

Essential eligibility criteria:

European Universities involve a minimum of three higher education institutions holding a valid Erasmus Charter for Higher Education (ECHE) from at least three EU Member States or other Programme countries. In addition, any public/private organisation from an EU Member State or other Programme country active in the field of education and training, research and innovation or in the world of work can be part as associated partners of the alliance.

[66] As European Council conclusions mentioned it on 28 June 2018, "cooperation between research, innovation and education should be encouraged, including through the European Universities initiative".

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	120,000,000	Oct-19

B. Knowledge Alliances

Index reference in budget table (WPI): 2.21

Knowledge Alliances aim at strengthening Europe's innovation capacity and at fostering innovation in higher education, business and the broader socio-economic environment. They intend to achieve one or more of the following aims:

- develop new, innovative and multidisciplinary approaches to teaching and learning;
- stimulate entrepreneurship and entrepreneurial skills of students, higher education teaching staff and company staff;
- facilitate the exchange, flow and co-creation of knowledge.

The projects will contribute to the improvement of quality, relevance and innovation capacity of Europe's higher education institutions and systems and support the implementation of the priorities identified in the renewed EU agenda for higher education and the response of the higher education sector to the challenges and opportunities of digitalisation, in line with the priorities of the 2018 Digital Education Action Plan.

Essential eligibility criteria:

A participating organisation can be any public or private organisation established in a Programme Country or in any Partner Country of the world. Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project. Knowledge Alliances are transnational and involve minimum six independent organisations from at least three Programme Countries, out of which at least two higher education institutions and at least two organisations active in the world of work.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	30,000,000	Oct-19

C. Sector Skills Alliances

Index reference in budget table (WPI): 2.22

Sector Skills Alliances aim at tackling skills gaps, by identifying sector-specific labour market needs and demand for new skills with regard to one or more occupational profiles (demand side), or by enhancing the responsiveness of initial and continuing VET systems at any level[67] (supply side), to sector–specific labour market needs. Drawing on evidence regarding skills needs, Sector Skills Alliances support the design and delivery of transnational vocational training content, as well as teaching and training methodologies.

A particular focus will be given to digital skills as they are increasingly important on all job profiles across the entire labour market. Also, the transition to a circular economy needs to be underpinned by changes to qualifications and national education and training curricula to meet emerging professional needs for "green skills" and sustainable development.

The projects will contribute to the improvement of quality and relevance of Europe's Vocational Education and Training systems as outlined in the 2015 ET 2020 Joint Report, and by the Ministers in charge of VET in the 2015 Riga conclusions agreeing on a new set of medium-term deliverables for the period 2015-2020.

This should be achieved through actions aimed at the following objectives:

- developing strategic approaches to sectorial skills developments through partnerships for sustainable cooperation between key stakeholders in the sector and public authorities;
- identification of existing and emerging skills needs for occupations in specific sectors, also feeding this intelligence into the European Skills Panorama;
- strengthening the exchange of knowledge and practice between education and training institutions and the labour market, with particular reference to sectorial actors;
- promoting relevant sectorial qualifications and support agreement for their recognition;
- building mutual trust, facilitating cross-border certification and therefore easing professional mobility in a sector, and increasing recognition of qualifications at European and national levels within a sector;
- adapting VET provision to skills needs, focusing both on job specific skills as well as on key competences;
- integrating work-based learning in VET provision, whenever possible coupled with an international experience, and exploiting its potential to drive economic development and innovation, increasing the competitiveness of the sectors concerned;
- planning the progressive roll-out of project deliverables leading to systemic impact in the form of constant adaptation of VET provision to skill needs, based on sustained partnerships between providers and key labour market stakeholders at the appropriate level ("feedback loops"). This planning should identify and involve key national and/or regional stakeholders, while also ensuring the wide dissemination of results.

Sectors Skills Alliances will consist of two strands:

[67] Sector Skills Alliances are intended for projects in vocational education and training (VET). However, the scope of VET goes beyond the upper-secondary level and covers the post-secondary, non-tertiary level but also the tertiary level (e.g. Universities of applied sciences, Polytechnic institutes, etc.). Proposals that **also** include tertiary-level VET providers, can be submitted **provided** that the curricula and/ qualifications to be developed cover both tertiary (EQF levels 6 to 8) as well as upper secondary VET levels (EQF levels 3 to 5), (i.e. not-exclusively tertiary level)**.**

- **Lot 1 - Sector Skills Alliances for design and delivery of VET**. This Lot aims at responding to identified skills gaps and needs by developing common trans-national training content for European occupational core profiles as well as teaching and training methodologies, with a focus on work-based learning. Projects can include skills anticipation aimed at identifying skills needs, gaps and training provisions in a given specific economic sector or provide evidence that the proposed design and delivery of VET is based on existing skills need identification. The indicative budget of this Lot is 6,000,000 EUR;
- **Lot 2 - Sector Skills Alliances for implementing strategic approaches to sectorial cooperation on skills**. Support aims at translating a sectorial policy into a comprehensive skills strategy and concrete solutions to address skills challenges, in support of the industrial policy priorities set by the Commission in cooperation with the sectors involved. This is linked in particular to the Blueprint for Sectoral Cooperation on Skills which is one of the ten actions of the Skills Agenda for Europe. Activities in these sectors should also include actions as described in Lot 1. The following sectors will be eligible for this Lot: Blockchain; Cultural heritage; Cybersecurity; Rail supply and transport industries; Work Integration Social Enterprises; Software services. The indicative budget of this Lot is 24,000,000 EUR.

Essential eligibility criteria:

The participating organisations must be established in Programme Countries. Any participating organisation can be the applicant. This organisation applies on behalf of all participating organisations involved in the project. Organisations can participate as full partners, including affiliated entities, with a full contractual relationship, or associated partners, which can contribute to the activity without receiving any funding and signing any contract.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	30,000,000	Oct-19

c) Capacity Building in the field of youth

Index reference in budget table (WPI): 2.11

Youth Capacity Building projects aim to:

- foster cooperation and exchanges in the field of youth between Programme Countries and Partner Countries from different regions[68] of the world;
- improve the quality and recognition of youth work, non-formal learning and volunteering in Partner Countries and enhance their synergies and complementarities with other education systems, the labour market and society;
- foster the development, testing and launching of schemes and programmes of non-formal learning mobility at regional level (i.e. within and across regions of the world);promote transnational non-formal learning mobility between Programme and Partner Countries, notably targeting young people with fewer opportunities, with a view to improving participants' level of competences and fostering their active participation in society.

Essential eligibility criteria:

[68] In the framework of this Action, a region is defined as a grouping of countries belonging to a certain macro-geographic area.

A participating organisation can be any public or private organisation, established in a Programme Country or in a Partner Country.

Any of the following eligible participating organisations established in a Programme Country can apply for a grant on behalf of all participating organisations involved: non-profit organisation, association, NGO (including European Youth NGOs); national Youth Council; public body at local, regional or national level.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	10,750,000	Oct-19

d) Capacity Building in the field of higher education

Index reference in budget table (WPI): 2.40

This action which aims to support the modernisation, accessibility and internationalisation of higher education in the Partner Countries is to be carried out in the context of the priorities identified in the Communications "Increasing the impact of EU Development Policy: an Agenda for Change"[69] and "European Higher Education in the World", as well as on the "Proposal for a new European Consensus on Development: Our World, Our Dignity Our Future"[70].

It is implemented within the framework of the external policies of the EU, defined by the financial instruments of the European Union which support this action, namely the:

- European Neighbourhood Instrument (ENI);
- Development Cooperation Instrument (DCI);
- Instrument for Pre-accession Assistance (IPA);
- European Development Fund (EDF).

This action contributes to the development of sustainable and inclusive socio-economic growth in Partner Countries and should ensure development and EU external actions objectives and principles, including national ownership, social cohesion, equity, proper geographical balance and diversity. Special attention will be given to the least developed countries as well as to higher education institutions located in disadvantaged or remote areas and to disadvantaged students from poor socio-economic backgrounds and to students with special needs. Projects that are addressing the integration of refugees from conflict affected countries will be given special attention and also for the diversification of projects within a given region.

Two categories of Capacity Building projects are supported:

69 Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions, Brussels, 13.10.2011 COM(2011) 637 final

70 Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions Strasbourg, 22.11.2016 COM(2016) 740 final
https://ec.europa.eu/europeaid/sites/devco/files/communication-proposal-new-consensus-development-20161122_en.pd

- Joint Projects: aimed at producing outcomes that benefit principally and directly the higher education institutions and other organisations from eligible Partner Countries involved in the project;
- Structural Projects: aimed at producing an impact on higher education systems and promoting reforms at national and/or regional level in the eligible Partner Countries.

Capacity Building projects can be implemented as:

- National projects, i.e. projects involving institutions from only one eligible Partner Country;
- Multi-country projects within one single region, involving at least two countries from this region;
- Multi-country projects involving more than one region (cross-regional projects), with at least one country from each region concerned.

Essential eligibility criteria:

A participating organisation can be any public or private organisation offering full programmes leading to higher education degrees and recognised diplomas at tertiary education qualifications level (defined as higher education institution and recognised as such by the competent authority) or any public or private organisation active in the labour market or in the fields of education, training and youth. Each participating organisation must be established in a Programme Country or in an eligible Partner Country[71].

The following participating organisations established in a Programme or in an eligible Partner Country can apply for a grant on behalf of all participating organisations involved:

- a higher education institution;
- an association or organisation of higher education institutions;
- only for Structural Projects: a legally recognized national or international rector, teacher or student organisation.

The maximum EU co-financing rate will be 90%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	115,940,806	Oct-19

[71] Regarding the Capacity Building projects in the field of higher education in Latin America, in accordance with the Development Cooperation Instrument, notably Annex I.B.I(i) "supporting policies in the area of education and the development of a common Latin America higher education area" and also its Article 16, it is proposed that due to the action's regional nature, in order to foster the regional cooperation and the importance to ensure complete regional coverage, the eligibility of the action (as co-beneficiaries only) extends exceptionally to Chile and Uruguay, as their participation subject to the differentiated approach is key to preserve the regional scope of the action necessary to achieve its objectives.

4.2.2. Grants awarded by exception to Calls for Proposals – Article 195 FR

a) Strategic Partnerships in the field of education, training and youth – Transnational Cooperation Activities

Index reference in budget table (WPI): 2.00

The Transnational Cooperation Activities (TCA) in the framework of Strategic Partnerships 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. This grant will be awarded to National Agencies 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.

Transnational Cooperation Activities consist of:

- Transnational training, support and contact-seminars of potential Programme participants;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme;
- Activities aimed at gathering evidence of Programme results.

Up to 5% of the budget of Strategic Partnerships in the fields of higher education, VET, adult education and school education, as well as up to 30% of the budget of Strategic Partnerships in the field of youth can be used to support TCAs.

National Agencies will be invited to submit, within their annual work programmes, a specific activity plan and a budget for the support of Transnational Cooperation Activities.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	E&T: 36,193,434	Feb-20
	Youth: 20,169,000	

b) eTwinning National Support Services and the Partner Support Agencies

Index reference in budget table (WPI): 2.32

eTwinning is a virtual platform that offers project-based pedagogy, collaborative learning and cooperation among European schools. Its support is identified in Article 8(1)(c) of the Regulation. The beneficiaries of the grant are the National Support Services and the Partner Support Agencies in conformity with the provisions of Article 195 (d) FR.

The National Support Services (NSS) are organisations appointed by the national authorities to assist participating teachers and schools in their eTwinning activities notably with a dedicated help desk providing technical and pedagogical support. Another major activity is to run communication and promotion campaigns to increase the number of active users and schools. NSS are key to ensuring a safe and high quality delivery of eTwinning in their country by checking registrations, delivering prizes and awarding quality labels. They organise on-line courses, professional development workshops and contact seminars for teachers and contribute to the general management and operation of eTwinning.

The Partner Support Agencies (PSA) are organisations also appointed by the national authorities of the neighbouring Partner Countries which take part in eTwinning Plus, to assist teachers and schools in their eTwinning activities in a similar way as described above, with some limitations.

The organisations appointed as NSS are invited to submit a revised activity plan covering the period until March 2022.

The maximum EU co-financing rate is 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	13,000,000	Sep-20

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

Index reference in budget table: 2.34

The EPALE NSS are designated by the competent national authorities on the basis of their level of responsibility, technical competence and high degree of specialisation (Article 195 (f) FR). National authorities have nominated 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 a revised activity plan covering the period until March 2022.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	5,000,000	Sep-20

d) Resource Centre for TCA governance

Index reference in budget table (WPI): 2.36

The Resource Centre for the governance of Transnational Cooperation Activities will implement an IT platform to support the National Agencies in the governance of TCAs.

This grant will be awarded to a National Agency 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.

The organisation appointed as Resource Centre is invited to submit an activity plan.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	200,000	Jan-20

e) Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)

Index references in budget table (WPI): 2.43

In the Partner Countries previously covered by the Tempus Programme[72] the implementation of the external dimension of Erasmus+ will be supported by National Erasmus+ Offices (NEO) which are in charge of: information and promotion of Erasmus+; assistance to potential applicants and to beneficiaries; monitoring of projects including through field visits; support to the team of Higher Education Reform Experts (HEREs); liaison with national authorities, EU Delegations and the Commission services.

The National Erasmus+ Offices provide 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.

[72] Western Balkan countries, the Eastern neighbouring countries, the Southern neighbouring countries, Russia (Territory of Russia as recognised by the international law) and Central Asia.

Taking into account of their technical competence and high degree of specialisation, they are considered to meet the criteria stipulated in Article 195 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.

The maximum EU co-financing rate will be 100%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	3,934,618	Jul-Dec-20

4.3. PROCUREMENTS

a) eTwinning and School Education Gateway Central Support Services and Platforms Service

Index reference in budget table (WPI): 2.31

The eTwinning Central Support Service (CSS) provides a wide range of tasks to support the implementation of eTwinning and eTwinning Plus, such as maintenance and development of the eTwinning platform, the coordination of the National Support Services (NSS) and Partner Support Agencies (PSA), organisation of professional development activities, organisation of the Annual eTwinning Conference and eTwinning prizes, as well as other services to support EU action for schools.

The School Education Gateway Central Support Service (CSS) undertakes activities for the development and maintenance of the content and the promotion of the School Education Gateway and additional services (including, among others, the Teacher Academy or the European Toolkit for Schools).

The Platforms Service will be in charge of maintenance and development of the eTwinning platform, the School Education Gateway platform (including, among others, the Erasmus+ Tools).

This action will be implemented via a new call for tender for 2020.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	9,000,000	Oct-19

b) European Youth Portal

Index reference in budget table (WPI): 2.33

The European Youth Portal offers youth-friendly information on opportunities across Europe (notably around volunteering, training, education, employment and culture, and inter-active features encouraging the participation of young people in democratic life in Europe notably including the online consultation toolkit used to support the EU Youth Dialogue and other initiatives to engage with young people to influence policy making.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	550,000	N/A

c) Online tools and services for skills and qualifications (co-delegated to DG EMPL)

Index reference in budget table (WPI): 2.35

Work will continue on the development and provision of web-based tools and information on learning opportunities, qualifications, guidance, self-assessment tools and documentation of skills and qualifications to support implementation of the Europass Decision following adoption in 2018.

The Europass online platform will offer web-based tools and information for documentation and description of skills, qualifications and experiences including tools for self-assessment and connectivity with learning and employment opportunities. The new Europass will also offer tools and software to support digitally-signed credentials, as announced in the Digital Education Action Plan.

The new Europass online platform will also incorporate the functions of the Learning Opportunities and Qualifications in Europe portal from 2020 on, including:

- the provision of technical work for the further development of the online tools and services on skills and qualifications, including services currently offered by the Learning Opportunities and Qualifications in Europe Portal, the interconnection of national data sources for learning opportunities and national databases for qualifications with the web-based service on skills as well as the evolutive maintenance and day-to-day administration of the portal;
- the provision of specialised expert support to ensure the technical coordination of all developments and maintenance activities related to the systems;
- hosting of the information system.

Implementation	Indicative amount (EUR)	Indicative timetable
EMPL	3,000,000	Mar-Oct-20

d) Support to conferences and events

Index references in budget table (WPI): 2.38 and 2.42

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable

EACEA	WPI 2.38: E&T: 65,000 Youth: 80,000	N/A
EACEA	WPI 2.42: E&T: 600,000	N/A

e) Support to IT developments

Index references in budget table (WPI): 2.39

The Erasmus+ programme's allocated credits to the IT tools and systems in 2020 will allow the Commission to support the new IT landscape and simultaneously cover the expenses related to the exiting IT tools (evolutionary maintenance).

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 (i.e. the future IT systems corresponding to the current EPlusLink (PMM – Project Management Module), Mobility Tool (BM – Beneficiary Module), eForms (AF – Application Forms), the OEET (AM- assessment module for experts), LifeCard (NAM – the National Agencies Module), Management reporting (DAP-Data Analytics Platform), Dissemination platform (VALOR).

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	2,128,900	N/A

4.4. EXPERTS

a) Support to project selection and implementation

Index references in budget table (WPI): 2.37 and 2.41

The costs related to the experts involved in the assessment of projects and supporting of monitoring tasks 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 Art. 237 FR.

Implementation	Indicative amount (EUR)	Indicative timetable

EACEA	WPI 2.37: E&T: 985,000 Youth: 250,000 WPI 2.41: 1,700,000	N/A

Key Action 3

4.5. EXPECTED RESULTS OF ACTIVITIES FUNDED UNDER KEY ACTION 3

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

- improved quality, efficiency and equity of education and training systems and youth policies through the Open Methods of Coordination;
- higher degree of transnational cooperation and mutual learning between competent authorities at the highest political level;
- increased knowledge and analytical capacity to support evidence-based policy under the Strategic framework for cooperation in education and training (ET 2020) and its successor, the European Youth Strategy and specific policy agendas such as the Bologna and Copenhagen processes;
- 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;
- higher degree of exchanges of good practices, dialogue, mutual learning and cooperation among policy makers, practitioners and stakeholders from Programme and Partner Countries;
- increased public awareness about European policies in the fields of education, training and youth as well as increased awareness about the results of the Erasmus+ Programme;
- greater synergies with other EU Programmes, such as the European Structural and Investment Funds, as well as with funding schemes at national or regional level.

4.6. GRANTS

The expected results for the actions described in this section are indicated in section 5.1 above. A more specific indication for these actions concerning: 1) the main expected outputs; 2) the implementation mode; 3) the estimated amount available and 4) the maximum rate of European Union (co-)financing, are indicated in the programming tables in Part III, section 2 of this Work Programme.

The selection criteria applying to each of the actions described in this section are set out in Part II, section 2.1.1 of this Work Programme.

4.6.1. *Grants awarded by means of a General Call for Proposals (Erasmus+ Programme Guide)*

a) Dialogue - Meetings between young people and decision-makers in the field of youth

Index reference in budget table (WPI): 3.73

This action promotes the active participation of young people in democratic life and fosters debate around topics centred on the themes and priorities set by the renewed political framework in the youth field (EU Youth Strategy) and the dialogue mechanisms. The debate is structured around priorities and timing and foresees events where young people discuss the agreed themes among themselves and with policy-makers, youth experts and representatives of public authorities in charge of youth, with the aim to obtain results which are useful for policy-making.

Essential eligibility criteria:

A participating organisation established in a Programme Country or in a Partner Country neighbouring the EU, can be a non-profit organisation, association, NGO, a European Youth NGO; a public body at local or regional level.

Any participating organisation established in a Programme Country can be the applicant. In case of projects realised by two or more participating organisations, one of the organisations applies on behalf of all participating organisations involved in the project.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC-NA	7,500,000	Oct-19

4.6.2. Grants awarded by means of Calls for Proposals

a) European Youth Together

Index references in budget table (WPI): 3.18

The overall objective of this call will be to support initiatives from at least five youth organisations from different regions spread across the EU's and further Programme Countries' territory to share their ideas about the EU values, encourage wider civic participation and help foster a sense of European citizenship. The initiative builds on experience with the debates held within the New Narrative for Europe and other youth policy and programme initiatives that include gathering of different young people.

Essential eligibility criteria:

Youth NGOs who would propose partnership projects involving partners from at least five Programme Countries who have the capacity to mobilise young people in partnerships covering different regions within Programme Countries territory (East-West-North-South), whereby the award criteria will favour projects with a wide geographic spread and the implication of a diverse youth population that also includes those from remote/rural areas, with a migrant background and from disadvantaged social backgrounds.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	5,000,000	Apr-20

b) European Policy Experimentation

Index reference in budget table (WPI): 3.21

European policy experimentations are trans-national cooperation projects led by high-level public authorities from the Programme Countries. They involve testing the relevance, effectiveness, potential impact and scalability of policy measures through parallel field trials in different countries, based on (semi-) experimental approaches and common evaluation protocols. By combining strategic leadership, methodological soundness and a strong European dimension, they enable mutual learning and support evidence-based policy at European level.

The minimum partnership composition requirement for this call is 4 entities representing 3 different Programme countries. At least three public authorities (Ministries or equivalent) each from a different Programme country and at least one public or private entity with expertise in analysis and policy impact evaluation ("researcher") should be part of the application.

1) Priorities for the call for proposals on European policy experimentations will be:

For Lot 1:

- Digital education and competences;
- Teaching and teachers.

The indicative budget for Lot 1 is 14,000,000 euros.

For Lot 2:

- Funding mechanisms for upskilling and reskilling, including schemes similar to Individual Learning Accounts;
- Policy and processes to support the validation of non-formal and informal learning, including through effective guidance.

The indicative budget for Lot 2 is 2,000,000 euros.

Essential eligibility criteria

Eligible participating organisations (applicants) are public authorities responsible for education and training at the highest level in the relevant context (national or decentralised), public or private organisations active in the fields of education and training, or organisations carrying out cross-sector activities (e.g. NGOs, information or guidance services, business and social partners, research, cultural or sport organisations, media, etc.).

A project proposal can only be coordinated and submitted, on behalf of all applicants, by a public authority or by a public or private entity delegated by a public authority.

The maximum EU co-financing rate will be 75%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	16,000,000	Dec-19

c) Social inclusion and common values: the contribution in the field of education and training

Index reference in budget table (WPI): 3.22

This call for proposals will support transnational cooperation projects in the fields of education and training.

Lot 1 Social inclusion and common values: the contribution in the field of education and training

A) General Objectives

Projects should aim at scaling-up good practices on inclusive learning and on promoting common values initiated in particular at local level. In the context of the present call, scaling up means replicating good practice on a wider scale/transferring it to a different context or implementing it at a higher/systemic level;

B) Proposals should focus on one of the following specific objectives:

- Enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights;
- Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting educational staff in addressing diversity and reinforcing diversity among education staff;
- Enhancing critical thinking and media literacy among learners, parents and educational staff;
- Supporting the inclusion of newly arrived migrants in good quality education, including by assessing knowledge and validating prior learning;
- Fostering digital skills and competences of digitally excluded groups (including older people, and young people from migrant and disadvantaged backgrounds) though partnerships between schools, business and the non-formal sector, including public libraries.

Projects are encouraged to involve **role models** in their activities, where appropriate.

Cross-sector approaches are encouraged with a view to exploring synergies between education, training, youth, culture and sport. Synergies with other projects are encouraged, including on-going or completed European projects on citizenship education and engagement and intercultural understanding, projects supported through the joint EU-Council of Europe schemes “Human Rights and Democracy in action” and “Democratic and inclusive school culture in operation (DISCO)”, as well as activities supported by the Asylum Migration and Integration Fund and the Internal Security Fund.

The indicative budget for Lot 1 is 16,000,000 euros.

Lot 2 - Networks and partnerships of Adult Education providers

Considering the key role of Adult Education to promote social inclusion and active citizenship, by enabling adults to improve their ability to adapt to changes in the labour market and society, this lot will also include support for the creation and strengthening of transnational, national or regional networks of adult education providers which would work together to promote European policy on Adult Education, with its focus on coherent governance, effective coordination, increased take up of high-quality provision, and widened access to learning throughout life.

Adult Education systems are characterised by their fragmented nature, complexity and large variety of actors. To be future-proof, European policy initiatives need implementation, impact and awareness at grass root level, which require sufficient capacity and strong cooperation mechanisms, also among these providers.

The aim of this lot is to support projects for the creation of transnational and national networks and partnerships of Adult Education providers. Projects should support policy reflection at a European level, and stimulate capacity-building at national and regional levels to implement European policy on adult learning and promote awareness and implementation of the European Agenda for Adult Learning at national and regional levels.

The indicative budget for Lot 2 is 6,000,000 euros.

Essential eligibility criteria:

Lot 1:

Eligible applicants are public and private organisations active in the fields of education, training and youth or other socio-economic sectors, or organisations carrying out cross-sector activities (e.g. cultural organisations, civil society, sport organisations, recognition centres, chambers of commerce, trade organisations, etc.). Eligible applicants must be established in a Programme Country.

Lot 2:

Eligible applicants are associations and organisations (public and private) active in the field of Adult Education and training. Eligible applicants must be established in a Programme Country.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	22,000,000	Nov-19

d) Centres of Vocational Excellence

Index reference in budget table (WPI): 3.64

Policy context:

This call will support a set of pilot projects to take forward the Communication of 22 May 2018 on Building a stronger Europe, which outlines a new initiative on the establishment of Centres of Vocational Excellence (CoVE). On 3 December 2018, the ACVT adopted an "Opinion on the future of VET" that also puts a focus on the promotion of VET Excellence and inclusion, and calls on the Commission to provide support for the establishment of Platforms of Centres of Vocational Excellence.

Centres of vocational excellence:

Vocational excellence is characterised by a holistic learner centred approach in which Vocational Education and Training (VET):

- Is an integrative part of skills ecosystems, contributing to regional development, innovation, and smart specialisation strategies;
- Is part of knowledge triangles, working closely with other education and training sectors, the scientific community, and business;

- Enables learners to acquire both vocational and key competences through high-quality provision that is underpinned by quality assurance, builds innovative forms of partnerships with the world of work, and is supported by the continuous professional development of teachers and trainers, innovative pedagogies, mobility and internationalisation.

CoVE's operate in a given local context, cooperating through transnational platforms that bring together partners[73] from various countries, with the ultimate goal of "upward convergence" of VET excellence, which would be difficult to establish in the absence of EU incentives, technical support, and mutual learning opportunities. They adopt a bottom-up approach to excellence where VET institutions are capable of rapidly adapting skills provision to evolving local needs.

Objective of the call:

CoVE's aim to create world-class reference points for vocational training. The platforms will be inclusive and 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, competitiveness and innovation.

This call will provide support for:

- bringing together partners that share a common interest in specific sectors or trades (e.g. aeronautics, e-mobility, green technologies, ICT, healthcare, tourism, etc.), or
- developing together innovative approaches to tackle societal, technological and economic challenges (e.g. integration of migrants, Digitalisation, Artificial Intelligence, Sustainable Development Goals, upskilling people with skills and/or low qualification levels, etc.).

Essential eligibility criteria:

Centres of Vocational Excellence involve a minimum of 4 Programme Countries and include at least 8 full partners, with each country having at least 1 company, industry or sector representatives (e.g. chambers or trade associations), and at least 1 vocational education and training provider (at secondary and/or tertiary level). In addition, any public/private organisation from Programme countries active in the field of vocational education and training, or in the world of work, including national/regional qualification authorities, research institutes, innovation agencies, or regional development authorities can also be full partners. Organisations from Partner Countries can be associated partners (not as applicants), to the extent it is demonstrated that their participation brings an added value to the platform.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable

[73] Initial and continuing VET providers, tertiary education institutions including universities of applied sciences and polytechnics, research institutions, science parks, companies, chambers and their associations, social partners, sectoral skills councils, national and regional authorities and development agencies, public employment services, etc.

EACEA	28,000,000	Oct-19

e) Civil Society Cooperation in the fields of Youth

Index reference in budget table (WPI): 3.77

In 2020, Erasmus+ will continue to provide structural support to European non-governmental organisations and EU-wide networks active in the field of youth through a new call for proposals offering opportunities to apply for Framework Partnership Agreement for 3 years or for Annual Operating Grants.

Essential eligibility criteria:

Eligible applicants are legal entities established in one of the Programme Countries.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	500,000	Jan-20

4.6.3. Specific grants awarded under a Framework Partnership

f) Civil Society Cooperation in the fields of Education and Training and of Youth - Framework Partnership Agreements

Index references in budget table (WPI): 3.75 and 3.76

Education and Training

Cooperation with civil society organisations in the fields of education and training is important for raising awareness about the Europe 2020 strategy, the Strategic Framework for European cooperation in Education and training (ET 2020) 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.

In 2020 and 2021, Erasmus+ will continue to provide funding to the organisations in the field of Education and Training through operating grants under the multi-annual framework partnership agreement concluded under the call for proposals 2018.

Youth

In 2020 and 2021, Erasmus+ will continue to provide funding to the organisations in the field of Youth through operating grants under the multi-annual framework partnership agreement concluded under the call for proposals closed in 2018.

Essential eligibility criteria (Education and Training and Youth):

Eligible applicants are legal entities established in one of the Programme Countries.

The maximum EU co-financing rate will be 75% in Education and Training and 80% in Youth.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	WPI 3.75: 5,000,000 WPI 3.76: 7,000,000	Nov-19 -Sep-20

g) European policy network on teachers and school leaders

Index reference in budget table (WPI): 3.95

The Commission intends to support one Europe-wide network of relevant organisations to promote co-operation on the development and implementation of policies in pursuit of quality and professionalism in the teaching professions, including teachers and school leaders. For this purpose the network is expected to involve a wide range of organisations and authorities from policy, practice and research.

Within the Framework Partnership Agreement concluded in 2018 (for the period 2018-2022), and subject to the Commission's evaluation of the annual work plan and related budget, the Commission intends to conclude a specific grant agreement for the activities identified in the work programme of the policy network in 2020.

Essential eligibility criteria:

The network should cover at least 15 Erasmus+ Programme Countries.

Eligible applicants are associations, foundations and other similar national bodies; national education centres; ministries of education and/or training; higher education institutions and research centres. The coordinating applicant has to be registered as a legal entity in one of the Erasmus+ Programme Countries.

The maximum EU co-financing rate for the grant issued under the FPA will be 75%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	300,000	Nov-20

h) European policy network in the field of education of children and young people with a migrant background

Index references in budget table (WPI): 3.97

Following a call for proposals in 2017 the Commission concluded a Framework Partnership Agreement (for the period 2017-2020) with one policy network in the field of school education addressing the access to high-quality learning for children and young people with migrant background.

The main tasks of the network is to disseminate and promote good practices across Member States, monitor and report on the development of national policies and initiatives and to contribute to the development of the School Education Gateway by presenting good practices, latest research and analysis of data and policy development.

Within the Framework Partnership Agreement, and subject to the Commission's evaluation of the annual work plan, the Commission intends to conclude a specific grant agreement for the activities identified in the work programme of the policy network in 2020.

Essential eligibility criteria:

The network should cover at least 15 countries.

Eligible applicants are associations, foundations and other similar national bodies; national education centres; ministries of education and/or training; higher education institutions and research centres. The coordinating applicant has to be registered as a legal entity in one of the Erasmus+ Programme Countries.

The maximum EU co-financing rate for the grant issued under the FPA will be 75%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	300.000	Sep-20

4.6.4. Grants awarded by exception to Calls for Proposals – Article 195 FR

a) Support to better knowledge in youth policy

Index reference in budget table (WPI): 3.02

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 a Programme Country, and receive a grant for action in order to provide information for the Youth Wiki tool.

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 on the basis of 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).

Financial support is given for actions carried out by these bodies which contribute towards a better mutual understanding of youth systems and policies in Europe through the production of country specific information, comparable country descriptions as well as information at country level on the situation of young people in Europe.

The maximum EU co-financing rate will be 75%. The country distribution of the budget is provided in Part III, section 6 of this Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	1,217,245	Apr-20

b) Presidency events in the fields of education, training and youth: conferences, meetings of ministers and directors-general (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.15 and 3.16

Grants will be awarded to the governments of Croatia, Germany and Portugal (or bodies designated by them for the purpose of these events) to organise, during their respective Presidencies of the Council of the EU, conferences, seminars, meetings of directors-general on priority policy topics, together with associated activities for the exploitation of project and Programme results.

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 fields of education, training and youth (Article 195 (c) FR).

The amount allocated will cover events in line with the objectives of the Erasmus+ Programme. The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches or to inform Presidency policy proposals.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	E&T: 700.000	Jan-Dec-20
	Youth: 500,000	
EMPL	E&T: 250.000	

c) National units for the Eurydice network

Index reference in budget table (WPI): 3.17

Financial support is given for actions carried out by the national Eurydice network units. The network's goal is to contribute towards a better mutual understanding of education systems in Europe through the production of country specific information, comparable country descriptions, indicators and comparative studies in the field of education and training.

The participation of all national units in the work of the network facilitates access to national system level data (including more specific quantative data collections on for example teacher salaries and student fees) that are necessary for the comparison between countries. The aim is to gather as (territorially) exhaustive information as possible and to produce high quality reports and analyses that support the Commission's policy actions and facilitate cooperation in education at the EU level.

The Eurydice national units are network members and designated as such by the ministries of the Programme Countries. They are identified in Article 9.1(d) of the Regulation and are beneficiaries of the grant in conformity with Article 195 (d) FR.

The maximum EU co-financing rate will be 75%. The country distribution of the budget is provided in Part III, section 6 of this Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	2,600,000	Apr-20

d) ECVET (European Credit System for Vocational Education and Training) National Teams

Index reference in budget table (WPI): 3.25

The purpose of the national teams of ECVET Experts is to provide a pool of expertise to promote and enhance progress toward the application of ECVET principles in their countries. This refers in particular to the principle that VET qualifications should be composed of units of learning outcomes that can be each assessed and validated, making VET pathways more flexible and increasing the quality of VET mobility. As in previous years, in 2020 National Agencies will be invited to submit proposals, including an activity plan and a budget, for the support of existing or new Teams.

Support to ECVET is identified in Article 9(1)(b) of the Regulation. The beneficiaries of the grant will be National Agencies in conformity with Article 195 (d) FR.

The maximum EU co-financing rate will be 90%. The country distribution of the budget is provided in Part III, section 6 of this Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1.800,000	Sep-20

e) Eurodesk network

Index reference in budget table (WPI): 3.44

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.

Support to Eurodesk is identified in Article 15(1)(d) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an action plan and an estimated budget.

The maximum EU co-financing rate will be 60%. The country distribution of the budget is provided in Part III, section 6 of this Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	2,000,000	Dec-20

f) Eurodesk Brussels-link

Index reference in budget table (WPI): 3.45

Eurodesk Brussels-link ensures the coordination of the Eurodesk Network composed of national units established in the various Programme and Partner Countries. Support to Eurodesk is identified in Article 15(1)(d) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an action plan and an estimated budget.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	600,000	Dec-19

g) SALTO Youth Resource Centres

Index reference in budget table (WPI): 3.47

Thematic SALTO Resource Centres are structures that help raise the quality and impact of Erasmus+ Youth. 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, in the valorisation of programme experience and for 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 NAs in their respective areas. Moreover, thematic SALTO Resource Centres should ensure interactions and linkages between Erasmus + Youth 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.

Regional SALTOs should promote Erasmus+ Youth in neighbouring Partner Countries among potential participants, raise awareness for its added value among stakeholders and decision-makers and support participants from these regions in their participation in the programme. SALTOs will ensure a balanced offer of activities and resources for the provision of national support structures (e.g. formal contact points, coordinators), quality in implementation (including training), expertise and lessons learnt from Erasmus+ Youth, and sharing lessons learnt within fora for international cooperation in the region.

Support to resource centres for the development of youth work is identified in Article 15(1)(d) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an action plan and an estimated budget.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,600,000	Jan-20

h) National Academic Recognition Centres (NARIC)

Index reference in budget table (WPI): 3.52

The aim of the action is to support the network of the National Academic Recognition Information Centres (NARIC) in fostering cooperation in the recognition of academic qualifications , in particular by working towards the implementation of the Council Recommendation on promoting automatic mutual recognition of qualifications and the outcomes of learning periods abroad (2018/C 444/01).

In addition, the action will support one NARIC centre for the organisation of the NARIC annual meeting and two NARIC centres for the setting up of a technical support team.

An invitation to submit proposals is sent to the NARIC centres. The NARIC network is identified in Article 9.1(d) of the Regulation.

All NARIC projects should be transnational projects involving at least three NARIC centres. Non-NARIC institutions (European Network of Information Centres or any other organisation active in the field) can participate in projects under this activity, but their financial support through an EU grant is limited to up to 25% of the entire budget allocated to the project. Grants will be awarded on the basis of Article 195 (d) FR.
The maximum EU co-financing rate will be 75% covering a period of two years.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	2,000,000	Oct-19

i) Bologna Secretariat

Index reference in budget table (WPI): 3.56

The official secretariat of the Bologna Follow-up Group is mandated by the Bologna Ministers to organise Bologna Ministerial conferences and the follow-up in between them (the 2020 Ministerial Conference will decide the date of the following conference. The conference is the forum where Ministers examine the progress made based on national reports and the stakeholders' reports.

The Secretariat is considered to be in a de facto monopoly situation (Art 195 (c) FR) because it is the only instance mandated by the Ministers to organise Bologna Ministerial Conferences and to take care of the follow-up in between. Its purpose is to set and manage the Bologna Follow-Up Group work plan and to prepare for the next Bologna Ministerial Conference and Bologna Policy Forum.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	600,000	Jun-20

j) Cooperation with international organisations (partially co-delegated to DG EMPL)

Cooperation with international organisations with highly recognised expertise and analytical capacity will strengthen the impact and added value of evidence based policies in the area of education, training and youth.

This activity supports:

- Cooperation with OECD on large scale comparative surveys as well as on international studies, secondary analysis, country reviews and expertise, on the Guiding Framework for Entrepreneurial Universities (HEInnovate), and national skills strategies;
- Cooperation with the Council of Europe on language learning, civic education, Roma and youth.

A. Cooperation with the OECD (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.66 and 3.67

The cooperation with 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 2020, the cooperation between the OECD and the European Commission 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 or 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 2020, the Commission contribution will support activities aimed at better knowledge on teaching and learning in the 21st century throughout the entire cycle of education, inclusiveness of education systems, analysis of students' test outcomes, innovation in education, changing nature of skills demand and its links to technological change, use of skills in the labour market, returns to skills, adult apprenticeships, VET in support of local employment and economic development, regional development and innovation, including VET as a pathway to further learning and the needed adaptation of VET as well as school-to-work transition systems to these changes. The Commission contribution covering these activities in education and youth fields will amount to 100,000 EUR. Indicatively 200,000 EUR will be allocated for grants in the field of VET/Adult Learning.

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 would be followed up at EU level, and would form the basis for how the Commission addresses national education challenges in the European Semester and ET 2020. The Commission contribution will be indicatively 500,000 EUR.

OECD reviews of resourcing in higher education

Building on the School Resources Reviews and based on the previously developed analytical framework, the OECD will implement demand-driven country reviews. The reviews will look at the allocation of resources and use of incentives and reward systems in higher education and develop country-specific recommendations for improvement of efficiency, effectiveness and economy of the higher education funding system. The Commission contribution will be indicatively 375,000 EUR.

Guiding Framework for entrepreneurial and innovative higher education institutions and enhancing Labour Market Relevance and Outcomes of higher education:

The European Commission and the OECD have developed HEInnovate, a guiding framework for higher education institutions (HEI) and systems wishing to assess, diagnose and improve their performance and development as entrepreneurial and innovative institutions and systems. The two organisations have also started a partnership initiative to enhance the labour market relevance and outcomes of higher education. Future work will consist in further advancing with roll-out and continuous improvement of the two initiatives. In addition, the European Commission and OECD will jointly explore ways to develop synergies between HEInnovate, the LMRO initiative and the pilot work to introduce a European-wide graduate survey. The Commission contribution will indicatively equal EUR 750,000 and cover activities for a period of 24 months.

Promoting national skills strategies:

The OECD offers expertise and support (against a fee) to countries that engage in preparing their national skills strategy. A diagnostic tool has been developed, based on a set of indicators and a set of guiding qualitative questions. This tool is used to map strengths and weaknesses of a country's skills system, stimulate policy dialogue and identify areas for actions. This then leads to a diagnostic report after which countries may proceed to a concrete action phase. As national skills strategies can also be very instrumental for countries in terms of reforming their education and training systems in line with the current EU priorities, the funding will cover a part of participation costs of countries developing and implementing a national skills strategy in line with the OECD Skills Strategy framework and agreed EU policy priorities.

Building on the existing evidence base and Member States experience so far, the OECD may develop thematic reports on improving the effectiveness and efficiency of national skills systems.

The Commission contribution will be indicatively: 750,000 EUR.

Language assessment in PISA 2024

In line with the decision taken in 2019, the European Commission will continue work with OECD to prepare a voluntary assessment of foreign language skills in 2024. A test design, at least for English, which is the most frequently taught language and present in curricula across the globe, will be ready for a pilot run in 2021. It will build on a series of consecutive joint development projects combining the testing expertise of the PISA department with the expertise in the Common European Framework of Reference for language competences of the Council of Europe. For the work to be carried out in 2020, the Commission contribution will be indicatively 500,000 EUR.

OECD is considered to be the only body technically competent to carry out the activities above (Article 195 (f) FR). The above activities require specific technical competences as well as administrative capacity - including the capacity to analyse the issue in the context of world leading economies - which only OECD have, in order to be credible for the Member States and for the countries participating in these actions. In addition, these actions will not fall under any of the calls for proposals within the Erasmus+.

The maximum Commission co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	2,225,000	Jan-Dec-20
EMPL	950,000	

B. Cooperation with the Council of Europe

Index reference in budget table (WPI): 3.68

In 2020, the cooperation between the Council of Europe and the European Commission will include activities in the following areas:

Human rights education, citizenship, Roma inclusion:

Cooperation with the Council of Europe will aim to support the implementation of the Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, and at facilitating integration of people with migrant backgrounds through education, via the programme “Human Rights and Democracy in Action” and the Joint EU-Council of Europe programme “Democratic and Inclusive School Culture in operation (DISCO)”. The cooperation will take into account the "Reference Framework for Competences on Democratic Culture" developed by the Council of Europe.

Cooperation with the Council of Europe will also support the joint EU-Council of Europe project on inclusive education for Roma children “Inclusive schools: making a difference for Roma children (Inschool)”.

Cooperation will build on the results of previous joint actions conducted on the above-mentioned issues. The maximum EU contribution for both actions will be indicatively 700,000 EUR.

The maximum EU co-financing rate will be 75%.

Language learning:

The cooperation 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. The expected outcomes will include access to a wider range of Open Educational Resources for multilingual classrooms as well as achieving good quality and comparability in language testing and assessment. It follows from joint work between DG EAC and the Council of Europe with the overall objectives of improving the quality and relevance of language acquisition, including both the language of schooling and additional languages.

The maximum EU contribution will be 700,000 EUR and the maximum EU co-financing rate will be 80%.

Youth:

A grant agreement will list detailed activities and budget items for 2020, supporting the on-going cooperation with the Council of Europe in the fields of:

- 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 training;
- 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 maximum EU contribution will be indicatively 600,000 EUR and the maximum EU co-financing rate will be 50%.

These grants will be awarded to the Council of Europe 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.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	E&T: 1,400,000	Jan-Dec-20
	Youth: 600,000	Jan-20

k) Teaching and Learning International Study (TALIS)

Index reference in budget table (WPI): 3.69

Direct grants will be awarded to co-finance the participation costs of Member States and other countries participating in the Erasmus+ programme in the Teaching and Learning International Study (TALIS). This survey is implemented under the auspices of the OECD. Beneficiaries can only be national authorities/national bodies that have committed to participate in the respective survey(s).The amount to be allocated to each country is dependent on the number of countries participating in the survey and will cover a three-year period.

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).

The maximum Commission co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	2,250,000	Nov-2019

l) PIAAC

Index reference in budget table (WPI): 3.70

Direct grants will be awarded to co-finance the participation costs of Member States and other countries participating in the Erasmus+ programme in the Survey of adult skills (PIAAC). This survey is implemented under the auspices 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 amount to be allocated to each country is dependent on the number of countries participating in the survey and will cover a three years period.

The second cycle of PIAAC

Within the context of the OECD´s work to launch the second cycle of PIAAC, support will be provided to the programme countries that have joined the second cycle of this project, to cover the international costs of their participation in the programme. These costs are associated with the development of the survey framework and the test itself, translation and its verification, test platform development, quality control, international training, statistical modelling and database preparation, support for the deployment of the main survey, processing of data before its publication as well as the overall coordination of PIAAC programme at the international level. The amount to be allocated to each country is dependent on the number of countries participating in the survey and will cover a three-year period.

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).

The maximum Commission co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	6,500,000	Jun-20

m) European Youth Forum

Index reference in budget table (WPI): 3.71

An operating grant will be awarded to support the functioning of 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 15(1)(d) 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.

The maximum EU co-financing rate will be 95%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	2,650,000	Dec-19

n) The International Association for the Evaluation of Educational Achievement (IEA) – International Computer and Information Literacy Study (ICILS)

Index reference in budget table (WPI): 3.78

Digital competence is held as key to Europe's future innovation capacity, entrepreneurial gains and market competitiveness. It was identified as one of eight Key Competences for Lifelong Learning and put forward in the Digital Education Action Plan. Increasing and monitoring critical and media literacy is also likely to be one of the priorities for cooperation work at EU level on education. The IEA's International Computer and Information Literacy Study (ICILS 2023) is a very solid source of comparable data on digital competences of pupils in the 8th grade.

This action supports the Erasmus+ Programme Countries' participation in the upcoming ICILS 2023 study. The study measures international differences in students' computer and information literacy (CIL): their ability to use computers to investigate, create, participate and communicate at home, at school, in the workplace and in the community. Participating countries also have an option for their students to complete an assessment of computational thinking (CT) and approaches to writing software programs and applications.

The amount to be allocated to each country is dependent on the number of countries participating in the survey with a maximum of 75% of the international participation fees. The total EU contribution will be distributed on an equal basis between the programme countries covering each year from 2020 to 2024.

National Authorities that have committed to administer the participation of 8th grade pupils in their countries in the ICILS survey are considered to be in a de facto monopoly situation within the meaning of Article 195 (c) FR because of their exclusive responsibility for their respective school education systems.

The maximum EU co-financing rate will be 75%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	5,000,000	Mar-20

4.7. PROCUREMENTS

a) Country-specific expertise: network of national experts in Member States (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.00 and 3.01

The role of the expert network is to provide independent expertise on on-going policy reforms, progress and challenges of education and training systems (including VET and adult learning), implementation of the Europe 2020 strategy, on identifying future policy orientations and assessing the impact of the use of Structural Funds. Due to its role in supporting the implementation of Europe 2020 and Structural and Investment Funds, the expert network will focus on EU Member States.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	800,000	Aug-Oct-20
EMPL	300,000	Mar-20

b) Studies (partially co-delegated to DG EMPL)

Index references in budget table (WPI): 3.05, 3.06 and 3.11

A number of studies, surveys and Eurobarometers will be launched in order to support policy development, policy monitoring and the implementation of Erasmus+ 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 and 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 2020, studies and surveys will be linked to the policy agenda and priorities, including contribution to the revision of ET 2020 framework, filling knowledge gaps and contributing to an effective and evidence-based reinforcement of the European Commission's policy proposals. Eurobarometers will allow to investigate in-depth motivations, feelings and reactions of selected social groups towards different policy options.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	E&T: 2,700,000 Youth: 600,000	Jan-Dec-20

EMPL	500,000	

c) Expertise on Education and Training (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.08 and 3.09

This expertise will contribute to an effective and evidence-based implementation of ET 2020 and its successor scheme by ensuring consultancy services linked to the following operational activities:

- to support the general reporting, evaluation and dissemination of the results of ET 2020, this also includes the Copenhagen Process on vocational education and training and the European Agenda for adult learning;
- to support the European-level implementation of the priority areas set out in the 2015 Joint Report of the Council and the Commission on ET 2020 for 2016-2020 as well as the priority areas defined in the successor scheme, 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 Programme and Partner Countries;
- 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 Recommendation on graduate tracking, 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 ET 2020;
- to support work on transparency and recognition of skills and qualifications and links to the labour market.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,225,000	Mar-Oct-20
EMPL	350,000	

d) Academic networks (EENEE, NESET)

Index reference in budget table (WPI): 3.10

EENEE is a network of experts to promote and disseminate research on the Economics of Education in Europe. The academic network NESET provides substantial scientific support on 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 2020, EENEE and NESET will support the Commission's work on improving the performance of education and training systems and making them more efficient, by providing expert advice and processing relevant evidence and information.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	400,000	Nov-20

e) Exchanges of experience and good practice, and peer counselling (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.13 and 3.14

Exchanges of experience and good practice are an integral part of the ET 2020 toolbox to implement the priorities identified under ET 2020. They take place in the context of peer learning and peer counselling activities, usually part of ET 2020 Working Groups, which enable Member States sharing similar policy challenges to work in clusters; this approach is also adopted for peer reviews in the context of assisting Member States to implement the Upskilling Pathways Recommendation. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges, support Member States' efforts to improve their education and training systems. The dissemination of good practices and lessons learned, using international evidence when relevant, can be enhanced through thematic events, policy learning exchanges and any arrangement for knowledge transfer and exchange on what works in education.

In the field of youth, the programme will fund mutual learning activities under the renewed EU Youth strategy. These could include expert groups, peer-learning and peer-counselling activities.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	250,000	N/A
EMPL	250,000	

f) Transparency and recognition of skills and qualifications (co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.27

<u>Development of activities related to the European Qualifications Framework:</u>

Activities will support the implementation of the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning (EQF), and will focus in particular on strengthening the communication of the EQF.

Validation of non-formal and informal learning:

Following up the Council Recommendation on the validation of non-formal and informal learning of 20 December 2012, an update of the European inventory of VNFIL will be implemented. The second European Validation Festival will be organised in 2020.

Europass:

A launch event and a communications campaign are planned for the implementation of the revised Europass Decision. The event will involve Member States, stakeholders and end-users of Europass.

Implementation	Indicative amount (EUR)	Indicative timetable
EMPL	600,000	Feb-Nov-20

g) Preparation for full roll-out of graduate tracking

Index reference in budget table (WPI): 3.59

As follow-up to the New Skills Agenda for Europe, the Council adopted a Recommendation on Graduate Tracking[74], with the objectives of encouraging Member States to develop comprehensive tracking systems for tertiary graduates at national level and also to cooperate to improve the availability of comparable data to allow EU-level comparative analyses of graduate outcomes. Following the pilot implementation of the survey in 8 pilot countries in 2018/2019 and the capacity building for strengthening the infrastructure for surveying graduates in individual Member States in 2019/2020, the work towards the full roll-out of the EU-wide graduate tracking continues in 2020. This action will be designed based on the recommendations of the pilot, the work of the Expert Group on Graduate Tracking and the lessons learned from the 2019 activities.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,000,000	May-20

h) University Business Cooperation

Index reference in budget table (WPI): 3.61

This action envisages support to:

[74] 2017/C 423/01.

- the organisation of the European University Business Forum and Thematic Forums and/or workshops, seminars and local outreach events on University Business Cooperation related issues and Knowledge Alliances;
- hosting, maintenance, further development and running of an electronic platform - complementing the Forums and 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)	Indicative timetable
EAC	700,000	N/A

i) International Student and Alumni Network Erasmus+

Index reference in budget table (WPI): 3.62

Alumni are the ambassadors and promoters par excellence of Europe, European higher education and research, and European Programmes. This action will be implemented via specific contracts signed under an existing Framework Contract. In the event that such Framework Contract is not available, a new call for tenders will be launched for the conclusion of a new Framework Contract.

A framework contractor provides services to (a) alumni associations under specific contracts for the Erasmus+ Student and Alumni Association and (b) to two or more regional alumni groupings, funded by one or more funding instruments for external action under Heading 4, provided that conformity with the Regulations respectively governing those external instruments is ensured in line with Erasmus+ Regulation.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,500,000	N/A

j) Innovation in Education (e.g. HEInnovate; SELFIE; supporting the implementation of the Digital Education Action Plan)

Index reference in budget table (WPI): 3.63

This item covers actions to stimulate and support innnovation in education; 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 or Programme Countries. This item will further support acommpanying measures for the rolling out of the SELFIE self-assessment tool for schools' digital capacity, including support and community-building for

schools which have used the tool, and- the implementation of the Digital Education Action Plan., providing relevant support to the integration of digital technologies; events and communication activities; expertise and research input; general conceptual and technical work and partnerships on aspects of innovation in education, such as Open Educational Resources (OER) and Open Education, emerging technologies and effective use of digital devices in education and training.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	2,800,000	May-Oct-20

k) International attractiveness of European higher education (Study in Europe)

Index reference in budget table (WPI): 3.74

If Europe is to remain highly attractive as a destination for internationally mobile students against the rising backdrop of new regional higher education hubs, it should continue its efforts to promote global awareness of the high quality and the rich cultural and linguistic diversity of European higher education. The Commission will build upon the results of the 36-month contract which started at the beginning of 2018. In 2020 a new call for tender will be launched to select a new contractor to further develop these efforts from 2021 onwards.

. This action will enable continuity in continue the Commission's collaboration with national promotion agencies and stakeholders in order to complement national information and promotion efforts on study and funding opportunities, and will promote the European dimension of higher education outside Europe via the Study in Europe websites, social media and communication tools and a series of European Higher Education Fairs.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	3,500,000	Apr-Nov-20

l) International Policy Dialogue

Index reference in budget table (WPI): 3.79

Dialogues on education and training, with a focus on higher education (but not exclusively) are regularly organised in the framework of cooperation with Partner Countries, 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)	Indicative timetable
EAC	2,135,000	N/A

m) Dissemination and communication

Index reference in budget table (WPI): 3.80

The amount allocated will support actions linked to the launch of the future programme, such as events, meetings workshops with stakeholders as well as communication materials including an online version of the Programme Guide or similar guidelines for applicants and beneficiaries.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	670,000	N/A

n) Policy-related and policy dialogue conferences (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.85 and 3.86

The amounts allocated will support the organisation of events and conferences aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus Programme and/or in the European political agenda: e.g. strengthening the role of education and training within Europe 2020 and the European Semester at European, national, regional and international level; the strategic framework for European cooperation in education and training (ET 2020); Bologna and Copenhagen processes; the European Vocational Skills Week, supporting apprenticeships; school governance and quality assurance; promoting key competence development including with regard to language learning and STE(A)M education; the renewed EU Youth Strategy; the social inclusion dimension of education, training and youth, including Roma issues; youth participation in civic society, inclusion of marginalised groups and prevention of violent radicalisation; dissemination actions, awareness-raising and communication activities including to Partner Countries, the co-organisation of the Global Education Industry Summit, an Evidence-based policy making seminar, the annual conference of academic networks (EENEE and NESET) , the celebration of the Day of the European Union and education and launch of the Education and Training Monitor 2020; the events related to Upskilling Pathways; and the events related to the European Alliance for Apprenticeships, etc. This will contribute to the events organised at European level in the framework of the European Vocational Skills Week to promote vocational pathways. Content synergies and operational coordination between the relevant Commission services will be ensured where relevant in respect to themes with other EU Funds.

Implementation	Indicative amount (EUR)	Indicative timetable

EAC	E&T:4,500,000 Youth: 50,000	N/A
EMPL	1,500,000	

o) Youth events

Index reference in budget table (WPI): 3.87

The preparation and organisation of the European Youth Event 2020 or of other activities linked to a reinforced visibility of the action of the EU in the youth field.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	402,755	N/A

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): 3.88

Dissemination events will be organised a) 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, b) in the context of the European Language Label and c) with regard to promoting diversity and inclusive education.

These activities and events will be implemented through specific contracts based on existing framework contracts.

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. University 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 2020 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 universities in order to explore multilingual skills for the labour market and the development of various language professions.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	200,000	N/A
EAC-DGT	700,000	

q) European Tertiary Education Register (ETER)

Index reference in budget table (WPI): 3.90

The European Tertiary Education Register (ETER), established in 2013, provides data on Higher Education Institutions in EU countries, EEA-EFTA countries and candidate countries. ETER complements other data on university performance and system-level higher education statistics (UNESCO-UIS/OECD/Eurostat data collection). Its added value compared to other databases is that by providing comparable data between European countries, it allows Europe-wide analysis of higher education systems.

ETER will be further developed, its scope widened and linked with U-Multirank.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,500,000	Oct-19

r) Support to conferences and events

Index reference in budget table (WPI): 3.92

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	65,000	N/A

s) 2020 E&T and Youth Forum

Index reference in budget table (WPI): 3.93

The Forum will gather stakeholders from education, training and youth fields. In 2020, the aim is to mobilise the involvement of stakeholders in the initiatives of the new Commission, the further development of the European Education Area and the launch of the new strategic cooperation framework in the field of education and training, the implementation of the Youth Strategy.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	500,000	Nov-20

t) Erasmus+ HE tools (European Student Card Initiative)

Index reference in budget table (WPI): 3.94

This action aims to further build on previously launched activities to implement the European Student Card Initiative. It will offer continued support to the Erasmus Without Paper Network (in charge of securing the electronic backbone for the transfer of student mobility data between institutions) and Dashboard, fully incorporate the management of the Online Learning Agreement and the online Inter-Institutional Agreements, and develop and promote all additional tools and measures for the full roll out of paperless mobility management. This action will also map the current state of play of student card provision across Europe and will develop roll out plans to handle the different scenarios. Considerable outreach activities in the form of technical seminars and events) will also be needed to help higher education institutions and other stakeholders to fully engage with the initiative. Similarly, greater technical support will be needed to ensure a proper implementation of the initiative throughout the next programme.

A new framework contract for services will be launched for the implementation of the European Student Card Initiative.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	6,000,000	Feb-Jun-20

u) European Commission's Corporate Communication (co-delegated to DG COMM)

Index reference in budget table (WPI): 3.96

In accordance with Article 18(5) of the Regulation and in line with the Communication to the Commission on "Corporate Communication action in 2019-2020 under the Multi-annual Financial Framework 2014-2020, the Erasmus+ programme will contribute to the corporate communication which would cover the corporate communication of the Union's political priorities to the extent that they are related to the general objective of the Erasmus + Programme.

As set out in the Communication, in 2020 corporate communication will focus mainly on the EU's contribution to jobs and growth through integrated communication actions encompassing the Commission priorities set out in the Agenda for Jobs, Growth, Fairness and Democratic Change. Communication actions will develop around our three-strand narrative "EU delivers – EU empowers –EU protects".

This action will cover the production of content, including photos, audio-visual, graphic and written material; provision of other corporate technical services which benefit the institution as a whole such as online services, including the institutional web presence and social media activity; dissemination of information through integrated communication actions including on multi-media platforms; acquisition of media space, including TV and radio air time, outdoor and indoor advertising, web adverts and other online promotion techniques and print media space; organisation of and participation in events, including exhibitions, forums, dialogues and other activities aimed at citizens; studies and evaluations, where relevant.

Implementation	Indicative amount (EUR)	Indicative timetable
COMM	390,000	N/A

4.8. EXPERTS

a) Support to project selection and implementation

Index reference in budget table (WPI): 3.91

The costs related to the experts involved in the assessment of projects 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 Art. 237 FR.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	E&T: 624,500 Youth: 200,000	N/A

4.9. OTHER ACTIONS

a) Commission's Joint Research Centre (JRC) Administrative agreements (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.03 and 3.04

The cooperation with the Commission's Joint Research Centre (JRC) will be continued throughout 2020, by means of Administrative Agreements concluded with DG EAC and DG EMPL.

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 monitoring capacity, contributing to the Education and Training Monitor 2020; adopting and further improving the Joint Assessment Framework; and participating, as necessary, in Indicator Expert Groups (IEGs), ET 2020 Working Groups (WGs) and the Standing Group on Indicators and Benchmarks (SGIB); and supporting the engagement and innovation in the education and training sectors towards sustainability and the transition to climate neutrality. Collaboration will also continue on the HESS (Higher Education for Smart Specialisation) project, which explores how higher education institutions (HEIs) contribute to the design and implementation of smart specialisation agendas in different regions in Europe, what are the barriers and drivers, and how this role can be further stimulated via concrete pilot projects in selected regions. A further collaboration with the JRC on The Knowledge Hub for Higher Education will consolidate work done on building synergies and comparability of the European knowledge tools, U-Multirank and the European Tertiary Education Register. JRC will also provide evidence-based policy support to DG EAC on harnessing the potential of digital technologies to innovate and open education and training practices and on graduate tracking, develop, improve, validate and implement conceptual frameworks, self-assessment tools, notably the SELFIE self-assessment tool for schools' digital capacity, and mechanisms for recognition of credentials across EU Member States. Further, it will deliver a set of studies, technical reports and technical briefs, based on the needs as defined by EAC, including on non-formal and informal learning. Symposiums, workshops and/or other presentations for EAC staff and additional stakeholders will be organised as needed and defined.

In 2020, DG EMPL will continue its support to the development and implementation of the competence reference frameworks for Entrepreneurship and Digital Competence. These frameworks aim to promote transparency and recognition of skills at European and national level, and will address all types of learning settings (formal, informal and non-formal learning). The frameworks will support the future development of an EU self-assessment citizen's tool. Guidance on use and support for further implementation and awareness by stakeholders of the competence frameworks will also be pursued in 2020.

It will continue to support the development and deployment of the SELFIE self-assessment tool for VET providers' digital capacity, and also to pursue a feasibility study for a representative survey of VET schools, learners and teachers as regards their digital practices on the basis of the SELFIE tool. DG EMPL will continue cooperation with JRC to support the initiative on Centres of Vocational Excellence, where the JRC can build on its expertise on smart specialisation and regional development strategies, and provide a comprehensive set of support services for the effective implementation of the initiative. In addition the JRC will continue to provide methodological work on developing analytical frameworks, tools and guidelines for self-assessment, mutual learning and peer review in the area of VET and adult learning policy and governance. Furthermore, it will explore possibilities for monitoring purposes to combine data from various statistical surveys, carry out projections of indicators and benchmarks, deploy small scale surveys to estimate scale of government interventions in VET and adult learning and synthesise available evidence and studies in the field of VET and adult learning and synthesise available evidence and studies in these sectors.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	2,900,000	Apr-Nov-20
EMPL	1,400,000	

Jean Monnet

4.10. EXPECTED RESULTS OF JEAN MONNET ACTIVITIES

The Jean Monnet Actions aim at promoting excellence in teaching and research in the field of European Union studies worldwide. These Actions also aim at fostering the dialogue between the academic world and policy-makers, in particular with the aim of enhancing governance of EU policies. Jean Monnet Activities are expected to produce the following main results:

- fostered excellence in teaching and research in EU studies;
- students and young professionals equipped with knowledge of European Union subjects relevant for their academic and professional lives and enhance their civic skills;
- fostered dialogue between the academic world and policy-makers, in particular to enhance governance of EU policies;
- mainstreaming and diversification of EU-related subjects throughout the curricula proposed by higher education institutions to their students;
- improved the quality of professional training on EU subjects;
- greater engagement of young academics in teaching and research on European subjects.

4.11. GRANTS

The expected results for the actions described in this section are indicated in section 6.1 above. A more specific indication for these actions concerning: 1) the main expected outputs; 2) the implementation mode; 3) the estimated amount available and 4) the maximum rate of European Union (co-)financing, are indicated in the programming tables in Part III, section 2 of this Work Programme.

The selection criteria applying to each of the actions described in this section are set out in section Part II, section 2.1.1 of this Work Programme.

4.11.1. Grants awarded by means of a General Call for Proposals (Erasmus+ Programme Guide)

a) Jean Monnet Modules, Chairs and Centres of Excellence

Index reference in budget table (WPI): 4.10

Jean Monnet Modules aim to:

- promote research and first teaching experience for young researchers and scholars and practitioners in European Union issues;
- foster the publication and dissemination of the results of academic research;
- create interest in the EU and constitute the basis for future poles of European knowledge, particularly in Partner Countries;
- foster the introduction of a European Union angle into mainly non EU related studies;
- deliver tailor-made courses on specific EU issues relevant for graduates in their professional life.

Jean Monnet Modules anchor and mainstream teaching on EU matters in curricula which to date have included EU-related content only to a limited extent. They also bring facts and knowledge on the European Union to a broad spectrum of learners and interested citizens.

Jean Monnet Chairs are teaching posts with a specialisation in European Union studies for HEI professors. They are integral part of the higher education institution that concludes the grant agreement and are inscribed in the official academic activities. The higher education institutions are requested to support Jean Monnet Chair-holders in their teaching, research and reflection activities, allowing a maximum number of curricula to benefit from the courses; they should recognise the teaching activities developed.

Jean Monnet Centres of Excellence are focal points of competence and knowledge on European Union subjects. They have a major role in reaching out to students from faculties not normally dealing with European Union issues as well as to policy makers, civil servants, organised civil society and the general public at large.

Essential eligibility criteria:

Higher education institutions (HEI) established in any country of the world. HEIs established in Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries.

The maximum EU co-financing rate will be 75% for *Jean Monnet Modules* and *Jean Monnet Chairs*, and 80% for *Jean Monnet Centres of Excellence*.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	8,854,899	Oct-19

b) Policy debate with academic world

Index reference in budget table (WPI): 4.11

Jean Monnet Networks foster the creation and development of consortia of international players (Higher education institutions, Centres of Excellence, departments, teams, individual experts, etc.) in the area of European Union studies. They contribute to gathering information, exchanging practices, building knowledge and promoting the European integration process across the world. This Action can also support the enhancement of existing networks supporting specific activities, notably fostering the participation of young researchers in EU-related themes.

Jean Monnet Projects support innovation, cross-fertilisation and the spread of European Union content. These projects will be based on unilateral proposals although the proposed activities may involve other partners.

Essential eligibility criteria:

Higher education institutions (HEI) or other organisations active in the European integration area, established in any country of the world. HEIs located in Erasmus+ Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	7,193,528	Oct-19

c) Jean Monnet support to Associations

Index reference in budget table (WPI): 4.12

Jean Monnet supports associations that have as their explicit purpose to contribute to the study of the European integration process. Such associations should be interdisciplinary and open to all interested professors, teachers and researchers specialising in European Union issues in the relevant country or region. They should be representative of the academic community in European Union studies at regional, national or supranational level. Support will be given only to associations that are officially registered and have independent legal status.

Essential eligibility criteria:

Associations of professors and researchers specialising in European Union Studies, established in any country of the world. The explicit purpose of the association must be to contribute to the study of the European integration process at national or transnational level.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable

EACEA	500,000	Oct-19

4.11.2. Grants awarded by means of 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

In conformity with Article 195 (d) FR which is applicable to grants to bodies identified in the Regulation and according to Article 10(c) of the same 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, 5,800,000 EUR will be allocated for the establishment of 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.

The maximum EU co-financing rate will be 80% for European University Institute (EUI) - Florence College of Europe - Bruges, the European Institute of Public Administration (EIPA) - Maastricht, the Academy of European Law - Trier, the European Agency for Development in Special Needs Education - Odense and the International Centre for European Training (CIFE) - Nice. The maximum EU co-financing rate will be 90% for College of Europe - Natolin.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	WPI 4.20: 5,614,856	May-20
	WPI 4.21: 17,624,695	

	WPI 4.22: 2,724,114	
	WPI 4.23: 1,038,751	
	WPI 4.24: 1,033,537	
	WPI 4.25:2,522,830	
	WPI 4.26: 4,538,591	

4.12. PROCUREMENTS

a) Promotion activities and conferences

Index reference in budget table (WPI): 4.14

The purpose of the promotion initiative and conferences for Jean Monnet activities will be to:

- provide policy-makers with new insights and concrete suggestions via critical independent academic views;
- reflect on current issues of the European Union, in particular through the annual major international conference on high political subjects with the participation of policy-makers, civil society and top-level academics;
- implement a communication plan on how to best communicate on the Jean Monnet activities worldwide. This will combine promotional activities to potential applicants, the dissemination of outcomes and the update and animation of the Jean Monnet virtual platform.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	450,000	Jan-Jun-20

b) Support to conferences and events

Index reference in budget table (WPI): 4.16

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	80,000	N/A

4.13. EXPERTS

a) Support to project selection and implementation

Index reference in budget table (WPI): 4.15

The costs related to the experts involved in the assessment of projects 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 Art. 237 FR.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	370,000	N/A

5. SPORT

5.1. EXPECTED RESULTS OF ACTIVITIES IN THE FIELD OF SPORT

The activities in the field of sport aims to help develop the European dimension in sport by generating, sharing and spreading experiences and knowledge about different issues affecting sport at the European level. Ultimately, sport projects supported through Erasmus+ should lead to increased levels of participation in sport, physical activity and voluntary activity. More specifically they will aim at:

- Increased participation of Europeans in sport and physical activity;
- Increased knowledge and awareness regarding sport and physical activity in Programme Countries;
- Increased awareness as regards the role of sport and physical activity in contributing to social inclusion, equal opportunities, well-being and health;
- Strengthened cooperation between institutions and organisations active in the field of sport and physical activity;
- Increased participation of individuals, public authorities, sport organisations and other relevant organisations in sport and physical activity initiatives;
- Improved sharing of good practices between the above actors;
- Increase participation of harder-to-reach individuals in sport and physical activity.

5.2. GRANTS

The expected results for the actions described in this section are indicated in section 7.1 above. A more specific indication for these actions concerning: 1) the main expected outputs; 2) the implementation mode; 3) the estimated amount available and 4) the maximum rate of European Union (co-)financing, are indicated in the programming tables in Part III, section 2 of this Work Programme.

The selection criteria applying to each action are described in Part II, section 2.1.1 of this Work Programme.

The grants described hereafter will also serve to finance key activities of the European Week of Sport 2020. The total amount made available for the European Week of Sport should be of approximately 8,200,000 EUR, with an increased support to National Coordination Bodies (NCB's) (7,000,000 EUR).

5.2.1. *Grants awarded by means of a General Call for Proposals (Erasmus+ Programme Guide)*

a) Small Collaborative Partnerships

Index reference in budget table (WPI): 5.09

Small Collaborative Partnerships will offer the opportunity to conceive, implement and transfer innovative practices in different areas relating to sport and physical activity between sport organisations. Small Collaborative Partnerships will in particular aim at ensuring the continuity of Preparatory

actions 2013 and should include at least one local or regional sport club as a partner. Small Collaborative Partnerships are, in particular, innovative projects aimed to:

- Encourage social inclusion and equal opportunities in sport;
- Promote European traditional sports and games;
- Support the mobility of volunteers, coaches, referees, managers and staff of non-profit sport organisations;
- Protect athletes, especially the youngest, from health and safety hazards by improving training and competition conditions;
- Promote education in and through sport with special focus on skills development.

Essential eligibility criteria:

A participating organisation can be any organisation or public body, active in the field of sport, established in a Programme Country. A sport organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	10,000,000	Oct-19

b) Collaborative Partnerships

Index references in budget table (WPI): 5.10

Collaborative Partnerships will aim at addressing the following objectives:

1. Encourage participation in sport and physical activity, especially by supporting the implementation of the Council Recommendation on health-enhancing physical activity and being in line with the EU Physical Activity Guidelines and the Tartu Call for a Healthy Lifestyle;
2. Encourage participation in sport and physical activity, especially by supporting the European Week of Sport;
3. Promote education in and through sport with special focus on skills development, as well support the implementation of the EU Guidelines Dual Careers of Athletes;
4. Promote voluntary activity in sport;
5. Combat doping, notably in recreational environments;
6. Combat match-fixing;
7. Improve good governance in sport;

8. Combat violence and tackle racism, discrimination and intolerance in sport;
9. Encourage social inclusion and equal opportunities in sport, including access to sport of people with disabilities.

These objectives support the implementation of the EU Work Plan for Sport 2017-2020.

The indicative allocation for different categories of collaborative partnerships will be as follows:

- approximately 30% to priorities 1 and 2 (projects supporting the participation in sport and physical activity including the European Week of Sport);
- approximately 20% to priorities 3 and 4 (projects supporting the education in and through sport, with special focus on skills development, as well as implementation of the EU Guidelines on Dual Careers of Athletes[75] and projects supporting voluntary activity in sport);
- approximately 20% to priorities 5, 6 and 7 (projects supporting the integrity of sport such as anti-doping, fight against match-fixing and good governance in sport);
- approximately 30% to the priorities 8 and 9 (projects aiming at combatting violence, racism, discrimination and intolerance in sport, projects aiming at encouraging social inclusion and equal opportunities in sport).

In all these four strands, gender equality should be promoted. External cooperation with Partner Countries should be encouraged.

Essential eligibility criteria:

A participating organisation can be any organisation or public body, established in a Programme Country, active in the field of sport. Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	42,587,779	Oct-19

c) Not-for-profit European sport events

Index references in budget table (WPI): 5.11

This Action is aimed to support volunteering in sport; social inclusion in and through sport, gender equality in sport, health-enhancing physical activity; and the implementation of the European Week of Sport[76].

The grant will cover one or some of the following activities:

[75] *EU Guidelines on Dual Careers of Athletes* (adopted on 28.09.2012 by EU Expert group on Education and Training in Sport (ISBN 978-92-79-31161-1).
[76] The European Week of Sport takes place from 23 to 30 September each year. For further information, see: http://ec.europa.eu/sport/week.

- Preparation and organisation of the events;
- Organisation of educational activities for athletes, coaches, organisers and volunteers in the run-up to or during the events;
- Organisation of side-activities to the sporting events (e.g. conferences, seminars);
- Implementation of legacy activities (e.g. evaluations, drafting of future plans);
- Communication activities linked to the topic of the events.

Within the not-for-profit European sport events, the indicative allocation for different categories will be as follows:

- approximately 30% for events linked to the European Week of Sport;
- approximately 70% for events not linked to the European Week of Sport (e.g. relating to volunteering in sport, social inclusion through sport, gender equality in sport, health-enhancing physical activity).

Approximately 4 events should be selected for the implementation of the European Week of Sport. They should focus on the themes identified for the implementation of the European Week of Sport (namely: education, workplace, outdoors, sport clubs and fitness centres).

Approximately 8 events not linked to the European Week of Sport should be selected. In relation to the above topics (i.e. volunteering, social inclusion, gender, health-enhancing physical activity (HEPA), at least one event should focus on the external dimension of sport/sport diplomacy and at least one event should focus on the role of grassroots sport in supporting the objectives of this action (volunteering in sport; social inclusion in and through sport, gender equality in sport, health-enhancing physical activity).

Gender equality should be promoted. External cooperation with Partner Countries should be encouraged.

Essential eligibility criteria:

Any public body or organisation active in the field of sport, established in a Programme Country, can apply for a grant.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	5,000,000	Oct-19

5.2.2. Grants awarded by Exception to a Call for Proposals– Article 195 FR

a) Dialogue with stakeholders - National activities

Index reference in budget table (WPI): 5.14

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. Programme Countries 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 decisions/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 of a minimum of 40.000 EUR. The indicative average Commission contribution will be 176,471 EUR per grant.

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	7,000,000	Jan-20

b) Dialogue with stakeholders - Presidency events

Index references in budget table (WPI): 5.16

Grants will be awarded to the governments of the Croatia, Germany and Portugal (or bodies designated by them for the purpose of these events) to organise, during their respective Presidencies of the Council of the EU or in preparation thereof, conferences, seminars, meetings of directors-generals on priority policy topics, together with associated activities for the exploitation of project and Programme results.

The amount allocated will cover Presidency events in line with the objectives of the Erasmus+ Programme in the field of sport and the EU Work Plan for Sport (2017-2020). The main outcomes expected from Presidency events are policy guidance, orientations, conclusions and messages which will allow for discussions on subjects of common interest. The outcomes of these Presidency events could be used to improve the cooperation between the EU and the Member States and prepare future policy initiatives. They could also inform about Presidency policy proposals.

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 fields of education, training and youth (Article 195 (c) FR).

The maximum EU co-financing rate will be 80%. The average grant per Presidency is 250.000 EUR, covering in principle between 1 and 4 events per Presidency.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	500,000	Jan-Dec-20

c) Dialogue with stakeholders – Cooperation with international organisations

Cooperation with international organisations with highly recognised expertise will strengthen the impact of sport initiatives at European level. They will allow the best use of existing resources and potentially add value of evidence-based policies in the field of sport.

The cooperation with international organisations could cover in particular:

- Cooperation with the Council of Europe in fields such as fight against match-fixing, doping, violence in sport and gender equality;
- Cooperation with the World Health Organization on health-enhancing physical activity.

A. Cooperation with Council of Europe (CoE)

Index reference in budget table (WPI): 5.17

Within the Work Programme 2020, this cooperation could cover in particular:

a) The fight against violence in sport

The CoE and the Commission will cooperate in order to support the initiatives of relevant governmental agencies as well as event organisers and sport organisations in ensuring that international standards with regard to safety, security and service at sport events (such as the European Convention on Spectators' Violence as well as T-RV recommendations) are properly implemented.

b) Gender equality

The CoE and the Commission will mutually support the implementation of gender mainstreaming principles in close cooperation with public authorities responsible for sport from all over Europe, to close the gap between the de jure equality with the de facto inequality in sport. They will promote gender equality and fight against gender based violence in sport and also monitor, for instance through indicators, the implementation of such principles and the commitments of the key stakeholders.

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 Council of Europe, as the international organisation with a broad membership of states and experience in this field, is considered to be the only body technically competent to carry out these actions (Article 195 (f) FR).

Other fields of cooperation may be initiated depending on the identified of emerging priorities between the two institutions (fighting match-fixing, anti-doping, ambassadors network, etc.).

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	600,000	Jan-20

d) Cooperation between Member States

Index references in budget table (WPI): 5.24

Grants will be awarded to Member States, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport 2017-2020. Such a peer learning activity should include not less than 7 Member States.

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. Member States are considered to be the only bodies technically competent to carry out these actions (Article 195 (f) FR).

The maximum EU co-financing rate will be 80%.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	100,000	Jan-Dec-20

5.3. PROCUREMENTS

a) Evidence-based activities

Index references in budget table (WPI): 5.12

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 Programme Countries 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, further data collection on HEPA, disabilities and safeguarding minors. Networks, for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	1,000,000	May-Oct-20
EACEA	500,000	

b) Dialogue with stakeholders - Conferences, Seminars and Communication activities

Index references in budget table (WPI): 5.13

One of the main activities foreseen for the dialogue with stakeholders is the annual EU Sport Forum. The annual EU Sport Forum, gathering in particular representatives from EU institutions, public authorities and key sport organisations, will remain the central event for the dialogues with stakeholders. 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)	Indicative timetable
EAC	2,644,221	N/A

c) Support to conferences and events

Index reference in budget table (WPI): 5.21

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This will allow the EACEA also to organise the Sport Info Day.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	250,000	N/A

5.4. EXPERTS

a) Support to project selection and implementation

Index reference in budget table (WPI): 5.15

The costs related to the experts involved in the assessment of projects 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 Art. 237 FR.

Implementation	Indicative amount (EUR)	Indicative timetable
EACEA	500,000	N/A

5.5. PRIZES

a) #BeInclusive EU Sport Awards

Index reference in budget table (WPI): 5.22

The aim of this initiative would be to reward the best projects that have successfully supported social inclusion through sport. Projects can include young people with migrant background, ethnic minorities, disadvantaged, marginalized or underprivileged groups, people with a disability, individuals with difficult social backgrounds, etc. Besides rewarding specific organisations, the award will also give visibility and support the dissemination of innovative ideas, initiatives and best practices throughout Europe.

Essential eligibility criteria:

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 Erasmus+ Programme Countries. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC	45,000	Mar-Dec-20

b) #BeActive Awards

Index reference in budget table (WPI): 5.23

The aim of this initiative would be to reward the best projects that have successfully promoted physical activity. Projects have to be presented by National Coordinating Bodies or Partners of the European Week of Sport. 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. The projects will not necessarily be transnational nor EU-supported.

Essential eligibility criteria:

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)	Indicative timetable
EAC	45,000	Mar-Dec-20

6. MANAGEMENT FEES OF NATIONAL AGENCIES

a) Management Fees

Index reference in budget table (WPI): 6.10

Financial support is provided to National Agencies as a contribution to their management costs linked to the implementation of the delegated tasks.

The calculation method and the country distribution of the management fees are provided in Part III, section 5 of this Work Programme.

Implementation	Indicative amount (EUR)	Indicative timetable
EAC-NA	123,000,000	Feb-Nov-20

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2020 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2020 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (the former Yugoslav Republic of Macedonia, Turkey, Republic of Serbia and other Western Balkans countries) amounts to **EUR 3,776,008,876.**

These available appropriations are distributed as follows (see table below for details):

- appropriations from the budget of the Union and under Heading 1: **EUR 2,846,917,300**;
- appropriations from the budget of the Union and under Heading 4: **EUR 250,730,948**;
- appropriations from the European Development Fund (EDF): **EUR 41,250,000;**
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 69,749,472** under Heading 1 and **EUR 5,726,407** under Heading 4;
- appropriations from external assigned revenues arising from the participation of other countries into the Programme (Republic of North Macedonia, Turkey, Republic of Serbia and other Western Balkans countries): **EUR 296,021,028** under Heading 1 and **EUR 9,496,721** under Heading 4;
- appropriations corresponding to estimated internal assigned revenues from recoveries: **EUR 252,625,000** under Heading 1 and **EUR 3,492,000** under Heading 4.

Tables 1a and 1b – Erasmus+ 2020: available appropriations

2020 Revised Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2020 Adopted Budget	2020 Revised Budget
Heading 1	E&T	15 02 01 01	2.538.161.453	62.184.955	268.243.592	211.725.000	2.880.590.000	3.080.315.000
	Youth	15 02 01 02	194.795.054	4.772.478	21.212.468	40.900.000	222.730.000	261.680.000
	JMO	15 02 02	48.962.793	1.199.588	2.383.419	0	52.545.800	52.545.800
	Sport	15 02 03	64.998.000	1.592.451	4.181.549	0	70.772.000	70.772.000
	Total (H1)		**2.846.917.300**	**69.749.472**	**296.021.028**	**252.625.000**	**3.226.637.800**	**3.465.312.800**
Heading 4	DCI	21 02 20	99.423.948	2.435.886	4.039.694	115.000	106.014.528	106.014.528
	ENI	22 04 20	88.242.000	2.161.929	3.585.360	3.150.000	97.139.289	97.139.289
	PI	19 05 20	13.700.000	335.650	556.645	27.000	14.619.295	14.619.295
	IPA2	22 02 04 02	49.365.000	792.942	1.315.022	200.000	34.672.964	51.672.964
	Total (H4)		**250.730.948**	**5.726.407**	**9.496.721**	**3.492.000**	**252.446.076**	**269.446.076**
Other appropriations	**EDF**	04 20 65	41.250.000	0	0	0	**41.250.000**	**41.250.000**
Total			**3.138.898.248**	**75.475.879**	**305.517.749**	**256.117.000**	**3.520.333.876**	**3.776.008.876**

2020 Revised Budget			Budget lines	Total
E&T	Heading1		15 02 01 01	3.080.315.000
	Heading 4	DCI	21 02 20	106.014.528
		ENI	22 04 20	97.139.289
		PI	19 05 20	14.619.295
		IPA2	22 02 04 02	51.672.964
	Other appropriations	EDF	04 20 65	41.250.000
	Total Education and Training			**3.391.011.076**
Youth			15 02 01 02	261.680.000
Jean Monnet			15 02 02	52.545.800
Sport			15 02 03	70.772.000
Total				**3.776.008.876**

2. DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES

The budget and programming tables below shows the distribution of available appropriations among the Key Actions and actions funded by budget lines 15 02 01 01, 15 02 01 02, 15 02 02, 15 02 03, 19 05 20, 21 02 20, 22 02 04 02, 22 04 20 and 04 20 65, 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 18 of the Regulation, which establishes minimum allocations per Key Action, policy field and other expenditure covered by the Programme. These minimum shares have therefore governed the allocation of funds at the annual level for the year 2020. It should be noted, however, that in line with the Regulation, these percentages of the total budget are fixed for the entire programming period 2014 – 2020 and apply at the level of appropriations of the budget from the Union, with a margin of flexibility not exceeding 5% of each of the allocated amounts (Article 18(2)). 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.

As a consequence of the entry into force of the European Solidarity Corps Regulation, the minimum thresholds of budget allocation under Erasmus+ are amended as follows:

a. At least 80,8 % of the total budget is allocated to education and training, from which the following minimum allocations shall be assigned:
    (i) 44,3 % to higher education, representing 35,7 % of the total budget;
    (ii) 21,4 % to vocational education and training, representing 17,3 % of the total budget;
    (iii) 14,6 % to school education, representing 11,8 % of the total budget;
    (iv) 4,9 % to adult learning, representing 3,9 % of the total budget;
b. 8,6 % of the total budget is allocated to youth;
c. Up to 1,5 % of the total budget is allocated to the Student Loan Guarantee Facility;
d. 1,9 % of the total budget is allocated to Jean Monnet;
e. 1,8 % of the total budget is allocated to sport, of which no more than 10 % to the activity mentioned under point (b) of Article 17(1);
f. 3,4 % of the total budget is allocated to national agencies as operating grants;
g. 1,8 % of the total budget is allocated to cover administrative expenditure.

Of the allocations referred to in points (a) and (b), at least 63 % shall be allocated to learning mobility of individuals, at least 27 % to cooperation for innovation and the exchange of good practices and at least 4,2 % to support for policy reform.'

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
EAC	Actions implemented directly by DG EAC (direct management)
EACEA	Actions implemented directly by EACEA (direct management)
EAC-NA	Actions implemented indirectly by National Agencies (indirect management)
EAC-EIF	Financial Instrument (art.209 FR) implemented indirectly by European Investment Fund (indirect management)
FI:	Principles and conditions applicable to financial instruments Art. 209 FR
FPA:	Specific grant awarded under a Framework Partnership Agreement
MF:	Management fees awarded to the National Agencies
MON:	Grants to bodies with a de jure or de facto monopoly - Art 195 (c) FR
N/A:	not applicable
PP:	Public Procurement
PR:	Prize
SE:	Experts - Art. 237 FR
SPE:	Grants for actions with specific caracteristics - Art 195 (f) FR
WPI:	Work Programme Index

Table 2 - Key Action 1 - Budget lines Heading 1: 15 02 01 01 (E&T), Heading 4 and EDF: 21 02 20 (DCI); 22 04 20 (ENI); 19 05 20 (PI); 22 02 04 02 (IPA2); 04 20 65 (EDF)

KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS								
WPI	Actions	Heading	2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
	Mobility projects in the field of education and training:							
1.01	higher education students and staff	1	965.790.618		CFP	EAC-NA	80%	Oct-19
1.02	VET learners and staff		469.799.293					
1.03	school education staff		107.171.878					
1.04	adult education staff		25.386.139					
1.13	Mobility projects for higher education students and staff with Partner Countries	4	120.018.131	126.973.789	CFP	EAC-NA	80%	Oct-19
		EDF	28.955.882					
1.14	Erasmus+ Students Loan Guarantee Facility	1	1.000.000		FI	EAC-EIF	N/A	Jan-20
1.15	Linguistic assessment and support	1	10.000.000	4.000.000	PP	EACEA	N/A	N/A
1.20	Erasmus Mundus Joint Master Degrees	1	138.000.000		CFP	EACEA	95%	Oct-19
1.23	Erasmus Mundus Joint Master Degrees - Additional scholarships for targeted regions of the world - Heading 4 and EDF	4	22.002.745	27.002.745	CFP	EACEA	100%	Oct-19
		EDF	5.588.236					
1.24	Support to IT developments	1	4.000.000		PP	EAC	N/A	N/A
1.25	Support to project selection and implementation	1	1.835.000		SE	EACEA	N/A	N/A
1.26	Support to conferences and events	1	250.000		PP	EACEA	N/A	N/A
1.27	Erasmus Charter for Higher Education (ECHE)		0		APEL	EACEA	N/A	Mar-20
1.28	Higher Education Mobility Consortium Certificate		0		APEL	EAC	N/A	Oct-19
1.29	Accreditations in the field of school education, VET and adult education		0		APEL	EAC	N/A	May-20
Sub-total KA1 (Heading 1)			1.723.232.929	1.717.232.929				
Sub-total KA1 (Heading 4)			142.020.876	153.976.534				
Sub-total KA1 (EDF)			34.544.118					

Table 3 - Key Action 2 - Budget lines Heading 1: 15 02 01 01 (E&T), Heading 4 and EDF: 21 02 20 (DCI); 22 04 20 (ENI); 19 05 20 (PI); 22 02 04 02 (IPA2); 04 20 65 (EDF)

KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES								
WPI	Actions	Heading	2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
2.00	Strategic partnerships in the field of education and training				CFP	EAC-NA	80%	Oct-19-Sep-20
	(out of which maximum 36,193,434 EUR for Transnational Cooperation Acitvities)	1			SPE	EAC	95%	Feb-20
2.01	*SP Higher Education*	1	101.031.660	136.031.660				
2.02	*SP Vocational Education and Training*	1	111.594.933	141.594.933				
2.03	*SP School Education*	1	379.550.515	444.550.515				
2.04	*SP Adult Education*	1	131.691.564	166.691.564				
2.20	European Universities	1	120.000.000		CFP	EACEA	80%	Oct-19
2.21	Knowledge Alliances	1	30.000.000		CFP	EACEA	80%	Oct-19
2.22	Sector Skills Alliances	1	30.000.000		CFP	EACEA	80%	Oct-19
2.31	eTwinning Central Support Service including the School Education Gateway	1	9.000.000		PP	EACEA	N/A	Oct-19
2.32	eTwinning National Support Services and the Partner Support Agencies	1	0	13.000.000	DB	EACEA	80%	Sep-20
2.34	Electronic Platform for Adult Learning in Europe (EPALE) - National Support Services (NSS)	1	0	5.000.000	DB	EACEA	80%	Sep-20
2.35	Online tools and services for skills and qualifications	1	2.200.000	3.000.000	PP	EMPL	N/A	Mar-Oct-20
2.36	Resource Centre for TCA governance	1	200.000		SPE	EAC	95%	Jan-20
2.37	Support to project selection and implementation	1	985.000		SE	EACEA	N/A	N/A
2.38	Support to conferences and events	1	65.000		PP	EACEA	N/A	N/A
2.39	Support to IT developments	1	2.128.900		PP	EAC	N/A	N/A
2.40	Capacity building in the field of higher education	4	108.125.200	109.234.924	CFP	EACEA	90%	Oct-19
		EDF	6.705.882					
2.41	Support to project selection and implementation	4	1.700.000		SE	EACEA	N/A	N/A
2.42	Support to conferences and events	4	600.000		PP	EACEA	N/A	N/A
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	4	0	3.934.618	SPE	EACEA	100%	Jul-Dec-20
Sub-total KA2 (Heading 1)			918.447.571	1.102.247.571				
Sub-total KA2 (Heading 4)			110.425.200	115.469.542				
Sub-total KA2 (EDF)			6.705.882					

Table 4 - Key Action 3 - Budget line Heading 1: 15 02 01 01 (E&T)

	KEY ACTION (KA) 3: SUPPORT FOR POLICY REFORM							
WPI	Actions	Heading	2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
3.00	Country-specific expertise: network of national experts in Member States	1	800.000		PP	EAC	N/A	Aug-Oct-20
3.01		1	300.000			EMPL		Mar-20
3.03	Commission's Joint Research Centre (JRC) Administrative arrangements	1	2.500.000	2.900.000	AA	EAC	N/A	Apr-Nov-20
3.04		1	800.000	1.400.000		EMPL		
3.05	Studies	1	3.700.000	2.700.000	PP	EAC	N/A	Jan-Dec-20
3.06		1	750.000	500.000		EMPL		
3.08	Expertise on Education and Training	1	1.225.000		PP	EAC	N/A	Mar-Oct-20
3.09		1	450.000	350.000		EMPL		
3.10	Academic networks (EENEE, NESET)	1	400.000		PP	EAC	N/A	Nov-20
~~3.12~~	~~Prospective platform~~	~~1~~	~~200.000~~	0	~~PP~~	~~EAC~~	~~N/A~~	~~Mar-Oct-20~~
3.13	Exchanges of experience and good practice, and peer counselling	1	250.000		PP	EAC	N/A	N/A
3.14		1	250.000			EMPL		
3.15	Presidency events in the fields of education and training: conferences, meetings of ministers	1	700.000		MON	EAC	80%	Jan-Dec-20
3.16	and directors-general	1	250.000			EMPL		
3.17	National units for the Eurydice network	1	2.600.000		DB	EACEA	75%	Apr-20
3.21	European Policy Experimentation	1	14.000.000	16.000.000	CFP	EACEA	75%	Dec-19
3.22	Social inclusion in the field of education and training	1	20.000.000	22.000.000	CFP	EACEA	80%	Nov-19
3.25	ECVET (European Credit System for Vocational Education and Training) National Teams	1	1.800.000		DB	EAC	90%	Sep-20
3.27	Transparency and recognition of skills and qualifications	1	1.050.000	600.000	PP	EMPL	N/A	Feb-Nov-20
3.52	National Academic Recognition Centres (NARIC)	1	2.000.000		DB	EACEA	75%	Oct-19
3.56	Bologna secretariat	1	600.000		MON	EAC	75%	Jun-20
3.59	Preparation for full roll-out of graduate tracking	1	1.000.000		PP	EAC	N/A	May-20
3.61	University Business Cooperation	1	700.000		PP	EAC	N/A	N/A
3.62	International Student and Alumni Network Erasmus+	1	1.500.000		PP	EAC	N/A	N/A
3.63	Innovation in Education (e.g. HEInnovate; SELFIE; supporting the implementation of the Digital Education Action Plan)	1	2.800.000		PP	EAC	N/A	May-Oct-20
3.64	Centres of Vocational Excellence	1	20.000.000	28.000.000	CFP	EACEA	80%	Jan-Avr-20
3.66	Cooperation with the OECD	1	2.750.000	2.225.000	SPE	EAC	80%	Jan-Dec-20
3.67		1	1.550.000	950.000		EMPL		
3.68	Cooperation with the Council of Europe	1	1.400.000		SPE	EAC	75%-80%	Jan-Dec-20
3.69	TALIS	1	2.250.000		MON	EACEA	80%	Jan-20
3.70	PIAAC	1	6.500.000		MON	EACEA	80%	Jun-20
3.74	International attractiveness projects - Study in Europe	1	3.500.000		PP	EAC	N/A	Apr-Nov-20
3.75	Civil Society Cooperation: Education and Training - Framework Partnership Agreements	1	2.500.000	5.000.000	FPA	EACEA	75%	Sep-20
3.78	The International Association for the Evaluation of Educational Achievement (IEA) – International Computer and Information Literacy Study (ICILS)	1	5.000.000		MON	EACEA	75%	Mar-20
3.79	International policy dialogue	1	2.135.000		PP	EAC	N/A	N/A
3.80	Dissemination and communication	1	670.000		PP	EAC	N/A	N/A
3.85	Policy-related and policy dialogue conferences	1	4.650.000	4.500.000	PP	EAC	N/A	N/A
3.86		1	1.500.000			EMPL		
3.88	Information, awareness-raising activities and events in the field of multilingualism diversity and	1	500.000	200.000	PP	EAC	N/A	N/A
	inclusive education	1	700.000			EAC-DGT		
3.90	European Tertiary Education Register (ETER)	1	1.500.000		FPA	EAC	75%	Oct-19
3.91	Support to project selection and implementation	1	624.500		SE	EACEA	N/A	N/A
3.92	Support to conferences and events	1	65.000		PP	EACEA	N/A	N/A
3.93	2020 E&T Forum	1	500.000		PP	EAC	N/A	Nov-20
3.94	Erasmus+ HE tools (European Student Card Initiative)	1	6.000.000		PP	EAC	N/A	Feb-Jun-20
3.95	European policy network on teachers and school leaders	1	300.000		FPA	EAC	75%	Nov-20
3.96	European Commission's Corporate Communication	1	390.000		PP	COMM	N/A	N/A
3.97	European policy network in the field of education of children and young people with a migrant background	1	300.000		FPA	EAC	75%	Sep-20
Sub-total KA3 (Heading 1)			125.909.500	137.834.500				

Table 5 –Budget line 15 02 01 01 (E&T) – Management fees

MANAGEMENT FEES								
WPI	Actions	Heading	2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
6.1	Management fees	1	113.000.000	123.000.000	MF	EAC-NA	N/A	Feb-Nov-20

Table 6 – Total budget - Budget lines Heading 1: 15 02 01 01 (E&T), Heading 4 and EDF: 21 02 20 (DCI); 22 04 20 (ENI); 19 05 20 (PI); 22 02 04 02 (IPA2); 04 20 65 (EDF)

TOTAL BUDGET 2020								
			2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
	TOTAL (Heading 1)		2.880.590.000	3.080.315.000				
	TOTAL (Heading 4)		252.446.076	269.446.076				
	TOTAL (EDF)		41.250.000					
	GRAND TOTAL		3.174.286.076	3.391.011.076				

Table 7 –Budget line 15 02 01 02 (Youth) – Total budget

WPI	Actions	Heading	2020 Adopted Budget	2020 New revised Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
	KEY ACTION 1: LEARNING MOBILITY OF INDIVIDUALS							
1.00	Mobility projects in the field of youth	1	116.900.000		CFP	EAC-NA	80%	Oct-19
1.11	Erasmus+ volunteering insurance	1	200.000		PP	EACEA	N/A	Jan-20
1.29	Accreditations in the field of youth		0		APPEL	EAC	N/A	May-20
	Sub-total KA1 (Heading 1)		117.100.000					
	KEY ACTION 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES							
2.00	Strategic partnerships in the field of youth	1	67.230.000	102.230.000	CFP	EAC-NA	80%	Oct-19-Aug-20
	(out of which maximum 20,169,000 EUR for Transnational Cooperation Acitvities)	1			SPE	EAC	95%	Feb-20
2.11	Capacity building in the field of youth	1	10.750.000		CFP	EACEA	80%	Oct-19
2.33	European Youth Portal	1	550.000		PP	EAC	N/A	N/A
2.37	Support to project selection and implementation	1	250.000		SE	EACEA	N/A	N/A
2.38	Support to conferences and events	1	80.000		PP	EACEA	N/A	N/A
	Sub-total KA 2		78.860.000	113.860.000				
	KEY ACTION 3: SUPPORT FOR POLICY REFORM							
3.02	Support to better knowledge in youth policy	1	1.217.245		SPE	EACEA	75%	Apr-20
3.11	Studies	1	150.000	600.000	PP	EAC	N/A	Jan-Dec-20
3.13	Echanges of experiance and good practices in the youth field	1	300.000		PP	EAC	N/A	N/A
3.15	Presidency events in the field of youth: conferences, meetings of ministers and directors-general	1	500.000		MON	EAC	80%	Jan-Dec-20
3.18	European Youth Together	1	5.000.000		CFP	EACEA	80%	Apr-20
3.44	Eurodesk network	1	2.000.000		DB	EAC	60%	Jan-20
3.45	Eurodesk Brussels-link	1	600.000		DB	EACEA	95%	Jan-20
3.47	SALTO Youth Resource Centres	1	1.600.000		DB	EAC	95%	Jan-20
3.68	Cooperation with the Council of Europe	1	600.000		SPE	EAC	50%	Jan-20
3.71	European Youth Forum	1	2.650.000		DB	EACEA	95%	Jun-20
3.73	Dialogue: Meetings between young people and decision-makers in the field of youth	1	7.500.000		CFP	EAC-NA	80%	Oct-19
3.76	Civil society cooperation in the field of Youth (FPA)	1	3.500.000	7.000.000	FPA	EACEA	80%	Sep-20
3.77	Civil society cooperation in the field of youth (Annual Call)	1	500.000		CFP	EACEA	80%	Jan-20
3.85	Policy-related and policy dialogue conferences	1	50.000		PP	EAC	N/A	N/A
3.87	Youth events	1	402.755		PP	EAC	N/A	N/A
3.91	Support to project selection and implementation	1	200.000		SE	EACEA	N/A	N/A
	Sub-total KA3		26.770.000	30.720.000				
	TOTAL		222.730.000	261.680.000				

Table 8 –Budget line 15 02 02 (Jean Monnet) – Total budget

JEAN MONNET ACTIVITIES							
WPI	Actions	Heading	2020 Adopted Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
	Action 1 - Jean Monnet action						
4.10	Jean Monnet Modules, Chairs and Centres of Excellence	1	8.854.899	CFP	EACEA	75%-80%	Oct-19
4.11	Policy debate with academic world	1	7.193.528	CFP	EACEA	80%	Oct-19
4.12	Jean Monnet Support to Associations	1	500.000	CFP	EACEA	80%	Oct-19
4.14	Promotion activities and conferences	1	450.000	PP	EAC	N/A	Jan-Jun-20
4.15	Support to project selection and implementation	1	370.000	SE	EACEA	N/A	N/A
4.16	Support to conferences and events	1	80.000	PP	EACEA	N/A	N/A
	Sub-total		17.448.426				
	Action 2 - Operating grants to support specified institutions						
4.20	College of Europe, Bruges	1	5.614.856	DB	EACEA	80%	May-20
4.21	European University Institute, Florence	1	17.624.695	DB	EACEA	80%	May-20
4.21	(out of which 5,800,000 EUR for the School of European and Transnational Governance)			DB	EACEA	80%	May-20
4.22	Academy of European Law, Trier	1	2.724.114	DB	EACEA	80%	May-20
4.23	Institute of Public Administration, Maastricht	1	1.038.751	DB	EACEA	80%	May-20
4.24	Special Needs Agency, Odense	1	1.033.537	DB	EACEA	80%	May-20
4.25	CIFE, Nice	1	2.522.830	DB	EACEA	80%	May-20
4.26	College of Europe, Natolin	1	4.538.591	DB	EACEA	90%	May-20
	Sub-total		35.097.374				
	TOTAL		52.545.800				

Table 9 –Budget line 15 02 03 (Sport) – Total budget

WPI	Actions	Heading	2020 Adopted Budget	Implementation mode	Implemeting body	Maximum rate of cofinancing	Indicative timeline
5.09	Small collaborative partnerships	1	10.000.000	CFP	EACEA	80%	Oct-19
5.10	Collaborative partnerships	1	42.587.779	CFP	EACEA	80%	Oct-19
5.11	Not-for-profit European sport events	1	5.000.000	CFP	EACEA	80%	Oct-19
5.12	Evidence based activities	1	1.000.000 500.000	PP	EAC EACEA	N/A	May-Oct-20
5.13	Dialogue with stakeholders - Conferences, Seminars and Communication activities	1	2.644.221	PP	EAC	N/A	N/A
5.14	Dialogue with stakeholders - National Activities	1	7.000.000	MON	EACEA	80%	Jan-20
5.15	Support to project selection and implementation	1	500.000	SE	EACEA	N/A	N/A
5.16	Dialogue with stakeholders - Presidency events	1	500.000	MON	EAC	80%	Jan-Dec-20
5.17	Dialogue with stakeholders - Cooperation with Council of Europe (CoE)	1	600.000	SPE	EAC	80%	Jan-20
5.21	Support to conferences and events	1	250.000	PP	EACEA	N/A	N/A
5.22	#BeInclusive EU Sport Awards	1	45.000	PR	EAC	N/A	Mar-Dec-20
5.23	#BeActive Awards		45.000	PR	EAC	N/A	Mar-Dec-20
5.24	Cooperation between Member States	1	100.000	MON	EAC	80%	Jan-Dec-20
	TOTAL		70.772.000				

3. BREAKDOWN BY COUNTRY OF THE HEADING 1 FUNDS ALLOCATED TO THE NATIONAL AGENCIES

3.1. CRITERIA

3.1.1. 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 (Eurostat latest update: 15/04/2019);
b) Cost of Living (Eurostat latest update EU 28: 18/02/2019; latest update EU-3 (EFTA): 18/02/2019);
c) Distance between capitals (Ephemeride latest available data; Republic of Serbia added);
d) Performance (see below under point d).

The relative weight of the criteria is calculated as follows:

The criteria a) to c) account for the allocation of 75% of funds under Key Action 1 and 2, and are applied to 100% of funds allocated under Key Action 3. Those 3 criteria are combined in the following way: the population criteria a) is corrected by the cost of living b) weighted by 25% and by the distance between capitals c) weighted by 25% as well.

The criteria of performance d) account for the remaining 25% of funds under Key Action 1 and 2.

The sections below provide greater details concerning each of these 4 criteria.

a) Population

Country (total) population is directly correlated to the size of the budget, i.e. a larger population results in a higher budget allocation.

- Within the allocation based on population, a minimum fixed allocation corresponding to 20% for Education and Training and 40% for youth is distributed to the countries on equal shares. The minimum allocation aims to avoid excessive disparities in the allocations between countries and also between years. For Education and Training, this amount is further allocated to the four fields according to their share in the Work Programme 2020.
- A reduction coefficient is also applied in both Education and Training and Youth for the smallest countries[77], to adjust their allocation in order to avoid disproportionate funding.
- A special adjustment is also foreseen for Belgium in order to compensate for the projects that will be submitted to the Belgian National Agencies by international/European-based organisations.

b) Cost of living

The cost of living coefficient is meant to balance the available funding in favour of countries with a lower cost of living for participating in mobility or cooperation activities. The lower the cost of living the higher the budget allocated to a country.

c) Distance between capitals

The distance between capitals is meant to compensate for the higher travel costs incurred to the more remote countries. The further the country is from other countries, the higher the budget allocated to it.

d) Performance

For mobility projects in all fields under Key Action 1, the performance is measured in terms of:

- number of outputs (mobility activities) realised in 2015 and 2016, adjusted to take into account population, cost of living and distance between capitals;

[77] CY, LU, MT, IS, LI.

- the ratio of payments realised in 2015 and 2016, compared to the EU budget allocated to National Agencies for mobility actions in 2015 and 2016.

For Strategic Partnerships in Education and Training, performance is measured in terms of projects contracted in 2015 and 2016. No performance factor applies to the allocation of funds for youth under Key Action 3.

For Education and Training and Youth, the source-data underlying the calculation of the performance coefficients have been extracted from the E+ Link system.

3.1.2. CORRECTION MECHANISM

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 to ensure that:

- no country receives, for each field and for each Key Action, an amount that is decreased compared to 2019;
- for Strategic Partnerships in Education and Training, no country receives, for each field, less than 450k€;

For Youth field, depending on the budget increase for each Key Action the following correction mechanism has been applied:

- no country receives, for each Key Action, an amount that is decreased compared to 2019;
- for Youth mobility, the increase is limited to 6% of the 2019 amount;
- for Strategic Partnerships in Youth, the increase is limited to 3% of the 2019 amount;
- for Meetings between young people and decision-makers in the field of youth, the increase is limited to the 2019 amount.

3.1.3. DISTRIBUTION OF FUNDS TO OTHER PROGRAMME COUNTRIES

For those Programme 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 a correction mechanism that ensures that no country receives, for each field and for each Key Action, an amount that is decreased compared to 2019.

Table 10: Country allocation – Education and training budget line (Heading 1) – general breakdown

Country	Total E&T		
	KA 1	KA 2	Total KA1+KA2
BE	42.762.750	22.115.815	64.878.565
BG	25.568.287	15.319.126	40.887.413
CZ	38.679.090	21.462.710	60.141.800
DK	22.135.465	12.227.940	34.363.405
DE	200.237.756	104.549.423	304.787.179
EE	12.905.826	8.236.908	21.142.734
EL	35.075.884	21.966.791	57.042.675
ES	134.492.261	80.329.115	214.821.376
FR	170.206.253	84.274.469	254.480.722
HR	17.498.836	9.250.763	26.749.599
IE	20.182.983	11.905.155	32.088.138
IT	152.265.085	80.976.010	233.241.095
CY	6.654.386	5.383.494	12.037.880
LV	15.539.299	9.801.480	25.340.779
LT	19.738.780	12.607.947	32.346.727
LU	3.810.851	4.337.148	8.147.999
HU	34.266.503	19.075.787	53.342.290
MT	4.135.317	4.331.813	8.467.130
NL	51.553.537	27.251.351	78.804.888
AT	31.821.844	17.647.324	49.469.168
PL	104.453.060	61.916.514	166.369.574
PT	39.616.884	21.614.601	61.231.485
RO	58.510.533	33.867.837	92.378.370
SI	15.035.639	8.983.656	24.019.295
SK	24.003.988	13.533.306	37.537.294
FI	27.019.278	15.038.265	42.057.543
SE	31.124.672	18.537.929	49.662.601
UK	131.678.889	78.692.065	210.370.954
IS	4.554.276	4.718.957	9.273.233
LI	1.148.826	3.896.039	5.044.865
NO	19.083.975	11.950.286	31.034.261
EU-31	**1.495.761.013**	**845.800.024**	**2.341.561.037**
TR	64.660.812	37.466.471	102.127.283
MK	4.014.742	2.843.562	6.858.304
RS	3.711.361	2.758.614	6.469.975
EU-34	**1.568.147.929**	**888.868.672**	**2.457.016.601**

Table 11: Country allocation – Education and training budget line (Heading 1) – breakdown by field

Country	School education			Higher education			VET			Adult education			Country
	KA1	KA2	Total KA1+KA2	KA1	KA2	Total KA1+KA2	KA1	KA2	Total KA1+KA2	KA1	KA2	Total KA1+KA2	
BE	2.913.597	11.321.178	14.234.775	26.424.837	3.295.922	29.720.759	12.735.776	3.390.499	16.126.275	688.540	4.108.217	4.796.757	BE
BG	1.743.423	7.841.598	9.585.021	15.788.723	2.283.162	18.071.885	7.623.333	2.349.529	9.972.862	412.808	2.844.836	3.257.644	BG
CZ	2.710.784	10.997.125	13.707.909	23.554.132	3.202.625	26.756.757	11.776.621	3.274.245	15.050.866	637.553	3.988.715	4.626.268	CZ
DK	1.506.546	6.174.103	7.680.649	13.654.976	1.848.611	15.503.587	6.616.323	1.902.181	8.518.504	357.620	2.303.045	2.660.665	DK
DE	13.637.231	53.259.267	66.896.498	123.697.420	15.588.933	139.286.353	59.677.882	16.153.325	75.831.207	3.225.223	19.547.897	22.773.120	DE
EE	879.634	4.086.911	4.966.545	7.974.301	1.371.743	9.346.044	3.843.957	1.224.467	5.068.424	207.934	1.553.786	1.761.720	EE
EL	2.385.627	11.041.915	13.427.542	21.627.713	3.335.697	24.963.410	10.495.595	3.440.440	13.936.035	566.949	4.148.740	4.715.689	EL
ES	9.481.200	41.067.690	50.548.890	82.041.305	12.033.410	94.074.715	40.748.546	12.329.602	53.078.148	2.221.210	14.898.414	17.119.624	ES
FR	11.577.364	42.400.464	53.977.828	105.056.132	12.415.331	117.471.463	50.828.847	13.448.246	64.277.093	2.743.910	16.010.428	18.754.338	FR
HR	1.190.802	4.558.588	5.749.390	10.792.021	1.676.216	12.468.237	5.233.159	1.359.415	6.592.574	282.854	1.656.544	1.939.398	HR
IE	1.419.244	6.105.259	7.524.503	12.306.660	1.779.077	14.085.737	6.124.343	1.802.186	7.926.529	332.736	2.218.633	2.551.369	IE
IT	10.354.440	40.186.001	50.540.441	93.973.927	12.541.115	106.515.042	45.482.128	12.927.689	58.409.817	2.454.590	15.321.204	17.775.794	IT
CY	453.680	2.565.660	3.019.340	4.106.074	972.973	5.079.047	1.986.996	870.237	2.857.233	107.636	974.623	1.082.259	CY
LV	1.080.515	4.885.865	5.966.380	9.498.601	1.652.120	11.150.721	4.705.766	1.476.543	6.182.309	254.417	1.786.952	2.041.369	LV
LT	1.386.228	6.275.302	7.661.530	12.024.400	1.938.455	13.962.855	6.002.329	2.001.684	8.004.013	325.823	2.392.506	2.718.329	LT
LU	260.217	1.737.538	1.997.755	2.353.734	949.799	3.303.533	1.135.310	753.823	1.889.133	61.590	895.988	957.578	LU
HU	2.333.011	9.439.064	11.772.075	21.173.036	2.974.410	24.147.446	10.209.051	3.063.603	13.272.654	551.405	3.598.710	4.150.115	HU
MT	282.339	1.746.173	2.028.512	2.555.428	944.853	3.500.281	1.230.815	750.769	1.981.584	66.735	890.018	956.753	MT
NL	3.522.981	13.609.885	17.132.866	31.870.679	4.011.135	35.881.814	15.328.001	4.478.681	19.806.682	831.876	5.151.650	5.983.526	NL
AT	2.166.580	9.038.713	11.205.293	19.650.457	2.630.926	22.281.383	9.491.896	2.698.628	12.190.524	512.911	3.279.057	3.791.968	AT
PL	7.099.269	30.797.357	37.896.626	64.432.537	9.546.619	73.979.156	31.236.111	9.830.827	41.066.938	1.685.143	11.741.712	13.426.855	PL
PT	2.705.120	10.630.147	13.335.267	24.490.740	3.413.174	27.903.914	11.782.282	3.518.460	15.300.742	638.742	4.052.820	4.691.562	PT
RO	3.980.578	17.333.950	21.314.528	36.130.946	5.048.201	41.179.147	17.456.726	5.196.694	22.653.420	942.283	6.288.992	7.231.275	RO
SI	1.025.304	4.494.134	5.519.438	9.291.442	1.492.416	10.783.858	4.476.592	1.357.896	5.834.488	242.301	1.639.210	1.881.511	SI
SK	1.634.964	6.858.931	8.493.895	14.831.432	2.038.031	16.869.463	7.151.119	2.098.102	9.249.221	386.473	2.538.241	2.924.714	SK
FI	1.839.220	7.537.097	9.376.317	16.685.615	2.301.683	18.987.298	8.059.097	2.335.821	10.394.918	435.346	2.863.664	3.299.010	FI
SE	2.158.222	9.482.718	11.640.940	19.072.077	2.776.118	21.848.195	9.385.928	2.812.841	12.198.769	508.445	3.466.252	3.974.697	SE
UK	9.029.419	39.962.519	48.991.938	80.620.370	11.678.715	92.299.085	39.841.886	12.131.294	51.973.180	2.187.214	14.919.537	17.106.751	UK
IS	311.054	2.066.757	2.377.811	2.814.951	964.344	3.779.295	1.354.790	772.476	2.127.266	73.481	915.380	988.861	IS
LI	78.292	1.455.343	1.533.635	709.118	903.829	1.612.947	342.858	703.929	1.046.787	18.558	832.938	851.496	LI
NO	1.330.319	6.119.683	7.450.002	11.680.573	1.780.363	13.460.936	5.759.710	1.829.183	7.588.893	313.373	2.221.057	2.534.430	NO
EU-31	**102.477.204**	**425.076.938**	**527.554.142**	**920.884.357**	**129.390.004**	**1.050.274.361**	**448.123.773**	**132.283.314**	**580.407.087**	**24.275.679**	**159.049.769**	**183.325.448**	**EU-31**
TR	4.186.710	17.366.536	21.553.246	40.153.565	5.429.872	45.583.437	19.330.229	8.167.463	27.497.692	990.308	6.502.600	7.492.908	TR
MK	263.955	1.094.889	1.358.844	2.469.660	605.892	3.075.552	1.218.692	573.184	1.791.876	62.435	569.598	632.033	MK
RS	244.009	1.012.152	1.256.161	2.283.036	605.892	2.888.928	1.126.599	570.973	1.697.572	57.717	569.598	627.315	RS
EU-34	**107.171.878**	**444.550.515**	**551.722.393**	**965.790.618**	**136.031.660**	**1.101.822.278**	**469.799.293**	**141.594.933**	**611.394.226**	**25.386.139**	**166.691.564**	**192.077.703**	**EU-34**

Table 12: Country allocation - Youth budget line

Country	Youth allocation			Total allocation (mi Eur)	Breakdown KA1			Breakdown KA2		
	KA1	KA2	KA3		Youth exchanges	Youth workers	Total	Strategic partnerships	TCA	Total
BE	3.348.698	3.040.009	208.758	6.597.465	2.344.089	1.004.609	3.348.698	2.440.245	599.765	3.040.009
BG	3.035.566	2.533.384	161.469	5.730.418	2.124.896	910.670	3.035.566	2.033.572	499.812	2.533.384
CZ	2.895.628	2.504.764	182.683	5.583.074	2.026.939	868.689	2.895.628	2.010.598	494.165	2.504.764
DK	1.980.809	1.881.700	137.537	4.000.047	1.386.567	594.242	1.980.809	1.510.459	371.242	1.881.700
DE	13.749.098	10.024.762	748.724	24.522.583	9.624.368	4.124.730	13.749.098	8.046.972	1.977.789	10.024.762
EE	1.837.359	1.687.938	107.193	3.632.490	1.286.151	551.208	1.837.359	1.354.925	333.014	1.687.938
EL	2.593.809	2.282.202	191.023	5.067.035	1.815.666	778.143	2.593.809	1.831.946	450.256	2.282.202
ES	8.407.284	7.243.216	529.834	16.180.334	5.885.099	2.522.185	8.407.284	5.814.198	1.429.018	7.243.216
FR	8.822.588	8.505.365	623.434	17.951.387	6.175.812	2.646.776	8.822.588	6.827.337	1.678.028	8.505.365
HR	2.080.627	1.810.804	130.341	4.021.772	1.456.439	624.188	2.080.627	1.453.549	357.255	1.810.804
IE	2.035.561	1.967.814	135.532	4.138.908	1.424.893	610.668	2.035.561	1.579.583	388.231	1.967.814
IT	8.163.766	7.847.791	580.140	16.591.697	5.714.636	2.449.130	8.163.766	6.299.497	1.548.294	7.847.791
CY	1.509.965	1.520.961	104.121	3.135.047	1.056.976	452.989	1.509.965	1.220.890	300.071	1.520.961
LV	1.816.613	1.680.688	112.672	3.609.973	1.271.629	544.984	1.816.613	1.349.104	331.584	1.680.688
LT	2.004.814	1.724.972	123.725	3.853.512	1.403.370	601.444	2.004.814	1.384.651	340.321	1.724.972
LU	1.166.429	1.159.971	76.217	2.402.617	816.500	349.929	1.166.429	931.120	228.851	1.159.971
HU	3.065.905	2.535.673	177.946	5.779.525	2.146.134	919.771	3.065.905	2.035.410	500.264	2.535.673
MT	1.200.027	1.051.798	75.729	2.327.554	840.019	360.008	1.200.027	844.288	207.510	1.051.798
NL	3.175.545	2.851.277	230.251	6.257.072	2.222.881	952.664	3.175.545	2.288.747	562.530	2.851.277
AT	2.550.471	2.279.880	162.655	4.993.006	1.785.330	765.141	2.550.471	1.830.082	449.798	2.279.880
PL	8.009.985	6.501.642	448.995	14.960.621	5.606.989	2.402.996	8.009.985	5.218.930	1.282.712	6.501.642
PT	3.261.287	2.853.829	199.658	6.314.774	2.282.901	978.386	3.261.287	2.290.796	563.033	2.853.829
RO	4.933.491	4.072.650	282.080	9.288.221	3.453.444	1.480.047	4.933.491	3.269.155	803.495	4.072.650
SI	1.946.630	1.594.287	112.421	3.653.338	1.362.641	583.989	1.946.630	1.279.750	314.538	1.594.287
SK	2.405.544	2.032.932	140.457	4.578.933	1.683.881	721.663	2.405.544	1.631.855	401.078	2.032.932
FI	2.450.587	1.755.619	140.767	4.346.973	1.715.411	735.176	2.450.587	1.409.252	346.367	1.755.619
SE	2.580.546	2.371.918	173.524	5.125.988	1.806.382	774.164	2.580.546	1.903.961	467.957	2.371.918
UK	7.181.005	7.149.558	588.286	14.918.849	5.026.704	2.154.301	7.181.005	5.739.018	1.410.540	7.149.558
IS	1.105.572	1.052.091	74.605	2.232.268	773.901	331.671	1.105.572	844.523	207.568	1.052.091
LI	290.465	269.844	19.344	579.653	203.325	87.140	290.465	216.606	53.238	269.844
NO	2.004.784	1.779.083	136.913	3.920.779	1.403.349	601.435	2.004.784	1.428.087	350.995	1.779.083
EU-31	**111.610.458**	**97.568.422**	**7.117.035**	**216.295.916**	**78.127.322**	**33.483.136**	**111.610.458**	**78.319.106**	**19.249.316**	**97.568.422**
TR	4.717.214	4.157.195	341.528	9.215.937	3.302.050	1.415.164	4.717.214	3.337.020	820.175	4.157.195
MK	297.401	262.094	21.532	581.026	208.181	89.220	297.401	210.385	51.709	262.094
RS	274.927	242.289	19.905	537.121	192.449	82.478	274.927	194.487	47.801	242.289
EU-34	**116.900.000**	**102.230.000**	**7.500.000**	**226.630.000**	**81.830.002**	**35.069.998**	**116.900.000**	**82.060.998**	**20.169.002**	**102.230.000**

4. BREAKDOWN (BY INSTRUMENT, GEOGRAPHIC AREA AND COUNTRY) OF THE HEADING 4 AND EDF FUNDS

Table 13: Heading 4 and EDF budget lines (E&T) – breakdown by financial instrument

WPI (*)	Actions	Development Cooperation Instruments (DCI)	European Neighbourhood Instrument (ENI)	Partnership instrument (PI)	Pre-accession Assistance Programme (IPA)	TOTAL Heading 4	European Development Fund (EDF)
	KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS						
1.13	Mobility projects for higher education students and staff with Partner Countries	30.075.744	50.797.707	14.619.295	31.481.043	126.973.789	28.955.882
1.23	Additional scholarships funded from Heading 4 and EDF under Erasmus Mundus Joint Master Degrees	18.190.691	3.812.054	0	5.000.000	27.002.745	5.588.236
	Sub-total KA1 (Heading 4 and EDF)	48.266.435	54.609.761	14.619.295	36.481.043	153.976.534	34.544.118
	KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES						
2.40	Capacity building in the field of higher education	55.692.236	39.307.601	0	14.235.087	109.234.924	6.705.882
2.41	Support to project selection and implementation	961.656	552.815	0	185.529	1.700.000	0
2.42	Support to conferences and events	492.697	80.340	0	26.963	600.000	0
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	601.504	2.588.772	0	744.342	3.934.618	0
	Sub-total KA2 (Heading 4 and EDF)	57.748.093	42.529.528	0	15.191.921	115.469.542	6.705.882
	TOTAL (Heading 4 and EDF)	**106.014.528**	**97.139.289**	**14.619.295**	**51.672.964**	**269.446.076**	**41.250.000**

Tables 14: Heading 4 and EDF budget lines (E&T) – breakdown by geographical area

a. Development Cooperation Instruments (DCI)

WPI (*)	Actions	Asia	Central Asia	Middle East	Latin America	South Africa	Total
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS							
1.13	Mobility projects for higher education students and staff with Partner Countries	18.219.886	4.240.680	1.190.999	5.100.846	1.323.333	30.075.744
1.23	Additional scholarships funded from Heading 4 under Erasmus Mundus Joint Master Degrees	7.138.027	3.261.591	0	7.138.027	653.046	18.190.691
	Sub-total KA1	25.357.913	7.502.271	1.190.999	12.238.873	1.976.379	48.266.435
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES							
2.40	Capacity building in the field of higher education	29.633.025	9.120.425	1.024.546	12.373.364	3.540.876	55.692.236
2.41	Support to project selection and implementation	0	0	0	0	0	961.656
2.42	Support to conferences and events	0	0	0	0	0	492.697
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	0	601.504	0	0	0	601.504
	Sub-total KA2	29.633.025	9.120.425	1.024.546	12.373.364	3.540.876	57.748.093
	TOTAL	**54.990.937**	**16.622.696**	**2.215.546**	**24.612.237**	**5.517.255**	**106.014.528**

b. European Neighbourhood Instrument (ENI)

WPI (*)	Actions	South	East	Russia	Total
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS					
1.13	Mobility projects for higher education students and staff with Partner Countries	26.313.212	16.077.474	8.407.020	50.797.707
1.23	Additional scholarships funded from Heading 4 under Erasmus Mundus Joint Master Degrees	2.541.497	1.270.558	0	3.812.054
	Sub-total KA1	28.854.709	17.348.032	8.407.020	54.609.761
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES					
2.40	Capacity building in the field of higher education	24.795.235	9.881.931	4.630.435	39.307.601
2.41	Support to project selection and implementation	0	0	0	552.815
2.42	Support to conferences and events	0	0	0	80.340
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	1.403.884	894.255	290.633	2.588.772
	Sub-total KA2	24.795.235	9.881.931	4.630.435	42.529.528
	TOTAL	**53.649.943**	**27.229.963**	**13.037.456**	**97.139.289**

c. Partnership instrument (PI)

WPI (*)	Actions	USA & Canada	Asia Industrialised	Gulf countries	Russia	Total
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS						
1.13	Mobility projects for higher education students and staff with Partner Countries	6.191.271	6.020.226	0	2.407.798	14.619.295
1.23	Additional scholarships funded from Heading 4 under Erasmus Mundus Joint Master Degrees	0	0	0	0	0
	Sub-total KA1	6.191.271	6.020.226	0	2.407.798	14.619.295
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES						
2.40	Capacity building in the field of higher education	0	0	0	0	0
2.41	Support to project selection and implementation	0	0	0	0	0
2.42	Support to conferences and events	0	0	0	0	0
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	0	0	0	0	0
	TOTAL	**6.191.271**	**6.020.226**	**0**	**2.407.798**	**14.619.295**

d. Instrument for Pre-Accession Assistance

WPI (*)	Distribution of Actions between Regions - IPA	Western Balkans
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS		
1.13	Mobility projects for higher education students and staff with Partner Countries	31.481.043
1.23	Additional scholarships funded from Heading 4 under Erasmus Mundus Joint Master Degrees	5.000.000
	Sub-total KA1	36.481.043
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES		
2.40	Capacity building in the field of higher education	14.235.087
2.41	Support to project selection and implementation	185.529
2.42	Support to conferences and events	26.963
2.43	Network of National Erasmus+ Offices and Higher Education Reform Experts (HEREs)	744.342
	Sub-total KA 2	15.191.921
	TOTAL	**51.672.964**

e. European Development Fund (EDF)

No specific breakdown by geographical area as EDF is only covering ACP countries.

Table 15: Heading 4 and EDF budget lines (E&T) – breakdown by country

As it regards the distribution by country, the method of calculation described in Part III, section 3 above is also applied for the distribution of Heading 4 and EDF under indirect management.

Country	ENI	DCI	EDF	IPA	Total PI
BE	1.320.019	738.981	724.173	353.356	364.798
BG	742.963	486.953	467.771	576.088	235.629
CZ	1.371.676	783.367	752.236	926.750	379.035
DK	594.177	390.204	390.311	300.432	196.586
DE	6.800.000	3.883.448	3.728.872	4.594.250	1.879.002
EE	377.101	251.871	241.833	297.971	121.866
EL	1.145.223	654.135	628.789	773.882	316.562
ES	5.411.239	3.087.282	2.943.910	3.651.773	1.492.011
FR	5.505.342	3.144.067	3.018.861	2.488.788	1.521.249
HR	574.048	343.570	335.624	415.996	169.985
IE	573.214	399.793	383.877	154.070	193.439
IT	5.107.092	2.916.763	2.801.494	3.450.649	1.411.343
CY	215.484	105.256	118.179	123.051	59.546
LV	566.381	323.457	310.562	382.658	156.502
LT	706.277	403.309	386.969	477.121	195.116
LU	133.904	63.497	73.216	46.178	36.971
HU	1.173.115	669.952	643.228	792.573	324.151
MT	109.906	59.739	69.135	29.965	34.806
NL	1.446.045	937.111	946.644	1.166.213	476.978
AT	1.079.581	616.540	591.970	729.387	298.310
PL	3.622.559	2.130.774	2.025.475	2.520.191	1.029.205
PT	1.415.826	808.583	776.464	956.581	391.237
RO	2.005.507	1.145.315	1.099.583	1.354.940	554.147
SI	503.710	287.673	276.269	340.328	139.194
SK	493.367	446.209	428.612	527.882	215.911
FI	948.203	541.508	519.915	640.621	262.005
SE	1.025.265	585.571	562.564	692.758	283.354
UK	3.376.496	2.460.624	2.363.426	1.025.158	1.190.634
IS	127.001	82.932	84.183	103.743	42.428
LI	37.534	22.109	21.232	26.156	10.698
NO	625.518	357.133	355.931	438.384	179.304
EU-31	**49.133.774**	**29.127.726**	**28.071.309**	**30.357.895**	**14.162.002**
TR	1.649.685	938.059	873.407	1.108.973	451.522
MK	14.248	9.959	11.166	14.174	5.771
RS					
EU-34	**50.797.707**	**30.075.744**	**28.955.882**	**31.481.043**	**14.619.295**

5. FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:

The breakdown by Programme Countries carries forward the approach adopted since 2014: flat-rate contribution mainly correlated to the volume of indirect management funds for grant support initially allocated to each country; taking into account the disparity of the national situations[78].

The calculation method defines three different reference percentages, based on the countries' allocations of funds under indirect management (large-size countries: 4%; medium size countries: 6% and small-size countries: 8%) and takes into account the cost of living. The Commission may also decide to set a minimum and a maximum percentage of increase of the management fees.

[78] Country size; special situation of Belgium; cost of living.

Table 16: Management Fees (E&T and Youth) – breakdown by country

Country	MF 2020
BE	3.668.836
BG	2.106.386
CZ	3.248.034
DK	2.526.024
DE	11.697.784
EE	1.222.827
EL	3.434.075
ES	8.759.711
FR	10.570.853
HR	1.261.043
IE	2.181.081
IT	9.299.049
CY	1.007.012
LV	1.468.303
LT	1.902.834
LU	850.769
HU	2.917.543
MT	823.281
NL	4.992.470
AT	3.441.078
PL	6.256.578
PT	3.518.008
RO	4.794.389
SI	1.413.846
SK	2.108.272
FI	2.949.954
SE	3.535.449
UK	9.360.973
IS	1.101.682
LI	475.411
NO	2.379.123
TR	6.840.139
MK	476.006
RS	411.179
Total EUR34	**123.000.000**

6. FUNDS FOR THE ERASMUS+ 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: SALTO Resource Centres (Youth) – breakdown by structure

SALTO Participation&Information (EE)	320.000
SALTO Inclusion&Diversity (BE)	350.000
SALTO Training&Cooperation (DE)	430.000
SALTO EuroMed (FR)	200.000
SALTO Eastern Europe and Caucasus (PL)	160.000
SALTO South East Europe (SI)	140.000
Total	**1.600.000**

Table 18: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	Eurydice National Units (E&T)	ECVET	Eurodesk	Better knowledge on Youth policy	
BE	222.000	54.726	67.039	112.618	BE
BG	39.000	54.726	43.498	15.378	BG
CZ	60.000	54.726	44.245	26.228	CZ
DK	85.000	54.726	47.514	45.078	DK
DE	135.000	74.989	162.241	72.556	DE
EE	30.000	35.143	30.315	15.378	EE
EL	71.000	54.726	56.993	28.348	EL
ES	102.000	74.989	111.479	40.004	ES
FR	86.000	74.989	151.821	43.978	FR
HR	74.000	35.143	35.984	15.208	HR
IE	85.000	54.726	46.722	44.078	IE
IT	111.000	74.989	119.804	46.118	IT
CY	34.000	35.143	26.602	18.526	CY
LV	50.000	35.143	27.615	15.208	LV
LT	38.000	35.143	30.251	15.208	LT
LU	59.000	35.143	29.373	30.776	LU
HU	30.000	54.726	50.064	15.208	HU
MT	37.000	35.143	23.904	18.526	MT
NL	88.000	54.726	69.054	44.888	NL
AT	85.000	54.726	50.967	45.078	AT
PL	54.000	74.989	93.861	15.560	PL
PT	76.000	54.726	57.772	26.398	PT
RO	57.000	54.726	63.271	15.378	RO
SI	63.000	35.143	31.713	26.228	SI
SK	45.000	54.726	33.514	15.208	SK
FI	83.000	54.726	46.793	43.218	FI
SE	88.000	54.726	53.582	45.078	SE
UK	191.000	74.989	154.875	97.346	UK
IS	86.000	35.143	27.480	43.218	IS
LI	59.000	35.143	7.252	33.640	LI
NO	85.000	54.726	47.361	45.078	NO
TR	55.000	74.989	144.259	16.070	TR
MK	32.000	35.143	6.392	15.378	MK
AL	27.000			18.137	AL
BA	17.000			17.882	BA
ME	35.000	35.143		17.882	ME
RS	26.000	32.465	6.391	17.158	RS
Total	2.600.000	1.800.000	2.000.000	1.217.245	Total