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ANNEX

The 2023 annual work programme for the implementation of Erasmus+: the Union Programme for Education, Training, Youth and Sport

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1. OVERVIEW

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

According to the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport and repealing Regulation No 1288/2013¹ (hereinafter 'the Regulation'), the **general objective** of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. **The Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic framework for European cooperation in education and training towards the European Education Area and beyond, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.** The programme also offers a strong international dimension contributing to a stronger voice for Europe in the world.

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

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

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

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

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

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021R0817&qid=1622186232554>

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

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

1.2. PARTICIPATING COUNTRIES

EU Member States take part in the Erasmus+ Programme. In accordance with Article 33(2) and (3) of the Council Decision 2013/755/EU on the association of the overseas countries and territories with the European Union³, the Union has to ensure that individuals and organisations from Overseas Countries and Territories (OCTs) can take part in educational and vocational training related initiatives of the Union on the same basis as Member States.

In addition, in accordance with article 19 of the Erasmus+ Regulation, the following third countries are associated to the Programme in 2023:

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

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

Furthermore, in accordance with article 20 of the Regulation, entities from other third countries not associated to the programme can be eligible in Erasmus+ actions in duly justified cases and in the Union interest⁴.

1.3. BODIES IMPLEMENTING THE PROGRAMME

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

Implementation by the European Education and Culture Executive Agency (EACEA) is carried out according to the Commission Decision C(2021)951 delegating powers to the European Education and Culture Executive Agency with a view to the performance of tasks linked to the implementation of Union Programmes in the field of education, audiovisual and culture, citizenship and solidarity, comprising in particular implementation of appropriations entered in the general budget of the Union.

³ OJ L 344, 19.12.2013, p.1

⁴ Organisations and individuals of third countries not associated to the Programme may be excluded from taking part in Erasmus+ based on restrictive measures enforced at EU level.

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

The Erasmus+ Programme is mainly implemented through indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third country associated to the Programme, in line with Article 62 (1)(c) and Article 154 of the Financial Regulation⁵. National authorities monitor and supervise the management of the Programme at national level.

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

⁵ Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union and amending Regulation (EC) No 2012/2002, Regulations (EU) No 1296/2013, (EU) 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014 of the European Parliament and of the Council and Decision No 541/2014/EU of the European Parliament and of the Council and repealing Regulation (EU, Euratom) No 966/2012, OJ L 193, 30.7.2018.

2. ERASMUS+ IN 2023

2.1 POLICY FRAMEWORK

Education, training, youth and sport have a crucial role to play in helping the Union in reorienting its economic model towards more sustainability, with green and digital transitions as its transformative drivers. Rooted in the Rome Declaration of 25 March 2017⁶ where the EU leaders pledged to work towards *a Union where young people receive the best education and training and can study and find jobs across the continent*, the European Pillar of Social Rights⁷ that enshrines the right to quality and inclusive education, training and lifelong learning, and the Strategic Agenda for the EU for 2019-2024 that stresses that Member States “*must step up investment in people’s skills and education*”, President von der Leyen committed to making the European Education Area a reality by 2025. To achieve this, the objective is to make quality and borderless learning available for all, everywhere in Europe, to change the culture of education towards lifelong learning, and to get Europe up to speed on digital skills for young people and adults alike.

Education is essential for the personal, social and professional fulfilment of the citizens. It also stands at the heart of Europe’s social market economy as the foundation for economic and social convergence. It helps strengthen people’s employability, helps building societal and personal empowerment and resilience, and helps the EU play a stronger role in a global, increasingly digital and knowledge-based world. The **European Education Area**⁸ also helps mitigating the consequences on the COVID-19 pandemic on learning, skills development and employment prospects of young people. The European Education Area – for which Erasmus+ is instrumental – aims to turn Europe into a genuine European learning space where Member States cooperate closely based on a shared vision for making Europe ready to face the digital and green transitions.

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

Erasmus+ also remains true to its mission for 35 years i.e. being the Union main instrument to support young people’s mobility, offering increased opportunities for high quality level learning mobility for learners and staff, enabling the pursuit of studies and learning paths in different stages of life. In this respect, the Programme will resume to a full extent its long-standing mission to support transnational learning mobility in 2023; the demand for mobility resumed in 2022, after the restrictions it suffered in the context of the COVID-19 pandemic.

Significant is the impact of **Erasmus+ in the world**: the international dimension of education and training, youth and sports in third countries is a key factor in **promoting the Union’s action globally, its external action objectives, geopolitical priorities and principles**. In line with the 2019 Council Conclusions ‘Towards an ever more sustainable Union by 2030’⁹, education, the development of knowledge and skills, as well as the development of a sense of responsibility for a **more sustainable world, environmental protection and global citizenship** are key drivers for sustainable development.

⁶ <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>

⁷ 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.

⁸ COM (2020) 625 final.

⁹ <https://www.consilium.europa.eu/media/39019/st08286-en19.pdf>

In this regard, the **strong international dimension of the programme** strengthens cooperation ties between Erasmus+ participation countries and other countries of the world through learning mobility, education exchanges and capacity building, nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people contacts and connectivity worldwide. In so doing, Erasmus+ builds a **positive image of Europe in the world, spreading its fundamental values**, thus also facilitating **international policy dialogue and EU public diplomacy actions**.

In this general framework, utmost efforts will be made to ensure that Erasmus+ provides **strong support to the consequences on learning due to the Russian invasion of Ukraine**. The Programme can play a significant role in addressing the educational challenges brought in by this dramatic situation and by a fast-changing geopolitical context. In particular, the **European Union has seen in 2022 the arrival of millions of people, including many children and young people, compelled to flee as a consequence of the Russian war of aggression**. As underlined by the Commission Communication adopted on 23 March 2022¹⁰, the Erasmus+ Programme can support the arrivals and help the education and training systems to cope, helping on the ground learners and teachers, early childhood education and care providers, schools, vocational education and training institutes and higher education institutions, as well as youth work organisations and NGOs, in order to ensure continued learning and mobilise the support necessary to ensure quality and inclusive learning. Erasmus+ can indeed build on its overarching priorities, such as inclusion and participation in democratic life, its in-built flexibility and its European platforms. Support will also be available for activities and policies as a vehicle to promote values, the personal and social development of individuals and to build more resilient and cohesive communities.

In order to continue this effort in 2023, the Commission has proposed to reinforce the level of commitment appropriations by EUR 100 million through a budget frontloading from 2027 to 2023, taking into account the strongly backloaded profile of the Erasmus+ financial programming 2021-2027¹¹. This frontloading has been endorsed by the budget authority in the EU budget 2023.

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

The Programme will also contribute to deliver on **the twin digital and green transitions** through horizontal priorities as well as through dedicated actions offering fora to exchange, collaborate, mobilise expertise and develop creative approaches. **Access to high quality digital education and blended learning opportunities**,¹² **foster teachers', youth leaders' and youth workers' capacity to use digital tools and content**, or increasing investment in **European online platforms** for virtual cooperation and digital education are among the key actions the Programme is supporting. Sustainability and supporting the green transition in line with the Council Recommendation on learning for the green transition and sustainable

¹⁰ COM(2022) 131 final, "Welcoming those fleeing war in Ukraine: Ready Europe to meet the needs"

¹¹ https://ec.europa.eu/info/sites/default/files/about_the_european_commission/eu_budget/com_2022_670_2_en_act_part1_v3.pdf

¹² Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education, adopted by the Council on 29 November 2021, [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021H1214\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021H1214(01))

development of June 2022 and new European competence framework on sustainability remain a key priority for the Programme implementation through increased mobility opportunities which foster the development of sustainability competences and skills needed for the green transition enhance career prospects and engage participants to contribute, on an individual and collective level, to a green and sustainable Europe and world.

The overarching policy priority of the Erasmus+ Programme is to contribute to a **holistic** approach to education and training in a *lifelong learning perspective* as described in the **EU Framework on key competences**¹³. Key competences include knowledge, skills, and attitudes needed by all citizens for personal fulfilment and development, employability, social inclusion and active citizenship. However, the EU faces some formidable challenges. Even though quality education and training builds on the basic skills of mathematics, science and reading, nearly a quarter of the 15-year-olds in the EU are functionally illiterate in those basic skills. Therefore, one of the main priorities of the Programme is to help Member States in their efforts to combat underachievement and foster the development of all key competences. The Programme will support the initial and **continuous professional development of teachers, trainers and youth workers/youth leaders through cooperation and mobility activities** in order to enhance competences and foster their wellbeing, as well as to stimulate and pool their expertise for future policy design.

In line with the Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe¹⁴, with the **Council Recommendation on building bridges for effective European Higher Education cooperation**¹⁵ adopted on 5 April 2022, as well as with the **European strategy for universities**¹⁶, Erasmus+ aims at supporting and enabling universities to adapt to changing conditions, to thrive and to contribute to Europe's global role, resilience and recovery. As such, Erasmus+ is a key contributor to the implementation of the higher education dimension of the European Education Area, in synergy with the European higher education area and the European Research Area. Erasmus+ will provide continued support to the **European Universities** alliances of higher education institutions to cooperate seamlessly across borders and disciplines and in different languages on the basis of the main outcomes of the mid-term review of the first alliances. In addition, ample opportunities for **transnational cooperation between higher education institutions** will continue to be supported, fostering the Union innovation capacity and contributing, inter alia, to progressing the work on micro-credentials¹⁷, quality assurance and recognition.

These opportunities will complement Erasmus+ support to the **New European Innovation Agenda** that intends to underpin talent and skills development that anticipates the needs of the accelerated adoption of new technologies across all sectors of our economy and society, and in particular in highly innovative deep-tech domains. The focus will be on boosting further the promotion of entrepreneurial and innovation culture in the education sector and fostering entrepreneurial skills in lifelong learning.

Erasmus+ is instrumental in **fostering the international dimension of education and training, youth and sport** by promoting **international cooperation** and by **expanding mobility opportunities** beyond Europe, by funding **exchanges and scholarships for joint degrees**, and by fostering **capacity-building**. International actions financed by the EU's external action programmes are open in the 2023 Erasmus+ annual work programme.

¹³ <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

¹⁴ 2022/C 167/03, OJ C, C/167, 21.04.2022, p.9

¹⁵ 2022/C 160/01, OJ C 160, 13.4.2022, p. 1–8

¹⁶ COM(2022)16 final

¹⁷ Council Recommendation on a European Approach on micro-credentials, OJ C 243, 27.6.2022, p. 10–25

The European Education Area will be achieved through the **cooperation framework**¹⁸ with Member States and engagement with stakeholders. At Member State-level, the countries participating in the Erasmus+ Programme continue implementing reforms of their education and training systems, in accordance with their needs, and benefiting from the policy support of the new framework.

The **Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)** sets out a framework to enable cooperation with Member States and engagement with relevant stakeholders, including a reporting and analysis structure, with education targets to encourage and track reforms in education and training, in order to achieve the European Education Area by 2025. The **Council Resolution on the governance structure of the strategic framework for European cooperation in education and training towards the European Education Area and beyond**¹⁹ sets out a reformed governance to support the achievement of the Area.

The **European Skills Agenda**²⁰ aims to support people to develop the skills needed to take full advantage of the opportunities provided by the green and digital transitions. The Skills Agenda covers several building blocks for which Erasmus+ will be instrumental i.e. the “Pact for Skills” will **mobilise and incentivise relevant private and public stakeholders to partner up and take action for lifelong skills development**; “Skills for jobs” will support skills strategies promoting skills in STEM fields²¹, as well as skills for the green and digital transitions, empower people to learn and facilitate lifelong learning, skills recognition and support to mobility, as well as innovative approaches aimed to unlock investment in skills. “Skills for Life” will support adult learning across all environments for social inclusion, active citizenship and personal development beyond working life.

The Action Plan implementing the European Pillar of Social Rights²² of 4 March 2021, builds upon the above-mentioned instruments addressing the need to invest in skills and education to unlock new opportunities for all and considerably increase participation in learning.

The 2020 Council Recommendation on **vocational education and training for sustainable competitiveness, social fairness and resilience**²³ defines key principles for ensuring that vocational education and training is agile in that it adapts swiftly to labour market needs and provides quality learning opportunities for young people and adults alike. It places a strong focus on the increased flexibility of vocational education and training, reinforced opportunities for work-based learning, apprenticeships and improved quality assurance. It reflects the fact that vocational education and training serves many long-term economy objectives: it develops citizen skills and long-term ability to remain employable and respond to the needs of the labour market.

Erasmus+ programme existing actions within all programme sectors will also contribute to the 2023 European Year of Skills by continuing to support, amongst others, the personal and professional development of learners, staff and institutions in vocational education and training through funding mobility activities and partnerships for cooperation. It also funds European Universities and Centres of Vocational Excellence which, among other activities, are developing micro-credentials for training, up-skilling and re-skilling.

¹⁸ http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG

¹⁹ OJ C 497, 10.12.2021, p. 1–4

²⁰ COM(2020)274

²¹ STEM fields: science, technology, engineering and mathematics

²² Cf. https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan_en/.

²³ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C, C/417, 02.12.2020, p. 1)

The Council Resolution on a new **European agenda for adult learning 2021-2030** (NEAAL 2030) adopted by the Council on 29 November 2021, building upon the agenda implemented in the period 2011-2020, invites Member States and the Commission to take specific actions to ensure that all adults can, and are actively supported to, access formal, non-formal and informal learning opportunities. The agenda makes clear that adult learning should be understood in its wider sense, not only restricted to upskilling the workforce. While there is a strong continuity with the previous agenda in priority areas such as improving governance, increasing supply and take-up of accessible and flexible opportunities, ensuring quality, equity, inclusion and success in adult learning, there is an additional focus on the challenges related to the ecological and digital transitions.

The **Digital Education Action Plan**²⁴ 2021-2027 is part of the Commission's strategy to make Europe fit for the digital age with the objective to support the digital transition in Europe. It outlines actions for improving digital education in order to meet the challenges arising from the external shocks of the COVID-19 crisis in the shorter term. It also provides a vision for the longer-term digital transformation of education and training in the digital age. The two strategic priorities of the Digital Education Action Plan: (1) developing a **high performing digital education ecosystem**; and (2) enhancing **digital skills and competences for the digital transformation** form the basis for the support of the digital dimension of Erasmus+. These include **support to: basic and advanced digital skills and competences; digital readiness and capacity of institutions; digital pedagogy** and expertise for teachers and youth workers; **EU-based education technology**: innovation through quality assurance and interoperability; effective pedagogical approaches on **informatics**; teacher training and practice in **tackling disinformation** and promoting digital literacy through education and training.

The Action Plan covers all formal sectors of education and training, including lifelong learning and all levels (from basic to advanced digital skills), as well as informal and non-formal learning, including the supporting of youth work for digital skills development. As part of this vision, the need to establish a more effective and efficient way to exchange on digital education at EU level, the Erasmus+ Programme supports the implementation of the **Digital Education Hub** (established in the first quarter of 2022). The Hub's aim is to enhance cooperation as a key element to achieve systemic impact and identify sustainable solutions, supporting digital education and training in the long term. The Hub creates an inclusive space for exchanges, providing guidance and support, focusing on peer-learning and networking, bringing together existing research, studies, and communities, a space for co-creation and experimentation.

In line with the Action Plan priorities, the Programme will foster the **development of digital skills and competences**, develop **accessible and high quality digital learning**, foster **teachers' capacity to use digital tools, services, and content to enhance student learning and develop student digital skills**, test and **promote blended learning** (combination of more than one approach to the learning process, blending school site and distance learning environments; and digital and non-digital learning tools), and increase long-standing support and investment in **European online platforms** for virtual cooperation and digital education, such as eTwinning and the School Education Gateway - merged in the European School Education Platform in 2022 - and the Electronic Platform for Adult Learning in Europe (EPALE). The Programme will also support further work on the Digital Competence Framework, updated in 2022 to take account of emerging technologies like Artificial Intelligence and phenomena like disinformation, and possible preparatory work on a future more complete update of DigComp²⁵. The Programme will promote the SELFIE tools for

²⁴ COM(2020) 624 final

²⁵ European Digital Competence Framework

self-reflection (SELFIE tool for whole school planning and the new SELFIE for Teachers) which assesses schools' and teachers' strengths and gaps in their use of technology. The Programme will also promote participation of women and girls in STEM fields of study, especially in engineering, ICT and advanced digital skills, through support for guidance or the development of new and forward-looking higher education curricula for engineering and ICT based on the STEAM²⁶ approach. In addition, accompanying guidance and mentorship programmes will be set up, focusing on transitions to the labour market, making them more attractive for women. Such curricula will be co-designed and co-delivered with STEM employment sectors, and will integrate education for environmental sustainability, creativity, entrepreneurship and work-based learning, as well as contact with leading female role models. Complementing physical mobility under Erasmus+, the Programme will offer **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with third countries not associated to the Programme.

Young people are at the heart of the European project. The **EU Youth Strategy 2019-2027**²⁷ sets the framework for the European cooperation in the youth field, for the benefit of young people. The EU Youth Strategy encourages cooperation in core youth policy areas in order to engage, connect and empower young people. It promotes cross-sectoral approaches to address the needs of young people in various EU policy areas such as employment, but also climate change, environment, digitalisation, health. The strategy makes reference to 11 Youth Goals covering several fields that young people consider to be important. This overarching strategy is implemented through two of the main EU programmes supporting youth: Erasmus+ and the European Solidarity Corps - both Programmes aiming to support, engage, connect and empower young people even more effectively, notably through **mobility and cooperation activities**. In 2023 the Erasmus+ Programme will also contribute to the legacy of the European Year of Youth, seeking to continue and/or follow-up on the initiatives implemented in its context in 2022.

The **Council Resolution on the Framework for establishing a European Youth Work Agenda**²⁸ is a strong confirmation and recognition of youth work by the European Union. It introduces the European Youth Work Agenda as a strategic framework for strengthening and developing youth work in Europe. It adopts a targeted approach to further developing knowledge-based youth work in Europe and connecting political decisions with their practical implementation. The implementation of the Agenda, the so-called Bonn Process²⁹, may be supported by Erasmus+ in line with the programme objectives.

The EU also seeks to help eliminate obstacles to youth cross-border volunteering in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of skills gained. The **Council Recommendation** of 5 April 2022³⁰ sets out the current framework for this.

The **EU Work Plan for Sport**³¹ sets out guiding objectives in this field for the period 2021 to 2024, in particular as it comes to protecting integrity and values in sport, to promoting the

²⁶ The use of multidisciplinary pedagogies (teaching of science in political, environmental, socio-economic, and cultural contexts) is a powerful vehicle for making STEM subjects and careers more attractive. This is also known as the STEAM approach to science education and embraces the creative potential of connecting STEM education with the arts, the humanities, and the social sciences.

²⁷ OJ C 456, 18.12.2018, p. 1

²⁸ OJ C 415, 01.12.2020, p. 1

²⁹ <https://www.eywc2020.eu/en/agenda/bonn-process>

³⁰ Council Recommendation of 5 April 2022 on the mobility of young volunteers across the European Union, OJ C 157, 11.4.2022

³¹ Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport, OJ C 419, 04.12.2020, p. 1

socio-economic and environmental dimensions of sport, and to fostering the participation in sport and health-enhancing physical activity. The rollout of this Work Plan is supported as appropriate by the sport strand of the Erasmus+ Programme. In the same vein, the initiative HealthyLifestyle4All (launched in 2021) supports the EU sport policy priorities, while adding a new dimension. The initiative intends to link sport and active lifestyles with health, food and other EU policies in a holistic approach aimed at promoting well-being.

2.2 ERASMUS+ MAIN PRIORITIES IN 2023

Four **overarching priorities** are underpinning the Erasmus+ implementation in 2023.

Inclusive Erasmus+, including the integration of refugees

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

Within this context, a Commission implementing decision adopted in October 2021 outlines general measures to be implemented over the 7-year period for the Erasmus+ Programme and the European Solidarity Corps³²; a strategy for inclusion and diversity³³ covering all fields of the Programmes has been devised to increase the qualitative impact of the Programme actions and to ensure equal opportunities by reaching out more and better to people with fewer opportunities, including people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote areas, such as in the EU outermost regions³⁴. The thematic SALTO Resource Centres for Inclusion and Diversity will also contribute to high-quality and inclusive implementation for this dimension of the Programme.

The **big inflow of refugees from Ukraine fleeing Russia's invasion**, and the consequent need to ensure continued learning and education for pupils and students, **calls for strong action and support** from the Erasmus+ Programme, in coordination with other initiatives in support of people fleeing from the war³⁵. Many stakeholders ask for reinforced support to cope with the big challenges on the ground. In particular, funding is needed to allow the Erasmus+ stakeholder community (such as schools, higher education institutions, and associations in education, training, youth and sport) to effectively support learning activities for the benefit of refugees.

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

The Programme will also support small-scale partnerships and youth participation activities to widen its accessibility for grassroots organisations, which typically work directly with people with fewer opportunities. Furthermore, simplification measures – such as the extended use of

³² <https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>

³³ https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

³⁴ These regions are in the most remote parts of the EU, located in the Atlantic Ocean, the Caribbean basin, South America and the Indian Ocean. Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

³⁵ such as ERA4Ukraine in the case of researchers

simplified grant and the reinforced use of mobility accreditation processes (Charters) - will enhance the inclusiveness and accessibility of the Programme in all its fields.

Green Erasmus+

Climate and biodiversity mainstreaming

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

Environment and climate action are key political priorities for the EU. The European Green Deal indicated that “*Europe should strive for more by being the first climate-neutral continent*” and “*reduce emissions by at least 55% by 2030.*” The European Green Deal and European climate pact recognise the key role of schools, training institutions and higher education institutions to engage with pupils, parents, and the wider community on the changes needed for a successful transition. The European Green Deal calls for activating education and training to support the transition towards a Green Europe. The **Education for Climate Coalition** as a flagship initiative of the European Education Area aims to support a green transition for all. It will mobilise expertise, provide resources for networking and support creative approaches with teachers, pupils and students, it will create a strong link between bottom-up initiatives and EU level action and facilitate community challenges and concrete actions promoting sustainability behaviour across the EU around its priorities: skills development; teacher training; bridging education and science; change in behaviour and awareness raising. Projects, actions and participative challenges under the Coalition linking with the New European Bauhaus initiative will also be supported.

The **Council Recommendation on learning for the green transition and sustainable development** adopted in June 2022³⁶ aims to support Member States in equipping learners with understanding and skills on sustainability, climate change and the environment. A new **European competence framework on sustainability** maps out the competences needed for the green transition, including critical thinking, initiative-taking, respecting nature and understanding the impact everyday actions and decisions have on the environment and the global climate. The recommendation calls on Member States to provide learners of all ages access to high-quality, equitable and inclusive education and training on climate change, biodiversity, environmental protection and sustainability; establish learning for the green transition and sustainable development as a priority area in education and training policies and programmes; encourage and facilitate whole-institution approaches to sustainability and mobilise national and EU funds for investment in infrastructure, training, tools and resources to increase resilience and preparedness of education and training for the green transition.

The European Commission launched in October 2020 the **New European Bauhaus**³⁷ with the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. Through its broad lifelong learning dimension and cross-disciplinary collaborative approaches across the sectors, Erasmus+ will contribute to equipping Europeans with the necessary skills and developing innovative practices to bring about change.

³⁶ ST/9795/2022/INIT, OJ C 243, 27.6.2022

³⁷ COM(2021) 573 final

Climate change and environment are also a key priority for the young generation. According to a 2019 Eurobarometer survey on “*How we build a stronger, more united Europe: the views of young people*”, protecting the environment and fighting climate change should be a top priority for the EU. Young people made it also clear when devising the European youth goals in the EU Youth dialogue process in 2018 i.e. “*Sustainable Green Europe aims to achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives*”. The Council Conclusions on ‘Fostering engagement among young people as actors of change in order to protect the environment’ also promote the use of European opportunities for mobility and initiatives in the environmental sector in the context of Erasmus+³⁸.

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

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

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

Among other elements, the Programme will also deliver on the so-called ‘Blue Erasmus+’ dimension, notably with project results and knowledge creation, including analyses and best practices relevant for the objective of preserving healthy oceans, seas, coastal and inland waters.

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

³⁸ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412\(01\)&from=FR](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412(01)&from=FR)

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

Digital Erasmus+

The first Digital Education Stakeholder Forum organised in March 2022 reflected on the way forward, to build on the achievements of the first year of implementation of the Digital Education Action Plan 2021-2027. In close alignment with the Plan's two strategic priorities, developing a high performing digital education ecosystem and enhancing digital skills and competences for the digital transformation, Erasmus+ will continue to be mobilised to respond to the necessary digital transformation of education and training, youth and sport. The Programme aims to foster the development of digital skills and competences, e.g. through the Digital Opportunity Traineeships (DOTs); support the development and implementation of digital transformation plans of education institutions in their efforts to manage an effective shift towards digital education; support the purposeful use of digital technologies for teaching, learning, assessment and engagement; foster teachers' capacity to use digital tools and digital education content in their learning design, including in blended learning approaches, e.g. through the SELFIE tool; develop accessible and high quality digital learning; and improve exchange and cooperation in digital education at the EU level through the cross-sectorial Digital Education Hub.

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

The cooperation projects will continue to support the development of innovative practices and digital methods for education, vocational training and youth work. Flagship initiatives such as the European Universities, the Centres for Vocational Excellence and the Erasmus+ Teacher Academies, as well as the Digital Education Hub, will have a leading role in the digital transformation of education and training systems. In addition, the Programme will continue to increase long-standing support and investment in European online platforms for virtual cooperation and digital education such as eTwinning and the School Education Gateway (merged in the European School Education Platform in 2022), EPALe, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and professional/individual development, including for communities of practice in the area of youth work (development started in 2022). Erasmus+ will support in 2023 the development of the new European community of practice and exchange between higher education institutions, as announced in the European strategy for universities.

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

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

Participation in democratic life, common values and civic engagement

The 2017 Commission Communication³⁹ ‘Strengthening European identity through education and culture’ highlighted the pivotal role that education, culture and sport play in promoting active citizenship and common values among the youngest generations. The Erasmus+ Regulation recalls this role and stresses the need to strengthen priorities on fostering European identity, active citizenship and participation in democratic life.

The Regulation recalls the Programme key role in strengthening European identity and values and in contributing to a more democratic Union. The Programme should also support Member States in reaching the goals of the Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. Moreover, the Erasmus+ programme’s implementation shall be in line with the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the Treaties and in the EU Charter of Fundamental Rights.

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

The Regulation also emphasises the objective of encouraging the participation of young people in Europe’s democratic life; this can be achieved inter alia by supporting activities that contribute to citizenship education and participation projects for young people.

The Programme will continue to empower young people and to encourage their participation in democratic life.

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

In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the Programme in 2023.

Higher education

In the field of higher education, the four **overarching priorities** of Erasmus+ implementation in 2023 are underpinned by the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe** and the **Council**

³⁹ COM/2017/0673 final

Recommendation on building bridges for effective European Higher Education cooperation⁴⁰ adopted on 5 April 2022, as well as by **the European strategy for universities**⁴¹.

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

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

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

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

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

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

- Expand the **European Universities initiative with more than 500 universities by mid-2024**, with an Erasmus+ indicative budget totalling EUR 1.1 billion for 2021-2027: pursue the further development of the European Universities initiative following a bottom-up approach through the Erasmus+ programme, on the basis of the main outcomes of the mid-term review of the first alliances.
- Examine the need for and feasibility of institutionalised cooperation instruments, such as a possible **legal status for alliances of higher education institutions**: pilot as of 2022 under Erasmus+ the implementation of existing European instruments.
- Examine the options and necessary steps – in close cooperation with Member states, higher education institutions, student organisations and stakeholders – towards a possible **joint degree based on the co-created European criteria**: pilot as of 2022 under Erasmus+ the testing of co-created common European criteria that could lead to a potential European label for joint programmes.

⁴⁰ OJ C160, 13.04.2022, p.1

⁴¹ COM(2022)16 final

- Widening the implementation of the **European Student Card initiative**.

On top of the higher education package, the Council recommendation on a European approach to **micro-credentials for lifelong learning and employability**⁴² will contribute to implementing Principle 1 of the European Pillar of Social Rights by widening learning opportunities for all, and facilitating more flexible learning pathways throughout life.

Also relevant for the policy priorities in the field of higher education is the Council Recommendation on **learning for the green transition and sustainable development** adopted in June 2022⁴³.

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

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

In line with the forward-looking Agenda developed in 2021 between the EU and the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport⁴⁴, applicants from **Western Balkans** not associated to the programme will be able to apply to the European Universities call in 2023.

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

In this regard, through its various actions relevant to the **higher education field**, - and in line with the Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe, the Council Recommendation on building bridges for effective European Higher Education cooperation, as well as the European strategy for universities -the **Programme** will in **2023** aim at:

Promoting inter-connected higher education systems: the Programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for developing and testing various types of cooperation models, including virtual and blended cooperation and the use of different digital tools and online platforms; b) improving mobility by implementing automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles, including promoting fundamental academic values and the standards and guidelines for quality assurance, and tools to enhance mobility for all; d) support for higher education institutions, in strong cooperation with the

⁴² OJ C 243, 27.6.2022, p. 10–25

⁴³ OJ C 243, 27.6.2022, p. 1

⁴⁴ [ec_rtd_western-balkans-agenda-overview.pdf \(europa.eu\)](https://ec.rtd.western-balkans-agenda-overview.pdf)

representatives of Member States to pilot innovative cooperation and actions; e) support for implementing Erasmus Without Paper, deploying the European Student Identifier and the European Student Cards.

Stimulating innovative teaching and learning approaches to tackle societal challenges and promote innovation and entrepreneurship through support for: a) the development of learning outcomes oriented and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, and promote entrepreneurship, while also being relevant for the labour market and for the wider society, for example by inviting staff from enterprises and the world of work or by co-designing curricula with the industry, including SMEs; b) the development, testing and implementation of flexible learning pathways and modular course design (part-time, online or blended) and appropriate forms of assessment, including the development of online assessment; c) promoting the lifelong learning dimension of higher education, including by exploring the possibilities for take-up, validation and recognition of short learning courses leading to micro-credentials; d) implementation of trans-disciplinary approaches and innovative pedagogies such as inverted learning, collaborative online international learning, research-based learning and blended intensive programmes, which support the acquisition of transferable forward-looking skills and entrepreneurship through a challenge-based approach; e) development and implementation of fit-for-purpose STEM higher education curricula, following a STEAM approach; promoting participation of women in STEM fields of study, especially in engineering, ICT and advanced digital skills; e) support for innovation and entrepreneurship, including through support for the set-up and functioning of living labs and incubators within higher education institutions, in close cooperation with the entrepreneurial sector and other relevant actors, to support innovative learning and teaching and help student entrepreneurs to develop their ideas into businesses.

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

Supporting green higher education systems, i.e. promoting learning and teaching for environmental sustainability and supporting the key role of higher education institutions in adapting attitudes, perceptions, values and behaviour to live in a sustainable world, more respectful of our planet. The Programme will foster green education systems by a) supporting the integration of education for environmental sustainability⁴⁵ through a whole-institutional approach that integrates sustainability into all programmes, disciplines and levels of higher education, b) promoting transdisciplinary approaches coupled with a strong disciplinary background and life-long learning, including through micro-credentials, c) support for up-to-date green skills and curricula development in line with the required green skills, d) supporting transnational partnerships between students, academics, universities, employers

⁴⁵ including facing climate change and protecting biodiversity, as well as the protection and responsible use of resources for healthy oceans, seas coastal and inland waters, in the wider scope of the Green Deal priorities.

and communities on climate challenges. This will contribute to promote co-creating knowledge for a resilient, inclusive and sustainable society and in finding innovative solutions to complex societal problems together, as called for by the New European Bauhaus.

Building inclusive higher education systems: The Programme will foster inclusive approaches for mobility and cooperation activities such as a) support to the education of refugee students and staff, and support to the institutions and staff of host countries in dealing with this endeavour, b) increased access, participation and completion rates of people with fewer opportunities, including underrepresented groups, also through developing voluntary quantitative targets; c) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; d) support to mental health of students and academics; e) foster gender balance in higher education institutions, across fields of study and in leadership positions; f) fostering civic engagement through the promotion of informal learning and extra-curricular activities and recognition of voluntary and community work in students' academic results.

Supporting digital capabilities of the higher education sector through: a) the creation and implementation of Digital Transformation Plans of higher education institutions; b) development of digital skills and competences of students and staff, for example through Digital Opportunity Traineeships (DOTs); c) the development of digital tools and infrastructure for higher education institutions and their interoperability, especially in view of cooperation between higher education institutions, d) supporting higher education institutions in the creation and consolidation of their databases of graduates' contact details, essential for the capacity building of Member States' graduate tracking systems in line with the 2017 Council Recommendation on tracking graduates⁴⁶.

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

School education

Principle 1 of the **European Pillar of Social Rights**⁴⁷ stipulates that: *'Everyone has **the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.**'* Principle 11 states that: *'Children have the **right to affordable early childhood education and care of good quality.** Children have the right to protection from poverty. Children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities.'* The Council Resolution on further developing the **European Education Area** to support future-oriented education and training systems⁴⁸ recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area⁴⁹ that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning. The Programme will support actions promoting and **fostering mobility and cooperation** in education and training, and supporting Member States in modernising their education and training systems, promoting teaching and learning of languages, mutual recognition of qualifications and outcomes of learning periods abroad.

⁴⁶ OJ C 423, 9.12.2017, p. 1–4.

⁴⁷ https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

⁴⁸ <https://data.consilium.europa.eu/doc/document/ST-13298-2019-INIT/en/pdf>; 8 November 2019

⁴⁹ <https://data.consilium.europa.eu/doc/document/ST-9012-2018-INIT/en/pdf>, 23 May 2018

The Programme will implement the initiatives outlined in the Commission Communication on Achieving the European Education Area by 2025⁵⁰ aimed at increasing quality and inclusiveness of school education, promoting equity and outreach to people with fewer opportunities, enhance competence and motivation of teachers, and help strengthen understanding of climate change and sustainability.

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

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

The European Education Area has the ambition to increase both quality and equity in education and training. The **Council Recommendation on Pathways to School Success**⁵¹, outlines policy guidance for Member States on concrete strategies and actions to reduce early leaving from education and training and help all pupils reach a certain level of proficiency in basic skills and complete upper secondary education. The Recommendation embraces a holistic view and proposes a systemic approach, which should include both attainment and achievement as well as social, emotional and academic learning proposal. The new Recommendation will incorporate proposals and good practices on how to promote conducive and inclusive learning environments, supported by a strong culture of well-being. Therefore, Pathways will be also complemented by an Expert Group on school well-being.

The **Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education**⁵² adopted on 29 November 2021 is amongst the first concrete actions implemented under the Digital Education Action Plan.

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

Regarding the green transition, the Commission adopted a proposal for a **Council Recommendation on learning for environmental sustainability** on 14th January 2022. This Recommendation will set out how Member States, schools, higher education institutions and educators can strengthen cooperation and peer exchange on environmental sustainability education to increase awareness, understanding and action. The concept of sustainability cuts across all key competences with a special focus on science and citizenship. This initiative is also linked to the development of a **European sustainability competence Framework (GreenComp)** released with the Recommendation. The framework will set out the knowledge, skills and attitudes that learners of all ages need to acquire to support and contribute to the green transition.

The Council Conclusions on '**European teachers and trainers for the future**'⁵³ of May 2020 recognise that teachers and trainers are an indispensable driving force of education and

⁵⁰https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf; 30 September 2020.

⁵¹ COM/2022/316 final

⁵² OJ C, C/504, 14.12.2021, p. 21

training and acknowledge their commitment during the COVID-19 crisis. The Programme is instrumental to support the **development of teachers' and trainers' competences** as underlined in the **Council conclusions on enhancing teachers' and trainer's mobility, in particular European mobility, during their initial and in-service training**⁵⁴, their participation in **continuous professional development** and fostered wellbeing through cooperation and mobility including the Digital Opportunity Traineeships (DOTs), as well as their **involvement in future policy design**. The new SELFIE for Teachers tool will support primary and secondary teachers to reflect on their digital competence and identify their learning needs and areas for further development. Supporting passionate, positive, engaged, ambitious and highly competent teachers who inspire learners to reach their full potential is crucial to achieving the policy objectives enshrined in the European Education Area.

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

In this context, in 2023, the objective is to support actions that contribute to:

Tackling early school leaving, low basic skills proficiency and educational disadvantage, enabling school success for all learners regardless of their personal situation and socio-economic background, with a special focus on children at risk of underachievement and drop-out (e.g. refugees, pupils with disabilities or with migrant background, ethnic minorities, from low-educated families, or living in remote areas⁵⁵), for example by: promoting whole-school approaches to tackling underachievement and early leaving from education and training; strengthening collaboration among all actors within schools, as well as with families and other external stakeholders; improving transitions between different stages of education; fostering monitoring, preventive and early intervention approaches; addressing well-being, mental health, personal empowerment, including combatting bullying and harassment at school and online; supporting networking of schools which promote collaborative and holistic approaches to teaching and learning; developing strong quality assurance systems to achieve high-quality inclusive education. Their importance became even clearer after school closures linked to the COVID-19 pandemic.

Developing high quality inclusive early childhood education and care systems (in line with the ECEC Council Recommendation⁵⁶), for example by: supporting initial and continuing professional development of all staff involved in organising, leading and providing early childhood education and care; creating, testing or implementing strategies and practices to foster participation of all children in early childhood education and care, including children in need of special support (e.g. refugees, children with fewer opportunities, including children with disabilities, children from a migrant background, Roma children, etc...); promoting the implementation of the EU quality framework for quality early childhood education and care.

Strengthening recruitment, retention and regeneration within the school education profession, including teachers, school leaders and teacher educators, for example by: making careers more attractive and coherent, including by developing diverse pathways and national frameworks for school education careers; strengthening selection, recruitment and evaluations

⁵³ <https://www.consilium.europa.eu/media/44115/st08269-en20.pdf>

⁵⁴ OJ C, C/167, 21.04.2022, p. 2

⁵⁵ Such as the EU outermost regions which feature some of the EU highest early school leaving rates

⁵⁶ https://ec.europa.eu/education/policies/early-childhood-education-and-care_en

(models of staff appraisal, assessment and feedback); enhancing teachers' initial education, induction, and continuous professional development and linking its different phases through collaboration between teacher education providers; supporting the development of leadership competences through specific professional development opportunities and promoting distributed leadership; facilitating and significantly increasing teacher mobility, including by overcoming remaining obstacles and developing a policy framework on teacher mobility; supporting national administrations and stakeholders' collaboration to develop innovative approaches to teaching and learning, including assessment methods, for broad competence development.

Reinforcing the development of a range of key competences (in line with the Council Recommendation on Key Competences for Lifelong Learning⁵⁷) for example by: promoting cross-curricular and cross-disciplinary collaboration; supporting innovation in teaching and learning approaches; supporting the blend of different learning environments and tools, including digital tools; supporting the creation and implementation of digital transformation plans of schools; supporting cooperation between schools and stakeholders in local communities and abroad; supporting system-wide collaboration in developing varied approaches to the assessment and validation of key competences.

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

Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning⁵⁸), building on the increasing linguistic diversity in schools, for example by: promoting the concept by "language aware schools", valorising home languages, ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds, encouraging language learning and awareness from early childhood education and care and in a lifelong learning perspective; 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; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language⁵⁹.

Increasing the levels of achievement and interest in science, technology, engineering, and mathematics (STEM). This priority will include, among others: promoting the development of national STEM strategies; developing partnerships between schools, businesses, higher education institutions, research institutions, and wider society including actors in the field of youth; promoting effective and innovative pedagogies and assessment; supporting girls

⁵⁷ OJ C 189, 4.6.2018, p. 1–13.

⁵⁸ OJ C 189, 5.6.2019, p. 15–22.

⁵⁹ In line with the Council Recommendation on a comprehensive approach to the teaching and learning of languages

interest in STEM and overcoming gender stereotypes in education and educational careers; promoting the STE(A)M approach to education through interdisciplinary teaching of STEM in cultural, environmental, economic, and other contexts, with the involvement of all academic disciplines.

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

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

Vocational education and training (VET)⁶⁰

The 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)⁶¹ lays down a comprehensive framework, which intends to cover teaching, training and learning in all contexts and levels, including vocational education and training (VET).

The 2020 **European Skills Agenda** sets-out ambitious targets for Europeans to improve or gain new skills throughout their life and career, with a particular emphasis on up- and re-skilling the workforce for the twin green and digital transitions. One of the key actions of the Skills Agenda is the **Council Recommendation on Vocational Education and Training (VET)⁶²**, which was followed by the Osnabrück Declaration⁶³ endorsed by the Ministers in charge of VET of the Member States, the EU Candidate Countries and the European Economic Area countries, the European social partners and the European Commission. The Declaration outlines a new set of policy actions in VET for the period of 2021-2025, aimed to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation⁶⁴.

The VET Recommendation aims to equip young people and adults to manage the just transitions to the green and digital economy, while ensuring inclusiveness and equal opportunities and contributing to achieving resilience, social fairness and prosperity, and to promote European vocational education and training systems in an international context so that these are recognised as a worldwide reference for vocational learners. It puts forward actions to be implemented at both national and EU level aiming to modernise vocational education and training by adapting it to a more digital and greener economy and also to the evolving labour market and society needs, while providing quality opportunities for young

⁶⁰ <https://op.europa.eu/webpub/empl/VET-skills-for-today-and-future/en>

⁶¹ OJ C 66, 26.2.2021, p. 1

⁶² Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, OJ C 417, 02.12.2020

⁶³ <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8441>

⁶⁴ See the publication on '[Vocational education and training: Skills for today and for the future](#)'

and adults alike, reinforcing opportunities for work-based learning and apprenticeships in line with the 2018 Council Recommendation on a 'European Framework for Quality and Effective Apprenticeships'⁶⁵, increasing flexibility of VET by encouraging modular and non-formal learning methods, increasing the digital readiness of VET institutions, boosting the quality assurance of vocational education and training and to promote **Centres of Vocational Excellence (CoVE)**, as well as exploring the concept and use of micro-credentials, including in VET, together with Member States and relevant stakeholders, including in the context of the European Qualifications Framework (EQF) Advisory Group, as proposed in the European Skills Agenda.

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

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

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

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

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

In the field of vocational education and training (both initial and continuing), actions contributing to the following objectives linked to the Council Recommendation on VET and the Osnabrück Declaration will be supported in 2023:

- **Agile VET, which adapts to labour market needs.** This includes a) VET programmes that offer a balanced mix of vocational training, including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, languages, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development; b) VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels); c) an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles; d) VET programme at all levels which comprise work-based learning components that

⁶⁵ OJ C 153, 2.5.2018, p. 1

are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.

- **Flexible VET, which provides progression opportunities.** This includes a) learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning, and open up career and learning progression; b) continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and c) VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context. Actions will also aim to close existing gaps in the access to training for working age adults, and at empowering them to successfully manage labour market transitions.
- **VET driving innovation and growth, and preparing for the digital and green transitions.** This includes a) integration of VET into economic, industrial and innovation strategies, including those linked to green and digital transitions; b) expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills; c) establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (European Qualifications Framework for lifelong learning EQF levels 5-8), in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and d) access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.
- **VET as an attractive choice based on modern and digitalised provision of training/skills.** This includes a) permeability between both initial and continuing vocational education and training, general education and higher education; b) development of VET at EQF levels 5 to 8; c) delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality); d) initial and continuing professional development of VET teachers and trainers and the creation and implementation of digital transformation plans of VET institutions to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments; e) internationalisation strategies supporting a strategic approach to international cooperation in VET, including the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions; f) Opportunities for learning mobility of vocational learners and staff, including through the Digital Opportunity Traineeships (DOT), virtual mobility, long-duration mobility and mobility to third countries not associated to the

Programme are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding, Learning Agreement, Europass Mobility); and g) high quality lifelong learning and career guidance services, making full use of Europass and other digital services, including the European Digital Credentials for Learning (EDC)⁶⁶.

- **VET promoting equal opportunities.** This includes a) inclusive and accessible programmes for marginalised and vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, refugees, people with migrant background and people with fewer opportunities because of their geographical location such as people living in remote areas and/or in a their socially and economically disadvantaged situation; b) targeted measures and flexible training formats to prevent early leaving from education and training and support the school-to-work transition; c) programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for marginalised or vulnerable groups and people in rural or remote areas; and d) targeted measures promoting gender balance in traditionally “male” or “female” professions and addressing gender and other stereotypes.
- **VET underpinned by a culture of quality assurance.** This includes further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET. Actions to boost quality assurance in VET through a reinforcement of the European Quality Assurance in Vocational Education and Training EQAVET Framework, by exploring EU vocational core profiles, and the potential role of micro-credentials. The Programme will also contribute to the achievement of the three quantitative objectives defined in the Council Recommendation on VET.

Adult education

In the adult education field, in line with the quality objectives of the European Skills Agenda, the European Education Area, the European Pillar of Social Rights Action Plan and the Council Resolution on a New European agenda for adult learning (NEAAL 2030), the Programme will contribute in 2023 – through mobility and cooperation actions – to empowering individuals’ participation in inclusive education and training notably through support for non-formal, lifelong learning and local/community learning, social fairness reaching out to people of all backgrounds and in all geographical areas, urban or rural, including older adults. The European Pillar of Social Rights Action Plan envisages that by 2030 adult participation in learning during the last 12 months should reach 60%, a target endorsed by Heads of State and Government in the Porto Social Summit of 7 May 2021. Member States have defined their national targets for participation of adults in learning. A major milestone is the target of 47% of adults participating in learning to be achieved by 2025, as defined in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030).

⁶⁶ <https://europa.eu/europass/en/european-digital-credentials-learning>

Increasing the participation rate has clearly become a crucial policy objective, indispensable to harness the digital transformation and the shift to a climate neutral economy and society, as comprehensively argued in the European Skills Agenda. Many adults will need to adapt to evolving skills needs in a job, or to change occupation or sector, but also to be able to socially interact and actively participate in the life of their community. The Council Recommendation on individual learning accounts⁶⁷ is aimed at promoting directly financial support to individuals accompanied by appropriate forms of non-financial assistance, in particular guidance as well as skills profiling and validation. The Pact for Skills, the main flagship action of the European Skills Agenda, is gathering momentum with more than 600 organisations having signed the Charter. Large-scale partnerships are being created and the Erasmus Partnerships for Innovation are proving an effective tool in supporting strategic skills alliances at sectoral level, building on the experience of the Blueprint alliances.

Continued implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'⁶⁸ is crucial to meet the objectives of the European Skills Agenda, to increase participation of low-qualified adults and the share of adults with (at least) basic digital skills. 'Upskilling Pathways' recommends Member States to *'offer adults with a low level of skills, knowledge and competences access to upskilling pathways, to acquire a minimum level of literacy, numeracy and digital competence; and/or acquire a wider set of skills, knowledge and competences relevant for the labour market and active participation in society'*, accompanied by outreach, assessment, guidance, validation and financial support and specific teacher training, to make the learning offer relevant and targeted to the learners needs. Beyond basic skills, the partnerships within the 'Pact for Skills', an action of the European Skills Agenda, will have adult upskilling and reskilling as their main focus.

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

In the field of adult education, the following objectives should be pursued in 2023:

- The development and provision of **skills for life**⁶⁹, in particular for those most in need of access to learning, including refugees, through non-formal, life-wide, inter-generational, inter-cultural and community learning, in cooperation with local actors like formal education and training institutions, municipalities, local learning centres, museums, libraries, cultural centres, NGOs, etc., and including measures for outreach and engagement of learners.
- Taking action for the **green transition and climate change** so that learners of all ages and from all backgrounds can access high-quality and inclusive education on climate change, among others through the development of guidelines and curricula for learning for environmental sustainability in adult learning, in a learner-centred, engaging way, based on real-life experiences and relevant to local contexts and traditions.

⁶⁷ OJ C 243, 27.06.2022, p. 3

⁶⁸ OJ C 484, 24.12.2016, p. 1

⁶⁹ 'Skills for Life' encompasses a wide range of skills that people need in all different areas of life. While these are neither vocational skills nor directly linked to skills for the labour market, they may also support people in their professional activities or in further training. Examples of these skills include (non-exhaustive list): environmental literacy, health and dietary literacy, consumer and financial literacy, media literacy and critical thinking, civic skills, resilience, social and emotional literacy, digital skills etc.

- The creation and implementation of **digital transformation plans** of adult learning institutions.
- The setup or enlarging of an access to **upskilling pathways** for adults with a low level of skills, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.
- **Empowering and enabling adults to participate in training in order to reduce skills gaps and labour market shortages**, including through individual learning accounts, complemented by the provision of enabling services. This should include guidance, validation, recognition (including through micro-credentials), transparency of the quality of training opportunities and educational leave arrangements.
- Improving and extending the **supply of high quality learning opportunities for adults** by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning or through micro-credentials.
- Increasing **learning demand and take-up** through effective outreach, guidance and motivation strategies that support and encourage low-skilled and/or low-qualified adults, migrants, seniors and people with disabilities or social disadvantages; developing guidance as a service to ensure that adults have access to relevant learning throughout life.
- Extending and developing **the competences of educators and teachers** and other personnel who support adult learners, in particular in developing their skills to recognise and respond to individual learning needs e.g. designing tailored paths or plans adapted to learner background and circumstances; support educators, including leadership teams, to teach and act for sustainability; develop the digital competences of educators, e.g. through the Digital Opportunity Traineeships (DOTs) and improve teaching methods and tools through effective use of innovative solutions and digital technologies.
- Developing **mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- **Creating and promoting learning opportunities** among all citizens and generations, including intergenerational learning, with a view to building better understanding of the European Union and its values, and adding solidity to the European identity.

Youth

One of the transversal priorities of the Erasmus+ Programme is to support participation in democratic life, promote common values and foster active citizenship. This was a key focus of the **European Year of Youth** where the objectives were to listen, engage and empower the European Youth. Building on the achievements and contributing to the long-lasting legacy of the 2022 European Year of Youth, the Programme will continue in 2023 to empower young people and to encourage their participation in democratic life. It will inter alia build on the new ways of dialogue with young people, and the new partnerships developed through the year with stakeholders and policies across the board.

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2023 under the Youth strand also contribute to the implementation of the **Council Resolution on the Framework for establishing a European Youth Work Agenda**. Through the **Erasmus+ accreditation system in the field of youth**, the Programme will facilitate cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and cooperation, build capacity of

organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda and the Bonn Process, and the definition of common skills. Through promotion of education and training of youth workers and non-vocational qualifications for youth work, the Programme will also encourage the mobility of youth workers within the EU. Erasmus+ will support types of actions such as the **Youth participation activities** and **DiscoverEU** that aim to enhance the focus on empowering young people, fostering their active participation in the society and supporting their personal and professional development.

In this respect, the EU seeks to help eliminate obstacles to volunteering in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of skills gained. The **Council Recommendation** of 5 April 2022 on the mobility of young volunteers across the European Union⁷⁰ sets out the current framework for this.

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

Erasmus+ can contribute to help the **young people and youth workers among the refugees fleeing from Ukraine**, and the non-formal education providers of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible youth workers who are refugees themselves, and support the youth work providers of host countries in dealing with this endeavour. The Programme will also support the promotion of European common values or the fight against disinformation and fake news.

Against this background, the Programme will help to:

Engage

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

Connect

- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, building on EU values;
- Promote intercultural dialogue and promote knowledge about and acceptance of diversity and tolerance in society;
- Strengthen young people's sense of initiative, notably in the social field and to support their communities, including to help reimagine how to live better together after the

⁷⁰ OJ C 157, 11.4.2022, p. 1–9

pandemic, by building on their willingness to participate in policies relevant to build a more sustainable future and also on their creativity, building on the European Green Deal;

- Promote entrepreneurship, creative learning and social entrepreneurship among young people;
- Reinforce links between policy, research and practice and promote better knowledge about the situation of young people and youth policies.

Empower

- Contribute to quality and innovation in youth work and its recognition, in line with the priorities enshrined in the European Youth Work Agenda and the December 2020 Bonn Declaration;
- Contribute to the quality of education and training and of non-vocational qualifications for youth workers and support projects in developing and sharing methods in order to contribute to the European Education Area;
- Support capacity-building of youth workers and youth work practices, whether they are digital or face-to-face;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks, opportunities, and implications of digitalisation;
- Foster the inclusion and employability of young people with fewer opportunities (including for persons not in education, employment or training), with particular emphasis in young people at risk of marginalisation and those with a migrant background, as well as those living in remote areas;
- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

Sport

The fourth **EU Work Plan for Sport** sets the basis for intense cooperation in three priority areas: the integrity and the values of sport, the socio-economic and environmental dimensions of sport, and promotion of sport and physical activity. This includes in 2023 actions related to governance, education, inclusion, gender equality, sport for all generations, green and sustainable sport.

The priority of sport actions will continue to be grassroots sport, increased participation in sport and awareness of the importance of health-enhancing physical activity. Building on the success of the Tartu Call for a Healthy Life Style, the initiative HealthyLifestyle4All launched by Commissioner Mariya Gabriel in September 2021⁷¹ will further strengthen cross-sectoral cooperation to promote healthy lifestyles. The HealthyLifestyle4All initiative, through its three pillars is devoted to 1) raising awareness on healthy lifestyles, 2) having a better access to sport and physical activity and 3) creating a holistic approach to food, health and sport in youth, one of its key target audiences.

In 2023, the Erasmus+ Programme will continue to promote participation in sport and physical activity and will put emphasis on grassroots sport, with a view to ensuring increased

⁷¹ https://ec.europa.eu/sport/news/healthylifestyle4all-campaign-launch_en

participation of small-sized organisations. For the first time support for **mobility in the field of sport** will be included in the Programme. The regulation establishing Erasmus+ Programme 2021-2027 provides a framework for setting up a mobility action of sport staff. The legal base states that the consistency and complementarity with the relevant European Union Work Plan for Sport should be ensured. There is a need to focus, in particular, on grassroots sport, taking into account the important role that sports play in promoting physical activity and a healthy lifestyle, interpersonal relations, social inclusion.

The sport actions will continue to support projects encouraging the promotion of healthy lifestyles for all. This includes activities related to the HealthyLifestyle4All initiative, the European Week of Sport and traditional sports and games. The Programme will continue to support initiatives that tackle cross-border threats to the integrity of sport, such as doping, match fixing and violence, as well as all kinds of intolerance, harassment and discrimination and activities leading to or related to violent extremism. It will also promote and support good governance in sport and dual careers of athletes and voluntary activities in sport, together with social inclusion, including of refugees and migrants. The implementation of the Erasmus+ sport actions will continue to assist sporting organisations and clubs to recover from the COVID-19 crisis. Continuity will be ensured in the support the implementation of EU guidelines (EU Physical Activity Guidelines and EU Guidelines on Dual Careers of Athletes). Social inclusion, promotion of good governance principles and the fight against violence and intolerance in sport will also be a major focus within the Sport actions in 2023. The sport actions will also add a new dimension promoting peace through sport. This includes, for instance, the support of sport organisations to people who have fled Ukraine.

In the same vein, sport and physical activity at all levels can make their own facilities and activities sustainable. The Programme can foster green and sustainable physical activity and sports practices, as mentioned in the Council conclusions adopted in April 2022 on ‘Sport and physical activity, a promising lever to transform behaviour for sustainable development’⁷².

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

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

The **#Beinclusive EU sport awards** will once again recognise sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face inequalities and challenging social circumstances. The **#BeInclusive** awards will also support sport as a tool for sustaining peace. A new gala of the **#BeActive awards** will be organised in 2023 to support projects and individuals that are dedicated to promoting sport and physical activity across Europe.

The Programme will continue to support evidence-based policy in the field of sport. Two groups of experts in the fields of *Green Sport* and *Strengthening the recovery and the crisis resilience of the sport sector during and in the aftermath of the COVID-19 pandemic* will support the Sport actions.

⁷² [EUR-Lex - C:2022:170:TOC - EN - EUR-Lex \(europa.eu\)](#)

Jean Monnet

Jean Monnet activities continue to bring important contributions to the reflections on the future of Europe by promoting excellence in teaching and research in the field of European studies, in Europe and worldwide. Jean Monnet actions represent a very effective EU Public Diplomacy tool.

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

Jean Monnet will also create opportunities to foster academic debates and exchange of best practices on values and democracy - including in third countries; as well as opportunities to recognise at EU level the efforts of universities driving the digital transformation across the EU.

The Jean Monnet action also supports activities in other fields of education and training (schools and vocational education and training), aiming to diversify and mainstream EU-related subjects in study programmes, to raise awareness and exchange views, as well as to develop relevant content and innovative learning tools.

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

2.3 ERASMUS+ AND THE RESILIENCE AND SOLIDARITY OF THE UNION

The European Union has faced in recent years the **COVID-19 pandemic**, putting a serious strain on the economy, labour market, social, health and education and training systems of Member States; the Union now faces the consequences of the **Russian invasion of Ukraine** for our societies and economy, and in particular an unprecedented number of refugees in a short amount of time, many of them in urgent need to be reintegrated in a learning environment, while keeping whenever possible links with their language and culture.

These shocks also underlined the importance to reflect on the role of democracy in our society and highlighted the key role of civic education, media literacy, digital youth work and awareness of disinformation to promote active participation and engagement of the young. These aspects are well reflected in the proposals coming from the Conference on the future of Europe⁷³, on which the European Commission proposed a follow up in a Communication in June 2022⁷⁴.

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

⁷³ Conference report on the final outcome, May 2022: 8pl7jfc6ae3jy2doji28fni27a3 (prod-cofe-platform.s3.eu-central-1.amazonaws.com)

⁷⁴ Commission Communication “*Conference on the future of Europe: Putting Vision into Concrete Action*”, COM (2022) 404

education, in enabling educators to minimise disruption and ensuring the continuity of assessment and examination.

In 2023, the Programme will therefore continue investing in mobility and cooperation in education and training, youth and sport, to foster skills and competences development necessary for the twin transitions, and to contribute to the resilience of the Union.

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

The Programme will provide strong support to the Erasmus+ beneficiaries to cover their additional efforts in helping to ensure continued learning for refugees. With the aim to ensure broadest possible coverage and allow flexibility of use where there is a need, the funds would boost the Erasmus+ programme as a whole in all relevant actions. It will benefit learners, teachers and trainers as well as organisations that are active on the ground (education and training institutions, youth organisations, relevant NGOs and more broadly education and training systems). The **Erasmus+ resilience and solidarity effort** will mobilise hundreds of thousands of schools, higher education institutions, vocational training institutes, teachers, young people, youth and sport organisations, civil society and other stakeholders.

2.4 SYNERGIES WITH OTHER EU INSTRUMENTS

The Erasmus+ Regulation recalls the need to seek for synergies with other Union programmes in order to optimise the European added value of its activities, facilitate the upscaling of projects, increase its impact, help promoters of Programme projects to apply for grants or develop synergies with support from the Cohesion Policy Funds and from the other programmes. The Regulation also includes specific provisions aiming to facilitate the alternative funding of project proposals that have passed the quality assessment under a given Call for proposals but cannot be financed due to budgetary constraints, through the award of the **Seal of Excellence**⁷⁵.

In 2023, the Programme will support a more structured approach to the development of synergies with Cohesion policy programmes, in particular the ESF+ programmes, by piloting the Seal of Excellence through Erasmus+ flagship actions⁷⁶. Notwithstanding the voluntary uptake of this tool from other funding authorities, the Seal of Excellence facilitates the building of synergies between programmes, by allowing win-win strategic investments on projects that meet common objectives. A more extensive development of effective synergies and complementarities with other funding sources at national or regional level will be also fostered through specific additional support to the National Agencies.

The Programme indeed aims to enhance the opportunities for synergies with other EU funding instruments. This approach is in line with the Council Conclusions on a European strategy empowering higher education institutions for the future of Europe, which support synergies with Horizon Europe or other programmes and instruments, to enable alliances of higher education institutions such as European Universities to reach their full potential.

⁷⁵ See Article 32(3) of the Erasmus+ Regulation and 73 of CPR.

⁷⁶ See part II of the Annual work programme.

PART II - GRANTS, PROCUREMENTS AND OTHER ACTIONS

1. BUDGET LINES AND BASIC ACT

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

Basic act: Regulation (EU) 2021/817⁷⁷ of the European Parliament and of the Council of 20 May 2021 establishing the Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013;

Regulation (EU) No 2021/947⁷⁸ of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe, amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009;

Regulation (EU) No 2021/1529⁷⁹ of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III);

Regulation (EU) 2021/1060⁸⁰ of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy.

2. METHODS OF INTERVENTION

On the basis of the objectives given in the Erasmus+ Regulation, the 2023 Work Programme will be implemented through:

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

⁷⁷ OJ L 189, 28.05.2021, p. 1

⁷⁸ OJ L 209, 14.06.2021, p.1

⁷⁹ OJ L 330, 20.9.2021, p. 1

⁸⁰ OJ L 231 of 30.6.2021, p. 159

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

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

Each year, after adoption of the financing decision, based on Article 110 of the FR, a General Call for Proposals is published. The General Call for Proposals for the implementation of the Erasmus+ Programme includes the Programme Guide. The Erasmus+ Programme Guide aims to assist all those interested in developing projects within the Programme. It helps them understand the objectives and the actions of the Programme. It also gives detailed information on what are the minimum requirements for applying and what level of grant is offered. Finally, it informs about the grant selection procedure as well as the rules applying to successful applicants that become beneficiaries of an EU grant. The Programme Guide provides also detailed information as regards the eligibility, selection and award criteria for each type of project to be implemented. The quality of the proposals will be assessed on the basis of the award criteria published per action in the guide.

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

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

The calls for proposals that will be launched with a view to selecting actions to be co-financed in 2023, as well as the grants awarded under specific conditions without a call for proposals are specified further below in Part II of this Work Programme.

The majority of grants will be financed in the form of lump sums, reimbursement on the basis of unit costs and flat rate financing (simplified forms of grants). The use of these types of grants under Erasmus+ Programme has been approved by a “Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021 – 2027⁸¹”. In accordance with this Decision, the methodology used to establish the simplified forms of grants and their levels ensures the respect of the principle of sound financing management and reasonable compliance with the principles of co-financing and no double funding.

For all grants the open access requirement of the Erasmus+ Programme applies. Any research output must be made available online following open access publishing principles. Any educational resources or software produced or modified must be made available online on suitable platforms⁸² and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

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

⁸¹ https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/lump-sums-and-unit-cost-decision-erasmus_en.pdf

⁸² Project results should be made available publicly on the [Erasmus+ Project Results Platform](#)

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

b) PROCUREMENTS

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

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

c) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS

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

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

The Programme will also award prizes.

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

3. OBJECTIVES PURSUED AND EXPECTED RESULTS

Key Action 1

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

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

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

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

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

Key Action 2

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

- strengthened cooperation between organisations and institutions active in the fields of education, training, youth and sport;

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

Key Action 3

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

- improved quality, equity and inclusiveness of education and training systems as well as youth and sport policies;
- higher degree of transnational cooperation and mutual learning between competent authorities and policy makers in the fields of education, training, youth and sport;
- increased knowledge and analytical capacity to support evidence-based policies in the fields of education, training, youth and sport;
- availability of sound comparative international data and appropriate secondary analyses for European and national policy making;
- improved tools for assessment, transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- good functioning of European networks in charge of guidance and implementing tools that foster the transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- active involvement of civil society networks and non-governmental organisations in policy implementation;
- increased participation of young people and youth stakeholders in the EU Youth Dialogue, with particular attention to those with fewer opportunities;
- increased levels of participation of individuals in sport and physical/leisure activity, with particular attention to those with fewer opportunities;
- higher degree of exchanges of good practices, dialogue, mutual learning and cooperation among policy makers, practitioners and stakeholders from EU Member States, third countries associated to the Programme and third countries not associated to the Programme;
- increased public awareness about European policies in the fields of education, training, youth and sport as well as increased awareness about the results of the Erasmus+ Programme;
- greater synergies with other EU Programmes and instruments, such as the Cohesion Policy Funds, Horizon Europe, the Technical Support Instrument, as well as with funding schemes at national or regional level.

Jean Monnet Actions

Activities are expected to produce the following main results:

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

A. EDUCATION AND TRAINING

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

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

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

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

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

These opportunities, funded by the Erasmus+ budget (Heading 2), include outgoing mobilities towards third countries not associated to the Programme. These opportunities are intended to encourage an organisation in an EU Member State or third country associated to the Programme to develop outgoing mobility activities with several third countries not associated to the Programme, and are expected to cover the widest possible geographic scope. Higher Education Institutions located in EU Member States and third countries associated to the programme have also the opportunity under the Erasmus+ call 2023, using funding made available from the EU external action instruments, to organise incoming and outgoing mobilities of students and staff from/to third countries not associated to the Programme.

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

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

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

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

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

The following activities are supported: student mobility for studies; student mobility for traineeships; staff mobility for teaching; staff mobility for training.

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

Mobility of learners and staff in vocational education and training

The following activities are supported:

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

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

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

Mobility of pupils and staff in school education

The following activities are supported:

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

Type of applicants targeted by this action: schools providing general education at pre-primary, primary or secondary level; local and regional public authorities, coordination bodies and

other organisations with a role in the field of school education. Applicants must be established in an EU Member State or third country associated to the Programme.

Mobility of learners and staff in adult education

The following activities are supported:

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

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

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

Allocation ESF+ Germany

In accordance with Article 26 of the Common Provisions Regulation (CPR)⁸³ and Article 17(8) of the Erasmus+ Regulation, the German authorities have requested that a share of their national allocation under the European Social Fund Plus (ESF+) is transferred to Erasmus+. As established in Article 26(2) of CPR, the transferred resources shall be implemented for the benefit of the Member State concerned. In accordance with the Partnership Agreement of Germany⁸⁴, for 2023, the transferred resources will be allocated to Higher education mobility and will amount to EUR 12 000 000. The total amount transferred from ESF+ to Erasmus+ is within the 5% threshold established in Article 26(1) of CPR⁸⁵ for transfers to other instrument under direct or indirect management.

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

⁸³ Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231 of 30.6.2021, p. 159.

⁸⁴ C(2022) 2369 of 19 April 2022.

⁸⁵ Article 26(1) of CPR: “Member States may request, in the Partnership Agreement or in a request for an amendment of a programme if agreed by the monitoring committee of the programme pursuant to point (d) of Article 40(2), the transfer of up to 5 % of the initial national allocation of each Fund to any other instrument under direct or indirect management, where such possibility is provided for in the basic act of such an instrument.”

Implementation	Indicative amount (EUR)
NA	H2: 2 038 888 000
	H6: 220 666 212
	BL 07 02 13: 12 000 000

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

Index references in budget table (WPI): 1.10

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

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

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

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

Implementation	Indicative amount (EUR)
NA	N/A

c) Higher Education Mobility Consortium Accreditations

Index reference in budget table (WPI): 1.11

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

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

For implementing this accreditation procedure, the budget implementation tasks will be entrusted to Erasmus+ National Agencies via the conclusion of Contribution Agreements

under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f), 154 and 157(1) of the FR.

Implementation	Indicative amount (EUR)
NA	N/A

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

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

Index reference in budget table (WPI): 1.12

Many young people - especially in third countries - have no access to physical mobility. Hence the goal to expand the reach and scope of Erasmus+, based on the experience of the 2018-2020 virtual exchange pilot project⁸⁶. Virtual exchanges are online people-to-people activities that promote intercultural dialogue and soft skills development between individuals from third countries not associated to the Programme, EU Member States or third countries associated to the Programme. They take place in small groups and are always moderated by a trained facilitator.

The specific objectives are the following:

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

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

⁸⁶ <https://europa.eu/youth/erasmusvirtual>

Implementation	Indicative amount (EUR)
EACEA	6 266 138

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Language learning opportunities

Index reference in budget table (WPI): 1.20

The scheme for systematic language support will continue to offer on-line assessment and training in the language of instruction and work for learners and staff going on mobility, as well as the language of the country where they move.

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

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

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

Implementation	Indicative amount (EUR)
EACEA	3 500 000

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

a) Erasmus Charter for Higher Education (ECHE)

Index reference in budget table (WPI): 1.30

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

Implementation	Indicative amount (EUR)
EACEA	N/A

II. KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the Education and Training sectors.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of higher education:

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

Priorities in the field of vocational education and training:

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

Priorities in the field of school education:

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

Priorities in the field of adult education:

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

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

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

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

Implementation	Indicative amount (EUR)
NA	369 600 000

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the Education and Training sectors.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of vocational education and training:

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

Priorities in the field of school education:

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

Priorities in the field of adult education:

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

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

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

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

Implementation	Indicative amount (EUR)
NA	75 000 000

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

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

Index reference in budget table (WPI): 2.08

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

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

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

Implementation	Indicative amount (EUR)
EACEA	5 000 000

b) Partnerships for Excellence: European Universities

Index reference in budget table (WPI): 2.09

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

- Promote common EU values and a strengthened European identity by bringing together a new generation of Europeans, who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines.
- Reach a substantial leap in quality, performance, attractiveness and competitiveness of European higher education institutions and contribute to the European knowledge economy, employment, creativity, culture and welfare by making best use of

innovative pedagogies and striving to make the knowledge square a reality. ‘European Universities’ will be key drivers to boost the quality of higher education and where possible to strengthen its link to the research and innovation landscape in Europe and its outreach towards the society and economy.

The 3-years Erasmus+ funding period will end in 2023 for the 24 European Universities selected under the 2020 call. In line with the Council Resolution on *A strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)* and the Council Conclusions of 17 May 2021 on the *European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education*, the successful European Universities need a sustainable financial perspective to deliver on the ambition for continued transformation and to inspire the wider higher education sector. New alliances are also eligible to apply. The Erasmus+ funding period for the alliances selected under this call will be of 4 years.

Targeted participants:

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

- Higher Education Institutions holding a valid Erasmus Charter for Higher Education (ECHE) and entities affiliated to them, including:
 - o Higher Education Institutions already involved in deep institutional transnational cooperation, such as those being part of European Universities selected under the 2020 Erasmus+ call;
 - o Higher Education Institutions wishing to establish new deep institutional transnational cooperation in a new alliance.
- Any other organisation - consisting of the above referred higher education institutions specifically set up with the purpose of implementing deep institutional transnational cooperation, including joint educational activities.

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

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

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

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

In the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)⁸⁷, EU Member States stress that European cooperation in education and training for the period up to 2030 should also be “*viewed in a global perspective, considering that cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy. This will help to make the EU an even more attractive destination and partner, both in the global race for talent as well as in promoting strategic partnerships with international partners to provide inclusive, quality education for all, in all contexts and levels of education. As such, cooperation outside the EU is an essential dimension for the achievement of the Union’s geopolitical priorities.*”

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

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

The European Strategy for universities⁸⁸ reaffirms that these are essential to assist partner countries to transform their education systems and facilitate mobility of students, staff, teachers, and trainees, in a spirit of mutual benefit, and it indicates in particular Western Balkan as priority region to strengthen partnerships with, and to better engage and rely on alumni networks.

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

Implementation	Indicative amount (EUR)
EACEA	399 000 000

⁸⁷ OJ C 66/1 of 26.02.2021.

⁸⁸ Commission Communication COM(2022)16 of 19.01.2022

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

Index reference in budget table (WPI): 2.10

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

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

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

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

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

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

The participation of legal entities from third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation, is in the Union's interest. The involvement of such entities aims at increasing the international opening of the European higher education systems in line with the Commission priorities for higher education and research, notably by supporting the establishment of large cooperation networks worldwide, hence contributing to improving the quality and innovation of Master level programmes. It also reinforces the attractiveness and reputation of these programmes worldwide and therefore facilitates the recruitment of the best students on a highly competitive market. The possibility given to third country institutions to coordinate projects is a strong signal that the EU is interested in developing on an equal footing cooperation mechanisms, and a way to attract and motivate the best institutions worldwide to engage in such mid and long term cooperation arrangements with European institutions. It also aims at ensuring that the cooperation tools

and approaches currently developed in Europe within the framework of the Bologna process (e.g. ECTS, diploma supplement, joint degree mechanisms, European quality assurance procedures) are widely disseminated and recognised beyond Europe.

Implementation	Indicative amount (EUR)
EACEA	120 000 000

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

Index reference in budget table (WPI): 2.11

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

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

Implementation	Indicative amount (EUR)
EACEA	25 589 571

e) Partnerships for Excellence: Centres of Vocational Excellence

Index reference in budget table (WPI): 2.12

Implementing VET excellence approaches features prominently in the overall EU policy for skills and VET put forward in the European Skills Agenda, the Council Recommendation on VET⁸⁹ as well as in the Osnabrück Declaration⁹⁰. This strategy is firmly anchored in the European Green Deal, the new Digital Strategy, and the new Industrial and SME Strategies, as skills are key to their success.

The initiative on Centres of Vocational Excellence (CoVE) aims to be a driving force for reforms in the VET sector, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, meeting the needs of an innovative, inclusive and sustainable economy.

⁸⁹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29>

⁹⁰ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

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

They provide opportunities for initial training of young people as well as the continuing up-skilling and re-skilling of adults, through flexible and timely offer of training that meets the needs of a dynamic labour market, in the context of the green and digital transitions. They act as catalysts for local business development and innovation, by working closely with companies (in particular SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

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

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

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

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

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

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

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

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

The initiative on **CoVE**, supported by the Erasmus+ programme, has brought a new impetus to VET internationalisation by mobilising organisations throughout the world to establish

international collaborative networks with the aim of creating local skills ecosystems for innovation, regional development, and social inclusion. These networks have a global outlook learning from best practices all over the world, and then adapting those experiences to local realities by adopting a bottom-up approach to vocational excellence involving a wide range of local stakeholders enabling VET institutions to rapidly adapt skills provision to evolving economic and social needs.

For the reasons above, under this action the participation of legal entities from third countries not associated to the Programme - under the condition that applicants justify that their participation brings an essential added value to the project - is in the Union’s interest.

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

Implementation	Indicative amount (EUR)
EACEA	56 000 000

f) Partnerships for Innovation: Alliances

Index reference in budget table (WPI): 2.14

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

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

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

The indicative budget for Topic 1 is EUR 30 000 000.

- **Topic 2: Alliances for Sectoral Cooperation on Skills (implementing the ‘Blueprint’)**

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

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

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

Implementation	Indicative amount (EUR)
EACEA	62 000 000

g) Partnerships for Innovation: Forward-Looking Projects

Index reference in budget table (WPD): 2.15

Forward-Looking Projects are large-scale projects that aim to identify, develop, test and/or assess innovative (policy) approaches that have the potential of becoming mainstreamed, thus improving education and training systems.

Forward-Looking Projects will support forward-looking ideas based around key European priorities (defined here after), and that have the potential of becoming mainstreamed and giving input for improving education, training and youth systems, as well as to bring a substantial innovative effect in terms of methods and practices to all types of learning and active participation settings for Europe's social cohesion.

The goal is to support transnational cooperation projects that either:

- a) foster innovation in terms of scope, ground-breaking methods and practices, and/or
- b) ensure a transfer of innovation (across countries, policy sectors or target groups), thus ensuring at EU level a sustainable exploitation of innovative project results and/or transferability into different contexts and audiences.

The partnerships should be composed of a mix of public and private organisations combining researchers, practitioners and partners with the capacity to reach policy-makers.

- **1. Digital education**

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

Priority 1: Education technology (edTech): scaling up of EU-based solutions through cooperation and quality assurance

Forward-looking projects in this priority area would involve EU-based EdTech organisations by fostering cooperation between the industry and public authorities, contributing to the development of a high-performing European digital education ecosystem.

Projects should in particular focus on:

- development of an evidence-based quality assurance framework for education technology, in cooperation with Ministries of Education, with reference to the learning outcomes achieved through the integration of education technology solutions in teaching, learning and assessment.
- promoting cross-sectorial cooperation between education technology providers, education and training institutions, and public authorities in addressing access to high-quality digital education content.

Priority 2: Effective pedagogical approaches on informatics for primary and secondary level of education

Supporting the development of effective pedagogical approaches on informatics and related assessment can help in better preparing teachers to build and share expertise on how to best integrate the subject across the different levels of school education - thus better promoting young people active and safe use of digital technology.

Forward-looking projects on informatics should focus on:

- development and testing effective and innovative pedagogical approaches that are appropriate and with a clear progression between the different levels of education and in particular with a focus on primary and secondary level.
- teacher-training initiatives aimed at increasing the availability of (generalist and specialised) teachers with adequate preparation and qualification to teach the discipline.

Priority 3: Teacher training and curriculum development in tackling disinformation and promoting digital literacy

Forward-looking projects on teacher training and curriculum development in promoting digital literacy and tackling disinformation would contribute to supporting education and training systems and in particular learners, teachers and educators to address new and emerging challenges in the classroom closely linked to the dynamic online environment in an effective and structured manner.

Forward-looking projects on tackling disinformation and promoting digital literacy should focus on:

- Initial teacher training and continuous professional development in the field of digital literacy and tackling disinformation both in terms of content and methodology, but also in terms of systemic uptake;
- Research and exchange of effective and scalable approaches in curriculum development in the field of digital literacy and tackling disinformation.

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

- **2. Vocational Education and Training**

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

Priority 4 - Micro-credentials for employability

‘Micro-credentials’ are the record (e.g. an award or certificate) of the learning outcomes that a learner has acquired following a small volume of learning. There has been exponential growth and uptake of micro-credentials as workers and job-seekers seek to upskill and reskill in line with the fast changing demands of the labour market, the impact of the digital and green transition and recovery from COVID-19.

To ensure the quality, trust and uptake of micro-credentials and enable their full potential as a currency for learning, and to further develop the potential of micro-credentials, the forward-looking projects should address one or a combination of the following areas:

- Micro-credentials for a more inclusive labour market
- Micro-credentials for the green transition
- Portability of micro-credentials.

Priority 5 - Improving the attractiveness of Vocational Education and Training through partnerships and networks of VET providers

VET as an attractive choice is part of the vision of the Council Recommendation on VET: ‘*In light of the green and digital transitions and demographic challenges, there is a need to significantly expand and improve the offer for vocational education and training both for young people and adults, while also increasing the attractiveness and quality of vocational education and training.*’

The forward-looking projects must at least implement the set of activities mentioned below (additional activities may be added):

- Create new and/or enhance existing networks and partnerships of VET providers for the purpose of strengthening VET attractiveness in innovative ways;
- Organise national and/or transnational communication campaigns to showcase the benefits and career opportunities offered by VET;
- Organise events and/or networking initiatives to ensure a broad outreach to different target groups;
- Strengthen cooperation with economic and social actors, to raise the attractiveness of VET;
- Select testimonials, nominate ambassadors, and/or set-up awards for excellence to serve as inspiring and mobilising examples to raise the excellence and attractiveness in VET.

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

- **3. Adult learning**

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

Priority 6: Development of national registries of quality-assured and labour market relevant training opportunities

Among the reasons that limit participation in adult learning, potential learners report uncertain information about opportunities. At present, the landscape of training, guidance and validation opportunities is difficult to navigate in many Member States, and it is often uncertain for observers whether a specific opportunity is of good quality and will subsequently be of value on the labour market. For adults, this reduces the incentives to search for and take up such opportunities. For potential funders of training such as public authorities or employers, it reduces the willingness to increase their investment in skills development. National registries of quality-assured and labour market relevant training opportunities have been used as an innovative tool to tackle these challenges in several Member States, often linked to financial support for individuals to take up the opportunities in these registries, sometimes also

including information on guidance and validation opportunities. Quality information on the provision of guidance and validation opportunities would also help their potential beneficiaries to engage in their use and make the best choice.

The forward-looking projects will identify methods and mechanisms to help ensure that such registries, once operational, reach a significant number of users because they:

- Improve the communication between the “world of education and training” and the “world of work” (e.g. involving skills intelligence, social partners, education and training providers and other relevant stakeholders in their governance);
- Strike a good balance between ensuring quality and providing a diverse offer of opportunities that is responsive to labour market needs;
- Combine simplicity from the user perspective with appropriate flexibility at the “back end”/concerning the included opportunities (e.g. possibility of “multiple routes” into the registry, regional differentiation of the included opportunities etc.);
- Catalyse additional investments for training (e.g. by becoming a trusted reference for public schemes providing financial support for training, or collective or company-level bargaining about training entitlements).

Priority 7: Supporting the Pact for Skills

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

Projects should include only partners of existing Pact for Skills partnerships.

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

- Develop and support government structures or arrangement connecting members within the same Pact for Skills partnership;
- Develop and support cooperation of large companies with SMEs, and among SMEs that are members of the same Pact for Skills partnership, in the field of training;
- Support the definition, implementation, and monitoring of the concrete commitments that the Pact for Skills partnership has made and will make, such as:
 - gathering skills intelligence;
 - upskilling of low-skilled people;
 - reskilling people for new tasks in their jobs;
 - reskilling of people from other sectors with skills transferable into the sector in question, with a particular view to integrate refugees having fled Ukraine into the labour market.

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

Type of applicants targeted by this action: public or private organisations established in an EU Member State or third country associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	35 000 000

h) Capacity building in Higher Education – Heading 6

Index reference in budget table (WPI): 2.16

This action supports international cooperation projects based on multilateral partnerships between organisations active in the higher education field in EU Member States or third countries associated to the programme and third countries not associated to the Programme. They aim to support the relevance, quality, modernisation and accessibility and of higher education in third countries not associated to the Programme as a driver of sustainable socio-economic development. The action will contribute to the overarching priorities of the European Commission: Green deal (including climate change, environment and energy), digital transformation and data technologies, alliances for sustainable growth and jobs, migration partnerships, and governance, peace and security and to the external dimension of EU internal policies in the field of education. It should contribute to a successful green and sustainable global economic recovery in the third countries not associated to the Programme, linked to the Sustainable Development Goals (SDGs) and the Paris Agreement.

Specific objectives of the Capacity Building action:

- Improve the quality of higher education and enhance its relevance for the labour market and society;
- Improve the level of competences, skills and employability potential of students higher education institutions (HEIs) by developing new and innovative education programmes, including micro-credentials;
- Promote inclusive education, equality, equity, non-discrimination and the promotion of civic-competences in higher education;
- Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, and entrepreneurial capacities, as well as the internationalisation of HEIs;
- Increase the capacities of HEIs, bodies in charge of higher education and competent authorities (notably ministries) to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes;
- Improve the training of teachers and continuous professional development in order to impact the longer term quality of the education system;
- Stimulate cooperation of institutions, capacity building and exchange of good practice;
- Foster regional academic cooperation through joint initiatives.

The action will ensure equity and inclusion, strengthening of the wider economic and social ecosystems, capacity building as well as employability transversally across the action. Addressing regional issues, building alliances and coalitions, piloting new approaches and initiatives built on country ownership will be strongly encouraged. Supporting the implementation of the Green deal, increasing the capacity of third countries not associated to the programme use of ICT and student participation in planning and learning processes will

be cross-cutting elements of the action. Coherence, synergies and complementarity with other relevant European Union interventions in the field will be ensured. Priorities will be established in line with the EC priorities for each of the Erasmus+ programme Regions.

Three specific strands are available within the CBHE action:

Strand 1 – Fostering access to cooperation in Higher Education;

Strand 2 – Partnerships for transformation in Higher Education, and

Strand 3 – Structural reform projects in Higher Education. Under this strand in 2023 the action will also include a special focus on Ukraine and thus support the creation of an open education digital environment to offer quality higher education for students fleeing from Ukraine or internally displaced students - as well as educational opportunities for the wide Ukrainian community abroad - based on cooperation between Ukrainian and other European universities and academic staff. The aim will be to a) support the development of a high-performing digital education ecosystem of Ukrainian universities, thus guaranteeing their performance during and after the conflict; and b) support the digitalisation of teaching and learning methods and the provision of infrastructure required for remote and inclusive learning in line with the Digital Education Action Plan.

Type of applicants targeted by this action:

For Strands 1 and 2⁹¹ : HEIs, associations or organisations of HEIs, established in an EU Member state or third country associated to the Erasmus+ Programme, or in a third country not associated to the Erasmus + Programme.

In addition for Strand 3⁹²: Legally recognised national or international rector, teacher or student organisations established in an EU Member state or third country associated to the Erasmus+ Programme or in a third country not associated to the Erasmus+ Programme.

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

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

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

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

Supported activities are expected to contribute to the overarching priorities of the European Commission: the Green Deal (including climate change, environment and energy), digital transformation and data technologies, alliances for sustainable growth and jobs, migration

⁹¹ Possible exceptions can be envisaged for participating organisations from third countries to whom the EU applies restrictive measures or sanctions.

⁹² As above.

partnerships, and governance, peace and security and to the external dimension of EU internal policies in the field of education. It will support a successful green and sustainable global economic recovery in the third countries not associated to the Erasmus + programme, linked to the Sustainable Development Goals (SDGs) and the Paris Agreement.

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument⁹³. One of the general objectives of the NDCI is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)⁹⁴. The general objective of IPAAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	115 353 169

i) Capacity building in VET – Heading 6

Index reference in budget table (WPI): 2.17

This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member State, third countries associated to the Programme and third countries not associated to the Programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme, as a driver of sustainable socio-economic development. This action is a key component of the EU’s response to the challenges of quality, relevance and responsiveness of VET in third countries not associated to the Programme for employment, socio-economic recovery, growth and prosperity. The action aligns to the overarching priorities of the European Commission: Green deal (including climate change, environment and energy), digital transformation and data technologies, alliances for sustainable growth and jobs, migration partnerships, and governance, peace and security and to the external dimension of EU internal policies in the field of education. It contributes to a successful green and

⁹³ OJ L 209, 14.6.2021, p. 27.

⁹⁴ OJ L 330, 20.9.2021.

sustainable global economic recovery in the third countries not associated to the Programme, linked to the Sustainable Development Goals (SDGs) and the Paris Agreement.

Specifically:

- reinforce the links between the VET system and its labour market so as to better align VET to (emerging) local labour market opportunities;
- increase the link between VET profiles and local/regional/national strategies and priorities impacted by skills, in particular those supported by other European Union actions, in order to ensure coherence;
- increase the capacities of VET providers especially in the fields of management, governance, inclusion, quality assurance, innovation; and internationalisation;
- support the exposure of staff, managers, policy makers and senior teachers to approaches bringing the labour market and VET closer (dual learning, curriculum development with private sector partners...);
- improve the knowledge, technical, managerial and pedagogical skills of VET teachers and trainers;
- integrate the input from teachers/trainers, VET learners and employers, from private sector in particular, into curriculum, profile design and training reform;
- improve the level of competences, skills and employability potential of VET learners by developing new and innovative VET education programmes, especially those delivering key competences, such as languages and ICT skills;
- foster cooperation across different regions of the world through joint initiatives.

The action will ensure equity and inclusion, strengthening of the wider economic and social ecosystems, capacity building as well as employability. Building alliances and coalitions, piloting new approaches and initiatives built on country ownership will be strongly encouraged. Coherence, synergies and complementarity with other relevant European Union interventions in the field will be ensured.

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

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

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

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

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

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

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

This action is funded on the basis of article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument⁹⁵. One of the general objectives of the NDCI is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)⁹⁶. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	27 116 244

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

a) Support services for eTwinning (National Support Organisations)

Index reference in budget table (WPI): 2.19, 2.20

eTwinning online platform offers project-based pedagogy, collaborative learning and cooperation among European schools.

⁹⁵ OJ L 209, 14.6.2021, p. 27.

⁹⁶ OJ L 330, 20.9.2021.

Support services for eTwinning (the National Support Organisations (NSO)) are 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. They run communication and promotion campaigns to increase the number of active users and schools and ensure safe and high-quality delivery of eTwinning in their country by checking registrations, delivering prizes and awarding quality labels. They organise online courses and professional development workshops for teachers and contribute to the general management and operation of the planned European School Education Platform - merging eTwinning and the School Education Gateway - for all European school education stakeholders, which includes the support to the eTwinning community. The NSO also include organisations appointed by the national authorities of the third countries not associated to the programme to assist teachers and schools in their eTwinning activities, with the same modalities, while some limitations may apply. They oversee the promotion and contribution of content for the European School Education Platform.

The current grant agreements expire by end 2023 (1 April 2022 – 31 December 2023, 21 months); the new grants cycle will follow from 1 January 2024 to 28 February 2026 (26 months) further to the submission of NSO activity plans.

eTwinning is already a well-established component of the European Neighbourhood Policy for people-to-people contacts. The extension of eTwinning to European neighbourhood countries was initiated in the Joint Communication ‘A new response to a changing neighbourhood’⁹⁷ that constituted the first review of the European Neighbourhood Policy following its inception in 2004. In addition, in the Communication ‘Supporting the prevention of radicalisation leading to violent extremism’⁹⁸ the EU undertook to ‘*extend further the eTwinning platform to selected countries of the European Neighbourhood*’. The role of the Erasmus+ programme has been recalled in subsequent policy documents such as the ‘Joint Communication on the Eastern Partnership policy beyond 2020’⁹⁹ or the joint Communication ‘Renewed partnership with the Southern Neighbourhood’¹⁰⁰.

Regarding the Western Balkans, the Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It lays the foundations for evidence-based policymaking and promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities such as the strengthening of the regions’ involvement in those EU policy areas, including through online platforms such as eTwinning.

Against this background and in line with the Commission policy priorities spelt out in these documents, it is therefore in the Union’s interest to continue supporting the implementation of eTwinning in third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation.

The establishment of support services for e-Twinning in new countries in the Neighbourhood Southern region is also foreseen.

The beneficiaries of the grant are the Support services for eTwinning (National Support Organisations). Grants will be awarded to bodies designated by national authorities on the

⁹⁷ [EUR-Lex - 52011DC0303 - EN - EUR-Lex \(europa.eu\)](#)

⁹⁸ [EUR-Lex - 52016DC0379 - EN - EUR-Lex \(europa.eu\)](#)

⁹⁹ https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-03/joint_communication_on_the_eap_policy_beyond_2020.pdf

¹⁰⁰

https://www.eeas.europa.eu/sites/default/files/joint_communication_renewed_partnership_southern_neighbourhood.pdf

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)
EACEA	H2: 30 333 300
	H6: 1 000 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS

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

Index references in budget table (WPI): 2.30

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

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

Implementation	Indicative amount (EUR)
EACEA	1 500 000

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

Index reference in budget table (WPI): 2.31

Following Article 3 of the Europass Decision, Action 11 of the Skills Agenda, and the Digital Education Action Plan, Europass supports its users to take their next step in work or education and training, by offering modernised tools and information that allow its users to assess and describe their skills and qualifications and receive tailored information on skills trends and needs as well as on learning opportunities, qualifications frameworks and qualifications, career guidance, validation and recognition. To achieve this, Europass has already delivered

and needs to continue delivering functionalities which can be reused in other platforms for a maximum impact of its technological investments (e.g. EURES, ESCO, Euraxess, EPSO, European Youth Portal and other EU portals).

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

Implementation	Indicative amount (EUR)
EMPL	5 000 000

c) European School Education Platform Central Support Services (ESEP)

Index reference in budget table (WPI): 2.32

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

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

Implementation	Indicative amount (EUR)
EACEA	5 866 700

d) European Student Card Initiative

Index reference in budget table (WPI): 2.33

The European Student Card initiative aims to simplify, facilitate and boost student mobility in Europe by substantially reducing the administrative burden in terms of time, expense and effort. To maximise the benefits and efficiency gains of the initiative, the use of the Erasmus

Without Paper (EWP) Network - and the digital procedures it enables - shall become standard for all participating higher education institutions. The implementation in 2023 will ensure that the Erasmus Without Paper Network infrastructure and the EWP Dashboard are upgraded to the highest standards and that the user experience with the digital tools and the level of support available are improved. In addition, 2023 implementation will include further onboarding of higher education institutions onto the European Student Card project and work on the recognition of cards Europe-wide.

Implementation	Indicative amount (EUR)
EAC	10 000 000

e) Support to IT developments

Index reference in budget table (WPI): 2.39

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

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

Implementation	Indicative amount (EUR)
EAC	1 800 000

5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) IT services for Erasmus+ platforms

Index reference in budget table (WPI): 2.40, 2.41

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 670 000
	H6: 600 000

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

Index reference in budget table (WPI): 3.01

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

Training and Cooperation Activities consist of:

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

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

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

Implementation	Indicative amount (EUR)
NA	20 000 000

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

Index reference in budget table (WPI): 3.02

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

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

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

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	1 200 000

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

Index reference in budget table (WPI): 3.03

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

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

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

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	3 000 000

d) Cooperation with the Council of Europe

Index reference in budget table (WPI): 3.04

In 2023, the cooperation between the Council of Europe (CoE) and the European Commission will include activities in the following areas:

Language learning

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

The maximum EU contribution will indicatively be EUR 700 000.

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

Implementation	Indicative amount (EUR)
CoE	700 000

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

Index reference in budget table (WPI): 3.05

The cooperation between the European Commission and the OECD aims at joining forces of the two organisations for developing, implementing and disseminating actions which provide best added value for countries in the field of education and training. In 2023, the cooperation between the two organisations will include activities covering the following main areas:

- International studies and assessment tools

Both the OECD and the European Commission carry out international studies, secondary analysis, country reviews and other assessment tools in the field of education and training. In most cases both sides can get best results through joint actions, thus avoiding overlapping or duplicated work. In 2023, the Commission contribution will support activities aimed, amongst others, at developing better knowledge on teaching and learning in the 21st century throughout the entire cycle of education, inclusiveness of education and training systems, analysis of students' test outcomes and innovation in education and training. The maximum EU contribution will indicatively be EUR 200 000.

In 2023, this cooperation will also include the analysis of pathways for VET learners into education and training at EQF-levels 5 and above. The maximum EU contribution will indicatively be EUR 200 000.

The Commission cooperates with the OECD on studies that support countries improving skills governance, with particular reference to VET and adult learning systems and programmes, and define national skills strategies, a flagship action of the European Skills Agenda. This includes in particular the Skills Outlook series, published every two years. To cover work towards the Skills Outlook 2025, the maximum EU contribution will indicatively be EUR 400 000, in line with the support provided to the Skills Outlook 2023 in the yearly envelopes.

As a contribution to the European Skills Agenda, the OECD, which with the support of Erasmus+ has assisted a dozen countries defining their strategies, will analyse the state of the strategies in each country, draw the lessons learnt and propose policy recommendations for further countries planning to engage in the development and implementation of a skills strategy. The EU contribution would be indicatively 400 000 EUR, including the contribution to a related policy event.

- National reviews

The OECD and the European Commission will carry out national reviews of education and training policy to support policy reforms in Member States. The reviews will be conducted on a voluntary basis upon requests from the Member States. Outcomes and recommendations of

the national reviews will feed into the assessment by the Commission of Member States’ challenges and policy efforts in the European Semester process, and of the implementation of the Recovery and Resilience Facility, as well as progress at national level towards the objectives of the European Education Area. The EU contribution will be indicatively EUR 250 000.

- Higher Education

In order to support the European Commission initiatives presented in the European strategy for universities and towards the achievement of a European Education Area, the cooperation with OECD will provide analysis, gather evidence and organize actions to implement its priorities. The maximum EU contribution will indicatively be EUR 200 000.

- Language assessment in PISA 2025

The European Commission will continue work with OECD to prepare a voluntary assessment of foreign language skills in 2025, building on the results of the 2021 and 2022 actions. Since participation to the module is optional and it is estimated that the participation cost is going to be an important barrier for many countries, the action will mainly focus on covering the international costs of the test in order to promote a broad participation from the start of the new module. This amount covers the international cost for the implementation of the survey (contractors and overhead), which will provide CEFR¹⁰¹-referenced results in speaking, listening and reading, as well as the contextual information about language learning opportunities from the student and school questionnaires and an optional teacher’s questionnaire.

The maximum EU contribution will indicatively be EUR 2 410 000.

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

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
OECD	4 060 000

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

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

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

Grants will be awarded to the governments of Sweden, Spain and Belgium (or bodies designated by them) to organise, during their respective Presidencies of the Council of the EU or in

¹⁰¹ Common European Framework of Reference for Languages

preparation thereof, conferences, seminars, meetings of Directors-General on priority policy topics and meetings of the High Level Group Coordination Board, together with associated activities for the exploitation of project and Programme results.

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of education and training and youth.

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

Implementation	Indicative amount (EUR)
EAC	860 000
EMPL	200 000

b) Implementing renewed priorities for the European Agenda for Adult Learning - National Coordinators for the implementation of the Agenda

Index reference in budget table (WPI): 3.15

The objective of this activity is to support designated national coordinators of national administrations of Member States and other participating countries in implementing the 2020 Skills Agenda actions. These are focused on developing skills for the green and digital transitions, notably empowering up- and reskilling of adults, in order to ensure they have the skills they need for their current or future jobs, notwithstanding their current position on the labour market. This activity will also support the implementation of the Council Resolution on a new European agenda for adult learning 2021 - 2030 and the Council Recommendations on Upskilling Pathways, on Individual Learning Accounts and on Micro-credentials for lifelong learning and employability.

Grants will be awarded to bodies designated by national authorities on the basis of Article 195 (f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power.

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

Implementation	Indicative amount (EUR)
EACEA	9 631 000

c) Eurydice - network of National units

Index reference in budget table (WPI): 3.16

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, in view of preparing comparative reports on education.

The participation of all national units in the work of the network facilitates access to national system level data (including more specific quantitative 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. To do so, the national units are beneficiaries of biennial grants which succeed one another without gaps to ensure the continuation in the activities of the units.

The Eurydice national units are network members and designated as such by the ministries of the EU Member States or third countries associated to the Programme. They are identified in Article 7 (a) of the Regulation and are beneficiaries of the grant in conformity with Article 195 (d) FR.

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

Implementation	Indicative amount (EUR)
EACEA	5 118 000

d) Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET – NRP)

Index reference in budget table (WPI): 3.17

The objective of this action is to support Quality Assurance National Reference Points for VET (EQAVET NRPs) defined in the relevant Council Recommendation in order to:

- Take concrete initiatives to implement and further develop the EQAVET Framework;
- Inform and mobilise a wide range of stakeholders to contribute to implementing the EQAVET framework;
- Support self-evaluation as a complementary and effective means of quality assurance
- Provide an updated description of the national/regional quality assurance arrangements based on the EQAVET Framework;
- Engage in EU level peer reviews of quality assurance at VET system level.

EQAVET National Reference Points are beneficiaries of Erasmus+ financial contributions, as identified in Article 7 (b) of the Regulation. The grants will be awarded on the basis of Article 195 (d) FR subject to approval of an action plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	7 500 000

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

Index reference in budget table (WPI): 3.18

Digital competence is key to Europe’s future innovation capacity, entrepreneurial gains and market competitiveness. The IEA’s International Computer and Information Literacy Study (ICILS) has been put forward in the 30 September 2020 Commission Communication ‘Achieving the European Education Area by 2025, as the source for one of seven EU-level targets to be reached by 2030: The share of low-achieving eight-graders in computer and information literacy should be less than 15%. EU-level targets for 2030 should be based solely on comparable and reliable data and take account of the differing situations in individual Member States.

The study measures international differences in pupils’ 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 pupils to complete an assessment of computational thinking (CT): the ability to use the concepts of computer science to formulate and solve problems.

IEA is the owner and only implementer of ICILS. IEA is identified as a particular type of body on account of its technical competence, its high degree of specialisation or its administrative powers. IAE has been selected end 2021 for a duration of 42 months to ensure the implementation of the study. The study ensures collection of valuable data and knowledge on digital education through a network of participating EU Member States and third countries associated to the programme. The network may expand further in 2023.

The total EU contribution for the extension of the network and covering each year from 2023 to 2024, will be allocated directly to the body in charge of the study, the IEA on the basis of Article 195 (f) FR.

Implementation	Indicative amount (EUR)
EACEA	200 000

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

a) Civil Society Cooperation: Education and Training

Index reference in budget table (WPI): 3.32

The action will provide funding (operating grants) to organisations through a new call for proposals offering opportunities to apply for framework partnerships and specific operating grants.

Cooperation with civil society organisations in the fields of education and training is important for raising awareness about the European Education Area and other European sector-specific policy agendas.

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

Targeted applicants are European non-governmental organisations in education and training (ENGOs) and EU-wide networks in the fields of education and training established in an EU Member State or third country associated to the Programme.

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

Implementation	Indicative amount (EUR)
EACEA	5 000 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Innovation in Education (e.g. HEInnovate)

Index reference in budget table (WPI): 3.40

This item covers actions to stimulate and support innovation in education, in line with the European Strategy for Universities and the New European Innovation Agenda; it will in particular allow for the hosting, maintenance, further development and improvement of HEInnovate (self-assessment tool for higher education institutions who are looking for advice, ideas and inspiration for the effective management of institutional and cultural change and for developing towards more entrepreneurial organisations), taking into account the feedback from the user community, supporting the promotion and use of the tool by higher education institutions; supporting the organisation of events, seminars or workshops in Brussels, in an EU Member State or in a third country associated to the Programme.

Implementation	Indicative amount (EUR)
EAC	300 000

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

Index reference in budget table (WPI): 3.42, 3.43

This expertise will contribute to an effective and evidence-based implementation of the strategic framework for European cooperation in the fields of education and training: the European Education Area by ensuring consultancy services linked to the following operational activities:

- to support the general reporting, evaluation and dissemination of the results of the strategic framework, this also includes the Copenhagen Process on vocational education and training and the European Skills Agenda;
- to support the European-level implementation of the priority areas set out in the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), 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 EU Member States, third countries associated to the Programme and third countries not associated to the Programme;

- to reinforce the European Commission’s capacity to analyse EU-wide and international situations and trends in education and training;
- to support the implementation of actions under the European Education Area Council Resolution, the European strategy for universities, Digital Education Action Plan and the previous Opening up Education initiative by the European Commission;
- to reinforce the European Commission’s capacity for statistical and indicator analysis in support of implementation of the European Education Area by 2025 and beyond;
- to support work on transparency and recognition of skills and qualifications and links to the labour market.

Implementation	Indicative amount (EUR)
EAC	2 300 000
EMPL	550 000

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

Index reference in budget table (WPI): 3.44, 3.45

Exchanges of experience and good practice are an integral part of the European Education Area toolbox to implement the European priorities in education and training of the European Education Area and beyond (2021-2030). They take place in the context of peer learning and peer counselling activities, usually part of European Education Area Working Groups, which enable Member States sharing similar policy challenges to work in clusters. Peer counselling is a tailor-made, very concrete and country-specific exercise to help a Member State with a particular reform effort by bringing together experts from other Member States who have successfully dealt with similar issues. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges and implementation of Council Recommendations (such as the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience¹⁰², or Council Recommendation on individual learning accounts¹⁰³), 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, support to Communities of Practice, and any arrangement for knowledge transfer and exchange on what works in education.

Implementation	Indicative amount (EUR)
EAC	250 000
EMPL	500 000

¹⁰² Council Recommendation of 24 November 2020 on vocational education and training for sustainable competitiveness, social fairness and resilience 2020/C 417/01 (OJ C, C/417, 02.12.2020, p. 1)

¹⁰³ OJ C 243, 27.6.2022, p. 26–34

d) Prospective platform

Index reference in budget table (WPI): 3.46

The Commission is committed to building its foresight capacity. DG EAC conducted four studies as part of the 'prospective platform (2018-2020)' on the future of: assessment in education, non-formal and informal learning, transnational collaboration, and social innovation. DG EAC will build upon this work and will call upon relevant experts with specific foresight knowledge to carry out analysis connected to the dimensions of the European Education Area. Europe's education systems are impacted by several important external drivers such as the COVID-19 crisis, refugee flows, demographic trends, technological advancement and changes in Europe's social fabric. The purpose of this work will be to investigate and develop detailed, informed views on how such drivers are likely to change schools, pedagogy, methods, learning outcomes etc. in the medium term (2030). The context in which trends in education are unfolding, including the macroeconomic and geopolitical shifts will be taken into account. The Commission aims that the results stimulate a European level debate on the future of education to generate new forward-looking policy ideas and to present to Member States possible avenues for future policy development.

Implementation	Indicative amount (EUR)
EAC	200 000

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

Index references in budget table (WPI): 3.47, 3.48

A number of studies, surveys and Eurobarometers may be launched in order to support policy development, policy monitoring and the implementation of the Programme in the fields of education, training, skills and youth, in line with current policy priorities.

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in education 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 2023, studies and surveys will be linked to the policy agenda and priorities, and contribute to an effective and evidence-based reinforcement of the European Commission's policy proposals. In addition, a public procurement procedure will be launched with a view to concluding a new multiple service framework contract with an indicative total budget of maximum EUR 8 000 000 for the 4 years of implementation.

Implementation	Indicative amount (EUR)
EAC	1 850 000
EMPL	100 000

f) Academic networks (EENEE, NESET)

Index reference in budget table (WPI): 3.49

EENEE and NESET¹⁰⁴ are two academic networks providing substantial scientific support to the European Commission respectively on the economics of education and on the social aspects of education and training in relation to all types and levels of education.

Both academic networks contribute to the analysis of education and training policies, their reforms and implementation through country reports and cross-country analysis.

In 2023, EENEE and NESET will provide expert advice and process relevant evidence and information to support the Commission's work on achieving the EU policy objectives in education and training contributing to the development of the European Education Area and the implementation of the Digital Education Action Plan, the European Green deal, the Higher education initiatives and the European skills agenda.

Implementation	Indicative amount (EUR)
EAC	400 000

g) Country-specific expertise: network of national experts (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.50, 3.51

The role of the expert network is to provide independent expertise on the assessment of on-going policy reforms and actions, progress and challenges of education and training systems (including VET and adult learning), on addressing country-specific recommendations and on countries' actions linked to the implementation of the European Education Area by 2025, as well as, on identifying future policy orientations and assessing the impact of the use of the EU funds, such as Recovery and Resilience Facility and the European Structural and Investment Funds. In the areas of education within the remit of DG EAC, the expert network activities continue based on the contract signed in 2021.

Implementation	Indicative amount (EUR)
EAC	1 200 000
EMPL	300 000

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

Index reference in budget table (WPI): 3.53

The aim is to further strengthen transparency and recognition of skills and qualifications by providing support to the work of the European Qualifications Framework Advisory Group (EQF AG).

¹⁰⁴ EENEE: European Expert Network on Economics of Education; NESET: Network of Experts on the Social dimension of Education and Training

Skills expertise support: Support to the EQF AG (for EQF and validation of non-formal and informal learning)

Activities include the provision of technical support for the implementation of the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning (EQF) and Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (VNIFL), with a focus on activities supporting the smooth functioning of the EQF Advisory Group, its project groups and on exchange of national experiences via the organisation of Peer Learning Activities. The activities contribute to fostering transparency, comparability and portability of qualifications.

Development and support to digital credentialing

Activities will support both the implementation of the 2017 European Qualifications Framework Council Recommendation and the Decision of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass).

Activities will ensure the smooth functioning, reinforcement and provision of support to the development of Qualifications Database Registers (QDR) and their interconnection at European level. Second, activities will support the further development of the European Digital Credentials for Learning (EDC) and their deployment and provide support to Member States and organisations to implement EDC.

Implementation	Indicative amount (EUR)
EMPL	600 000

i) Policy-related and policy dialogue conferences

Index reference in budget table (WPI): 3.54

The amounts allocated will support the organisation of a wide range of events, conferences and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the fields of education and training.

Implementation	Indicative amount (EUR)
EAC	750 000

j) International Policy Dialogue

Index reference in budget table (WPI): 3.56

Dialogues on education and training are regularly organised in the framework of cooperation with third countries not associated to the Programme, to promote regional policy or cooperation with strategic partners. These dialogues can take different forms: senior officials meetings, peer learning activities, joint studies, joint testing of new tools like the Tuning methodology, etc. They can also be organised around thematic activities implemented through projects.

Promotion events to enhance the attractiveness of European higher education in the world, such as participation in international student and academic fairs will continue to be funded.

Implementation	Indicative amount (EUR)
EAC	1 500 000

k) University-Business Cooperation

Index reference in budget table (WPI): 3.57

This action envisages support to:

- the organisation of the Education and Innovation Summit and Thematic Forums and/or workshops, seminars and local outreach events on University Business Cooperation related issues and relevant projects funded under Erasmus+, in line with the New European Innovation Agenda;
- 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)
EAC	270 000

l) International Student and Alumni Network Erasmus+

Index reference in budget table (WPI): 3.58, 3.59

Alumni are among the best ambassadors and promoters of the European Union, of European higher education and other education and training sectors and research, and of European Programmes in Europe and beyond. They also contribute to strengthen the relations between the European Union and its partner countries in the world. This action brings together European Union funded exchange students, staff and alumni from any education and training sector through support to the Erasmus+ Student and Alumni Alliance (ESAA) and regional students and alumni platforms. Erasmus+ students, staff and alumni can join ESAA or a regional alumni platform during or following their Erasmus+ experience. This allows them to be part of a dynamic forum for networking, professional development and intercultural learning; to participate in events and competitions; and to create projects promoting Erasmus+ and other EU-funded educational programmes both in Europe and around the world.

The action also seeks to mobilise the potential of alumni from any education and training sector to improve and expand participation in and inclusiveness of Erasmus+ notably by promoting the Programme among underrepresented groups by presenting role models and success stories and offering networking opportunities between alumni.

This action will be implemented via specific contracts signed under a new service framework contract resulting from the launch of a public procurement procedure with indicative total budget of maximum EUR 15 000 000 for the 4 years of implementation.

The action will provide technical and administrative support to alumni platforms under specific contracts for (a) the Erasmus+ Student and Alumni Alliance and (b) two or more regional alumni platforms.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 500 000
	H6: 1 000 000

m) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 3.61, 3.62

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This action will support info days, kick-off events and other meetings with accredited organisations in order to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 365 379

n) Education Summit

Index reference in budget table (WPI): 3.63

The European Education Summit is the annual high-level event enabling the Member States' Education Ministers to meet and exchange with representatives of European institutions and with key education stakeholders about current topics and trends in education in the EU in an open dialogue setting.

Implementation	Indicative amount (EUR)
EAC	650 000

o) Dissemination and communication activities

Index reference in budget table (WPI): 3.64

The amount allocated will support communication actions linked to the Erasmus+ Programme. For example, supported activities include events, meetings workshops with

stakeholders, as well as communication materials, including an online version of reference documents and guidelines for applicants and beneficiaries, and communication support for Erasmus+ alumni.

This action will support also the European Innovative Teaching Award ceremony that has been established in the context of the European Education Area to recognise the work of teachers (and their schools) who make an exceptional contribution to the profession, on the basis of annual priorities. The awards would focus on school teachers in the EU Member States or third countries associated to the Programme (ECEC to upper secondary schools) who successfully developed an Erasmus+ project aimed at innovative methods of teaching in the following 4 categories: early childhood education and care, primary education, secondary education, VET schools.

Implementation	Indicative amount (EUR)
EAC	2 000 000

p) Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education (partially co-delegated to DGT)

Index reference in budget table (WPI): 3.65, 3.66

Dissemination events will be organised around the European Day of Languages (end of September), promoting a more comprehensive vision of language acquisition, encompassing the language spoken at home, the language of schooling and additional languages as key elements of an healthy cognitive and intercultural development.

Furthermore, the following activities will be co-delegated and implemented by Directorate-General Translations (DGT) of the European Commission:

"Juvenes Translatores" is a translation contest for 17-year-olds in schools across Member States. The contest is being organised to promote foreign language usage in Europe and the art of translation.

The "European Master's in Translation" (EMT) Network is a partnership project between the Commission and the relevant academic community in all EU countries. Higher education programmes that are benchmarked to agreed standards via an evaluation procedure receive an EMT quality label and become members of the European Master's in Translation Network, which promotes exchanges and cooperation in Europe;

European Day of Languages "Season" is a series of events (including workshops, round-table discussions, cross-border events and events matching students' skills with the demands of the labour market) that are organised on and around September 2023 in the Member States by DGT Field Offices located in the EU Representations. These events aim to promote the role of languages and translation in a multilingual Europe;

"Translating Europe" Forum brings together the main constituencies of EAC's and DGT's stakeholders such as the language industry and the translation services of public administrations and higher education institutions in order to explore multilingual skills for the labour market and the development of various language professions.

Implementation	Indicative amount (EUR)
EAC	400 000
EAC-DGT	700 000

q) European Education Area: Communicating through the Portal and other media

Index reference in budget table (WPI): 3.67

The main objective of this action is to communicate the European Education Area and its building blocks, to wider audiences, at European, national, and local level. The budget will be used for awareness-raising activities throughout the year, including the possibility of organising a hackathon on the European Education Area, actions communicating the on-going work, as well as mid-term reflections on the Area, in line with the 2022 Report on the progress towards the achievement of the European Education Area. All of these activities will also contribute to building the content on the Area's Portal, making it more relevant, and thus driving more traffic to it.

Implementation	Indicative amount (EUR)
EAC	1 170 000

r) National policies platform

Index reference in budget table (WPI): 3.72

The National Policies Platform (hosting Eurydice and the mobility scoreboard) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on education systems in Europe fully open, reusable and comprehensible to all citizens. These developments are expected to boost circulation of information and data generated by the Eurydice Network, and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided through the use of an already existing framework contract of the European Commission.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.56).

Implementation	Indicative amount (EUR)
EACEA	150 000

s) Bologna implementation report

Index reference in budget table (WPI): 3.73

The main objective of this project is to provide the required data input and analysis to the report on progress in the post Bologna implementation process, 2024 edition. The data collection and computed indicators will cover all the countries in the European Higher

Education Area and will deal with the areas relevant to the follow-up of the post Bologna process. The work foreseen under this contract partly relates specifically to the countries beyond the EU Member States which are not covered (totally or partially) by European Official Statistics. An indicative list of data and indicators are: Context of the European Higher Education Area, Degrees and qualifications, Social dimension in higher education, Effective outcomes and employability, Lifelong Learning and Mobility. The 2024 report will focus on establishing an accurate picture of progress in recent years.

Implementation	Indicative amount (EUR)
EACEA	100 000

t) Support for the implementation of the VET Recommendation related to EQAVET, graduate tracking and European Core Vocational Profiles (co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.74

The VET Recommendation is a strategic instrument helping to modernise the VET sector and defines several specific measures including the European Quality Assurance Reference Framework (EQAVET), European Vocational Core Profiles, skill intelligence, graduate tracking, and vocational excellence that needs to be further developed. The Recommendation explicitly asks the Commission to support Member States in improving the VET sector and carry forward the abovementioned measures.

The aim of this action is to provide technical and logistic support in the implementation of the VET Recommendation related to the abovementioned measures.

Implementation	Indicative amount (EUR)
EMPL	2 500 000

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

Index reference in budget table (WPI): 3.75

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.

This action will enable continuity in 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 different activities (series of European higher education fairs, the Study in Europe website, social media and communication tools, networking activities, etc.).

Implementation	Indicative amount (EUR)
EACEA	5 000 000

v) Evaluation of the European Education Area

Index reference in budget table (WPI): 3.76

The EEA Communication (COM (2020) 625 on achieving the European Education Areas by 2025) and the Council Resolution (EC) 2021/C 66/01 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) require the Commission to perform an evaluation to feed a report to be published in 2025 on the progress towards the set objectives to achieve the European Education Area by 2025. The Commission did publish a **European Education Area Progress Report in 2022** taking stock and evaluating the first achievements towards the European Education Area through the strategic cooperation framework and proposing next steps, as necessary, and in 2023, will also organise a mid-term review event. In 2025, based on the results of the evaluation, the Commission will publish a **full report on the European Education Area**. On the basis of this evaluation, the Council shall review the strategic framework — including EU-level targets, governance structure, and working methods - and make any necessary adjustments for the second cycle, as appropriate, to adapt to the reality and needs of the European Education Area or any other major developments in the European Union.

Implementation	Indicative amount (EUR)
EAC	400 000

w) Supporting implementation of the Digital Education Action Plan 2021-2027 (partially co-delegated to EACEA)

Index reference in budget table (WPI): 3.78, 3.79

In 2023, Erasmus+ will continue to support the general implementation of the Digital Education Action Plan. The work will involve dedicated activities to mainstream, promote and disseminate digital education actions and best practices developed over 2022 (such as guidelines for educators and teachers to address disinformation and promote digital literacy; as well as on artificial intelligence and data in education and training; results of upcoming policy initiatives such as the proposals for Council Recommendations on key enabling factors in digital education and on improving the provisions of digital skills in education and training).

The support will further include engaging experts in developing a Digital Education Content Framework. As part of the Digital Education Hub, the Commission will organise meetings and networking between national advisory services (NASs) on digital education, in order to support Member States and EFTA/EEA countries in exchanging hands-on experience and good practice on the enabling factors and drivers of digital education. Further, resulting from the European University Strategy adopted in 2022, the Commission will through the Hub support the development of interoperability guidelines for higher education, building on a structured exchange of best practice, awareness raising and dissemination.

In addition, this action envisages support to communication and dissemination activities related to the organisation of workshops, seminars and local outreach events on digital education.

Implementation	Indicative amount (EUR)
EAC	3 450 000
EACEA	1 500 000

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

a) Selection and implementation

Index references in budget table (WPI): 3.80, 3.81

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in the Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Art. 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 2 800 000
	H6: 3 103 750

6. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

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

Index reference in budget table (WPI): 3.90, 3.91

The cooperation with the Commission's Joint Research Centre (JRC) will be continued throughout 2023, 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 and EMPL's monitoring and analytical capacity, supporting the engagement and innovation in the education and training sectors towards smart-specialisation, transformation, sustainability and transition to climate neutrality, also in line with the European Skills Agenda, the Digital Education Action Plan, the European strategy for universities, the New European Innovation Agenda and the European Education Area. JRC will also provide evidence-based policy support to DG EAC and EMPL on harnessing the potential of digital technologies to innovate and open education and training systems (including on non-formal and informal learning). This includes the development, improvement, validation and implementation of competence reference frameworks (Entrepreneurship and Digital Competence, the development and management of the Education for Climate Coalition, environmental issues, clean energy transition and sustainable development), self-assessment tools (notably the SELFIE tools to support for digital capacity of education and training stakeholders, including the new SELFIE for Teachers tool extended to ECEC staff, as well as SELFIE for work based learning), mechanisms for recognition of competences and credentials across countries. Activities will also cover the continuation of the Higher Education and Smart Specialisation (HESS) to

enhance HEIs’ contribution to innovation and regional development. An administrative agreement for 2023/24 will support the consolidation of SELFIE and its transition towards an improved and more effective coordination, implementation and further development.

JRC will also help EAC in supporting relevant authorities in the Member States to make better-informed investment decisions, through tailor-made support, analytical work and education policy evaluation under the Learning Lab on Investing in Quality Education and Training.

Further, it will provide analytical support in the area of education and training policies and governance, including the delivery of studies, technical reports, technical briefs, specialised expertise, as well as the organisation of symposiums, workshops and/or other presentations. The JRC will continue to provide input for the Education and Training Monitor and the Joint Employment Report.

Implementation	Indicative amount (EUR)
EAC	2 900 000
EMPL	600 000

IV. JEAN MONNET ACTIONS

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

a) Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence

Index reference in budget table (WPI): 4.01, 4.02

The action covers Jean Monnet “Teaching and Research” Modules, Jean Monnet Chairs and Jean Monnet Centres of Excellence. They aim at promoting excellence in teaching and research in the field of European Union studies worldwide and also foster the dialogue between the academic world and the society, reaching out to a wider public, generating knowledge in support of EU policy-making, and strengthen the role of the EU within Europe and in a globalised world.

Applicants targeted by this call are higher education institutions established in any country of the world. Successful applicants from third countries not associated to the programme having an earmarked budget from Heading 6 will be supported by the specific budget allocation.

Under this action, the participation of higher education institutions from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union’s interest, in order to strengthen the international dimension of the Programme and support teaching and research in the field of European Union studies worldwide.

The Union’s interest lies, in the first place, in promoting excellence in teaching and research in the field of European Union studies worldwide. By EU studies it is meant the study of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also from a global perspective. The scope of EU studies can be varied so long as the EU angle is explored.

Since its creation, this action has focused on higher education institutions. Around 9,000 university teachers and more than 1,000 universities in around 100 countries have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policy-makers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

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

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

Supported activities are expected to produce positive and long-lasting effects on both students and researchers/professors and in particular to promote democracy and a sense of belonging to a common area; to result in increased interest in deepening the knowledge on the European Union specific policies, possibly leading to a more active participation in EU activities and the public service; to favour an increase in opportunities for young researchers to enhance their professional competences and boost their career.

As regards the participating organisations, the action is aimed at increasing the capacity of the Higher Education Institutions to teach European Union subjects, at attracting more and new learners and teachers interested in acquiring knowledge about the European Union, as well as at creating structured centers providing European Union specific high-level knowledge and advanced research to faculties.

Implementation	Indicative amount (EUR)
EACEA	H2: 9 000 000
	H6: 2 203 597

b) Jean Monnet actions for other fields of education and training

Index reference in budget table (WPI): 4.03

Teacher trainings

Jean Monnet actions in other fields of education and training will support higher education institutions, teacher training institutions and other institutions supporting and enhancing the development of teacher's knowledge and skills regarding the teaching about European Union.

Applicants targeted by this call are higher education institutions, teacher-training institutes and other institutions involved in teacher training established in an EU Member State or third country associated to the Programme.

The indicative budget for Teacher trainings is EUR 4 000 000.

Learning EU initiatives will address the current widespread lack of knowledge of the EU, its basic functioning and objectives in schools and VET institutions (ISCED 1-4) by promoting critical awareness of the EU. They will help young Europeans become active and informed citizens, engaged in the democratic processes that shape their future and that of the EU.

The Learning EU initiatives will enable teachers in schools and VET institutions to develop activities bringing facts and knowledge on the European Union to a broad spectrum of learners, also reaching out to their community (parents and families, local actors and authorities).

Applicants targeted by this call are schools or vocational education and training institutions established in an EU Member State or third country associated to the Programme.

The indicative budget for Learning EU initiatives is EUR 3 000 000.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

c) Jean Monnet policy debate

Index reference in budget table (WPI): 4.04, 4.05

Large **thematic networks in Higher Education** will have as primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.) and facilitate the exchange between academia, public and policy-makers on the EU level. Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, also commenting on the posted documents. The coordinator of the network will regularly make a selection of the most innovative and interesting results to be provided to the Commission.

The final aim of the thematic networks is to provide regular feedback (e.g. an online newsletter) on the most advanced and innovative practices in the field, supporting and adding value to the public policy debates in the given fields of expertise.

Indicatively, in 2023 three thematic networks are foreseen:

- Jean Monnet Network on internal policy: Digital Transformation in Europe;
- Jean Monnet Network on external policy: Values and Democracy;
- Jean Monnet Network on external policy: EU-Africa.

Targeted applicants:

- for the thematic network on internal policy (Digital Transformation in Europe): higher education institutions established in an EU Member State or third country associated to the Programme;
- for the thematic network on external policy (Values and Democracy): higher education institutions established in an EU Member State or a third country associated to the Programme, or in a third country not associated to the Programme;
- for the thematic network on external policy EU-Africa: applicants must be higher education institutions established in an EU Member State or a third country associated to the Programme, or in a third country not associated to the Programme targeted by this action.

Under this action, the participation of higher education institutions from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union's interest, in order to strengthen the international dimension of the Programme and support international academic cooperation worldwide.

The Union's interest lies, in the first place, in promoting excellence in teaching and research in the field of European Union studies worldwide. Since their creation, these actions have focused on higher education institutions. Around 9 000 university teachers and more than 1 000 universities in around 100 countries have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policy-makers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

Through this action, the Union also enables EU studies to promote active European citizenship and values and deal with the role of the EU in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue.

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

Supported networks have as their primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.). Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, thereby acting as a multiplier of EU values and EU-related know-how across non-associated countries. The network coordinator will regularly make a selection of the most innovative and interesting results to be provided to the Commission, allowing for a two-way learning and awareness-raising process.

The indicative budget for the thematic network on internal policy is EUR 1 000 000 and for the thematic networks on external policy (Values and Democracy and EU-Africa) is EUR 4 566 667.

Jean Monnet Networks in other fields of education and training will foster the creation and development of networks of schools and VET institutions that aim to exchange good practices, share experiences on both content and methodologies and build knowledge in teaching European issues. Networks should in particular focus on bringing facts and knowledge about the EU to their learners in an innovative and creative way.

Applicants targeted by this call are schools and vocational training institutes and higher education institutions active in the field of teacher education and training established in an EU Member State or third country associated to the Programme.

The indicative budget for networks in other fields of education and training is EUR 2 000 000.

Implementation	Indicative amount (EUR)
EACEA	H2: 3 000 000
	H6: 4 566 667

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

a) Operating grants to support specific institutions

Index references in budget table (WPI): 4.20 to 4.26

In conformity with Article 195 (d) FR which is applicable to grants to bodies identified in the Regulation and according to Article 8 (c) of the Erasmus+ Regulation, support will be given to the following institutions pursuing an aim of European interest:

- College of Europe, Bruges;
- European University Institute (EUI), Florence: out of the overall amount of this grant, EUR 8 700 000 will be allocated to the Florence School of European and Transnational Governance;
- the Academy of European Law, Trier;
- the European Institute of Public Administration (EIPA), Maastricht;
- the European Agency for Special Needs and Inclusive Education, Odense;
- the International Centre for European Training (CIFE), Nice;
- College of Europe, Natolin.

Eligible applications for the annual operating grants will be assessed on the basis of a detailed annual work programme, against aspects such as the relevance of the work programme, as well as its quality and implementation, but also the clarity of the budget and links to the activities proposed and the impact and dissemination.

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 6 176 342
	WPI 4.21: 21 707 165

	WPI 4.22: 2 996 525
	WPI 4.23: 1 142 626
	WPI 4.24: 1 246 891
	WPI 4.25: 2 775 113
	WPI 4.26: 4 992 450

B. YOUTH

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

Index references in budget table (WPI): 5.01

Projects under this action promote mobility activities targeting young people, youth workers and people working in organisations active in youth field and mainly aiming to support young people in the acquisition of competences (knowledge, skills and attitudes, including language competences) with a view to improving their personal, social, educational and professional development, enhance employability, entrepreneurship and improve career prospects on the labour market, and social inclusion.

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

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

Youth mobility projects - Youth exchanges

The following activities are supported: youth exchanges; preparatory visits.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

Youth mobility projects - Mobility of youth workers

The following activities are supported: professional development activities; system development and outreach activities; preparatory visits.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

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

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

Implementation	Indicative amount (EUR)
NA	158 058 000

b) Youth participation activities

Index reference in budget table (WPI): 5.02

Projects under this action are non-formal activities that promote youth participation in Europe's democratic life and aim to:

- provide young people with opportunities to engage and learn to participate in civic society;
- raise young people's awareness about European common values and fundamental rights and contribute to the European integration process;
- develop young people's digital competences, media literacy and critical thinking in non-formal learning settings;
- bring together young people and decision makers at local, regional, national and transnational level and/or contribute to the EU Youth Dialogue.

Support is provided to a wide range of activities aimed at reaching the objectives of the action, including for mobilities and physical events.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

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

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

Implementation	Indicative amount (EUR)
NA	30 000 000

c) DiscoverEU Inclusion Action

Index reference in budget table (WPI): 5.03

Projects under the Inclusion Action are non-formal activities aiming to allow young people with fewer opportunities to participate in DiscoverEU. Support is provided to a wide range of activities aimed at reaching the objectives of the action, with a view to:

- Reaching out to young people with fewer opportunities that would not apply on their own initiative to DiscoverEU;
- Overcoming the obstacles that prevent young people with fewer opportunities to participate in DiscoverEU;
- Providing the necessary support so that these young people are able to travel;
- Triggering and enhancing the development of competences and skills.

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises; profit-making bodies active in Corporate Social Responsibility; informal groups of young people. Applicants must be established in an EU Member State or a third country associated to the Programme.

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

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

Implementation	Indicative amount (EUR)
NA	7 000 000

d) Accreditation in the field of youth

Index references in budget table (WPI): 5.04

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

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

Type of applicants targeted by this action: any organisation eligible to apply under the mobility projects in the field of youth (see section a) above).

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

Implementation	Indicative amount (EUR)
NA	N/A

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) DiscoverEU General

Index reference in budget table (WPI): 5.06

DiscoverEU offers young people, who are 18 years old as a general rule, a chance to have a short-term individual or group experience travelling across Europe by rail or other modes of transport where necessary. The objectives are to give young people the chance to learn about Europe, to discover Europe's opportunities for their future education and life choices, to equip young people with knowledge, life skills and competences of value to them, to encourage connection and intercultural dialogue between the young people; to foster the young people's sense of belonging to the EU; as well as to inspire young people to embrace sustainable travel in particular and environmental conscience in general.

This action will be used to provide travel passes to selected DiscoverEU participants via an external provider.

Implementation	Indicative amount (EUR)
EACEA	33 000 000

b) Language learning opportunities

Index reference in budget table (WPI): 5.07

The scheme for systematic language support offers a broad range of courses in the language of mobility and work for all participants in the Erasmus+ Programme in order to support multilingualism and ensure high quality of experience when abroad.

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

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 1.20).

Implementation	Indicative amount (EUR)
EACEA	650 000

II. KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Partnerships for Cooperation: Cooperation Partnerships in the field of youth

Index reference in budget table (WPI): 5.10

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the field of youth.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of youth:

- Promoting active citizenship, young people's sense of initiative and youth entrepreneurship, including social entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Strengthening the employability of young people;
- Reinforcing links between policy, research and practice
- Supporting response of the Youth field in Europe to war in Ukraine.

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

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

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

Implementation	Indicative amount (EUR)
NA	95 650 000

b) Partnerships for Cooperation: Small-scale partnerships in the field of youth

Index reference in budget table (WPI): 5.11

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the field of youth.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of youth:

- Promoting active citizenship, young people’s sense of initiative and youth entrepreneurship, including social entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Strengthening the employability of young people;
- Reinforcing links between policy, research and practice;
- Supporting response of the Youth field in Europe to war in Ukraine.

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

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

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

Implementation	Indicative amount (EUR)
NA	25 000 000

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

a) Partnerships for Cooperation in the field of youth – Cooperation partnerships submitted by European NGOs

Index reference in budget table (WPI): 5.13

The action ‘Partnerships for cooperation in the field of youth’ as described in this Work Programme under WPI 5.10 is managed directly in case applications are submitted by European NGOs and Europe-wide networks established in an EU Member State or in a third country associated to the Programme.

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

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 2.08).

Implementation	Indicative amount (EUR)
EACEA	2 000 000

b) Capacity building in the field of Youth - Heading 6

Index reference in budget table (WPI): 5.14

This action supports international cooperation projects based on multilateral partnerships between organisations active in the field of youth in EU Member States, third countries associated to the Programme and third countries not associated to the Programme. The aim is to support the international exchanges, cooperation and policy dialogue in the field of youth and non-formal learning, as a driver of sustainable socio-economic development and well-being of young people through:

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities in non-associated third countries, especially targeting young people with fewer opportunities, while ensuring the active participation of young people in society;
- supporting the development of youth work in non-associated third countries, improving its quality and recognition;

- fostering the development, testing and launching of schemes and Programmes of non-formal learning mobility in non-associated third countries;
- contributing to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals;
- fostering cooperation across different regions of the world through joint initiatives.
- enhancing synergies and complementarities with formal education systems and/or the labour market.

Type of participating organisations targeted by this action: any public or private organisation active in the field of youth. Applicants must be established in an EU Member State, third country associated to the Programme or third country not associated to the Programme targeted by this action.

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

The expected capacity increase of youth organisations in such countries will help to further their horizons especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation.

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

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

Supported activities are expected to support the raising the capacity of organisations working with young people outside formal learning, to promote non-formal learning activities in third countries not associated to the Programme, especially targeting young people with fewer opportunities, with a view to improving the level of competences while ensuring the active participation of young people in society, to support the development of youth work in such countries, improving its quality and recognition, and to foster the development, testing and launching of schemes and programmes of non-formal learning mobility in these countries.

Expected outcomes also include promoting strategic cooperation between youth organisations on the one hand and public authorities, promoting the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations from the labour market, raising the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, and enhancing the management, governance, innovation capacity, leadership and internationalisation of youth organisations in those countries.

In addition to special attention being paid to improve equitable and gender balanced access to youth activities, the action will take an inclusive approach in all regions with the aim to increase the participation of the poorest and least developed third countries not associated to the programme.

This action is funded on the basis of article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and

International Cooperation Instrument¹⁰⁵. One of the general objectives of the NDCI is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)¹⁰⁶. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	6 923 231

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) European Youth Portal (EYP)

Index reference in budget table (WPI): 5.17

The European Youth Portal (EYP) offers youth-friendly information on opportunities across Europe and beyond (e.g. notably around volunteering, traineeships, working, studying, youth & school exchanges and youth work), information related to topics such as intercultural understanding, sustainable development, civic engagement and inter-active features encouraging the participation of young people in democratic life in Europe to support the EU Youth Dialogue and other initiatives to engage with young people to influence policy making. It also gives direct access to key youth actions including DiscoverEU and the European Solidarity Corps.

Increasingly, the European Youth portal will also support features for the co-creation of content with young people and youth stakeholders. Increased communication activities shall support the branding of the European Youth Portal among young people and youth organisations.

Implementation	Indicative amount (EUR)
EAC	1 450 000

¹⁰⁵ OJ L 209, 14.6.2021, p. 27.

¹⁰⁶ OJ L 330, 20.9.2021.

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Training and Cooperation Activities in the field of youth

Index reference in budget table (WPI): 5.20

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

Training and Cooperation Activities consist of:

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

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

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

Implementation	Indicative amount (EUR)
NA	20 000 000

b) SALTO Resource Centres in the field of youth

Index reference in budget table (WPI): 5.21

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

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

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

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	2 450 000

c) DiscoverEU - Learning Cycle for DiscoverEU participants

Index reference in budget table (WPI): 5.22

The DiscoverEU Learning Cycle consists of quality and support activities that aim to ensure the best possible learning experience for the participants prior, during or after their mobility experience. Learning Cycle activities include:

- Online and/or physical pre-departure information meetings and/or info-kits to inform the young participants about the goals of DiscoverEU, the learning activities and information tools in place during their mobility and future opportunities after their DiscoverEU experience;
- Meet-ups of DiscoverEU participants to foster intercultural exchanges, joint activities, share of experiences and interaction with local realities;
- Coordination meetings to gather multipliers (e.g. youth workers, schools, youth organisations, municipalities etc.) that wish to be involved in DiscoverEU, to inform them about the planned mobility schedules and steer them in defining informal and non-formal learning activities for DiscoverEU participants coming from abroad.

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

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

Implementation	Indicative amount (EUR)
NA	5 000 000

d) Eurodesk network

Index reference in budget table (WPI): 5.23

The Eurodesk Network offers information services to young people and those who work with them on European opportunities, notably in the education, training and youth fields, as well as the involvement of young people in European activities. It contributes to the animation of the European Youth Portal. The Eurodesk Network offers enquiry answering services, funding information, events and publications.

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

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

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	2 500 000

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

a) Presidency events

Index reference in budget table (WPI): 5.30

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

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of education and training and youth.

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

Implementation	Indicative amount (EUR)
EAC	500 000

b) European Youth Forum

Index reference in budget table (WPI): 5.33

Support will be provided to the European Youth Forum, an organisation pursuing a goal of general European interest, with due respect for the following principles:

- The Forum's independence in the selection of its members, ensuring the broadest possible representation of different kinds of youth organisations;
- Its autonomy in the detailed specification of its activities;
- The broadest possible involvement in the European Youth Forum's activities of non-member youth organisations and young people who do not belong to organisations;
- The active contribution by the European Youth Forum to the political processes relevant to youth at European level, in particular by responding to the European institutions when they consult civil society and explaining the positions adopted by these institutions to its members.

The European Youth Forum is identified in Article 11 (c) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an appropriate work plan and estimated budget, contributing to its eligible operating costs.

Implementation	Indicative amount (EUR)
EACEA	2 800 000

c) Eurodesk Brussels-link

Index reference in budget table (WPI): 5.34

Eurodesk Brussels-link ensures the coordination of the Eurodesk Network composed of national units established in the various EU Member States, third countries associated to the Programme and third countries not associated to the programme. Eurodesk Brussels-link is the European Secretariat and coordination body of the Eurodesk network. It is composed of a Director and the staff members implementing the work plan and decisions of the Eurodesk Executive Committee and the General Assembly. The Brussels-link ensures that the activities of the Eurodesk centres within the network are aligned with the organisation's overall objectives and mission, and it provides first-hand and high-quality European information on youth mobility.

Support to Eurodesk is identified in Article 11 (d) of the Regulation. The grant will be awarded on the basis of Article 195 (d) FR subject to approval of an activity plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	820 000

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

a) European Youth Together

Index references in budget table (WPI): 5.40

European Youth Together projects aim to create networks promoting regional partnerships, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders) through both physical and online activities. The action will be supporting transnational partnerships for youth organisations either at grassroots level or in large-scale partnerships, aiming to reinforce the European dimension of their activities, including on how to live better together after the pandemic and helping to design sustainable future ways of living, in line with the European Green Deal and the New European Bauhaus initiative.

Type of applicants targeted by this action: any public or private organisation active in the field of youth. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
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EACEA	8 000 000
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b) Civil society cooperation in the field of Youth

Index reference in budget table (WPI): 5.41

The main objective of this action is to provide structural support, in the form of operating grants, to European non-governmental organisations (ENGOS) and EU-wide networks active in the youth field, through a new call for proposals offering opportunities to apply for framework partnerships and specific operating grants.

Specific Objectives:

- Raise awareness of the EU Youth Strategy including the European Youth Goals, through actions to engage, connect and empower youth;
- Increase commitment and cooperation of youth civil society actors with public authorities for the implementation of policies in areas relevant for young people;
- Boost youth stakeholder participation, including by building upon the potential of digital communication alongside other forms of participation;
- Boost youth civil society involvement in the dissemination of policy and programme actions including results and good practices among their membership and beyond.

Targeted applicants are European non-governmental organisations (ENGOS) and EU-wide networks in the field of youth established in EU Member States and third countries associated to the programme.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.32).

Implementation	Indicative amount (EUR)
EACEA	8 000 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Exchanges of experience and good practices in the field of youth

Index reference in budget table (WPI): 5.50

In the field of youth, the programme will fund mutual learning activities under the EU Youth Strategy. Exchanges of experience and good practices are an integral part of the EU Youth Strategy toolbox for the advancement of youth policy. These activities could include expert groups, peer-learning and peer-counselling activities.

Implementation	Indicative amount (EUR)
EAC	300 000

b) Studies

Index references in budget table (WPI): 5.51

A number of studies, surveys and Eurobarometers may be launched in order to support policy development, policy monitoring and the implementation of the Programme in the field of youth, in line with current policy priorities.

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in the field of youth.

Implementation	Indicative amount (EUR)
EAC	300 000

c) Policy-related and policy dialogue conferences

Index reference in budget table (WPI): 5.52

The amounts allocated will support the organisation of a wide range of events, conferences and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the field of youth.

Implementation	Indicative amount (EUR)
EAC	50 000

d) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 5.53

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This action will support info days, kick-off events and other meetings with accredited organisations in order to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	80 000

e) Youth events

Index reference in budget table (WPI): 5.54

The action supports the preparation, organisation, communication, engagement, outreach of events and other activities linked to a reinforced visibility of the action of the EU in the youth field, in line with the EU Youth Strategy. The expected result is higher visibility, better outreach and more awareness of the actions offered under the 2021-2027 programme. In addition, the action supports the community management activities of DiscoverEU, such as the daily management of handling the questions of young people asked in the #DiscoverEU Official Facebook Group.

Implementation	Indicative amount (EUR)
EAC	1 350 000

f) National policies platform

Index reference in budget table (WPI): 5.56

The National Policies Platform (hosting the YouthWiki) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on youth policies in Europe fully open, reusable and comprehensible to all citizens. These developments are expected to boost circulation of information and data generated by the Youth National Correspondents, and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided through the use of an already existing framework contract of the European Commission.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.72).

Implementation	Indicative amount (EUR)
EACEA	100 000

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

a) Selection and implementation

Index references in budget table (WPI): 5.60, 5.61

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in the Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Art. 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 450 000
	H6: 300 000

C. SPORT

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

Index references in budget table (WPI): 6.01

Projects under this action promote mobility activities targeting sport staff. The action aims at giving the opportunity to staff of sport organisations, primarily in grassroots sports, to improve their competences, qualifications and acquire new skills through learning mobility by spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations.

Type of applicants: organisations active in the fields of sport can receive support from the Erasmus+ Programme to carry out projects supporting staff mobility. Mobility activities involve two participating organisations from EU Member States or third countries associated to the Programme.

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

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

Implementation	Indicative amount (EUR)
NA	8 000 000

II. KEY ACTION 2

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

a) Partnerships for Cooperation: Cooperation Partnerships in the sport field

Index references in budget table (WPI): 6.03

The action “Cooperation Partnerships in the fields of education, training, youth and sport” as described in this Work Programme is managed directly in case the applications are submitted for projects in the field of sport.

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the sport field.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of sport:

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Promoting **equality and European values** in and through sport.

While the aim for this action is to strive for a balanced representation of the above mentioned priorities, taking into account the available budget and the quality of submitted applications, a particular focus will be given in 2023 to the priority “*Encouraging healthy lifestyles for all*”.

Type of applicants targeted by this action: any public or private organisation. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	38 915 000

b) Partnerships for Cooperation: Small-scale partnerships

Index reference in budget table (WPI): 6.04

The action “Small-scale partnerships in the fields of education, training, youth and sport” as described in this Work Programme is implemented under direct management in case of applications submitted for projects in the field of sport.

Erasmus+ stands with Ukraine: a particular focus will be given in 2023 to projects aiming at addressing the consequences of the Russian invasion of Ukraine in the sport field.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of sport:

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Promoting **equality and European values** in and through sport.

While the aim for this action is to strive for a balanced representation of the priorities of the above mentioned priorities, taking into account the available budget and the quality of submitted applications, a particular focus will be given in 2023 to the priority “*Encouraging healthy lifestyles for all*”.

Type of applicants targeted by this action: any public or private organisation. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	10 500 000

c) Not-for-profit European sport events

Index references in budget table (WPI): 6.05

This action aims to support the organisation of “Not-for-profit European sport events” with a European dimension in the following fields: volunteering in sport; social inclusion through sport; non-discrimination; promotion of healthy lifestyles, health-enhancing physical activity, including the implementation of the European Week of Sport.

This action supports the preparation, organisation and follow-up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport.

Applicants targeted by this call are any public body or organisation active in the field of sport. Applicants must be established in an EU Member State or in a third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	9 000 000

d) Capacity building in the field of Sports - Heading 6

Index references in budget table (WPI): 6.06

The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the programme. The aim is to support sport activities and policy development in third countries not associated to the programme to promote values, social inclusion, social cohesion as well as education through sport. Specifically the action intends to: raise the capacity of grassroots sport organisations; promote grassroots sport activities; promote social inclusion through sport; emphasise mutual promotion of values; foster cooperation across different regions of the world through joint initiatives.

Type of applicants in this action: grassroots sport organisations and other public or private organisations active in the sport field (NGOs, municipalities and local authorities, schools, universities and other educational institutions, etc.). Applicants must be established in an EU Member State or third country associated to the programme, or a Western Balkan third country not associated targeted by this action.

This action also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)¹⁰⁷. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

Under the NDICI/IPAIII programming, Western Balkans is the only targeted region.

With regards in particular to third countries non associated to the Programme, this action will expectedly result in raising the capacity of grassroots sport organisations, encouraging the practice of sport and physical activity, promoting social inclusion through sport, promoting positive values through sport (such as fair play, tolerance, team spirit), and fostering cooperation across different regions of the world through joint initiatives.

By supporting sport activities and policies in those countries, the action will operate as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities. Creating and developing networks between organisations/countries/regions, developing and implementing exchange of best practices/ideas, and implementing common sport activities and educational side events will all, as outcomes entailed by this action, contribute to building and strengthening the capacities of sport organisations in such countries.

Supported activities are expected to contribute to the promotion of common values, non-discrimination and gender equality through sport, the development of skills (though sport) needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.), to a smoother integration of migrants and to post-conflict reconciliation.

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

Implementation	Indicative amount (EUR)
EACEA	992 990

¹⁰⁷ OJ L 330, 20.9.2021.

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Cooperation with the Council of Europe

Index reference in budget table (WPI): 6.07

The Council of Europe (CoE) and the Commission will cooperate 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. The project aims to enhance the competence of key stakeholders, for example by providing training and technical assistance in implementing the Convention provisions and recommendations. It will also analyse data regarding the emerging trends and challenges in this field.

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

Implementation	Indicative amount (EUR)
CoE	400 000

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

a) Presidency events

Index references in budget table (WPI): 6.10

Grants will be awarded to the governments of Sweden, Spain and Belgium (or bodies designated by them) to organise during their respective Presidencies of the Council of the EU or in preparation thereof of conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of project and Programme results. The main outcomes expected from Presidency events are policy guidance, orientations, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States and to prepare future policy initiatives in the field of sport.

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

Implementation	Indicative amount (EUR)
EAC	750 000

b) Peer-learning activities

Index references in budget table (WPI): 6.11

Grants will be awarded to ministries, governmental authorities or other public bodies designated by Member States or third countries associated to the programme, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport. Such a peer learning activity should include no less than seven countries (Member States and/or third countries associated to the programme). These activities aim to provide a framework to discuss, exchange ideas and best practices on the main challenges in the field of sport outlined in the EU Work Plan for Sport.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power (Article 195 (f) FR). Member States and third countries associated to the programme are considered to be the only bodies technically competent to carry out these actions aiming at exchanges of good practices and ideas between policy makers.

Implementation	Indicative amount (EUR)
EAC	500 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Evidence-based activities

Index references in budget table (WPI): 6.20

Good knowledge, information and evidence on social, economic and governance-related aspects of sport and physical activity are a prerequisite for effective policy making in these fields at the EU level and in Member States. EU added value can be achieved by encouraging data collection and evidence reinforcement, spreading good practices from EU Member States or third countries associated to the programme and sport organisations and by reinforcing networks at EU level. The EU can provide both opportunities for cooperation among stakeholders and synergy with, and between, national, regional and local policies to promote sport-related challenges. The following activities can be covered:

- studies and support services to networks;
- support for surveys and data gathering, aiming at strengthening the evidence base for policy making.

Studies would allow covering, for instance, the continuation of the works on Sport satellite accounts and sport statistics, sport and innovation, health-enhancing physical activity. Networks, for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)
EAC	1 500 000

b) Conferences, Seminars and Communication activities

Index references in budget table (WPI): 6.21

One of the main activities foreseen for the dialogue with stakeholders is the annual EU Sport Forum. This event is gathering in particular representatives from, public authorities, key sport

organisations and EU institutions. Other ad-hoc meetings, seminars, conferences and communication activities, including those related to awards, to the development of the European Week of Sport and to the promotion of grassroots sport relevant to ensure optimal dialogue with sport stakeholders and getting their views may also be envisaged.

Implementation	Indicative amount (EUR)
EAC	3 500 000

c) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 6.22

The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme. This action will support Sport Info Day, kick-off events and other meetings in order to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	250 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PRIZES

a) #BeInclusive EU Sport Awards

Index reference in budget table (WPI): 6.30

The aim of this initiative would be to reward the best projects that have successfully supported social inclusion through sport. Projects can include breaking barriers for people with fewer opportunities, including young people with migrant background, ethnic minorities, disadvantaged, marginalized or underprivileged groups, people with a disability, individuals with difficult social backgrounds, etc. The awards will also support projects promoting gender equality in sport and using sport as a way to contribute to peace. Besides rewarding specific organisations, the award will also give visibility and support the dissemination of innovative ideas, initiatives and best practices throughout Europe.

This competition would concern any organisation or public authority (individuals are not eligible) which has successfully developed a sport project aimed at social inclusion, carried out in the EU Member States or third countries associated to the programme. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	45 000

b) #BeActive Awards

Index reference in budget table (WPI): 6.31

The aim of this initiative would be to reward the best projects that have successfully promoted physical activity. Besides rewarding specific organisations, this competition aims at

rewarding and giving visibility to initiatives and projects which have efficiently contributed to promoting sports and physical activity.

This competition would concern any organisation, public authority or individual which has successfully developed a sport project aimed at promoting sport and physical activity in the spirit of the European Week of Sport. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	60 000

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

a) Selection and implementation

Index reference in budget table (WPI): 6.40, 6.41

The costs related to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in this Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Art. 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 69 000

D. MANAGEMENT FEES OF NATIONAL AGENCIES

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Management Fees of National Agencies

Index reference in budget table (WPI): 7.00, 7.01

Financial support is provided to National Agencies as a contribution to their management costs linked to the implementation of the entrusted budget implementation tasks.

The allocations from Heading 6 budget are intended for the National Agencies managing the Mobility projects for higher education students and staff from/to third countries not associated to the programme.

A contribution to the management fees will be awarded to Erasmus+ National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f) and 157(1) of the FR.

The calculation method and the country distribution of the management fees are provided in Part III of this Work Programme.

The Commission authorizes the recognition of the eligibility of costs incurred from 1 January 2023. This retroactivity aims to ensure programme implementation continuity.

Implementation	Indicative amount (EUR)
NA	H2: 140 000 000
	H6: 10 516 052

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2023 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2023 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Türkiye, Serbia) amounts to **EUR 4 433 114 112**.

These available appropriations are distributed as follows (see table below for details):

- appropriations from the budget of the Union and under Heading 2: **EUR 3 626 429 241**;
- appropriations from the budget of the Union and under Heading 6: **EUR 359 066 667**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 105 902 777** under Heading 2 and **EUR 10 520 653** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 230 450 301** under Heading 2 and **EUR 32 044 680** under Heading 6;
- appropriations corresponding to estimated internal assigned revenues: **EUR 43 699 793** under Heading 2 and **EUR 25 000 000** under Heading 6.

Tables 1 – Erasmus+ 2023: available appropriations

2023 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2023 Draft Budget	2023 Revised Budget
Heading 2	E&T&JMO	07 03 01 01	2,400,120,171	70,323,521	152,004,308	30,000,000	2,486,660,000	2,652,448,000
		07 03 01 02	779,041,093	22,825,904	55,739,115	4,500,000	811,766,374	862,106,112
	ESF+	07 02 13	12,000,000				12,000,000	12,000,000
	Youth	07 03 02	365,603,266	10,712,176	20,192,558	9,000,000	393,650,000	405,508,000
	Sport	07 03 03	69,664,711	2,041,176	2,514,320	199,793	72,140,621	74,420,000
	Total (H2)		3,626,429,241	105,902,777	230,450,301	43,699,793	3,776,216,995	4,006,482,112
Heading 6	NDICI-Global Europe	14 02 01 50	296,666,667	8,692,333	28,778,000	20,000,000	328,203,034	354,137,000
	IPA III	15 02 01 02	62,400,000	1,828,320	3,266,680	5,000,000	67,030,256	72,495,000
	Total (H6)		359,066,667	10,520,653	32,044,680	25,000,000	395,233,290	426,632,000
TOTAL			3,985,495,908	116,423,430	262,494,981	68,699,793	4,171,450,285	4,433,114,112

2. DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES

The budget and programming tables below show the distribution of available appropriations among the Key Actions and actions funded by budget lines 07 03 01 01, 07 03 01 02, 07 02 13, 07 03 02, 07 03 03, 14 02 01 50 and 15 02 01 02 taking into account the amounts adopted in the EU-Budget, the financial contributions from EFTA/EEA and from other countries for their participation in the Programme, as well as a forecast of internal assigned revenues from recoveries.

The overall allocation of funds to the actions of the Programme is established by the provisions of Article 17 of the Regulation, which establishes allocations per policy field and other expenditure covered by the Programme. The percentages in the Regulation are set and should be respected for the entire programming period 2021-2027. These shares have therefore governed the allocation of funds at the annual level for the year 2023.

The thresholds of budget allocation under Erasmus+ are as follows:

		Erasmus+ 2021-2027	
		% of total budget	% of E&T budget
a. Education and Training		83%	
	1) Higher education		Min. 34.6%
	2) Vocational Education and Training		Min. 21.5%
	3) School education		Min. 15.2%
	4) Adult education		Min. 5.8%
	5) Jean Monnet		Min. 1.8%
	Horizontal activities		Min. 17%
	Flexibility margin		4.1%
b. Youth		10.3%	
c. Sport		1.9%	
d. Operational costs of National Agencies		Min. 3.3%	
e. Programme support		1.5%	

It should be noted, however, that in line with the Regulation, these percentages of the total budget are fixed for the entire programming period 2021 – 2027. Therefore, for a given year of implementation of the Programme, they do not need to be respected in full (i.e. because of reprogramming or change in political priorities), while the trend will have to be respected for the overall duration of the Programme.

Legend:	
AA:	Administrative Arrangement
APEL:	Award Procedure For European Label or Charter
CFP:	Grants awarded with a call for proposals
DB:	Grants to bodies identified by a basic act - Art 195 (d) FR
FPA:	Specific grant awarded under a Framework Partnership Agreement
IM:	Indirect management
MF:	Management fees awarded to the National Agencies
MON:	Grants to bodies with a de jure or de facto monopoly - Art 195 (c) FR
NA:	National Agencies
N/A:	not applicable
PP:	Public Procurement
PR:	Prize
SE:	Experts - Art. 237 FR
SPE:	Grants for actions with specific characteristics - Art 195 (f) FR
WPI:	Work Programme Index

Table 2 - Key Action 1 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02, 07 02 13 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

EDUCATION AND TRAINING						
KEY ACTION 1: Learning Mobility						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
	Mobility projects:					
1.01	Higher education students and staff	2	1,031,000,000	1,068,000,000	IM	NA
			12,000,000	12,000,000		
1.02	VET learners and staff	2	495,000,000	506,000,000	IM	NA
1.03	School education learners and staff	2	370,000,000	377,388,000	IM	NA
1.04	Adult education learners and staff	2	87,500,000	87,500,000	IM	NA
1.05	Mobility projects for Higher education students and staff from/to third countries not associated to the programme - Heading 6	6	197,275,287	220,666,212	IM	NA
1.10	Accreditations in the field of VET, school education and adult education	2	0	0	IM	NA
1.11	Higher Education Mobility Consortium Accreditations	2	0	0	IM	NA
1.12	Virtual Exchanges in Higher Education and Youth - Heading 6	6	6,266,138	6,266,138	CFP	EACEA
1.20	Language learning opportunities	2	3,500,000	3,500,000	PP	EACEA
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	0	APEL	EACEA
Sub-total KA1 (Heading 2: 07 03 01 01)			1,987,000,000	2,042,388,000		
Sub-total KA1 (Heading 2: 07 02 13)			12,000,000	12,000,000		
Sub-total KA1 (Heading 6)			203,541,425	226,932,350		

Table 3 - Key Action 2 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 2: Cooperation among organisations and institutions						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training					
2.01	Partnerships Higher Education	2	83 500 000	121 100 000	IM	NA
2.02	Partnerships Vocational Education and Training	2	72 000 000	90 000 000	IM	NA
2.03	Partnerships School Education	2	90 400 000	110 900 000	IM	NA
2.04	Partnerships Adult Education	2	38 700 000	47 600 000	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	20 000 000	25 000 000	IM	NA
2.06	Small-scale partnerships School Education	2	20 000 000	25 000 000	IM	NA
2.07	Small-scale partnerships Adult Education	2	20 000 000	25 000 000	IM	NA
2.08	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5 000 000	5 000 000	CFP	EACEA
2.09	Partnerships for Excellence: European Universities	2	384 000 000	399 000 000	CFP	EACEA
2.10	Partnerships for Excellence: Erasmus Mundus action	2	120 000 000	120 000 000	CFP	EACEA
2.11	Erasmus Mundus Joint Master's Degrees-Additional partnerships focused on external priorities for targeted regions of the world - Heading 6	6	25 589 571	25 589 571	CFP	EACEA
2.12	Partnerships for Excellence: Centres for Vocational Excellence	2	52 000 000	56 000 000	CFP	EACEA
2.14	Partnerships for Innovation: Alliances	2	62 000 000	62 000 000	CFP	EACEA
2.15	Partnerships for Innovation: Forward-Looking Projects	2	35 000 000	35 000 000	CFP	EACEA
2.16	Capacity building in Higher Education – Heading 6	6	110 353 169	115 353 169	CFP	EACEA
2.17	Capacity building in VET - Heading 6	6	27 116 244	27 116 244	CFP	EACEA
2.19	Support services for eTraining (National Support Organisations)	6	0	1 000 000	DB	EACEA
2.20		2	0	30 333 300		
2.30	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	4 000 000	1 500 000	PP	EACEA
2.31	Europass platform and related tools	2	5 000 000	5 000 000	PP	EMPL
2.32	European School Education Platform Central Support Services	2	4 700 000	5 866 700	PP	EACEA
2.33	European Student Card Initiative	2	8 000 000	10 000 000	PP	EAC
2.34	School Education, VET, Adult Education tools (Erasmus without paper)	2	3 000 000	0	PP	EAC/EACEA
2.36	European platform for cooperation between higher education institutions	2	3 000 000	0	PP	EAC/EACEA
2.39	Support to IT developments	2	0	1 800 000	PP	EAC
2.40	IT services for Erasmus+ platforms	2	670 000	670 000	AA	EACEA
2.41		6	0	600 000		
Sub-total KA2 (Heading 2)			1 030 970 000	1 176 770 000		
Sub-total KA2 (Heading 6)			163 058 984	169 658 984		

Table 4 - Key Action 3 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 3: Support to policy development and cooperation						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20,000,000	20,000,000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	1,150,000	1,200,000	IM	NA
3.03	National Teams to support the implementation of EU VET tools	2	3,000,000	3,000,000	IM	NA
3.04	Cooperation with the Council of Europe	2	700,000	700,000	IM	CoE
3.05	Cooperation with the OECD	2	3,710,000	4,060,000	IM	OECD
3.10	Presidency events	2	860,000	860,000	MON	EAC
3.11		2	200,000	200,000		EMPL
3.15	Implementing renewed priorities for the European Agenda for Adult Learning - National Coordinators for the implementation of the Agenda	2	9,631,000	9,631,000	SPE	EACEA
3.16	Eurydice - network of National units	2	4,818,000	5,118,000	DB	EACEA
3.17	Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET – NRP)	2	7,500,000	7,500,000	DB	EACEA
3.18	The International Association for the Evaluation of Educational Achievement (IEA) – International Computer and Information Literacy Study (ICILS)	2	0	200,000	SPE	EACEA
3.32	Civil Society Cooperation: Education and Training	2	5,000,000	5,000,000	CFP	EACEA
3.40	Innovation in Education (e.g. HEInnovate)	2	300,000	300,000	PP	EAC
3.42	Expertise on Education and Training	2	2,250,000	2,300,000	PP	EAC
3.43			550,000	550,000		EMPL
3.44			250,000	250,000		EAC
3.45	Exchanges of experience and good practice, and peer counselling	2	500,000	500,000	PP	EMPL
3.46	Prospective platform	2	200,000	200,000	PP	EAC
3.47	Studies	2	850,000	1,850,000	PP	EAC
3.48		2	100,000	100,000		EMPL
3.49	Academic networks (EENEE, NESET)	2	400,000	400,000	PP	EAC

3.50	Country-specific expertise: network of national experts	2	1,200,000	1,200,000	PP	EAC
3.51		2	300,000	300,000		EMPL
3.53	Transparency and recognition of skills and qualifications	2	1,200,000	600,000	PP	EMPL
3.54	Policy-related and policy dialogue conferences	2	750,000	750,000	PP	EAC
3.56	International policy dialogue	2	1,000,000	1,500,000	PP	EAC
3.57	University Business Cooperation	2	270,000	270,000	PP	EAC
3.58	International Student and Alumni Network Erasmus+	2	1,500,000	1,500,000	PP	EACEA
3.59		6	1,000,000	1,000,000		
3.61	Meetings with grant-holders and other stakeholders	2	1,000,000	1,000,000	PP	EACEA
3.62		6	365,379	365,379	PP	
3.63	Education Summit	2	600,000	650,000	PP	EAC
3.64	Dissemination and communication activities	2	1,600,000	2,000,000	PP	EAC
3.65	Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education	2	400,000	400,000	PP	EAC
3.66		2	700,000	700,000	PP	EAC-DGT
3.67	European Education Area: Communicating through the Portal and other media	2	2,500,000	1,170,000	PP	EAC
3.72	National policies platform	2	150,000	150,000	PP	EACEA
3.73	Bologna implementation report	2	100,000	100,000	PP	EACEA
3.74	Support for the implementation of the VET Recommendation related to EQAVET, graduate tracking and European Core Vocational Profiles	2	2,500,000	2,500,000	PP	EMPL
3.75	International attractiveness of Europe higher education (Study in Europe)	2	5,000,000	5,000,000	PP	EACEA
3.76	Evaluation of the European Education Area	2	0	400,000	PP	EAC
3.78	Supporting implementation of the Digital Education Action Plan 2021-2027	2	3,600,000	3,450,000	PP	EAC
3.79			0	1,500,000		EACEA
3.80	Selection and implementation	2	2,800,000	2,800,000	SE	EACEA
3.81		6	2,657,307	3,103,750		
3.90	Commission's Joint Research Centre (JRC) Administrative arrangements	2	4,000,000	2,900,000	AA	EAC
3.91			600,000	600,000		EMPL
Sub-total KA3 (Heading 2)			93,739,000	95,359,000		
Sub-total KA3 (Heading 6)			4,022,686	4,469,129		

Table 5 – Jean Monnet Actions - Budget lines Heading 2: 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Jean Monnet Actions						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	9,000,000	9,000,000	CFP	EACEA
4.02		6	4,816,707	2,203,597		
4.03	Jean Monnet actions for other fields of education and training	2	7,000,000	7,000,000	CFP	EACEA
4.04	Jean Monnet policy debate	2	3,000,000	3,000,000	CFP	EACEA
4.05		6	2,400,000	4,566,667		
	<i>Operating grants to support specific institutions:</i>					
4.20	College of Europe, Bruges	2	5,614,856	6,176,342	DB	EACEA
4.21	European University Institute, Florence	2	20,144,695	21,707,165	DB	EACEA
4.21	(out of which EUR 8 700 000 for the School of European and Transnational Governance)	2			DB	EACEA
4.22	Academy of European Law , Trier	2	2,724,114	2,996,525	DB	EACEA
4.23	the European Institute of Public Administration , Maastricht	2	1,038,751	1,142,626	DB	EACEA
4.24	European Agency for Special Needs and Inclusive Education, Odense	2	1,133,537	1,246,891	DB	EACEA
4.25	International Centre for European Training, Nice	2	2,522,830	2,775,113	DB	EACEA
4.26	College of Europe, Natolin	2	4,538,591	4,992,450	DB	EACEA
Sub-total Jean Monnet actions (Heading 2)			56,717,374	60,037,112		
Sub-total Jean Monnet actions (Heading 6)			7,216,707	6,770,264		

Table 6 –Management Fees - Budget lines Heading 2: 07 03 01 01 (E&T)

Management Fees						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	130,000,000	140,000,000	IM	NA
7.01		6	9,295,694	10,516,052		

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Education & Training Total Budget					
			2023 Draft Budget	Revised 2023 Budget	
	TOTAL (HEADING 2: 07 03 01 01, 07 03 01 02)		3,298,426,374	3,514,554,112	
	TOTAL (HEADING 2: 07 02 13)		12,000,000	12,000,000	
	TOTAL HEADING 6		387,135,496	418,346,779	
	GRAND TOTAL		3,697,561,870	3,944,900,891	

Table 8 –Budget line 07 03 02 (Youth), Heading 6: 14 02 01 50, 15 02 01 02

Youth						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility						
5.01	Mobility projects in the field of youth	2	157,200,000	158,058,000	IM	NA
5.02	Youth participation	2	30,000,000	30,000,000	IM	NA
5.03	DiscoverEU inclusion action	2	7,000,000	7,000,000	IM	NA
5.04	Accreditations in the field of youth	2	0	0	IM	NA
5.06	DiscoverEU General	2	33,000,000	33,000,000	PP	EACEA
5.07	Language learning opportunities	2	650,000	650,000	PP	EACEA
Sub-total KA1 (Heading 2)			227,850,000	228,708,000		
KEY ACTION 2: Cooperation among organisations and institutions						
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	90,000,000	95,650,000	IM	NA
5.11	Partnerships for Cooperation: Small-scale partnerships in the field of youth	2	20,000,000	25,000,000	IM	NA
5.13	Partnerships for Cooperation in the field of youth – European NGOs	2	2,000,000	2,000,000	CFP	EACEA
5.14	Capacity building in the field of youth - Heading 6	6	6,923,231	6,923,231	CFP	EACEA
5.17	European Youth Portal (EYP)	2	1,450,000	1,450,000	PP	EAC
Sub-total KA 2 (Heading 2)			113,450,000	124,100,000		
Sub-total KA2 (Heading 6)			6,923,231	6,923,231		
KEY ACTION 3: Support to policy development and cooperation						
5.20	Training and Cooperation Activities in the field of youth	2	20,000,000	20,000,000	IM	NA
5.21	SALTO Resource Centres in the field of youth	2	2,200,000	2,450,000	IM	NA
5.22	DiscoverEU - Learning Cycle for DiscoverEU participants	2	5,000,000	5,000,000	IM	NA
5.23	Eurodesk network	2	2,500,000	2,500,000	IM	NA
5.30	Presidency events	2	500,000	500,000	MON	EAC
5.33	European Youth Forum	2	2,800,000	2,800,000	DB	EACEA
5.34	Eurodesk Brussels-link	2	720,000	820,000	DB	EACEA
5.40	European Youth Together	2	8,000,000	8,000,000	CFP	EACEA
5.41	Civil society cooperation in the field of Youth	2	8,000,000	8,000,000	CFP	EACEA
5.50	Echanges of experience and good practices in the youth field	2	300,000	300,000	PP	EAC
5.51	Studies	2	300,000	300,000	PP	EAC
5.52	Policy-related and policy dialogue conferences	2	50,000	50,000	PP	EAC
5.53	Meetings with grant-holders and other stakeholders	2	80,000	80,000	PP	EACEA
5.54	Youth events	2	1,350,000	1,350,000	PP	EAC
5.56	National policies platform	2	100,000	100,000	PP	EACEA
5.60	Selection and implementation	2	450,000	450,000	SE	EACEA
5.61		6	112,573	300,000		
Sub-total KA3 (Heading 2)			52,350,000	52,700,000		
Sub-total KA3 (Heading 6)			112,573	300,000		
Youth Total Budget						
TOTAL (Heading 2)			393,650,000	405,508,000		
TOTAL (Heading 6)			7,035,804	7,223,231		

Table 9 –Budget line 07 03 03 (Sport), Heading 6: 14 02 01 50, 15 02 01 02

SPORT						
WPI	Actions	Heading	2023 Draft Budget	Revised 2023 Budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility						
6.01	Mobility projects in the field of sport	2	8,000,000	8,000,000	IM	NA
Sub-total KA 1			8,000,000	8,000,000		
KEY ACTION 2: Cooperation among organisations and institutions						
6.03	Partnerships for Cooperation: Cooperation partnerships in the sport field	2	38,635,621	38,915,000	CFP	EACEA
6.04	Partnerships for Cooperation: Small-scale partnerships	2	10,500,000	10,500,000	CFP	EACEA
6.05	Not-for-profit European sport events	2	7,000,000	9,000,000	CFP	EACEA
6.06	Capacity building in the field of Sports - Heading 6	6	992,990	992,990	CFP	EACEA
Sub-total KA 2 (Heading 2)			56,135,621	58,415,000		
Sub-total KA2 (Heading 6)			992,990	992,990		
KEY ACTION 3: Support to policy development and cooperation						
6.07	Cooperation with the Council of Europe	2	400,000	400,000	IM	CoE
6.10	Presidency events	2	750,000	750,000	MON	EAC
6.11	Peer-learning activities	2	500,000	500,000	SPE	EAC
6.20	Evidence based activities	2	1,500,000	1,500,000	PP	EAC
6.21	Conferences, Seminars and Communication activities	2	3,500,000	3,500,000	PP	EAC
6.22	Meetings with grant-holders and other stakeholders	2	250,000	250,000	PP	EACEA
6.30	#BeInclusive EU Sport Awards	2	45,000	45,000	PR	EACEA
6.31	#BeActive Awards	2	60,000	60,000	PR	EACEA
6.40	Selection and implementation	2	1,000,000	1,000,000	SE	EACEA
6.41		6	69,000	69,000		
Sub-total KA3 (Heading 2)			8,005,000	8,005,000		
Sub-total KA3 (Heading 6)			69,000	69,000		
Sport Total Budget						
TOTAL (Heading 2)			72,140,621	74,420,000		
TOTAL (Heading 6)			1,061,990	1,061,990		

3. BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES

Standard criteria

In application of the Regulation, the 4 criteria used for the allocation of funds for grant support indirectly managed by the National Agencies are the following:

- a) Country Population;
- b) Cost of Living;
- c) Distance between capitals;
- d) Performance.

The relative weight of the criteria is calculated as follows:

Education and Training and Youth:

Minimum allocation of 10% of the budget for each action is applied. The criteria a) to c) account for the allocation of 80% of funds. The criterion of past performance d) accounts for the remaining 10%.

Sport:

In 2023, the criterion of past performance will not apply. For this reason, the minimum allocation applied is 20% of the budget. The criteria a) to c) account for the allocation of 80% of funds.

In order to guarantee that there are no excessive imbalances in the annual budget allocated to countries from one year to another, a correction mechanism is applied to the allocations resulting from the pure application of the above-mentioned criteria. In addition, for Key Action 2, minima allocations are applied:

- For Cooperation Partnerships: minimum of EUR 400 000 for each country;
- For Small-scale Partnerships: minimum of EUR 120 000 for each country;
- For Mobility projects in Sport field: minimum of EUR 15 000 for each country.

For those countries participating in the Programme against payment of a financial contribution ("entry ticket"), the allocation of funds under indirect management is calculated on the basis of the financial contribution paid by the countries, coupled with the performance criterion and a correction mechanism.

Heading 6 allocations are calculated on the basis of Higher Education KA1 distributions.

Table 10: Country allocation – Education and training budget line (Heading 2) – general breakdown

Country	Total E&T		
	Total KA1	Total KA2	Total KA1+KA2
BE	60,420,700	11,793,757	72,214,457
BG	37,324,951	8,934,016	46,258,967
CZ	54,879,487	11,439,503	66,318,990
DK	32,306,140	7,170,577	39,476,717
DE	285,694,744	57,268,068	342,962,812
EE	18,838,093	4,833,148	23,671,241
EL	51,362,754	11,801,631	63,164,385
ES	192,867,110	42,880,849	235,747,959
FR	242,811,105	47,084,809	289,895,914
HR	25,538,910	5,550,654	31,089,564
IE	29,594,201	6,929,302	36,523,503
IT	217,209,405	43,793,936	261,003,341
CY	9,714,421	3,323,937	13,038,358
LV	22,747,906	5,636,924	28,384,830
LT	28,938,695	6,737,966	35,676,661
LU	5,619,132	2,854,182	8,473,314
HU	50,008,650	10,835,758	60,844,408
MT	6,037,773	2,880,422	8,918,195
NL	73,574,112	15,037,444	88,611,556
AT	44,958,813	9,498,472	54,457,285
PL	148,996,734	33,433,673	182,430,407
PT	55,993,889	11,902,648	67,896,537
RO	83,469,219	18,063,487	101,532,706
SI	21,948,453	5,188,848	27,137,301
SK	35,033,872	7,620,389	42,654,261
FI	38,172,228	8,039,112	46,211,340
SE	45,993,019	10,596,184	56,589,203
IS	6,649,760	3,018,871	9,668,631
LI	1,676,972	2,417,021	4,093,993
NO	28,160,333	6,966,848	35,127,181
EU-30	1,956,541,581	423,532,436	2,380,074,017
	-	-	-
TR	74,273,360	17,147,564	91,420,924
MK	2,919,366	1,960,000	4,879,366
RS	5,153,693	1,960,000	7,113,693
EU-33	2,038,888,000	444,600,000	2,483,488,000

Table 11: Country allocation – Education and training budget line (Heading 2) – breakdown by field

Country	Higher Education			VET				School Education				Adult Education				Country
	KA1	KA2 Cooperation partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	
BE	31,739,701	3,156,170	34,895,871	14,935,589	2,314,729	648,158	17,898,476	11,158,366	3,069,888	689,931	14,918,185	2,587,044	1,245,295	669,586	4,501,925	BE
BG	19,628,109	2,368,204	21,996,313	9,215,202	1,823,064	482,346	11,520,612	6,882,735	2,296,008	513,369	9,692,112	1,598,905	952,944	498,081	3,049,930	BG
CZ	28,291,609	3,066,829	31,358,438	13,810,762	2,235,362	625,934	16,672,058	10,381,642	2,982,017	670,182	14,033,841	2,395,474	1,209,071	650,108	4,254,653	CZ
DK	16,975,495	1,917,466	18,892,961	7,997,913	1,475,954	390,506	9,864,373	5,947,585	1,807,768	404,203	8,159,556	1,385,147	771,458	403,222	2,559,827	DK
DE*	150,033,487	15,573,989	165,607,476	70,678,791	11,520,218	3,225,831	85,424,840	52,744,374	14,441,962	3,245,707	70,432,043	12,238,092	6,022,244	3,238,117	21,498,453	DE
EE	9,913,435	1,408,888	11,322,323	4,646,634	940,783	248,888	5,836,305	3,472,645	1,184,909	264,910	4,922,464	805,379	515,423	269,347	1,590,149	EE
EL	27,061,540	3,194,258	30,255,798	12,687,236	2,348,825	657,706	15,693,767	9,418,047	2,994,162	672,912	13,085,121	2,195,931	1,257,578	676,190	4,129,699	EL
ES	99,508,485	11,523,178	111,031,663	48,260,057	8,417,551	2,357,038	59,034,646	36,670,200	11,136,051	2,502,733	50,308,984	8,428,368	4,516,050	2,428,248	15,372,666	ES
FR	127,423,334	12,824,016	140,247,350	60,198,542	9,486,039	2,656,231	72,340,812	44,777,478	11,833,771	2,659,537	59,270,786	10,411,751	4,958,868	2,666,347	18,036,966	FR
HR	13,416,346	1,738,651	15,154,997	6,325,922	1,054,807	279,081	7,659,810	4,701,080	1,334,747	298,438	6,334,265	1,095,562	554,898	290,032	1,940,492	HR
IE	15,299,303	1,845,343	17,144,646	7,403,199	1,398,365	369,980	9,171,544	5,602,932	1,784,292	399,695	7,786,919	1,288,767	743,183	388,444	2,420,394	IE
IT	113,981,648	12,009,355	125,991,003	53,866,220	8,825,871	2,471,375	65,163,466	40,047,608	10,896,972	2,449,000	53,393,580	9,313,929	4,644,207	2,497,156	16,455,292	IT
CY	5,104,560	999,320	6,103,880	2,401,911	668,620	176,886	3,247,417	1,791,050	743,856	166,304	2,701,210	416,900	400,000	168,951	985,851	CY
LV	11,808,401	1,566,558	13,374,959	5,688,401	1,134,458	300,125	7,122,984	4,265,687	1,416,548	316,697	5,998,932	985,417	592,770	309,768	1,887,955	LV
LT	14,948,406	1,838,063	16,786,469	7,255,706	1,353,173	378,871	8,987,750	5,472,591	1,684,949	378,641	7,536,181	1,261,992	718,183	386,086	2,366,261	LT
LU	2,954,785	942,703	3,897,488	1,385,968	579,176	153,224	2,118,368	1,037,464	503,760	120,000	1,661,224	240,915	400,000	155,319	796,234	LU
HU	26,321,741	2,951,226	29,272,967	12,340,857	2,183,049	611,286	15,135,192	9,210,327	2,723,338	612,047	12,545,712	2,135,725	1,141,198	613,614	3,890,537	HU
MT	3,176,838	970,439	4,147,277	1,487,828	576,831	152,605	2,217,264	1,114,626	506,264	120,000	1,740,890	258,481	400,000	154,283	812,764	MT
NL	38,656,173	4,082,400	42,738,573	18,153,537	3,057,643	856,185	22,067,365	13,625,745	3,767,165	846,638	18,239,548	3,138,657	1,578,607	848,806	5,566,070	NL
AT	23,602,780	2,551,969	26,154,749	11,131,402	1,887,714	528,588	13,547,704	8,297,473	2,450,967	550,834	11,299,274	1,927,158	993,957	534,443	3,455,558	AT
PL	78,150,684	9,141,830	87,292,514	36,994,118	6,711,610	1,879,350	45,585,078	27,457,666	8,351,114	1,876,841	37,685,621	6,394,266	3,559,182	1,913,746	11,867,194	PL
PT	29,416,596	3,268,451	32,685,047	13,817,400	2,402,091	672,620	16,892,111	10,359,952	2,974,415	668,475	14,002,842	2,399,941	1,246,411	670,185	4,316,537	PT
RO	43,823,486	4,834,150	48,657,636	20,674,666	3,547,838	993,446	25,215,950	15,395,581	4,700,332	1,056,359	21,152,272	3,575,486	1,906,338	1,025,024	6,506,848	RO
SI	11,550,866	1,447,343	12,998,209	5,411,372	1,043,299	276,009	6,730,680	4,047,724	1,302,975	291,306	5,642,005	938,491	543,761	284,155	1,766,407	SI
SK	18,438,030	2,082,880	20,520,910	8,644,381	1,540,725	428,853	10,613,959	6,454,558	1,903,200	430,406	8,788,164	1,496,903	805,421	428,904	2,731,228	SK
FI	20,041,615	2,204,089	22,245,704	9,451,121	1,592,651	442,116	11,485,888	7,043,769	2,023,747	454,775	9,522,291	1,635,723	859,615	462,119	2,957,457	FI
SE	23,942,335	2,879,521	26,821,856	11,458,189	2,142,816	577,461	14,178,466	8,604,650	2,673,148	600,767	11,878,565	1,987,845	1,120,166	602,305	3,710,316	SE
IS	3,499,470	990,457	4,489,927	1,637,691	593,508	157,015	2,388,214	1,227,989	599,211	120,000	1,947,200	284,610	400,000	158,680	843,290	IS
LI	881,556	857,021	1,738,577	414,453	400,000	120,000	934,453	309,083	400,000	120,000	829,083	71,880	400,000	120,000	591,880	LI
NO	14,663,333	1,846,676	16,510,009	7,031,360	1,419,313	375,522	8,826,195	5,251,871	1,791,834	400,640	7,444,345	1,213,769	743,995	388,868	2,346,632	NO
EU-30	1,024,254,147	116,081,443	1,140,335,590	485,406,428	84,676,083	23,493,236	593,575,747	362,772,498	106,279,370	23,901,347	492,953,215	84,108,508	45,200,823	23,900,134	153,209,465	EU-30
TR	39,513,218	4,218,557	43,731,775	18,573,914	4,523,917	1,266,764	24,364,595	13,137,526	3,820,630	858,653	17,816,809	3,048,702	1,599,177	859,866	5,507,745	TR
MK	1,535,169	400,000	1,935,169	739,638	400,000	120,000	1,259,638	523,155	400,000	120,000	1,043,155	121,404	400,000	120,000	641,404	MK
RS	2,697,466	400,000	3,097,466	1,280,020	400,000	120,000	1,800,020	954,821	400,000	120,000	1,474,821	221,386	400,000	120,000	741,386	RS
EU-33	1,068,000,000	121,100,000	1,189,100,000	506,000,000	90,000,000	25,000,000	621,000,000	377,388,000	110,900,000	25,000,000	513,288,000	87,500,000	47,600,000	25,000,000	160,100,000	EU-33
*DE	12,000,000	provisions transferred from ESF+: BL 07 02 13														

Table 12: Country allocation - Youth budget line

Country	Youth allocations									Country
	KA1 Mobility projects	KA1 Youth participation	DiscoverEU inclusion action	Total KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA2	Total KA1+KA2	DiscoverEU learning cycle	
BE	4,713,602	904,817	215,013	5,833,432	2,885,384	781,650	3,667,034	9,500,466	152,529	BE
BG	4,272,840	820,207	179,180	5,272,227	2,404,526	644,938	3,049,464	8,321,691	127,110	BG
CZ	4,113,636	788,605	181,283	5,083,524	2,440,208	650,162	3,090,370	8,173,894	128,663	CZ
DK	2,867,169	550,380	133,090	3,550,639	1,785,991	479,034	2,265,025	5,815,664	94,412	DK
DE	19,885,786	3,752,147	760,093	24,398,026	10,396,582	2,706,458	13,103,040	37,501,066	539,502	DE
EE	2,586,253	496,454	119,384	3,202,091	1,602,083	429,707	2,031,790	5,233,881	84,690	EE
EL	3,857,798	727,910	173,040	4,758,748	2,366,849	616,143	2,982,992	7,741,740	122,194	EL
ES	12,159,741	2,294,358	523,039	14,977,138	7,077,616	1,862,383	8,939,999	23,917,137	368,565	ES
FR	13,121,926	2,475,914	644,890	16,242,730	8,820,834	2,296,254	11,117,088	27,359,818	457,735	FR
HR	2,928,675	562,184	128,074	3,618,933	1,718,700	460,986	2,179,686	5,798,619	90,855	HR
IE	2,937,358	563,107	139,179	3,639,644	1,867,725	500,956	2,368,681	6,008,325	98,733	IE
IT	12,142,054	2,291,026	595,033	15,028,113	8,138,870	2,118,725	10,257,595	25,285,708	422,341	IT
CY	2,125,417	407,992	107,574	2,640,983	1,443,600	387,199	1,830,799	4,471,782	76,313	CY
LV	2,557,052	490,847	118,871	3,166,770	1,595,203	427,863	2,023,066	5,189,836	84,327	LV
LT	2,821,961	541,699	122,003	3,485,663	1,637,235	439,136	2,076,371	5,562,034	86,549	LT
LU	1,641,858	315,168	82,042	2,039,068	1,100,970	295,301	1,396,271	3,435,339	58,200	LU
HU	4,315,546	828,405	179,342	5,323,293	2,406,700	651,974	3,058,674	8,381,967	127,225	HU
MT	1,689,149	324,247	74,391	2,087,787	998,300	267,762	1,266,062	3,353,849	52,773	MT
NL	4,723,020	891,165	216,188	5,830,373	2,957,033	769,780	3,726,813	9,557,186	153,447	NL
AT	3,590,028	689,136	161,251	4,440,415	2,163,917	586,205	2,750,122	7,190,537	114,391	AT
PL	11,585,113	2,185,937	467,972	14,239,022	6,290,771	1,671,710	7,962,481	22,201,503	328,182	PL
PT	4,590,564	881,199	201,845	5,673,608	2,708,674	733,780	3,442,454	9,116,062	143,188	PT
RO	6,944,348	1,333,025	292,604	8,569,977	3,940,559	1,047,165	4,987,724	13,557,701	205,199	RO
SI	2,740,064	525,977	112,760	3,378,801	1,513,196	405,866	1,919,062	5,297,863	79,992	SI
SK	3,386,026	649,978	143,785	4,179,789	1,929,530	517,535	2,447,065	6,626,854	102,001	SK
FI	3,449,429	662,147	132,590	4,244,166	1,786,055	469,284	2,255,339	6,499,505	93,547	FI
SE	3,735,268	717,017	173,137	4,625,422	2,340,878	620,944	2,961,822	7,587,244	122,882	SE
IS	1,567,702	300,537	74,412	1,942,651	998,578	267,836	1,266,414	3,209,065	52,788	IS
LI	420,439	80,707	34,378	535,524	400,000	120,000	520,000	1,055,524	22,706	LI
NO	2,901,868	557,041	130,772	3,589,681	1,760,283	464,361	2,224,644	5,814,325	92,813	NO
EU-30	150,371,690	28,609,333	6,617,215	185,598,238	89,476,850	23,691,097	113,167,947	298,766,185	4,683,852	EU-30
	-	-	-	-	-	-	-	-	-	
TR	6,822,666	1,287,334	300,195	8,410,195	5,373,150	1,068,903	6,442,053	14,852,248	270,736	TR
MK	418,619	18,444	41,295	478,358	400,000	120,000	520,000	998,358	22,706	MK
RS	445,025	84,889	41,295	571,209	400,000	120,000	520,000	1,091,209	22,706	RS
EU-33	158,058,000	30,000,000	7,000,000	195,058,000	95,650,000	25,000,000	120,650,000	315,708,000	5,000,000	EU-33

Table 13: Country allocation - Sport budget line

Country	Sport
	KA1
BE	212.574
BG	151.050
CZ	195.217
DK	128.285
DE	1.155.150
EE	70.382
EL	202.554
ES	726.944
FR	950.924
HR	106.808
IE	120.220
IT	856.240
CY	49.505
LV	78.165
LT	90.562
LU	34.386
HU	184.840
MT	27.961
NL	284.706
AT	168.872
PL	577.348
PT	203.485
RO	323.817
SI	80.250
SK	125.778
FI	127.251
SE	190.528
IS	20.966
LI	15.000
NO	124.264
EU-30	7.584.032
	-
TR	306.688
MK	40.314
RS	68.966
EU-33	8.000.000

4. BREAKDOWN OF THE HEADING 6

Table 14: Heading 6 – breakdown by financial instrument

WPI	Actions	NDICI-Global Europe	IPA III	TOTAL Heading 6
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS				
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	179,421,594	41,244,618	220,666,212
1.12	Virtual Exchanges in Higher Education and Youth	5,310,347	955,791	6,266,138
Sub-total KA1		184,731,941	42,200,409	226,932,350
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES				
2.11	Erasmus Mundus Joint Masters-Additional scholarships for targeted regions of the world - Heading 6	23,087,183	2,502,388	25,589,571
2.16	Capacity building in Higher Education – Heading 6	102,632,695	12,720,474	115,353,169
2.17	Capacity building in VET - Heading 6	19,087,748	8,028,496	27,116,244
2.19	eTwinning National Support Organisations	1,000,000	0	1,000,000
2.41	IT services for Erasmus+ platforms	600,000	0	600,000
5.14	Capacity building in the field of youth	3,892,736	3,030,495	6,923,231
6.05	Capacity building in the field of Sport	0	992,990	992,990
Sub-total KA2		150,300,362	27,274,843	177,575,205
KEY ACTION 3: Support to policy development and cooperation				
3.59	International Student and Alumni Network Erasmus+	1,000,000	0	1,000,000
3.62	Meetings with grant-holders and other stakeholders	313,278	52,101	365,379
3.81	Selection and implementation	2,724,832	378,918	3,103,750
5.61		63,297	236,703	300,000
6.41		0	69,000	69,000
Sub-total KA3		4,101,407	736,722	4,838,129
Jean Monnet Actions				
4.02	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	1,935,000	268,597	2,203,597
4.05	Jean Monnet policy debate	4,516,667	50,000	4,566,667
Sub-total		6,451,667	318,597	6,770,264
7.1	Management fees of National Agencies	8,551,623	1,964,429	10,516,052
TOTAL		354,137,000	72,495,000	426,632,000

Table 15: Country allocations – KA1 Mobility projects - Heading 6

Country	KA1 Mobility projects H6			Country
	NDICI-Global Europe	IPA III	Total	
BE	5,332,196	1,225,741	6,557,937	BE
BG	3,297,478	758,009	4,055,487	BG
CZ	4,752,927	1,092,581	5,845,508	CZ
DK	2,851,845	655,569	3,507,414	DK
DE	25,205,288	5,794,077	30,999,365	DE
EE	1,665,435	382,843	2,048,278	EE
EL	4,546,278	1,045,078	5,591,356	EL
ES	16,717,201	3,842,874	20,560,075	ES
FR	21,406,833	4,920,905	26,327,738	FR
HR	2,253,916	518,120	2,772,036	HR
IE	2,570,248	590,837	3,161,085	IE
IT	19,148,660	4,401,807	23,550,467	IT
CY	857,555	197,131	1,054,686	CY
LV	1,983,785	456,023	2,439,808	LV
LT	2,511,299	577,286	3,088,585	LT
LU	496,397	114,110	610,507	LU
HU	4,421,993	1,016,508	5,438,501	HU
MT	533,702	122,685	656,387	MT
NL	6,494,150	1,492,846	7,986,996	NL
AT	3,965,214	911,505	4,876,719	AT
PL	13,129,139	3,018,067	16,147,206	PL
PT	4,941,922	1,136,026	6,077,948	PT
RO	7,362,247	1,692,400	9,054,647	RO
SI	1,940,520	446,078	2,386,598	SI
SK	3,097,548	712,050	3,809,598	SK
FI	3,366,946	773,978	4,140,924	FI
SE	4,022,258	924,618	4,946,876	SE
IS	587,903	135,144	723,047	IS
LI	148,099	34,044	182,143	LI
NO	2,463,407	566,277	3,029,684	NO
EU-30	172,072,389	39,555,217	211,627,606	EU-30
	-	-	-	
TR	6,638,132	1,525,943	8,164,075	TR
MK	257,905	59,286	317,191	MK
RS	453,168	104,172	557,340	RS
EU-33	179,421,594	41,244,618	220,666,212	EU-33

5. FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:

Table 16: Management Fees (Heading 2 and Heading 6) – breakdown by country

Country	Management Fees					Country
	H2	NDICI-Global Europe	IPA III	Total H6	Grand Total H2+H6	
BE	4,447,249	254,144	58,381	312,525	4,759,774	BE
BG	2,639,486	157,165	36,103	193,268	2,832,754	BG
CZ	3,976,147	226,535	52,038	278,573	4,254,720	CZ
DK	3,061,968	135,925	31,224	167,149	3,229,117	DK
DE	14,658,352	1,201,339	275,965	1,477,304	16,135,656	DE
EE	1,496,949	79,378	18,234	97,612	1,594,561	EE
EL	4,162,678	216,685	49,776	266,461	4,429,139	EL
ES	10,976,688	796,778	183,031	979,809	11,956,497	ES
FR	13,246,208	1,020,296	234,376	1,254,672	14,500,880	FR
HR	1,580,198	107,427	24,677	132,104	1,712,302	HR
IE	2,643,838	122,504	28,141	150,645	2,794,483	IE
IT	11,652,525	912,667	209,652	1,122,319	12,774,844	IT
CY	1,220,669	40,873	9,389	50,262	1,270,931	CY
LV	1,797,454	94,551	21,720	116,271	1,913,725	LV
LT	2,306,557	119,694	27,495	147,189	2,453,746	LT
LU	1,031,276	23,659	5,435	29,094	1,060,370	LU
HU	3,571,570	210,762	48,415	259,177	3,830,747	HU
MT	997,956	25,437	5,843	31,280	1,029,236	MT
NL	6,051,717	309,525	71,102	380,627	6,432,344	NL
AT	4,171,168	188,991	43,414	232,405	4,403,573	AT
PL	7,840,042	625,763	143,747	769,510	8,609,552	PL
PT	4,264,419	235,543	54,108	289,651	4,554,070	PT
RO	5,869,150	350,901	80,607	431,508	6,300,658	RO
SI	1,730,788	92,489	21,246	113,735	1,844,523	SI
SK	2,580,884	147,636	33,914	181,550	2,762,434	SK
FI	3,575,842	160,476	36,864	197,340	3,773,182	FI
SE	4,285,560	191,710	44,038	235,748	4,521,308	SE
IS	1,335,425	28,021	6,437	34,458	1,369,883	IS
LI	576,279	7,059	1,621	8,680	584,959	LI
NO	2,883,899	117,411	26,971	144,382	3,028,281	NO
EU-30	130,632,941	8,201,344	1,883,964	10,085,308	140,718,249	EU-30
	-	-	-	-	-	
TR	8,292,275	316,388	72,679	389,067	8,681,342	TR
MK	476,014	12,292	2,824	15,116	491,130	MK
RS	598,770	21,599	4,962	26,561	625,331	RS
EU-33	140,000,000	8,551,623	1,964,429	10,516,052	150,516,052	EU-33

6. FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES

The following tables indicate the breakdown of the budget (per country or per structure) aimed at supporting the activities to be implemented by the networks of the Programme as well as by other national bodies supported under Erasmus+.

Table 17: Training and Cooperation Activities in the fields of Education and Training and Youth

Country	TCA	
	E&T	Youth
BE	525.925	631.617
BG	386.373	526.357
CZ	509.993	520.410
DK	310.705	390.957
DE	2.534.451	2.128.604
EE	212.199	350.701
EL	527.780	484.591
ES	1.912.904	1.504.911
FR	2.083.624	1.805.983
HR	242.359	376.230
IE	299.636	408.850
IT	1.963.476	1.666.358
CY	143.972	316.007
LV	251.693	349.194
LT	304.847	358.395
LU	125.426	241.006
HU	479.510	526.832
MT	125.003	218.530
NL	665.516	605.425
AT	420.860	473.687
PL	1.498.052	1.350.836
PT	528.636	592.936
RO	805.567	846.169
SI	231.651	331.242
SK	338.390	422.379
FI	361.485	369.952
SE	467.146	492.810
IS	131.471	218.591
LI	115.899	57.297
NO	301.256	369.638
EU-30	18.805.805	18.936.495
	-	-
TR	966.657	882.717
MK	113.769	90.394
RS	113.769	90.394
EU-33	20.000.000	20.000.000

Table 18: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	eTwinning National Support Organisations	National Teams to support the implementation of EU VET tools	Implementing renewed priorities for the European Agenda for Adult Learning - National Coordinators for the implementation of the Agenda	Eurydice - network of National units	Eurodesk network
BE	745,100	95,892	304,443	444,000	90,832
BG	517,600	95,892	285,629	78,000	58,936
CZ	688,700	95,892	271,946	120,000	59,949
DK	565,600	95,892	133,408	170,000	64,378
DE	2,467,600	131,396	726,900	270,000	219,823
EE	332,800	61,578	179,587	60,000	41,074
EL	956,400	95,892	319,836	142,000	77,221
ES	2,292,800	131,396	485,740	204,000	151,045
FR	2,858,400	131,396	581,520	172,000	205,706
HR	464,500	61,578	270,236	148,000	48,756
IE	487,600	95,892	271,946	170,000	63,305
IT	2,913,300	131,396	624,279	222,000	162,325
CY	322,700	61,578	213,794	68,000	36,044
LV	392,700	61,578	234,318	100,000	37,417
LT	478,500	61,578	236,029	76,000	40,987
LU	284,800	61,578	147,090	118,000	39,797
HU	531,100	95,892	273,657	60,000	67,832
MT	285,100	61,578	218,925	74,000	32,388
NL	754,100	95,892	254,843	176,000	93,563
AT	609,300	95,892	234,318	170,000	69,056
PL	1,997,800	131,396	496,002	108,000	127,174
PT	920,800	95,892	265,105	152,000	78,277
RO	703,400	95,892	384,830	114,000	85,728
SI	341,000	61,578	191,560	126,000	42,968
SK	576,000	95,892	278,788	90,000	45,409
FI	553,800	95,892	148,801	166,000	63,401
SE	711,000	95,892	172,746	176,000	72,600
IS	338,300	61,578	85,518	172,000	37,234
LI	43,000	61,578	80,387	118,000	9,826
NO	525,500	95,892	206,953	170,000	64,170
TR	971,100	131,396	637,962	110,000	195,459
MK	184,700	61,578	167,444	64,000	8,660
RS	320,500	95,892	81,926	52,000	8,659
AL	161,700	0	57,126	54,000	0
BA	164,200	0	62,770	34,000	0
ME	102,400	0	44,640	70,000	0
XK	110,600	0	0	0	0
AM	207,900	0	0	0	0
AZ	410,300	0	0	0	0
GE	296,300	0	0	70,000	0
MD	294,900	0	0	70,000	0
UA	504,300	0	0	160,000	0
JO	395,300	0	0	0	0
LB	175,800	0	0	0	0
TN	374,000	0	0	0	0
Total	30,333,300	3,000,000	9,631,000	5,118,000	2,500,000

Table 19: SALTO Resource Centres – breakdown by structure

SALTO	Youth	E&T
SALTO Participation&Information	400,000	200,000
SALTO Inclusion&Diversity	437,500	250,000
SALTO Training&Cooperation	737,500*	250,000
* out of which 200.000 for Youthpass developments		
SALTO EuroMed	250,000	0
SALTO Eastern Europe and Caucasus Resource Centre	200,000	0
SALTO South East Europe	175,000	0
SALTO Digital dimension	100,000	250,000
SALTO Green dimension	100,000	250,000
Youth Worker Platform	50,000	0
TOTAL	2,450,000	1,200,000