



European
Commission

2021 annual work programme

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

C(2021) 1939 of 25 March 2021



Brussels, 25.3.2021
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COMMISSION IMPLEMENTING DECISION

of 25.3.2021

**on the financing of "Erasmus+": the Union Programme for Education, Training, Youth
and Sport and the adoption of the work programme for 2021**

COMMISSION IMPLEMENTING DECISION

of 25.3.2021

on the financing of "Erasmus+": the Union Programme for Education, Training, Youth and Sport and the adoption of the work programme for 2021

THE EUROPEAN COMMISSION,

Having regard to the Treaty on the Functioning of the European Union.

Having regard to 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, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012¹, and in particular Article 110 thereof,

Having regard to Regulation (EU) No [number] of the European Parliament and of the Council of [date] establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC, and in particular Article [number] thereof,

Having regard to Regulation (EU) No [number] of the European Parliament and of the Council of [date] establishing the Neighbourhood, Development and International Cooperation Instrument, and in particular Article [number] thereof,

Whereas:

- (1) In order to ensure the implementation of Erasmus+ Programme, it is necessary to adopt an annual financing decision, which constitutes the annual work programme for 2021. Article 110 of Regulation (EU, Euratom) 2018/1046 ('the Financial Regulation') establishes detailed rules on financing decisions.
- (2) The 2021-2027 EU programme for education, training, youth and sport proposed by the European Commission on 30 May 2018 (hereafter 'the programme') is not yet been adopted by the European legislative authority. Nonetheless, it is necessary to adopt this Work Programme subject to specific conditions, in order to allow a smooth implementation of the programme as soon as the basic act has been adopted by the European co-legislator and to enable potential applicants of Union funds to have sufficient time to prepare their applications. In accordance with Article 36(3) of the Erasmus+ Regulation and point (a) of the second subparagraph of Article 193(2) of Regulation (EU, Euratom) No 2018/1046 and by derogation from Article 193(4) of that Regulation], if duly justified, activities and costs in grants incurred in 2021 and financed under this Decision may be eligible from the beginning of the 2021 financial year, even if implemented and incurred before the grant application was submitted. The same rules apply, *mutatis mutandis*, to the eligibility of activities and costs under indirect management.

¹ OJ L 193, 30.7.2018, p.1.

- (3) The envisaged assistance is to comply with the conditions and procedures set out by the restrictive measures adopted pursuant to Article 215 TFEU.
- (4) It is appropriate to authorise the award of grants without a call for proposals and to provide for the conditions for awarding those grants.
- (5) Pursuant to Article 62(1)(c) of the Financial Regulation indirect management is to be used for the implementation of the programme.
- (6) The Commission is to ensure a level of protection of the financial interests of the Union with regards to entities and persons entrusted with the implementation of Union funds by indirect management as provided for in Article 154(3) of the Financial Regulation. To this end, such entities and persons are to be subject to an assessment of their systems and procedures in accordance with Article 154(4) of the Financial Regulation and, if necessary, to appropriate supervisory measures in accordance with Article 154(5) of the Financial Regulation before a contribution agreement can be signed.
- (7) It is necessary to allow for the payment of interest due for late payment on the basis of Article 116(5) of the Financial Regulation.
- (8) In order to allow for flexibility in the implementation of the work programme, it is appropriate to allow changes which should not be considered substantial for the purposes of Article 110(5) of the Financial Regulation.
- (9) The work programme was submitted to the committee established under Erasmus+ basic act for informal consultation.

HAS DECIDED AS FOLLOWS:

Article 1
The work programme

The annual financing decision, constituting the annual work programme for the implementation of the Erasmus+ Programme for year 2021, as set out in the Annex, is adopted, under the following suspensive conditions:

- the adoption by the European legislative authority and the entry into force of the basic act establishing the Erasmus+ programme without any significant modifications,
- a positive opinion or lack of objection by the Erasmus+ Programme Committee established in the basic act,
- the adoption by the European legislative authority and the entry into force of the basic act establishing the NDICI programme without any significant modifications,
- a positive opinion or lack of objection by the NDICI Programme Committee established in the basic act.

Article 2
Union contribution

The maximum Union contribution for the implementation of the programme for 2021 is set at EUR **2 849 010 543**² and shall be financed from the appropriations entered in the following lines of the general budget of the Union:

- budget line 07 03 01 01: EUR 2 073 676 163³;
- budget line 07 03 01 02: EUR 396 672 374;
- budget line 07 03 02: EUR 287 998 774;
- budget line 07 03 03: EUR 52 123 231;
- budget line 14 02 01 50: EUR 38 540 000⁴;

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

The implementation of this Decision is subject to the availability of the appropriations and contributions of EFTA and other participating countries to the programme.

Article 3
Methods of implementation and entrusted entities or persons

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

Article 4
Flexibility clause

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

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

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

² Rounded up due to decimals approximation

³ A transfer of commitment and payment appropriations is foreseen between 07 03 01 01 and 07 03 01 02

⁴ The implementation of the activities and the related budget is subject to the adoption of NDICI Regulation

Article 5
Grants

Grants may be awarded without a call for proposals in accordance with the conditions set out in the Annex. Grants may be awarded to the bodies referred to in the Annex.

Done at Brussels, 25.3.2021

For the Commission
Mariya GABRIEL
Member of the Commission



Bruxelles, le 25.3.2021
C(2021) 1939 final

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 25.3.2021

relative au financement d'«Erasmus+»: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport, et à l'adoption du programme de travail pour 2021

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 25.3.2021

relative au financement d'«Erasmus+»: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport, et à l'adoption du programme de travail pour 2021

LA COMMISSION EUROPÉENNE,

vu le traité sur le fonctionnement de l'Union européenne,

vu le règlement (UE, Euratom) 2018/1046 du Parlement européen et du Conseil du 18 juillet 2018 relatif aux règles financières applicables au budget général de l'Union, modifiant les règlements (UE) n° 1296/2013, (UE) n° 1301/2013, (UE) n° 1303/2013, (UE) n° 1304/2013, (UE) n° 1309/2013, (UE) n° 1316/2013, (UE) n° 223/2014, (UE) n° 283/2014 et la décision n° 541/2014/UE, et abrogeant le règlement (UE, Euratom) n° 966/2012¹, et notamment son article 110,

vu le règlement (UE) n° [numéro] du Parlement européen et du Conseil du [date] établissant «Erasmus+»: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport et abrogeant les décisions n° 1719/2006/CE, n° 1720/2006/CE et n° 1298/2008/CE, et notamment son article [numéro],

vu le règlement (UE) n° [numéro] du Parlement européen et du Conseil du [date] établissant l'instrument de voisinage, de coopération au développement et de coopération internationale, et notamment son article [numéro],

considérant ce qui suit:

- (1) Aux fins de la mise en œuvre du programme Erasmus+, il y a lieu d'adopter une décision de financement annuelle, qui constitue le programme de travail annuel pour 2021. L'article 110 du règlement (UE, Euratom) 2018/1046 (ci-après le «règlement financier») établit des règles détaillées en matière de décisions de financement.
- (2) Le programme 2021-2027 de l'Union pour l'éducation, la formation, la jeunesse et le sport, proposé le 30 mai 2018 par la Commission européenne (ci-après le «programme»), n'a pas encore été adopté par le législateur européen. Il convient néanmoins d'adopter ce programme de travail sous réserve de conditions particulières afin d'en permettre la mise en œuvre harmonieuse, dès que le colégislateur européen aura adopté l'acte de base, et de permettre aux demandeurs potentiels de fonds de l'Union de disposer de suffisamment de temps pour préparer leur dossier de demande. Conformément à l'article 36, paragraphe 3, du règlement Erasmus+ et à l'article 193, paragraphe 2, deuxième alinéa, point a), du règlement (UE, Euratom) 2018/1046 et par dérogation à l'article 193, paragraphe 4, de ce même règlement, si cela est dûment justifié, les activités et les coûts en subventions exposés en 2021 et financés au titre de la présente décision peuvent être éligibles à partir du début de l'exercice 2021, même si les activités sont mises en œuvre et que les coûts sont exposés avant le dépôt de la demande de subvention. Les mêmes règles s'appliquent, mutatis mutandis, à l'éligibilité des activités menées et des coûts exposés en gestion indirecte.

¹ JO L 193 du 30.7.2018, p. 1.

- (3) L'assistance envisagée doit respecter les conditions et procédures établies par les mesures restrictives adoptées conformément à l'article 215 du TFUE.
- (4) Il convient d'autoriser l'octroi de subventions sans appel à propositions et de prévoir les conditions d'octroi de ces subventions.
- (5) Conformément à l'article 62, paragraphe 1, point c), du règlement financier, le programme sera mis en œuvre en gestion indirecte.
- (6) La Commission doit assurer un niveau de protection des intérêts financiers de l'Union en ce qui concerne les entités et personnes chargées de l'exécution des fonds de l'Union en gestion indirecte, conformément à l'article 154, paragraphe 3, du règlement financier. À cette fin, ces entités et personnes doivent soumettre leurs systèmes et procédures à une évaluation conformément à l'article 154, paragraphe 4, du règlement financier et, s'il y a lieu, à des mesures de surveillance appropriées conformément à l'article 154, paragraphe 5, du règlement financier avant qu'une convention de contribution puisse être signée.
- (7) Il convient de permettre le paiement d'intérêts de retard sur le fondement de l'article 116, paragraphe 5, du règlement financier.
- (8) Pour permettre une certaine flexibilité dans la mise en œuvre du programme de travail, il y a lieu d'autoriser des modifications qui ne devraient pas être considérées comme substantielles aux fins de l'article 110, paragraphe 5, du règlement financier.
- (9) Le programme de travail a été soumis pour consultation informelle au comité institué par l'acte de base d'Erasmus+.

DÉCIDE:

Article premier
Programme de travail

La décision de financement annuelle, constituant le programme de travail annuel destiné à la mise en œuvre du programme Erasmus+ pour 2021, qui figure en annexe, est adoptée aux conditions suspensives suivantes:

- l'adoption par le législateur européen, et l'entrée en vigueur, de l'acte de base établissant le programme Erasmus+ sans modifications substantielles,
- un avis favorable ou l'absence d'objections du comité du programme Erasmus+ institué par l'acte de base,
- l'adoption par le législateur européen, et l'entrée en vigueur, de l'acte de base établissant le programme «IVCDCI» sans modifications substantielles,
- un avis favorable ou l'absence d'objections du comité du programme «IVCDCI» institué par l'acte de base.

Article 2
Contribution de l'Union

Le montant maximal de la contribution de l'Union destinée à la mise en œuvre du programme pour 2021 est fixé à **2 849 010 543** EUR², à financer sur les crédits inscrits aux lignes suivantes du budget général de l'Union:

² Arrondi à l'unité.

- ligne budgétaire 07 03 01 01: 2 073 676 163 EUR³;
- ligne budgétaire 07 03 01 02: 396 672 374 EUR;
- ligne budgétaire 07 03 02: 287 998 774 EUR;
- ligne budgétaire 07 03 03: 52 123 231 EUR;
- ligne budgétaire 14 02 01 50: 38 540 000 EUR⁴.

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

La mise en œuvre de la présente décision est subordonnée à la disponibilité des crédits et des contributions des pays de l'AELE et des autres pays participant au programme.

Article 3

Modes d'exécution et entités ou personnes chargées de l'exécution

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

Article 4

Clause de flexibilité

Les modifications cumulées des crédits alloués aux actions spécifiques ne dépassant pas 20 % du montant maximal de la contribution de l'Union fixé à l'article 2, premier alinéa, de la présente décision ne sont pas considérées comme substantielles aux fins de l'article 110, paragraphe 5, du règlement financier, lorsqu'elles n'ont pas d'incidence significative sur la nature des actions ni sur l'objectif du programme de travail. L'augmentation du montant maximal de la contribution de l'Union fixé à l'article 2, premier alinéa, de la présente décision ne dépasse pas 20 %. Ces modifications et augmentations ne sont possibles qu'à l'intérieur des rubriques.

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

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

Article 5

Subventions

Des subventions peuvent être octroyées sans appel à propositions dans les conditions énoncées dans l'annexe. Des subventions peuvent être octroyées aux organismes mentionnés dans l'annexe.

³ Il est prévu de faire virer sur la ligne 07 03 01 02 des crédits d'engagement et de paiement issus de la ligne 07 03 01 01.

⁴ La mise en œuvre des activités et l'exécution du budget y afférent sont subordonnées à l'adoption du règlement établissant l'IVCDI.

Fait à Bruxelles, le 25.3.2021

Par la Commission
Mariya GABRIEL
Membre de la Commission



Brüssel, den 25.3.2021
C(2021) 1939 final

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 25.3.2021

über die Finanzierung von „Erasmus+“, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2021

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 25.3.2021

über die Finanzierung von „Erasmus+“, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2021

DIE EUROPÄISCHE KOMMISSION —

gestützt auf den Vertrag über die Arbeitsweise der Europäischen Union,

gestützt auf die Verordnung (EU, Euratom) 2018/1046 des Europäischen Parlaments und des Rates vom 18. Juli 2018 über die Haushaltsordnung für den Gesamthaushaltsplan der Union, zur Änderung der Verordnungen (EU) Nr. 1296/2013, (EU) Nr. 1301/2013, (EU) Nr. 1303/2013, (EU) Nr. 1304/2013, (EU) Nr. 1309/2013, (EU) Nr. 1316/2013, (EU) Nr. 223/2014, (EU) Nr. 283/2014 und des Beschlusses Nr. 541/2014/EU sowie zur Aufhebung der Verordnung (EU, Euratom) Nr. 966/2012¹, insbesondere auf Artikel 110,

gestützt auf die Verordnung (EU) Nr. [Nummer] des Europäischen Parlaments und des Rates vom [Datum] zur Einrichtung von „Erasmus+“, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Aufhebung der Beschlüsse Nr. 1719/2006/EG, Nr. 1720/2006/EG und Nr. 1298/2008/EG, insbesondere auf Artikel [Nummer],

gestützt auf die Verordnung (EU) Nr. [Nummer] des Europäischen Parlaments und des Rates vom [Datum] zur Schaffung des Instruments für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit, insbesondere auf [Nummer],

in Erwägung nachstehender Gründe:

- (1) Damit die Durchführung des Programms Erasmus+ gewährleistet werden kann, ist die Annahme eines jährlichen Finanzierungsbeschlusses erforderlich, der das Arbeitsprogramm für das Jahr 2021 darstellt. In Artikel 110 der Verordnung (EU, Euratom) 2018/1046 (im Folgenden „Haushaltsordnung“) sind ausführliche Vorschriften für Finanzierungsbeschlüsse festgelegt.
- (2) Das EU-Programm für allgemeine und berufliche Bildung, Jugend und Sport (2021-2027), das die Europäische Kommission am 30. Mai 2018 vorgeschlagen hat (im Folgenden „das Programm“), ist vom europäischen Gesetzgeber noch nicht angenommen worden. Es ist jedoch erforderlich, dieses Arbeitsprogramm vorbehaltlich bestimmter Bedingungen anzunehmen, um eine reibungslose Durchführung des Programms zu ermöglichen, sobald die gesetzgebenden Organe den Basisrechtsakt angenommen haben, und um potenziellen Antragstellern ausreichend Zeit zur Ausarbeitung ihrer Anträge auf Unionsmittel zu geben. Gemäß Artikel 36 Absatz 3 der Erasmus+-Verordnung und Artikel 193 Absatz 2 Unterabsatz 2 Buchstabe a der Verordnung (EU, Euratom) Nr. 2018/1046 und abweichend von Artikel 193 Absatz 4 der letztgenannten Verordnung können Tätigkeiten und Kosten, die 2021 durchgeführt wurden bzw. entstanden sind und gemäß diesem Beschluss finanziert werden, in hinreichend begründeten Fällen ab dem Beginn des

¹ ABl. L 193 vom 30.7.2018, S. 1.

Haushaltsjahres 2021 förderfähig sein, auch wenn sie vor Einreichen des Finanzhilfeantrags durchgeführt wurden bzw. entstanden sind. Dasselbe gilt sinngemäß für die Förderfähigkeit von Tätigkeiten und Kosten, die im Rahmen der indirekten Mittelverwaltung durchgeführt wurden bzw. entstanden sind.

- (3) Bei der geplanten Unterstützung sind die Bedingungen und Verfahren einzuhalten, die im Rahmen der nach Artikel 215 AEUV erlassenen restriktiven Maßnahmen festgelegt sind.
- (4) Die Finanzhilfen sollten ohne Aufforderung zur Einreichung von Vorschlägen genehmigt werden können, und es sollten Bedingungen für die Gewährung dieser Finanzhilfen festgelegt werden.
- (5) Gemäß Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung wird das Programm im Wege der indirekten Verwaltung durchgeführt.
- (6) In Bezug auf Stellen und Personen, die mit der indirekten Verwaltung von Unionsmitteln betraut sind, hat die Kommission sicherzustellen, dass die finanziellen Interessen der Union in dem in Artikel 154 Absatz 3 der Haushaltsordnung vorgesehenen Maße geschützt werden. Zu diesem Zweck sind die Systeme und Verfahren dieser Stellen und Personen nach Artikel 154 Absatz 4 der Haushaltsordnung zu bewerten und erforderlichenfalls nach Artikel 154 Absatz 5 der Haushaltsordnung geeigneten Aufsichtsmaßnahmen zu unterziehen, bevor eine Beitragsvereinbarung unterzeichnet werden kann.
- (7) Es ist notwendig, die Zahlung von Verzugszinsen gemäß Artikel 116 Absatz 5 der Haushaltsordnung vorzusehen.
- (8) Im Interesse einer flexiblen Durchführung des Arbeitsprogramms sollten Änderungen zugelassen werden, die für die Zwecke des Artikels 110 Absatz 5 der Haushaltsordnung nicht als substantiell anzusehen sind.
- (9) Das Arbeitsprogramm wurde dem gemäß dem Basisrechtsakt von Erasmus+ eingesetzten Ausschuss zur informellen Konsultation vorgelegt —

BESCHLIEßT:

Artikel 1 *Arbeitsprogramm*

Der jährliche Finanzierungsbeschluss, der das im Anhang beschriebene Jahresarbeitsprogramm für die Durchführung des Programms Erasmus+ für das Jahr 2021 betrifft, wird vorbehaltlich der folgenden aufschiebenden Bedingungen angenommen:

- Annahme des Basisrechtsakts zur Einrichtung des Programms Erasmus+ durch den europäischen Gesetzgeber und Inkrafttreten ohne wesentliche Änderungen,
- befürwortende Stellungnahme oder Verzicht auf Einwände seitens des mit dem Basisrechtsakt eingesetzten Erasmus+-Programmausschusses,
- Annahme des Basisrechtsakts zur Einrichtung des Instruments für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit (NDICI) durch den europäischen Gesetzgeber und Inkrafttreten ohne wesentliche Änderungen,
- befürwortende Stellungnahme oder Verzicht auf Einwände seitens des mit dem Basisrechtsakt eingesetzten NDICI-Ausschusses.

Artikel 2
Beitrag der Union

Der Höchstbeitrag der Union für die Durchführung der Programms für 2021 beläuft sich auf **2 849 010 543 EUR**² und wird aus Mitteln finanziert, die unter den folgenden Haushaltslinien des Gesamthaushaltsplans der Union eingestellt wurden:

- Haushaltslinie 07 03 01 01: 2 073 676 163 EUR³
- Haushaltslinie 07 03 01 02: 396 672 374 EUR
- Haushaltslinie 07 03 02: 287 998 774 EUR
- Haushaltslinie 07 03 03: 52 123 231 EUR
- Haushaltslinie 14 02 01 50: 38 540 000 EUR⁴

Die in Absatz 1 genannten Haushaltsmittel können auch Verzugszinsen abdecken.

Dieser Beschluss kann nur umgesetzt werden, wenn die Mittel und Beiträge der EFTA-Staaten und anderer an dem Programm teilnehmender Länder bereitgestellt werden.

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

Die Maßnahmen, die nach Maßgabe des Anhangs in indirekter Mittelverwaltung umgesetzt werden, können Stellen oder Personen anvertraut werden, die in Nummer 1.3 des Anhangs genannt sind oder nach den dort festgelegten Kriterien ausgewählt wurden.

Artikel 4
Flexibilitätsklausel

Änderungen der Mittelzuweisungen für einzelne Maßnahmen, die in der Summe 20 % des in Artikel 2 Absatz 1 dieses Beschlusses festgesetzten Höchstbeitrags der Union nicht übersteigen, gelten als nicht substantiell für die Zwecke des Artikels 110 Absatz 5 der Haushaltsordnung, wenn sie sich nicht wesentlich auf die Art der Maßnahmen und die Zielsetzung des Arbeitsprogramms auswirken. Der in Artikel 2 Absatz 1 dieses Beschlusses festgelegte Höchstbeitrag der Union darf sich nicht um mehr als 20 % erhöhen. Diese Änderungen und Erhöhungen sind nur innerhalb von Haushaltslinien möglich.

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

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

² Aufgerundet auf ganze Zahlen.

³ Zwischen den Haushaltslinien 07 03 01 01 und 07 03 01 02 ist eine Übertragung von Mitteln für Verpflichtungen und für Zahlungen vorgesehen.

⁴ Die Durchführung der Tätigkeiten und der entsprechenden Mittel erfolgt vorbehaltlich der Annahme der NDICI-Verordnung.

*Artikel 5
Finanzhilfen*

Finanzhilfen können gemäß den im Anhang dargelegten Bedingungen ohne Aufforderung zur Einreichung von Vorschlägen gewährt werden. Finanzhilfen können den im Anhang genannten Einrichtungen gewährt werden.

Brüssel, den 25.3.2021

*Für die Kommission
Mariya GABRIEL
Mitglied der Kommission*

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ANNEX

The 2021 annual work programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport

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PART I - GENERAL OVERVIEW

1. OVERVIEW

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

According to the Regulation (EU) of the European Parliament and of the Council of xxx establishing Erasmus+: the Union Programme for education, training, youth and sport and repealing Regulation No 1288/2013 (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. **As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European enabling framework in the field of education and training, 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 will also contribute to putting in practice the first principle of the European Pillar of Social Rights and to implementing the European Skills Agenda.

In this framework, the programme has the following **specific objectives**:

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

The **programme architecture** of the period 2014-2020, and its main instruments and delivery mechanisms are largely maintained, with the exception of Sport activities that are now streamlined and follow the same structure as for Education and training and Youth chapters. The improvements and new actions are implemented without affecting the general stability of the programme in terms of structure and scope, building on existing actions and ensuring continuity with the 2021-2027 programme, while aiming to increase impact. In terms of **scope**, the programme continues to cover all education and training sectors i.e. school

education, vocational education and training, higher education and adult learning, as well as youth and sport, but in a more streamlined manner with better focused and aligned priorities.

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 Union¹, 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 2021, subject to the signature of specific agreements covering the association of these third countries to the Programme:

- 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 Turkey and Republic of Serbia;

The association to the Programme of the countries referred to in this section is subject to the signature of specific agreements covering the association of these third countries to the Programme.

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 interest.

1.3. BODIES IMPLEMENTING THE PROGRAMME

The European Commission (Directorate-General Education, Youth, Sport and Culture) 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. Furthermore, it guides and monitors the general implementation, follow-up and evaluation of the Programme at European level. The European Commission also bears overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level (indirect management). It also directly manages certain actions of the Programme. At European level, the European Commission's 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 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. It will only become effective subject to and from the moment of adoption of the Erasmus+ Programme's basic act.

¹ OJ L 344, 19.12.2013, p.1

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. In the implementation of certain international actions, DG EAC liaises with external DGs, notably the Directorate-General for International Partnerships (DG INTPA) and the Directorate General for Neighbourhood and Enlargement Negotiations (DG NEAR) 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 delegates implementation tasks to 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 Regulation². National authorities monitor and supervise the management of the Programme at national level.

In accordance with Articles 62 (1)(a,c) and 156 of the Financial Regulation, with reference to Pillar Assessed International Organisations, the Commission may award them grants via the conclusion of Grant Agreements under direct management mode (article 195 (d, f) of the FR) or entrust them budget implementation tasks via the conclusion of Contribution Agreements under indirect management mode.

² 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 2021

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 2017³ 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 Rights⁴ that enshrines the right to quality and inclusive education, and the new 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**⁵ will also help preventing the health crisis from becoming a structural barrier to 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 of education and training, youth work and youth policy systems** throughout Europe, at national, regional and local level.

Erasmus+ also remains true to its mission for more than 30 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. As a flagship Union’s 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 prepare and accompany participants in their Erasmus+ learning adventure, but also through financial support for those who thought Erasmus+ is not for them. The programme will also 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 learning, foster teachers’, youth leaders’ and youth workers’ capacity to**

³ <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>

⁴ 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.

⁵ COM (2020) 625 final.

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 is a ‘fil rouge’ for the programme implementation through increased mobility opportunities in sustainability relevant fields 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. The programme will support **continuous professional development of teachers and trainers 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. A key contribution to the European Education Area is the continued support through Erasmus+ of **European Universities** alliances of higher education institutions to cooperate seamlessly across borders and disciplines and in different languages. In addition, ample opportunities for transnational cooperation for higher education institutions will continue to be supported, fostering the Union innovation capacity and contributing, inter alia, to progressing the work on quality assurance and recognition.

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**, by fostering **capacity-building**.

The European Education Area will be achieved through a framework for cooperation with Member States and engagement with stakeholders, which will succeed the current strategic framework for cooperation in education and training (ET 2020). 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 **updated European Digital Education Action Plan**⁶ 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. The Digital Education Action Plan strategic priorities i.e. developing a high performing digital education ecosystem and enhancing digital competences for the digital transformation, form the basis for the support of the digital dimension of Erasmus+. The new Action Plan presents a vision for improving digital education across the EU in a number of ways including connectivity and infrastructure; the digital readiness and capacity of institutions; digital literacy, skills and competence for all sectors of education and training including lifelong learning and for all levels (from basic to advanced digital skills, in the context of formal and non-formal learning, as well as supporting youth work for digital skills development). It will also establish a more coordinated way to exchange on digital education at EU level through the Digital Education Hub. Erasmus+ will be mobilised to deliver on the Digital Education Action Plan and respond to the necessary digital transformation of education and training, youth and sport. 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 and content**, test and **promote distance and blended learning** (combination of virtual and physical learning periods), and increase long-standing support and investment in **European online platforms** for virtual cooperation and digital education, such as eTwinning, School Education Gateway, EPAL. Complementing physical mobility under Erasmus+, the programme will offer **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with priority regions neighboring the EU.

⁶ COM(2020) 624 final.

Young people are at the heart of the European project. The **European Education Area** and the **EU Youth Strategy 2019-2027**⁷ set the framework for the European cooperation in the youth field, for the benefit of young people. The EU Youth Strategy promotes cooperation in core youth policy areas in order to engage, connect and empower young people. It promotes cross-sectoral approaches and addresses the needs of young people in various EU policy areas such as employment, but also climate change, digitalisation, health. This overarching strategy is implemented through two of the main EU programmes supporting youth: Erasmus+ and the European Solidarity Corps - both programmes aiming to support, engage, connect and empower young people even more effectively, notably through **mobility and cooperation activities**.

The **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 **European Skills Agenda**⁸ aims to support people to develop the skills needed to ensure a prompt recovery and 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 a job” will support skills strategies to promoting skills in science, technology, engineering and mathematics (STEM), 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 for social inclusion, active citizenship and personal development beyond working life.

The **EU Work Plan for Sport**⁹ sets out guiding objectives in this field for the period 2021 to 2024, in particular as it comes to protecting integrity and values in sport, to promoting the socio-economic and environmental dimensions of sport, and to fostering the participation in sport and health-enhancing physical activity. The rollout of this Work Plan is supported as appropriate by the sport strand of the Erasmus+ programme.

2.2 ERASMUS+ MAIN PRIORITIES IN 2021

Three **overarching priorities** are underpinning the Erasmus+ implementation in 2021:

Inclusive Erasmus+

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

Within this context, a new Erasmus+ strategy for inclusion and diversity will be defined to increase the qualitative impact of the programme actions and to ensure equal opportunities by

⁷ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN>

⁸ COM(2020)274.

⁹ 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 (1 January 2021-30 June 2024) 2020/C 419/01

reaching out more and better to people with fewer opportunities, 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.

The programme will offer more mobility opportunities to learners in school classes, 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 cooperation 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 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+

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 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+ programme 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 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. Inter alia, 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.

Projects will support the creation of networks and partnerships of various actors in the field of education and training, youth and sport, including schools and the local communities and industries. These actors will be able to work together on projects promoting awareness of environmental issues, teaching and practicing what is taught (for example social responsibility; waste reduction; transport etc.). Platforms such as eTwinning and EPAL will continue to produce support materials and facilitate the exchange of effective educational practices and policies on environmental and sustainability matters. Erasmus+ is also a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, higher education institutions, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.). Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more responsible behaviour. The European Year of Rail 2021 is an excellent platform to promote the efforts to green Erasmus+ and encourage participants to choose rail or other low-carbon means of transport.

Digital Erasmus+

Transnational learning mobility will remain the core activity of Erasmus+, giving opportunities for personal, educational and professional development of individuals, including opportunities for the acquisition and development of digital skills.

In full alignment with the priorities and objectives of the Digital Education Action Plan, in the context of rapid and profound changes induced by technological advancements, the programme will provide enhanced opportunities for digital, distance and online activities in the fields of education, training youth and sport. It will also provide more inclusive formats to participants who cannot take part in typical long-term mobility periods. The cooperation projects will 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 will have a leading role in the digital transformation of education and training systems. The Programme will reinforce the support for platforms such as eTwinning, EPALE, School Education Gateway or the European Youth Portal to boost exchanges on digital learning and teaching, as well as further develop and adapt successful tools such as SELFIE, Europass or the Youthpass. The programme implementation will be significantly digitalised, for instance through initiatives such as the European Student Card (to be implemented initially in the field of higher education), or a revamped IT architecture for beneficiaries and implementing bodies.

In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the programme in 2021.

Higher education

The Renewed EU Agenda for Higher Education¹⁰ sets out the EU level priorities for higher education in four key areas i.e. ensuring graduates leave higher education with the skills set they need, fit for the modern economy; building inclusive higher education systems; enabling higher education institutions contribution to innovation in the rest of the economy and society; and supporting higher education institutions and governments to realise the full potential of the human and financial resources available. Erasmus+ is instrumental to meeting these goals 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**. This will be amplified through synergies between Erasmus+ and Horizon Europe and other EU and national funding programmes.

Within this context, a key contribution to the **European Education Area** is the continued support through Erasmus+ of bottom-up alliances of higher education institutions to cooperate seamlessly across borders and disciplines and in different languages. **European Universities** will contribute to achieving a more united and stronger Europe, in full openness to the wider world, and will promote common European values by bringing together a new generation of Europeans, able to cooperate with different cultures, in different languages, and across borders and disciplines. They will be instrumental in fostering stronger synergies between the European Education Area, the European Research Area and the European Higher Education Area.

The **European Education Area** acts in synergy with the **Bologna Process**, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path. In 2021, the Programme will support activities stemming from the Bologna Process notably through **policy cooperation activities** to encourage the implementation of the

¹⁰ OJ C 429, 14.12.2017, p.3-7.

Rome Ministerial Communiqué of November 2020¹¹. The Communiqué formulates its main vision as building an inclusive, innovative and interconnected European Higher Education Area to underpin a sustainable, cohesive and peaceful Europe, where higher education will be key in meeting the United Nations' Sustainable Development Goals. The communiqué emphasises the need to further implement the key commitments of the Bologna Process, related to qualifications frameworks, the European Credit Transfer and Accumulation System, quality assurance in higher education, and automatic academic recognition of qualifications and study periods abroad. The programme will support the implementation of the quality assurance and recognition objectives through dedicated sectorial priorities under the **partnerships for cooperation**. Innovation in learning and teaching, including digitalisation, strengthening the social dimension of higher education based on the 'Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA' as well as respect of fundamental academic values are among the commitments of the 49 ministers involved, supported by the programme supports in 2021 by a **dedicated EHEA call**. These objectives are fully aligned with the Commission initiatives towards the **European Education Area**, for example the Higher Education Transformation Agenda, the proposals for Council Recommendations on education for environmental sustainability or for micro-credentials.

The **European Student Card initiative** is a key contribution to the **European Education Area** by simplifying, facilitating and boosting student mobility in Europe, substantially reducing the administrative burden in terms of time, expense and effort. To maximise the benefits of the initiative and efficiency gains, the use of the '*Erasmus without paper*' network and the digital procedures it enables shall become standard for all participating higher education institutions.

The aim is to support the higher education sector in becoming even more **inter-connected, innovative, inclusive and digital**. For this purpose, the Programme will encourage much deeper and inter-disciplinary cooperation between higher education institutions, as well as with their surrounding innovation ecosystems, and the strengthening of links between education, research and innovation, notably through the **cooperation activities**. The focus will in particular be on strengthening **inclusion, mobility, digitalisation, lifelong learning, quality assurance, graduate tracking¹² and automatic recognition¹³**. The underlying objective is to accelerate the higher education transformation throughout Europe, in order to train the future generations in co-creating knowledge for a resilient, inclusive and sustainable society.

In this regard, through its various actions relevant to the higher education field, in 2021, the Programme will 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 and tools to enhance mobility for all; d)

¹¹ <http://www.ehea.info/page-ministerial-declarations-and-communiques>

¹² Council Recommendation of 20 November 2017 on tracking graduates, OJ C 423, 9.12.2017, p. 1–4,

¹³ 2018 Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad OJ C 444, 10.12.2018, p. 1–8.

support for higher education systems and institutions to develop and implement Education for Environmental Sustainability.

Stimulating innovative learning and teaching practices to tackle societal challenges 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, while also being relevant for the labour market and for the wider society; 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 and research-based learning, which support the acquisition of transferable forward-looking skills 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; f) mainstreaming sustainable development in all curricula for students in all disciplines and at all levels, including on the protection and responsible use of resources for healthy oceans, seas coastal and inland waters, in the wider scope of the Green Deal priorities.

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; b) training of academics in new and innovative pedagogies, including trans-disciplinary approaches, new curriculum design, delivery and assessment methods linking education with research and innovation where relevant, c) fostering an entrepreneurial, open and innovative higher education sector, by promoting learning and teaching partnerships with commercial and non-commercial organisations in the private sector; e) developing new practices in instructional design, based on educational research and creativity.

Building inclusive higher education systems: The programme will foster inclusive approaches for the mobility and cooperation activities such as a) increased access, participation and completion rates of people with fewer opportunities; b) 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; c) supporting the development of flexible career pathways between education and research; d) foster gender balance in higher education institutions, across fields of study and in leadership positions; e) 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) development of digital skills and competences of students and staff. Consolidation and further development of **higher education data tools and data sources**¹⁴ to monitor progress towards reaching the objectives of the European Education Area, in particular, by supporting higher education institutions in the creation and consolidation of their databases of graduates' contact details,

¹⁴ For example: U-Multirank <https://www.umultirank.org/>; ETER <https://www.eter-project.com/#/home>; Graduate Tracking <https://www.eurograduate.eu/>; Eurostudent <https://www.eurostudent.eu/>; HEInnovate <https://heinnovate.eu/en>

essential for the capacity building of Member States' graduate tracking systems in line with the **2017 Council Recommendation on tracking graduates**¹⁵.

Fostering effective, efficient and sustainable system-level funding and governance models, rewarding excellent teaching, innovation and community-relevance.

School education

Principle 1 of the **European Pillar of Social Rights**¹⁶ 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 systems¹⁷ recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area¹⁸ that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning. The programme will support actions promoting and **fostering mobility and cooperation** in education and training, and supporting Member States in modernising their education and training systems, promoting teaching and learning of languages, mutual recognition of qualifications and outcomes of learning periods abroad.

The programme will implement the initiatives outlined in the Commission Communication on Achieving the European Education Area by 2025¹⁹ 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 Council Conclusions on **'European teachers and trainers for the future'**²⁰ of May 2020 recognise that teachers and trainers are an indispensable driving force of education and training, and acknowledge their commitment during the COVID-19 crisis. The Programme is instrumental to support the **development of teachers' and trainers' competences**, their participation in **continuous professional development** and fostered wellbeing through cooperation and mobility, as well as their **involvement in future policy design**. 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.

In this context, in 2021, the objective is to support actions that contribute to:

Tackling early school leaving, low basic skills proficiency and disadvantage, enabling school success for all learners, including children with a migrant background, for example by:

¹⁵ OJ C 423, 9.12.2017, p. 1–4.

¹⁶ https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en.

¹⁷ <https://data.consilium.europa.eu/doc/document/ST-13298-2019-INIT/en/pdf>; 8 November 2019.

¹⁸ <https://data.consilium.europa.eu/doc/document/ST-9012-2018-INIT/en/pdf>; 23 May 2018.

¹⁹ https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf; 30 September 2020.

²⁰ <https://www.consilium.europa.eu/media/44115/st08269-en20.pdf>

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; 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. This has become even more important in the context of the COVID-19 crisis.

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

Strengthening the profile of the teaching professions, including teachers, school leaders and teacher educators, for example by: making careers more attractive and diverse, including by developing national frameworks for school education careers (teachers and school leaders); strengthening selection, recruitment and evaluations (models of staff appraisal, assessment and feedback); enhancing teachers' initial education and continuous professional development and linking its different phases; supporting the the competences and pedagogies of teachers for green and digital education; facilitating and significantly increasing teacher mobility, including by overcoming remaining obstacles and developing a policy framework on teacher mobility; supporting teachers in developing innovative teaching and assessment methods, especially to promote competence-oriented teaching and learning; strengthening leadership in education, including distributed leadership and teacher leadership.

Reinforcing the development of key competences (in line with the Council Recommendation on key competences for lifelong learning²¹) for example by promoting cross-curricular collaboration, creativity and innovative learning approaches and environments, cooperating with stakeholders in local communities and abroad, supporting teachers in delivering competence based teaching and developing assessment and validation of key competences.

Promoting education for environmental sustainability, for example by awareness-raising about environmental and climate change challenges in schools; developing competences (knowledge, skills and attitudes) for climate change, environmental issues and sustainable development, as well as future-oriented curricula and training programmes that better meet the needs of individuals; strengthen the competences and pedagogies of teachers; testing of innovative practices to prepare learners from early school ages and educational staff to become 'change agents' (e.g. behavioural changes for individual preferences, consumption habits, and lifestyles) and supporting whole school approaches to sustainability.

Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning²²), building on the increasing linguistic diversity in schools, for example by: promoting the concept by "language

²¹ OJ C 189, 4.6.2018, p. 1–13 (2018/C 189/01).

²² OJ C 189, 5.6.2019, p. 15–22.

aware schools”, ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds, encouraging language learning and awareness since early childhood education and care; 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 language;²³.

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

Vocational education and training (VET)

The recently adopted **European Skills Agenda** sets-out ambitious targets to ensure Europeans 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 and recovery from the COVID-19 pandemic. One of the key actions of the Skills Agenda is the **Council Recommendation on Vocational Education and Training (VET)**²⁴, which was then followed by the Osnabrück Declaration²⁵ endorsed by the Ministers in charge of VET of the Member States, the EU Candidate Countries and the EEA countries, the European social partners and the European Commission who agreed on a new set of policy actions in VET for the period of 2021-2025, aimed to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation.

The VET Recommendation is aimed at equipping young people and adults to manage the recovery and the just transitions to the green and digital economy, while ensuring

²³ In line with the Council Recommendation on a comprehensive approach to the teaching and learning of languages {SWD(2018) 174 final} <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2018%3A272%3AFIN>

²⁴ [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32020H1202(01)&from=EN)

²⁵ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

inclusiveness and equal opportunities and contributing to achieving resilience, social fairness and prosperity, as well as to promote European vocational education and training systems in an international context so that they are recognized as a worldwide reference for vocational learners. It puts forward actions to be implemented at both national and EU level aiming to modernise vocational education and training by adapting it to a more digital and greener economy and also to the evolving labour market and society needs, while providing quality opportunities for young and adults alike, reinforcing opportunities for work-based learning and apprenticeships in line with the 2018 Council Recommendation on a 'European Framework for Quality and Effective Apprenticeships'²⁶, 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 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.

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 2021:

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

²⁶ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>

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 recovery, 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 recovery, 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 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; f) Opportunities for learning mobility of vocational learners and staff, including 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 and the Learning Agreement); and g) high quality lifelong learning and career guidance services, making full use of Europass and other digital services.
- **VET that promotes equal opportunities.** This includes a) inclusive and accessible programmes for marginalised and vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, people with migrant background and people with fewer opportunities because of their geographical location and/or their social-economically disadvantaged situation; b) targeted measures and flexible training formats 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 address 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 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 European Skills Agenda and with the European Education Area quality objectives, the Programme will contribute in 2021 – 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 aimed at increasing the capacity to adapt and manage change, at closing existing gaps in the access to training for working age adults, and at empowering adults to successfully manage labour market transitions. The European Skills Agenda also sets a target of 50% for adult participation in learning (with dedicated targets for the unemployed and the low-qualified) and of 70% of the adult population in the EU with at least basic digital skills by 2025.

Continued implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'²⁷ 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.

In the field of adult education, the Programme will support in 2021:

- The development and provision of **skills for life** and non-formal learning in cooperation with local learning centres, libraries, cultural centres, NGOs, etc.
- The setup 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.
- 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.

²⁷ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:JOC_2016_484_R_0001

- 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 trainers** and other personnel who support adult learners, in particular in assessing their prior knowledge and skills and in motivating them to learn; develop the digital competences of educators 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.
- **Promoting Erasmus+** among all citizens and generations, including by offering activities of education and exchanges of experiences to seniors, with a view to building and adding solidity to the European identity.

Youth

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2021 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 and cooperation, build capacity of organisations and overall foster quality development of youth work. Erasmus+ will support new 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 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. 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.

Connect

- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, building on European values;
- Promote intercultural dialogue and promote knowledge about and acceptance of diversity and tolerance in society;
- Strengthen young people's sense of initiative, notably in the social field and to support their communities;
- 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;
- 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 NEETs), with particular emphasis in young people at risk of marginalisation and those with a migrant background;
- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

Sport

The renewed fourth **EU Work Plan for Sport** sets the basis for intense cooperation on priority themes such as the integrity and the values of sport, the socio-economic dimension of sport, sport in the broader societal context, sport diplomacy, as well as promotion of sport and physical activity.

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, action in this area will further strengthen cross-sectoral cooperation to promote healthy lifestyles.

In 2021, 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 participation of small-sized organisations.

The sport actions 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-crisis. Continuity will be ensured in the support of the European Week of Sport and the implementation of EU guidelines (EU Physical Activity Guidelines and EU Guidelines on Dual Careers of Athletes). Focus will also be put on social inclusion, promotion of good governance principles and the fight against violence and intolerance in sport.

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 and social development towards more healthy and active communities.

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 challenging social circumstances while a new gala of the **#BeActive awards** will be organised at the end of 2021. The programme will continue to support evidence-based policy in the field of sport. A group of experts on **Gender Equality in Sport** will be convened with the aim of submitting proposals for future actions to the Commission.

Erasmus+ in the world

Enhancing the international dimension of education and training in partners countries promotes the Union's action globally, the EU external action objectives, priorities and principles. In line with the 9 April 2019 Council Conclusions 'Towards an ever more sustainable Union by 2030'²⁸, 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. Erasmus+ is therefore an important catalyst for achieving all Sustainable Development Goals (SDG) and in particular SDG 4 aiming to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and leaving 'no one behind', contributing to the EU's commitment to the **2030 Agenda for Sustainable Development**²⁹.

Promoting people to people contacts, intercultural awareness and understanding with a focus on groups in vulnerable situations, promoting internationalisation and modernisation of higher education, promoting international cooperation on qualifications frameworks³⁰, teaching and skills development through the opening of mobility opportunities beyond Europe, funding short exchanges and scholarships for joint degrees, capacity-building and partnerships for cooperation and innovation between EU and non-EU higher education institutions (including innovative and creative international curricula for the benefit of both mobile and non-mobile learners) in line with the external action instruments.

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 studies on European Integration, in Europe and worldwide. Jean Monnet actions represent a very effective EU Public Diplomacy tool. They enhance understanding and foster knowledge and awareness about EU matters and policies through increased opportunities for teaching, learning and debating, 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. In 2021, priority will be given to a

²⁸ <http://data.consilium.europa.eu/doc/document/ST-8286-2019-INIT/en/pdf>

²⁹ <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

³⁰ Cf. recommendation 13 in Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning, OJ C 189, 15.6.2017, p. 15–28.

strengthened interdisciplinary approach, support for the participation of young academics, as well as to the use of new technologies.

The programme will support the extension of the 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 tools.

The Jean Monnet strand of Erasmus+ 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. research for preparing future policies, teaching, dissemination of results and general information for the broad public.

2.3 ERASMUS+ and the resilience of the union

The European economy has faced a profound and unprecedented shock with the COVID-19 pandemic, putting a serious strain on the economy, labour market, social, health and education and training systems of Member States. Facing this challenge, the Union took strong action to recover from the health, social and economic shock. Direct and indirect effects of the pandemic have severely impacted all Member States' education and training systems and youth and sport policies. The pandemic has increased levels of social inequalities and severely disrupted education and training provision, and limited drastically the opportunities for youth and sport activities, in particular for the athletes. Consequences of the pandemic on young people and on the youth sector 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. The massive shift towards online education and digital youth work emphasized the need for quick reforms, capacity-building, teacher and youth workers training, skills development, new pedagogies and further transnational cooperation in quality assurance, but also to prepare for the future and increase digital readiness. The vital role of digitalisation became abundantly clear in preserving uninterrupted and fair access to quality education, in enabling educators to minimise disruption and ensuring the continuity of assessment and examination.

The pandemic has been an unprecedented stress test for the Erasmus+ programme in terms of resilience and business continuity. In 2021, the programme will therefore contribute to the recovery process with its own tools - through investment in mobility and cooperation in education and training, youth and sport, to foster skills and competences development necessary for the recovery and the twin transitions.

In 2021, Erasmus+ remains true to its long standing mission to support transnational young people mobility. In this first year still marked by the pandemic, **Erasmus+ will boost its contribution to the recovery process** in multiple manners: it will provide opportunities to reconnect with the **mobility activities at the core of the programme**, although compensating for a possible reduction of physical mobility in the first phase of the recovery, it will **reinforce investments in cooperation projects**, and provide vital **support to policy development in Member States**, thereby accelerating structural reforms. The programme will help drive systemic impact in mainstreaming innovative policies and accelerating new practices that improve the quality and relevance of education, training and youth systems throughout Europe, at national, regional and local level.

The **Erasmus+ recovery 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. Partnerships and exchanges (virtual and

physical) across Europe will provide the basis for (re)connecting across Europe and working together on the most practical and innovative solutions. The programme will contribute to closing the education gap between affluent and disadvantaged regions and learners, fostering equality, empowering both young people and adults of all backgrounds with the knowledge, skills and attitudes they need for employment, social integration and active citizenship.

This **concrete response of the Erasmus+ programme** will be directly instrumental in mitigating the socio-economic and educational consequences of the pandemic, while preparing Europe's future in the spirit of solidarity among its people.

It would focus on the following elements:

- **Digital education and training:** Millions of Europeans now depend on distance and online learning and teaching or in blended formats; the rapid shift during COVID-19 to remote learning demonstrated that it is essential for schools, higher education institutions, vocational schools, civil society organisations, youth workers and learning communities to have adequate digital capabilities and preparedness to face this unprecedented situation. Digital learning continues to be highly important also after the end of the current closures of schools and higher education institutions. The use of digital technology also brings major challenges for educators and learners, including a lack of remote learning systems and modalities, pedagogical methods that are not fully adapted to digital learning, the need to provide guidance and support to educators, difficulties with remote examinations, and inequalities in connectivity and access to devices. Efforts aimed at exploiting the potential of digital technologies should also be accompanied by comprehensive considerations in terms of inclusiveness and of social fairness. In a difficult context where Member States are struggling with finding the best ways of continuing learning cycles during the crisis, more EU level guidance, **Erasmus+ support and capacity-building is crucial to develop competences for learners and educators alike, learning methods and reliable tools.**
- **Skills and competences development:** People in Europe need to be equipped with the skills needed to contribute to strengthening Europe's economic resilience as part of the recovery. Investment in people is needed to have the right set of competences, knowledge, skills and attitudes from a lifelong learning perspective, **addressing the green and digital twin transitions.** As soon as the situation in Europe is gradually restored, the **programme will boost investments in mobility, including blended mobility, in order to fully reach the targets set for the next programming period.** This will help increase and improve employment prospects, especially for young and low-skilled people, as well as foster social cohesion and sense of belonging to Europe.
- **Inclusion and solidarity:** These are key ingredients in supporting a full economic and social recovery in Europe, addressing the effects of the crisis on the most vulnerable groups of learners and young people, and bringing back a sense of European cohesion and solidarity between citizens. The crisis has exacerbated the digital and social divide, exposing structural inequality between learners, between countries and regions. The strong socio-economic bias that the crisis has revealed in the delivery of distance and online learning has shown how important it is to **invest in learning opportunities for all, in initiatives to support educational equity for people with fewer opportunities and in intergenerational projects.** Ensuring full participation of young people into education and training, youth and sports, regardless of their socio-economic background or their personal situation, is of paramount importance. Education, training, youth and sport activities of the programme are all powerful tools

to promote inclusion and foster equality. It would be unforgivable in the eyes of the European public opinion if at a moment when the social inclusion gap is visibly widening and there is a call to act, the EU would scale down its ambitions for social inclusivity, its support to young people who have typically been hardest hit by the crisis. Erasmus+ in particular, as a flagship Union's programme, will **increase participation rates among people with fewer opportunities** through more flexible and simple participation formats, more help prepare and accompany participants in their Erasmus+ mobilities, financial support for those who would need it. A gender perspective will be mainstreamed throughout the programme, in line with the principles of the Gender Equality Strategy 2020-25³¹.

- **Driving innovation:** Europe needs more **investments in forward-looking study fields relevant for the recovery**, such as climate change, digital skills, clean energy, artificial intelligence, data analysis, health sciences, etc. These are all essential fields for Europe's future sustainable growth and cohesion, and areas in which Europe needs to develop a pipeline of new talents to grow and develop to achieve a sustainable recovery. **Focused mobility and cooperation actions will help the Union unleash its potential for innovation, creativity and entrepreneurship in the digital economy.** The future Erasmus programme, with its lifelong learning continuum, is therefore an excellent instrument to boost learning at all levels (for example through **targeted mobility in forward-looking study fields**, as well as the **new partnerships for innovation and for excellence**), a role that has become more relevant than ever. By supporting **Erasmus Teachers' Academies**, the programme will be used to pool expertise and provide training to teachers, in particular on distance learning, and ensure inclusion of fewer opportunities or special needs pupils. Ambitious initiatives like the **European Universities initiative**, which aim to change the landscape of higher education in Europe, including by mobilising higher education institutions' preparedness and resilience for remote learning, will strongly contribute to the recovery. **Centres of Vocational Excellence** will have similar effect on skills development. The new **Partnerships for Innovation** will setup innovative approaches to provide tomorrow's workers with the appropriate skills for rapidly-changing labour markets, and arm tomorrow's workforce with creativity and skills to confront the growing complexity of societal challenges.
- **Involving young people in the recovery:** a focus on young people, their living conditions, their health and wellbeing, and their active participation in democratic society is absolutely necessary in the coming years. Involving, supporting and **stimulating young people and youth organisations to engage in European cooperation** is, more than ever, of very high importance. Erasmus+ mobility and cooperation projects in the field of youth actively engage young people and civil society organisations at large and enable them to play an effective role. The action of the Union will reflect this need and keep on investing in Erasmus+ to **multiply the opportunities of exchange and cooperation between young Europeans**, for example through the **new Youth participation activities** that aim to help young people engage and learn to participate in democratic life, raising awareness about European Union common values and fundamental rights, bringing together young people and decision makers at local, national and European level.

³¹ https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

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, 14 02 01 50

Basic act: Regulation (EU) No XXX/2021 of the European Parliament and of the Council of xx/yy/2021 establishing the 'Erasmus+': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013

2. METHODS OF INTERVENTION

On the basis of the objectives given in the Erasmus+ Regulation, the 2021 Work Programme will be implemented through:

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

3. GRANTS AND ACTIONS IMPLEMENTED THROUGH INDIRECT AND 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 will be published. The General Call for Proposals for the implementation of the Erasmus+ Programme makes reference to a Programme Guide for the practical information. The Erasmus+ Programme Guide aims to assist all those interested in developing projects within the Programme. It helps them understand the objectives and the actions of the Programme. It also aims to give detailed information on what is needed in order to apply and what level of grant is offered. Finally, it informs about the grant selection procedure as well as the rules applying to successful applicants that become beneficiaries of an EU grant. The Programme Guide provides also detailed information as regards the award criteria for each call. The quality of the proposals will be assessed on the basis of the award criteria published per action in the guide, as elaborated upon in the call for proposals.

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

Some grants will also be awarded 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) and 156 of the FR.

The calls for proposals that will be published or launched with a view to selecting actions and work programmes to be co-financed in 2021, as well as the grants awarded under specific conditions without issuing a call for proposals are specified further below in Part II of this Work Programme.

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

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 platforms³² and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

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

4. SELECTION CRITERIA

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

- Applicants must have stable and sufficient sources of funding to maintain their activity throughout the period during which the action is being carried out and to participate in its funding. The verification of the financial capacity does not apply to public bodies and international organisations. 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.

5. PROCUREMENTS

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

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.

³² Project results should be made available publicly on the [Erasmus+ Project Results Platform](#)

6. 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.

OBJECTIVES PURSUED AND EXPECTED RESULTS

Key Action 1

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

As regards students, trainees, apprentices, 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;
- improved 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;
- greater understanding and responsiveness to social, linguistic and cultural diversity;
- increased ability to address the needs of youth with fewer opportunities;
- increased opportunities for professional and career development;
- improved 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; a more strategic

and integrated use of digital technologies and support for support digital transformation plans, open educational resources and open practices 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 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;
- increased levels of participation of individuals in sport and physical activity;
- 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, such as the Cohesion Policy Funds, Horizon Europe, as well as with funding schemes at national or regional level.

Jean Monnet Actions

Jean Monnet 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;
- diversification and mainstreaming of EU-related subjects in teaching programmes of higher education institutions;
- greater engagement of young academics in teaching and research on European subjects.

EDUCATION, TRAINING AND YOUTH

KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

This section of the Work Programme describes the action grants managed by the National Agencies (NA) of the Erasmus+ Programme under the budget lines education and training and youth.

a) Mobility projects

Index references in budget table (WPI): 1.01, 1.02, 1.03, 1.04, 5.01

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

Organisations active in the fields of education, training and youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. Mobility activities involve a minimum of two participating organisations (at least one sending and at least one receiving organisation) from different countries.

Mobility activities in the fields of higher education, VET and youth may also involve participating organisations from third countries not associated to the programme. The EU Member States and third countries associated to the programme have the opportunity to support a diverse range of mobility opportunities, including 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.

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

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

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.

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); participation in skills competitions; these activities will contribute to achieve the target of 8% for learners benefiting from a mobility experience abroad, as set in the 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;
- for staff: job shadowing; teaching or training assignments; courses and training; invited experts; hosting teachers and educators in training; preparatory visits.

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;
- 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: short-term group mobility of adult learners; short-term mobility of individual adult learners;
- for staff: job shadowing; teaching or training assignments; courses and training;
- 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.

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

Implementation	Indicative amount (EUR)
NA	E&T: 1 284 434 826
	Youth: 78 900 000

b) Youth participation

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 youth participation mobility activities and youth participation 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 financial envelope by country and field is indicated in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	17 000 000

c) Accreditation in the fields of VET, school education, adult education and youth

Index references in budget table (WPI): 1.10, 5.05

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

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).

Implementation	Indicative amount (EUR)
NA	N/A

d) Higher Education Mobility Consortium Certificate

Index reference in budget table (WPI): 1.11

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

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.

Implementation	Indicative amount (EUR)
NA	N/A

2. GRANTS AWARDED 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, a situation that could be aggravated by the COVID-19 pandemic. Hence the goal to expand the reach and scope of Erasmus+, based on the experience of the 2018-2020 virtual exchange pilot project³³. 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. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	3 000 000

3. PROCUREMENTS

a) Language learning opportunities

Index reference in budget table (WPI): 1.20, 5.06

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.

³³ <https://europa.eu/youth/erasmusvirtual>

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. The signature of a Service Level Agreement will formalise the partnership with the JRC.

In order to ensure the provision of linguistic support under the new Erasmus+ programme, a new procurement procedure will be launched for (a) new contract(s). The foreseen budget could also be used to maintain the existing Online Language Support services until the new contract(s) is (are) in place, considering the delays in the adoption of the basic act.

Implementation	Indicative amount (EUR)
EACEA	E&T: 24 000 000
	Youth: 3 500 000

b) Framework contract for DiscoverEU implementation

Index reference in budget table (WPI): 5.07

DiscoverEU offers young people who are 18 years old as a general rule^[1], a chance to have a short-term individual or group experience travelling across Europe by rail or other modes of transport where necessary. The 2021 edition will be linked to the European Year of Rail and will aim at inspiring a change in the attitude of 18 years old about rail travelling.

To ensure the implementation of the action as of 2022, the launch of a public procurement procedure is foreseen with a view to concluding a new service Framework Contract with indicative total budget of maximum EUR 300 000 000 for the 4 years of implementation. The purpose of the contract will be to provide 18 years old with travel opportunities according to the DiscoverEU rules.

Implementation	Indicative amount (EUR)
EAC	N/A

^[1] Exceptions to the age rule to be defined when publishing the conditions for the award of travel passes.

4. 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

KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Cooperation partnership in the fields of education, training, youth and sport

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

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.

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 capabilities of the higher education sector.

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.

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;
- Promoting a comprehensive approach to language teaching and learning;
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach;
- Developing high quality early childhood education and care systems;
- Recognition of learning outcomes for participants in cross-border learning mobility.

Priorities in the field of adult education:

- Improving the availability of high quality learning opportunities for adults;
- Creating upskilling pathways, improving accessibility and increasing take-up of adult education;
- Improving the competences of educators and other adult education staff;
- Enhancing quality assurance in adult education;
- Developing forward-looking learning centres;
- Promoting Erasmus+ among all citizens and generations.

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.

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

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

Implementation	Indicative amount (EUR)
NA	E&T: 553 691 337
	Youth: 120 775 115

b) Small-scale cooperation partnerships in the fields of education, training, youth and sport

Index reference in budget table (WPI): 2.05, 2.06, 2.07, 5.11

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 and youth. 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.

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 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.

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;
- Promoting a comprehensive approach to language teaching and learning;
- Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach;
- Developing high quality early childhood education and care systems;
- Recognition of learning outcomes for participants in cross-border learning mobility.

Priorities in the field of adult education:

- Improving the availability of high quality learning opportunities for adults;
- Creating upskilling pathways, improving accessibility and increasing take-up of adult education;
- Improving the competences of educators and other adult education staff;
- Enhancing quality assurance in adult education;
- Developing forward-looking learning centres;
- Promoting Erasmus+ among all citizens and generations.

Priorities in the field of youth:

- Promoting active citizenship, young people’s sense of initiative and youth entrepreneurship Increasing quality, innovation and recognition of youth work;
- Strengthening the employability of young people;
- Reinforcing links between policy, research and practice.

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

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

Implementation	Indicative amount (EUR)
NA	E&T: 90 000 000
	Youth: 20 000 000

2. GRANTS AWARDED BY MEANS OF CALLS FOR PROPOSALS

a) Partnerships for Cooperation in the fields of education, training and youth – European NGOs

Index reference in budget table (WPI): 2.08, 5.13

The action “Partnerships for Cooperation” as described in this Work Programme is managed directly in case of applications submitted by European NGOs and Europe-wide networks established in an EU Member State or 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.

Implementation	Indicative amount (EUR)
EACEA	E&T: 5 000 000
	Youth: 5 000 000

b) Partnerships for Excellence: Erasmus Mundus 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 use of the Erasmus Mundus Label, and 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 also includes the Erasmus Mundus Design Measures (EMDM) activity, which 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, third country associated to the programme, or in a third country not associated to the programme can submit an application.

Implementation	Indicative amount (EUR)
EACEA	100 000 000

c) Erasmus Mundus Joint Masters - Additional scholarships for targeted regions of the world - Heading 6

Index reference in budget table (WPI): 2.11

Applicants under the Erasmus Mundus Joint Masters 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.

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

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.

Implementation	Indicative amount (EUR)
EACEA	18 000 000

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

Index reference in budget table (WPI): 5.14

Capacity-building projects are 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. They aim 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:

- 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 (in particular with enlargement countries);
- develop young people's digital competences and media literacy;
- bring together young people and decision makers at local, regional, national and transnational level and/or contribute to the EU Youth Dialogue.

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

Implementation	Indicative amount (EUR)
EACEA	16 917 200

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 VET, as well as the Osnabrück Declaration. 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 (CoVEs) play an essential role in the implementation of VET excellence approaches.

The initiative defines a bottom-up approach to excellence which aims to foster transnational collaborative platforms, which would be difficult for isolated member states to establish in the absence of EU incentives, technical support, and mutual learning opportunities.

This action supports the gradual establishment and development of European platforms of Centres of Vocational Excellence, contributing to regional development, innovation, and smart specialisation strategies as well as to international collaborative platforms.

The platforms 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.

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

Implementation	Indicative amount (EUR)
EACEA	44 000 000

f) Partnerships for Excellence: Erasmus+ Teacher Academies

Index reference in budget table (WPI): 2.13

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

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

Implementation	Indicative amount (EUR)
EACEA	15 000 000

g) 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.

- Lot 1: Alliances for Education and Enterprises

Alliances for Innovation aim to create innovative, transnational and sustainable cooperation settings that will foster new, innovative and multidisciplinary approaches to teaching and learning and strengthen the effectiveness of education and training systems. 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.

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

- Lot 2: Pact for skills and Sectoral Cooperation on Skills (implementing the ‘Blueprint’)

The Pact for Skills is the first flagship action of the 2020 European Skills Agenda. It is a new engagement model for addressing skills challenges and deliver on the recovery pathway, the EU Industrial Strategy and the green and digital transitions. It will mobilise and incentivise all relevant stakeholders to take concrete actions for the upskilling and reskilling of people of working age, in particular by pooling efforts in wide partnerships.

In this context, alliances implement the ‘Blueprint for Sectoral Cooperation on Skills’, an action launched within the Skills Agenda 2016 and brought forward by the 2020 European Skills Agenda as an element of the wider Pact for Skills. They foster transnational cooperation on skills in specific industrial eco-systems. 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.

In addition, this lot will aim to identify, test, develop or assess tool/s focused on building cooperation between large companies and micro, small and medium companies (SMEs). The cooperation must focus on upskilling and reskilling of the workforce (in general, in a particular value chain or industrial ecosystems). The tools should have potential of becoming mainstreamed and giving input for improving education and training systems as they should involve also other relevant stakeholders (e.g. public authorities, VET providers, higher education institutions, innovative hubs).

The indicative budget for Lot 2 is EUR 31 000 000.

Type of applicants targeted by this action: a wide range of public and 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. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	61 000 000

3. PROCUREMENTS

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

Index references in budget table (WPI): 2.20

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;
- For its implementation, the platform necessitates the provision of certain services by DG DIGIT. The partnership with DG DIGIT will be renewed through the signature of a new Service level Agreement.

Implementation	Indicative amount (EUR)
EACEA	1 400 000

b) European Youth Portal

Index reference in budget table (WPI): 5.17

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

Increasingly, the European Youth portal also supports features for the co-creating of content with young people and youth stakeholders as well as exchange features to support dedicated, safe communities in the field.

Implementation	Indicative amount (EUR)
EAC	1 450 000

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

Index reference in budget table (WPI): 2.21

The Europass online platform, an action of the European Skills Agenda, provides individuals and organisations with web-based tools and information on learning opportunities, qualifications frameworks and qualifications, guidance, skills intelligence, self-assessment tools and documentation of skills and qualifications, and connectivity with learning and employment opportunities.

The Europass platform also offers tools and software to support digitally-signed credentials, as announced in the Digital Education Action Plan. The platform interconnects with national data sources for learning opportunities and national qualifications databases or registers.

Implementation	Indicative amount (EUR)
EMPL	4 470 000

KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Training and Cooperation Activities in the fields of education, training and youth

Index reference in budget table (WPI): 3.01, 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;
- Transnational evaluation and analysis of programme results and other formats focusing on the dissemination of programme results or peer-learning activities;
- Activities linked to European-level events.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred for these TCAs are considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure a smooth transition to the new Erasmus+ 2021-2027. TCAs are crucial support activities targeting potential beneficiaries and potential participants, practitioners and stakeholders of the Erasmus+ programme. Through TCAs, the National Agencies provide trainings, thematic and research activities, support and contact seminars, which are key to ensure quality implementation of the programme and to build closer links with the relevant elements of policy development. If the implementation could not start on 1st of January 2021, the TCAs activities to reach out, mobilise and support potential beneficiaries and potential participants would be put at risk. This would jeopardise the successful launch of the programme and endanger the quality of its implementation, especially in the challenging context of the pandemic and transition between two programming periods.

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) and 157 of the FR.

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

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

Implementation	Indicative amount (EUR)
NA	E&T: 20 000 000
	Youth: 20 000 000

b) SALTO Resource Centres in the fields of education, training and youth

Index reference in budget table (WPI): 3.02, 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by these SALTOs Resource Centres are considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure a smooth transition to the new Erasmus+ 2021-2027. The SALTOs Resource Centres provide the National Agencies' network and stakeholders with crucial expertise, support, services, tools and resources underpinning the implementation of the programme. If the implementation could not start on 1 January 2021, their on-going activities would be put at risk, jeopardising the successful launch and implementation of the programme, especially in the challenging context of the pandemic and transition between two programming periods.

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) and 157 of the FR.

Implementation	Indicative amount (EUR)
NA	E&T: 900 000
	Youth: 2 200 000

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, EU 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 submit proposals, including 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) and 157 of the FR.

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

Implementation	Indicative amount (EUR)
NA	3 000 000

d) 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:

- coordination meetings to gather multipliers (e.g. 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 ;
- 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.

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) and 157 of the FR.

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

Implementation	Indicative amount (EUR)
NA	5 000 000

e) 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) and 157 of the FR.

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

Implementation	Indicative amount (EUR)
NA	2 300 000

f) Cooperation with the Council of Europe

Index reference in budget table (WPI): 3.04, 5.24

In 2021, the cooperation between the Council of Europe and the European Commission will include activities in the following areas:

Roma inclusion

Cooperation with the Council of Europe will support the implementation of the EU Roma strategic framework for equality, inclusion and participation for 2020-2030, especially its Objective 4: Increase effective equal access to quality inclusive mainstream education. Cooperation will build on the results of previous joint action i.e. INSCHOOL2 as relevant.

The maximum EU contribution will be indicatively EUR 700 000 for 3 years.

Language learning

The cooperation agreement will cover the alignment between the PISA methodology and the Common European Framework of Reference for language competences, language awareness in schools and vocational education and training institutions and integrating the reality of multilingual classrooms. The expected outcomes will include access to a wider range of Open Educational Resources for multilingual classrooms, 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 be EUR 700 000.

Youth

Support for the on-going cooperation with the Council of Europe will cover better understanding and knowledge of youth and youth policy development as regards issues of common interest for both institutions; recognition, quality and visibility of youth work and youth workers education and training; activities of common interest in specific regions, with a focus on the Southern Mediterranean, South-East Europe and Eastern Europe and the Caucasus regions.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the Partnership between the EU and the Council of Europe are considered eligible as of 1 January 2021, even if they were implemented and incurred before the application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity in the long-standing cooperation and in funding for the partnership in the field of youth. The Partnership has an essential role in fostering synergies between the priorities and programmes pursued by the two partner

institutions. Any interruption in the continued cooperation would put at risk the success of the ongoing activities that are essential to the youth policy implementation.

The maximum EU contribution will be indicatively EUR 800 000.

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

Implementation	Indicative amount (EUR)
CoE	E&T: 1 400 000
	Youth: 800 000

2. GRANTS AWARDED BY MEANS OF CALLS FOR PROPOSALS

a) European Youth Together

Index references in budget table (WPI): 5.25

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 implemented through one lot supporting transnational partnerships for youth organisations at grassroots level aiming to reinforce the European dimension of their activities.

The overall objective, also in light of COVID-19, is to mitigate the pandemics' socio-economic impact on youth, notably through capacity building and specific measures supporting the recovery of the youth sector, as well as fostering solidarity and inclusiveness.

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

Implementation	Indicative amount (EUR)
EACEA	3 000 000

3. GRANTS AWARDED BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR

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

Index reference in budget table (WPI): 3.05, 3.06, 5.30

Grants will be awarded to the governments of Portugal, Slovenia, France (or bodies designated by them) to progress with the policy work set in the EU political agenda, including the organisation during their respective Presidencies of the Council of the EU or in preparation thereof of 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 policy work and relevant 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by Portuguese Presidency for the organisation of events may be considered eligible as of 1 January 2021, even if they were incurred by the beneficiary before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this provision is needed in the first six months of 2021 to enable the Portuguese Presidency to ensure proper progress of the policy work and continuity of EU policy development in the areas of education and training, and youth, including the preparation of relevant events, in line with the timeline of the set policy agenda. Any postponement would have a negative impact on the progress of the EU policy work, already undermined by the calendar disruptions caused in 2020 by the COVID-19 pandemic.

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	E&T: 800 000
	Youth: 500 000
EMPL	150 000

b) European Higher Education Area (EHEA) - Initiative to support the implementation of reforms

Index reference in budget table: 3.07

This action aims to foster the engagement in partnership with other countries and stakeholders of national authorities of EHEA members' countries, EHEA consultative members, higher education institutions and all relevant stakeholders in self-identified, demand-driven- activities based on peer learning, to address the gaps identified in the Bologna Process Implementation Report of 2020 and the priorities of the Rome Communiqué. The goal of the invitation to submit a proposal is to support the implementation of the commitments made within the Bologna Process, in particular in the Rome Communiqué, adopted in November 2020. These commitments are crucial to consolidate the trust necessary for the further evolution of the European Higher Education Area. Moreover, they will be helpful for the initiatives launched in the context of the European Education Area communication of 30 September 2020.

Proposals may include, among others, the following activities:

- Transnational peer support activities (peer learning, peer counselling, peer review etc.), involving both national authorities and stakeholders at national level (higher education institutions, academics, students etc.) and where relevant consultative members of the European Higher Education Area;
- Assistance to drafting legislation;
- Development of relevant tools;
- Conferences, seminars or workshops;
- Study visits.

Eligible applicants are designated bodies by National Erasmus+ authorities in EU Member States and third countries associated to the programme and European organisations represented in the European Higher Education Area as consultative members.

Grants will be awarded to these bodies and organisations 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, because they are the members of the Bologna Follow-Up Group, steering the implementation of the ministerial commitments of the Bologna Process.

Implementation	Indicative amount (EUR)
EACEA	5 000 000

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

Index reference in budget table (WPI): 3.08

The grant will be targeted at the authorities designated by the Member States to take forward the adult learning agenda priorities at national level (currently national coordinators for adult learning). Priority actions defined by the grant will include building comprehensive, quality and inclusive adult learning systems, geared towards labour market entry, transitions and social inclusion, increasing adult participation in learning to meeting the ambitious objectives of the European Skills Agenda by 2025, in particular for low-skilled adults, developing skills for life including green and digital skills, contributing to national skills strategies or developing and improving the governance and coordination within the skills ecosystem, including by reaching out to labour market actors, civil society and local community services. In line with the Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults, the actions will target adults with a low level of skills, knowledge and competences who have at best completed lower secondary education and aims to provide them with flexible opportunities to improve their literacy, numeracy and digital skills and to progress towards higher qualification levels relevant for the labour market and for active participation in society. Projects should include activities related to the three steps (i.e. skills assessment; provision of a tailored, flexible and quality learning offer; and validation and recognition of skills acquired) and to support activities such as guidance or appropriate use of the digital technologies. As foreseen in the 2020 Skills Agenda, the European Agenda for Adult Learning will complement the renewed European cooperation framework in education and training and support the achievement of United Nations' Sustainable Development Goals. It will be a key building block of holistic national skills strategies which align government policy efforts for skills reform together with social partners, civil society, education, training and labour market stakeholders.

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

g) The International Association for the Evaluation of Educational Achievement (IEA) - International Civic and Citizenship Education Study (ICCS)

Index reference in budget table (WPI): 3.09

This action supports EU Member States and third countries associated to the programme participation in the upcoming ICCS 2022 study, and is a follow-up to the action covering the initial period of the study, 2019-2020. ICCS reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours with respect to this domain. The survey comprises five instruments: a student test measuring cognitive processes, a student questionnaire measuring perceptions and behaviours, a teachers' survey and a school survey. 150 schools are sampled by country. EU Member States and other European countries will have the opportunity to implement an additional European Regional instrument for students. The overall student sample range between 3,000 and 4,500 students per country.

The International Association for the Evaluation of Educational Achievement (IEA) is the owner and the one and only implementer of this international study. The study ensures collection of valuable data and provides knowledge on civic and citizenship education in schools, giving essential support for the Commission in its policy implementation and development in that field. The ICCS 2022 study is covering four years (2019-2022). The present call will cover 2021-2022 as a continuation of the previous grant contracted for 2019-2020, and will support the participation of countries for the remaining two years of the study.

These activities have specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative powers. The total EU contribution - limited to 75% of the international participation fees of the Member States and third countries associated to the programme and covering each year from 2021 to 2023 – will be allocated directly to the body in charge of the survey, the International Association for the Evaluation of Educational Achievement (IEA) on the basis of Article 195 (f) FR.

Implementation	Indicative amount (EUR)
EACEA	2 700 000

h) Eurostudent VIII

Index reference in budget table: 3.10

Eurostudent is a survey of higher education students that broadly measures study and living conditions of students including participation (or not) in learning mobility. It is a two-step process normally combining a national and a European questionnaire. Eurostudent provides for more than 20 years comparative data and analyses on students in the European Higher Education Area that are not available elsewhere. The Commission funding contributes to the costs of co-operation on the European questionnaire module including analysis of data. The survey is coordinated by a consortium from European countries led by the German Centre for Higher Education Research and Science Studies (DZHW). In previous rounds, up to 30 countries of the European Higher Education Area participated in Eurostudent surveys.

These survey activities have specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative powers. The German Centre for Higher Education Research and Science Studies (DZHW) is the owner and the implementer of this international survey, which is partly financed by Germany and the Netherlands. The survey ensures collections of valuable data and provides knowledge on study and living conditions of students giving essential support for the Commission in its policy implementation and development in higher education.

The total EU contribution covering up to maximum 75% of the participation fees of participating countries for three years (2021-2023) will be allocated directly to the German Centre for Higher Education Research and Science Studies (DZHW) on the basis of Article 195 (f) FR. DZHW is the body that has been selected to implement Eurostudent since its set up in 2000. Thus participating countries will pay only the remaining international participation fees (minimum 25 %) to DZHW.

Implementation	Indicative amount (EUR)
EACEA	1 400 000

i) Eurydice - network of National units

Index reference in budget table (WPI): 3.11

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 annual grants which succeed one

another without gaps to ensure the continuation in the activities of the units. The eligibility period of the currently ongoing grant is coming to an end on 31 March 2021.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the below mentioned specific institutions members of the Eurydice network may be considered eligible as of 1 January 2021 (de facto as of 1 April 2021 as covered by on-going contracts until 31 March 2021), even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding and unhindered completion of the work of these units (including for their staff) that do not receive funding from the Member States in which they are located. The network provides essential support for the Commission for policy implementation by regularly providing data for the Eurydice reports. Should the national units be forced to discontinue their activities, they would de facto be unable to provide data for the Eurydice reports and for the Education and Training Monitor (publication date linked with European Education Summit). Discontinued support would also result in delays in the implementation of the Eurydice annual work programme, as well as in joint work with the OECD on upcoming reports (fixed final publication timeline set for May and October).

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	4 818 000

j) Support to better knowledge in youth policy

Index reference in budget table (WPI): 5.31

In line with the EU Youth Strategy and the objective of improving the knowledge on youth issues in Europe, an action grant is provided to the structures of National correspondents ensuring the support needed to create and maintain a Youth Wiki tool on youth policies in Europe: the National correspondents are designated by each national authority, located in an EU Member State, third country associated to the programme, or in third countries not associated to the Programme, and receive a grant for action in order to provide information for the Youth Wiki tool, in line with Articles 11 and 20 of the Erasmus+ Regulation.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the below mentioned specific institutions members of the Youth Wiki network may be considered eligible as of 1 January 2021 (de facto as of 1 April 2021 as covered by on-going contracts until 31 March 2021), even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for these institutions (including for their staff) that do not receive funding from the Member States in which they are located. Should the implementation be prevented to start as of 1st of

January, this would put at risk the provision of evidence on national youth policies. The work of the network is essential for the Commission for the youth policy implementation by providing Youth Wiki with indicators and maps.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. The bodies are designated by the competent national authorities on the basis of their level of responsibility, technical competence and high degree of specialisation and access to information related to youth issues at national level, to provide this information (Article 195 (f) FR).

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

Implementation	Indicative amount (EUR)
EACEA	1 119 899

k) EQF, Europass and Euroguidance - National centres

Index reference in budget table (WPI): 3.12

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

- promoting the awareness of European instruments on skills and qualifications at national level to the public concerned;
- supporting the management of national qualifications frameworks;
- setting up or developing and updating national databases or registers for qualifications and supporting their connection to the Europass platform;
- rolling out Europass digitally signed credentials;
- establishing information tools for stakeholders and target groups;
- training and advising the guidance centres in terms of European mobility opportunities;
- promoting and providing information on guidance for transnational learning and career purposes;
- supporting the competency of guidance practitioners in Europe;
- supporting international cooperation in lifelong guidance by encouraging the exchange between stakeholders in guidance research, policy and practice in Europe;
- making information on learning opportunities publicly available at national level and in the Europass online platform.

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

EQF National Coordination Points, National Europass Centres and Euroguidance centres 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.

The budget available for 2021 will cover a three year period of implementation. EU Member States and third countries associated to the programme will be invited to submit a single activity plan covering the three centres. The single plan can be divided into separate sections detailing the activities of each centre.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the EQF, Europass and Euroguidance National centres may be considered eligible as of 1 January 2021 (de facto as of 1 April 2021 as covered by on-going contracts until 31 March 2021), even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for these networks that provide essential support for the implementation of EU flagship actions in the area of skills, education and training. Should the support be discontinued: a) the Euroguidance centres would not be able to train and update local guidance counsellors so that they can advise people on opportunities available in the European Union outside their country – e.g. learning mobility, jobs abroad, traineeships abroad; b) Europass centres would not be able to promote the Europass platform, launched in July 2020, among potential users – in particular individual jobseekers, individuals who need to self-assess their skills, prospective individual learners looking for learning opportunities, education and training institutions delivering digital qualifications, companies that use the Europass online services as management tools; c) EQF national contact points work on supporting the comparison and recognition of qualifications throughout the Union and the alignment of national qualification levels to the EU levels would be interrupted. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EMPL/ EACEA	17 861 100

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

Index reference in budget table: 3.13

The objective of this invitation to submit proposals 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the EQAVET National Reference Points may be considered eligible as of 1 January 2021 (de facto as of 1 April 2021 as covered by on-going contracts until 31 March 2021), even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for this network that provides essential support for the European Quality Assurance in Vocational Education and Training. In line with the new legal basis i.e. 2020 Council recommendation on VET, there is a legitimate expectation that these National Reference Points continue to provide their activities as from 1 April 2021. Should support be interrupted, the political commitment to start as early as possible in 2021 the implementation of activities - such as engaging in EU level peer reviews of quality assurance at VET system level to enhance the transparency and consistency of quality assurance arrangements and to reinforce trust between the Member States - would not be respected. In addition, should the retroactivity clause would not be applied, the National Reference Points would have to suspend their activities with a high risk of a prolonged interruption for the continuation of their normal activities, with consequences for the adequate and effective implementation of the Council recommendation on VET.

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	3 000 000

m) Support for further implementation of the graduate tracking initiative

Index reference in budget table (WPI): 3.15

The Council Recommendation on Tracking Graduates encourages Member States (i.e. EU and European Economic Area countries) to develop comprehensive tracking systems for graduates at national level and also to cooperate to improve the availability of comparable data to allow EU-level comparative analyses of graduate outcomes. Following the recommendations of the Commission Expert group on graduate tracking, the former should be supported by strengthening the cooperation and coordination among national education sectors and measures, while the latter should be achieved in the short-run by a European graduate survey. In the medium to long run, countries should link their administrative data to have more complete and sustainable sources of graduate data, including internationally mobile graduates. This action aims at providing financial support to Member States to cover the costs of setting up maintaining and coordinating data collection activities in the countries supporting the achievement of comparative data both at national level across VET and higher education programmes and at EU-level across Member States.

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.

Implementation	Indicative amount (EUR)
EAC/EACEA	1 000 000

n) Cooperation with the OECD

Index reference in budget table (WPI): 3.16, 3.17

The cooperation with the OECD aims at joining forces of the two organisations for developing, implementing and disseminating actions which provide best added value for countries in the field of education and training. In 2021, the cooperation between the OECD and the European Commission will include activities covering the following main areas:

- International studies and assessment tools

Both the OECD and the European Commission carry out international studies, secondary analysis, country reviews 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 2021, the Commission contribution will support activities aimed at better knowledge on teaching and learning in the 21st century throughout the entire cycle of education, inclusiveness of education systems, analysis of students' test outcomes, innovation in education, changing nature of skills demand and its links to technological change, use of skills in the labour market, returns to skills, adult apprenticeships, VET in support of local employment and economic development, regional development and innovation, including VET as a pathway to further learning and the needed adaptation of VET as well as school-to-work transition systems to these changes. The Commission contribution covering these activities in education and youth fields will indicatively amount to EUR 200 000. It will also include exploratory work on a survey on learning outcomes of VET learners in different professional qualifications. Indicatively EUR 550 000 will be allocated for grants in the field of VET.

The Commission cooperates with the OECD on activities that support countries improving skills governance, with particular reference to VET and adult learning systems and programmes. In 2021 EMPL coordinates cooperation on a particular activity, the Skills Outlook. The Skills Outlook 2021, with a focus on effective lifelong learning policies, will be published in autumn this year, supported by the 2019 Erasmus budget. The support envisaged in 2021 (EUR 200 000) covers work towards the Skills Outlook 2023.

- 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. The OECD can submit applications for co-funding the own contribution of Member States by 30 June 2021. 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 Commission contribution will be indicatively EUR 250 000.

- OECD reviews of resourcing in higher education

Building on the first results of the resourcing review in higher education, the OECD will further develop the demand-driven country reviews. The reviews focus on policy priorities of the European Education Area and the transformation agenda for higher education and will

look at the allocation of resources and use of incentives and reward systems in higher education and develop country-specific recommendations for improvement of efficiency, effectiveness and economy of the higher education funding system. The Commission contribution will be indicatively EUR 100 000.

- Innovation in Higher Education

In order to support Innovation in and by Higher Education the European Commission and the OECD have collaborated to support country reviews in the context of HEInnovate, a guiding framework for higher education institutions (HEI) to assess, diagnose and improve their performance and development as entrepreneurial and innovative institutions and systems. The two organisations have also started a partnership initiative to enhance the labour market relevance and outcomes of higher education. Future work will consist in valorising the outcomes of the two initiatives in the light of the new political ambitions, in particular the planned Higher Education Transformation Agenda supporting the achievement of the European Education Area This will address synergies between HEInnovate and the LMRO initiative, and pilot work for a monitoring and evaluation framework for Innovation in Higher Education. In addition, they will carry out the secondary analysis of the results from a European-wide graduate survey. The Commission contribution will indicatively equal EUR 750 000 to cover activities for a period of up to 30 months.

- Language assessment in PISA 2025

The European Commission will continue work with OECD to prepare a voluntary assessment of foreign language skills in 2025. The full scale roll-out of the international test was originally planned for 2024 but the planning has been adapted due to Covid 19-related delays. A small scale pilot project including listening and reading skills will be carried out in a PISA environment in 2021. It will build on a series of consecutive joint development projects combining the testing expertise of the PISA department with the expertise in the Common European Framework of Reference for language competences of the Council of Europe. Building on the results of the pilot, the 2021 grant will go towards the development of the international version of the language test prior to the national data collections in participating countries. For the work to be carried out in 2021, the Commission contribution will be indicatively EUR 500 000.

- Digital transformation in education

The European Commission is currently exploring a possible cooperation with the OECD in the frame of the implementation of the Digital Education Action Plan (2021-2027). In particular, this cooperation could contribute to Action 1: Launch a strategic dialogue with Member States in order to prepare a possible proposal for a Council Recommendation by 2022 on the enabling factors for successful digital education and potentially other actions as well. OECD proposed to provide analytical support and research-based evidence on key themes in digital education as part of their work on the use of digital resources in education conducted at the OECD under the Group of National Experts in Higher Education (GNE-HE) and the Group of National Experts in School Resources (GNE-SR). For example, the OECD could conduct country case studies examining the factors that enable or hinder the adoption and effective use of digital technologies by educational organisations. For the work to be carried out in 2021, the Commission contribution will be indicatively EUR 250 000.

- Micro-credentials

In order to support the European Commission initiative to develop a European approach to micro-credentials, the cooperation with OECD will enable that policy makers and higher education stakeholders get a clear picture of current offerings and their intended targets, the motivations of learners, funding frameworks and innovations associated with micro-credentials. Building upon its recent and ongoing analysis of micro-credentials, the OECD will develop evidence in support of policy in four areas of focus: a) to understand how many micro-credentials of what types are being offered to learners, by whom and for which purposes, b) to investigate how the offer and take-up of these credentials responded to the disruptions of the COVID-19 pandemic, c) to establish profiles of the learners of micro-credentials, in order to ensure that offerings are inclusive, and meet the diverse needs of learners and society (such as, promoting active ageing, lifelong learning and active citizenship), d) to establish evidence about the social and economic returns of micro-credentials. For the work to be carried out in 2021, the Commission contribution will be indicatively EUR 100 000.

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

Implementation	Indicative amount (EUR)
EAC	2 150 000
EMPL	750 000

o) EU Youth Dialogue: support to National Working Groups

Index reference in budget table (WPI): 5.32

In line with the EU Youth Strategy and the Council resolution on the overview of the structured dialogue process including social inclusion of young people, financial support is provided to the structures animating the structured dialogue at national level: one National Working Group is designated by each national authority. Each group receives a grant for action in order to contribute to the organisation of consultations, promotion and impact of the structured dialogue with youth.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the EU Youth Dialogue National Working Groups are considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for their activities as an essential part of the EU Youth dialogue process. This process is composed of 18 months cycle. The current one runs from January 2020 until June 2021 (on-going grant covered the period until December 2020 only), followed by a new cycle that should follow immediately after. Should the implementation of the action could not begin on 1st January, the National working groups

would not be able to deliver the activities planned for the first half of 2021 to animate the dialogue process, which would put at risk the entire cycle.

As the beneficiaries can only be bodies designated at national level by national authorities in each EU Member State, they are considered to be in a *de facto* monopoly situation (Article 195 (c) FR).

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

Implementation	Indicative amount (EUR)
EACEA	1 100 000

p) 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the European Youth Forum are considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for the Forum (including for their staff). The Forum has an essential role in the coordination of the EU Youth Dialogue process (involving young people and decision-makers) by providing the chair and secretariat of the European Steering Group in charge of the overall coordination of the EU Youth Dialogue. Should the implementation could not start as of 1st of January, the Forum would have to stop their activities which would endanger the Forum's ability to continue operating after such an interruption. This situation would also be highly prejudicial for the implementation of policy dialogue and cooperation activities under the programme.

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. The relevant grant agreements shall be concluded within six months of the start of the beneficiary's financial year.

Implementation	Indicative amount (EUR)
EACEA	2 650 000

**q) 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%. For effective monitoring of the target, good coverage of EU Member States is paramount. 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.

This action supports EU Member States and third countries associated to the programme participation in the upcoming ICILS 2023 study, to expand further the study’s coverage of EU 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. The study ensures collection of valuable data and knowledge on digital education, giving essential support to the Commission in its policy implementation and development in that field. These activities are activities with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative powers. The total EU contribution, limited to a maximum of 75% of the international participation fees for participating countries, and covering each year from 2021 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	900 000

r) Eurodesk Brussels-link

Index reference in budget table (WPI): 5.38

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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by Eurodesk Brussels Link (EBL) may be considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for Eurodesk Brussels Link (including for their staff). Should the implementation be prevented to start on the 1st January 2021, the Eurodesk Brussels-link would have to stop their activities, which would endanger the network's ability to continue operating after such an interruption.

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. The relevant grant agreements shall be concluded within six months of the start of the beneficiary's financial year.

Implementation	Indicative amount (EUR)
EACEA	660 000

4. SPECIFIC GRANTS AWARDED UNDER A FRAMEWORK PARTNERSHIP

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

Index references in budget table (WPI): 3.31

Following a call for proposals in 2017 the Commission concluded a Framework Partnership Agreement (for the period 2017-2021) with one policy network in the field of school education addressing the access to high-quality learning for children and young people with migrant background.

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

Within the Framework Partnership Agreement, and subject to the Commission's evaluation of the annual work plan, the Commission intends to conclude a specific grant agreement for the activities identified in the work programme of the policy network in 2021.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the policy network may be considered eligible as of 1 January 2021 even if they were implemented before the signature of the specific grant agreement. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for the network, including for their staff and activities. The relevant

grant agreements shall be concluded within six months of the start of the beneficiary's financial year.

Implementation	Indicative amount (EUR)
EAC	300 000

5. 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; 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	350 000

b) Supporting implementation of the Digital Education Action Plan and the Digital Education Hub

Index reference in budget table (WPI): 3.41

The item will further support the implementation of the **Digital Education Action Plan, including the Digital Education Hub**, providing relevant support to the integration of digital technologies; events and communication activities; expertise and research input; general conceptual and technical work and partnerships on aspects of innovation in education, such as Open Educational Resources (OER) and Open Education, emerging technologies and effective use of digital devices in education and training.

The **Digital Education Hub** promotes digital education, sharing knowledge and supporting experimentation and co-creation across sectors. The Hub will be rolled out gradually with pilot actions and trials in order to experiment and test the interest of stakeholders. The Hub is expected to:

- setting up a network of national advisory services on digital education to exchange experience and good practice on the enabling factors of digital education; link national and regional digital-education initiatives and strategies; and connect national authorities, the private sector, experts, education and training providers and civil society through various activities;

- monitor the implementation of the Action Plan and the development of digital education in Europe including through the use of results from EU-supported projects and sharing of good practices, as well as by contributing to research experimentation and systematic collection and analysis of empirical evidence, in part through peer learning;
- support cross-sector collaboration and new governance models for the seamless exchange of digital learning content, addressing issues such as interoperability, quality assurance, accessibility and inclusion and common standards for digital education;
- support the agile development of policy and practice by being a think-and-do-tank for digital education and engaging stakeholders in user-driven innovation through the Digital Education Hackathon.

Implementation	Indicative amount (EUR)
EAC/EACEA	4 600 000

c) 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 Agenda for adult learning;
- to support the European-level implementation of the priority areas set out in the 2015 Joint Report of the Council and the Commission on ET 2020 for 2016-2020 as well as the priority areas defined in the successor scheme, covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing vocational education and training and adult education);
- to reinforce the European Commission’s capacity to analyse national situations and trends in education and training, in both 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, Digital Education Action Plan and the previous Opening up Education initiative by the European Commission;
- To support the implementation of the European Education Area Communication, exploring through studies the feasibility of the European degree and European statute, in consultation with Member States and stakeholders;
- 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.

The item will be implemented through specific contracts based on existing framework contracts or new procurement procedures.

To ensure the continuous availability of the services, a new procurement procedure may be launched to renew the Framework Contract EAC-02-2019 for "*Provision of expertise and support for European cooperation in education, training, youth, culture, sport, research and innovation*". The new expertise Framework Contract will be concluded with indicative total budget of max. 18,000,000 EUR for the 4 years of implementation and will cover all areas of competence of DG EAC, including education and training, culture, youth, sport, research and innovation.

Implementation	Indicative amount (EUR)
EAC	1 660 000
EMPL	100 000

d) Exchanges of experience and good practice, and peer counselling

Index reference in budget table (WPI): 3.44, 5.50

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 post 2020. They take place in the context of peer learning and peer counselling activities, usually part of EEA 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. A similar approach is also adopted for peer reviews in the context of assisting Member States to implement the Upskilling Pathways Recommendation. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges, support Member States' efforts to improve their education and training systems. The dissemination of good practices and lessons learned, using international evidence when relevant, can be enhanced through thematic events, policy learning exchanges and any arrangement for knowledge transfer and exchange on what works in education.

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

Implementation	Indicative amount (EUR)
EAC	E&T: 125 000
	Youth: 300 000

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

Index reference in budget table (WPI): 3.45, 3.46

The role of the expert network is to provide independent expertise on on-going policy reforms, progress and challenges of education and training systems (including VET and adult learning), on addressing country-specific recommendations and on Member States' 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 Structural Funds. Due to its role in supporting the implementation of the European Semester process and priorities set out in the Annual Sustainable Growth Strategy, the expert network will focus on EU Member States.

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

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

Index references in budget table (WPI): 3.47, 3.48, 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 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 2021, studies and surveys will be linked to the policy agenda and priorities and contribute to an effective and evidence-based reinforcement of the European Commission's policy proposals.

Implementation	Indicative amount (EUR)
EAC	E&T: 1 000 000 Youth: 50 000
EMPL	150 000

g) Academic networks (EENEE, NESET)

Index reference in budget table (WPI): 3.49

EENEE and NESET³⁴ 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 2021, EENEE and NESET will support the Commission's work on improving the performance of education and training systems and making them more efficient, by providing expert advice and processing relevant evidence and information.

³⁴ EENEE: European Expert Network on Economics of Education; NESET: Network of Experts on the Social dimension of Education and Training

Implementation	Indicative amount (EUR)
EAC	400 000

h) Prospective platform

Index reference in budget table (WPI): 3.50

The Commission will call upon relevant institutions and experts with specific foresight knowledge to carry out prospective studies connected to the dimensions of the European Education Area. Europe's education systems are impacted by several important external drivers such as demographic trends, technological advancement and changes in Europe's social fabric. The purpose of the studies is 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 Commission aims with the results at stimulating a European level debate on the future of education to generate new forward-looking policy ideas and present to Member States possible avenues for future policy development.

Implementation	Indicative amount (EUR)
EAC	200 000

i) Framework contract for support in evaluation and impact assessment activities

Index reference in budget table (WPI): 3.51

The existing Multiple Framework Contract EAC-05-2018 for the provision of services related to the implementation of Better Regulation Guidelines expires in October 2021. To ensure the continuous availability of the services, the launch of a new procurement procedure is foreseen in Q1 of 2021 with a view to concluding a new service Framework Contract with indicative total budget of max. EUR 12 000 000 for the 4 years of implementation. The purpose of the contract will be to provide support in evaluation and impact assessment related activities in areas of competence of DG EAC and including education and training, culture, youth, sport, research and innovation.

Implementation	Indicative amount (EUR)
EAC	N/A

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

Index reference in budget table (WPI): 3.53

Development of activities related to the European Qualifications Framework:

Activities will support the implementation of the Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning (EQF), and will focus in particular on strengthening the communication of the EQF. This includes expert support to the organisation of peer learning activities, and the preparation of communication material and promotional activities.

Validation of non-formal and informal learning:

Following up the Council Recommendation on the validation of non-formal and informal learning (VNFIL) of 20 December 2012, an update of the European inventory of VNFIL will be implemented. This entails a large scale study by an external contractor, with massive information collection from all EU Member States and third countries associated to the programme. The second European Validation Festival will be organised in 2021 – this action will provide support for activities to ensure the appropriate outreach to the validation community.

Evaluation of the EQF Recommendation:

The EQF Recommendation of 22 May 2017 invites the Commission, in cooperation with Member States and after consulting stakeholders to assess and evaluate the implementation of the EQF Recommendation and to report to the Council in 2022. This includes an external study supporting the preparation of the evaluation Staff Working Document, an open consultation and activities to consult stakeholders, such as expert workshops.

Implementation	Indicative amount (EUR)
EMPL	1 050 000

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

Index reference in budget table (WPI): 3.54, 3.55, 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 fields of education, training and youth.

The action includes the organization of a stakeholder conference to share practices and exchange ideas and knowledge on validation of informal and non-formal learning, as well as conferences and events in the context of the European Vocational Skills Week.

Implementation	Indicative amount (EUR)
EAC	E&T: 2 000 000 Youth: 50 000
EMPL	550 000

l) 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	1 000 000

m) University-Business Cooperation

Index reference in budget table (WPI): 3.57

This action envisages support to:

- the organisation of the European University-Business Forum and Thematic Forums and/or workshops, seminars and local outreach events on University Business Cooperation related issues and Knowledge Alliances;
- hosting, maintenance, further development and running of an electronic platform - complementing the Forums and events - for sharing good practices and provide virtual space for interactive discussion and exchange on aspects and issues related to University Business Cooperation;
- other activities related to the Guiding Framework for Entrepreneurial higher education institutions.

Implementation	Indicative amount (EUR)
EAC	700 000

n) International Student and Alumni Network Erasmus+

Index reference in budget table (WPI): 3.58

Alumni are among the best ambassadors and promoters of Europe, European higher education and research, and European Programmes in Europe and beyond. This action brings together European Union funded exchange students and alumni through support to the Erasmus+ Student and Alumni Alliance (ESAA) and regional alumni associations. Erasmus+ students and alumni can join ESAA or a regional alumni association during or following their Erasmus+ experience. This allows them to participate in events and competitions; benefit from a dynamic platform for networking, professional development and intercultural learning; and implement projects promoting Erasmus+ and other EU-funded educational programmes both in Europe and around the World.

This action will be implemented via specific contracts signed under an existing framework contract. In the event that such a framework contract is not available, a new call for tenders will be launched for the conclusion of a new framework contract.

The action will provide services to alumni associations under specific contracts for (a) the Erasmus+ Student and Alumni Alliance and (b) to two or more regional alumni groupings, funded by one or more funding instruments for external action under Heading 6, provided that conformity with the regulations respectively governing those external instruments is ensured in line with Erasmus+ regulations.

Implementation	Indicative amount (EUR)
EAC/EACEA	1 500 000

o) Support to IT developments

Index reference in budget table (WPI): 3.59, 5.55

The Erasmus+ programme's allocated credits to the IT tools and systems in 2021 will allow the Commission to support the new IT landscape and simultaneously cover the expenses related to the exiting IT tools (evolutionary maintenance).

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

Implementation	Indicative amount (EUR)
EAC	E&T: 6 634 900 Youth: 963 760

p) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 3.60, 3.61, 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)
EAC	725 000
EACEA	E&T: 1 000 000
	Youth: 80 000

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

Index reference in budget table (WPI): 3.62

In accordance with Article 25 of the Regulation and in line with the Communication to the Commission on "Corporate Communication action in 2021-2023 under the Multi-annual Financial Framework 2021-2027", the Erasmus+ programme will contribute to the corporate

communication which would cover the corporate communication of the Union's political priorities to the extent that they are related to the general objective of the Erasmus+ Programme.

This action will cover the production of content; provision of corporate technical services; dissemination of information through integrated communication actions; organisation of and participation in events; studies and evaluations, where relevant.

Implementation	Indicative amount (EUR)
COMM	400 000

r) Education & Training and Youth Forum

Index reference in budget table (WPI): 3.63

The Forum will gather stakeholders from education, training and youth fields. In 2021, the aim is to mobilise the involvement of stakeholders in the initiatives of the new Commission, the further development of the European Education Area and the launch of the new enabling framework in the field of education and training, the implementation of the Youth Strategy.

Implementation	Indicative amount (EUR)
EAC	500 000

s) Youth events

Index reference in budget table (WPI): 5.54

The action supports the preparation and organisation of the European Youth Event 2021 or of 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 European Youth Event (along with the European Youth Week) is a major European level event for young people. The main objective for the EYE2021 is to promote the new Erasmus+ programme 2021-27 and to inform relevant target audience about its novelties. The expected result is higher visibility, better outreach and more awareness of the new actions offered under the 2021-27 programme.

Implementation	Indicative amount (EUR)
EAC	150 000

t) Dissemination and communication activities

Index reference in budget table (WPI): 3.64

The amount allocated will support communication actions linked to the launch of the future programme as well as to the dissemination of results of the current programme. For example, supported activities include events, meetings workshops with stakeholders, as well as

communication materials, including an online versions of reference documents and guidelines for applicants and beneficiaries.

Implementation	Indicative amount (EUR)
EAC	3 000 000

u) 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 a) around the European Day of Languages (end of September), promoting a more comprehensive vision of language acquisition, encompassing the language spoken at home, the language of schooling and additional languages as key elements of an healthy cognitive and intercultural development, b) in the context of the European Language Label and c) with regard to promoting diversity and inclusive education.

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

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

- "Juvenes Translatores" is a translation contest for 17-year-olds in schools across Member States. The contest is being organised to promote foreign language usage in Europe and the art of translation;
- The "European Master's in Translation" (EMT) Network is a partnership project between the Commission and the relevant academic community in all EU countries. 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 2021 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	200 000
EAC-DGT	700 000

v) European Education Area Platform

Index reference in budget table (WPI): 3.67

The European Education Area communication adopted by the College on 30 September 2020 announced the implementation of the European Education Platform to facilitate the implementation of the enabling framework.

The budget should be used to:

- 1) Sign a service contract to design the European Education Area platform with the all the relevant stakeholders and investigate synergies with existing EC platforms (eTwinning, School Education Gateway, etc.) and with the upcoming Digital Education Hub.
- 2) Launch a call of tender to build the European Education Area platform based on the findings of point 1.

Implementation	Indicative amount (EUR)
EAC/EACEA	3 500 000

6. CALLS FOR EXPRESSION OF INTEREST

a) Selection and implementation

Index references in budget table (WPI): 3.80, 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	E&T: 2 400 000
	Youth H2: 450 000
	Youth H6: 622 800

7. PRIZES

a) European Innovative Teaching Award

Index reference in budget table (WPI): 3.81

A European Innovative Teaching Award will be established to recognise the work of teachers (and their schools) who make an exceptional contribution to the profession, on the basis of the priorities set up by the European Education Area. This new initiative will build on existing good practices, including the European language label, the Jan Amos Comenius prize, eTwinning national and European prizes. The annual award will span several categories and topics.

The award 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 a project aimed at innovative methods of teaching.

Implementation	Indicative amount (EUR)
EAC	250 000

8. 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 2021, 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. 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, Education for climate change, 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, as well as SELFIE for work based leaning), mechanisms for recognition of competences and credentials across countries, and the initiative on Centres of Vocational Excellence.

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, as well as the organisation of symposiums, workshops and/or other presentations. The JRC will continue to provide analytical support in the area of VET and adult learning policy and governance, in particular to provide input for the Education and Training Monitor and the Joint Employment Report.

Implementation	Indicative amount (EUR)
EAC	2 400 000
EMPL	800 000

JEAN MONNET

1. GRANTS AWARDED 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

The action covers Jean Monnet Modules, Jean Monnet Chairs and Jean Monnet Centres of Excellence. They foster the dialogue between the academic world and the society and reach out to a wider public, generate 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 or other organisations active in field of European studies and European integration issues, established in any country of the world.

Implementation	Indicative amount (EUR)
EACEA	10 000 000

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

Index reference in budget table (WPI): 4.02

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. The action covers Teacher Training.

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.

Implementation	Indicative amount (EUR)
EACEA	4 000 000

c) Jean Monnet policy debate

Index reference in budget table (WPI): 4.03

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

Applicants targeted by this call are schools and vocational training institutes.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

2. GRANTS AWARDED 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, 6,800,000 EUR 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by these specific institutions may be considered eligible as of 1 January 2021, even if they were implemented and incurred before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure continuity of funding for these institutions (including for their staff) that do not receive funding from the Member States in which they are located. The relevant grant agreements shall be concluded within six months of the start of the beneficiary's financial year.

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 5 614 856
	WPI 4.21: 18 624 695
	WPI 4.22: 2 724 114
	WPI 4.23: 1 038 751
	WPI 4.24: 1 133 537
	WPI 4.25: 2 522 830
	WPI 4.26: 4 538 591

SPORT

KEY ACTION 2

1. GRANTS AWARDED BY MEANS OF CALLS FOR PROPOSALS

a) Partnerships for Cooperation in the sport field

Index references in budget table (WPI): 6.01

The action “Partnerships for Cooperation in the fields of education, training, youth and sport” as described in this Work Programme is managed directly in case of applications submitted for projects in the field of sport.

In addition to priorities applying to all sectors, the following specific priorities are applicable for cooperation partnerships in the field of sport:

- Encouraging the participation in sport and physical activity;
- Promoting integrity and values in sport;
- Promoting education in and through sport;
- Combating violence, racism, discrimination and intolerance in sport and tackling violent radicalisation.

Type of applicants targeted by this action: cooperation partnerships are open to any public or private organisation active in the fields of sport. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	30 663 231

b) Small-scale cooperation partnerships

Index reference in budget table (WPI): 6.02

The action “Small-scale cooperation 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.

To be funded, small-scale cooperation partnerships must address at least one of the following priorities (in addition to priorities applying to all sectors):

- Encouraging the participation in sport and physical activity;
- Promoting integrity and values in sport;
- Promoting education in and through sport;
- Combating violence and tackling racism, discrimination and intolerance in sport.

Type of applicants targeted by this action: small-scale cooperation partnerships are open to any public or private organisation active in the fields sport. Applicants must be established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

c) Not-for-profit European sport events

Index references in budget table (WPI): 6.03

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; health-enhancing physical activity, including the implementation of the European Week of Sport.

This action support 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	4 000 000

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 and the Commission will cooperate in order to support the initiatives of relevant governmental agencies as well as event organisers and sport organisations in ensuring that international standards with regard to safety, security and service at sport events (such as the European Convention on Spectators’ Violence as well as T-RV recommendations) are properly implemented. 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 (CoE) via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(a, c), 110 (3)(f) and 156 of the FR.

Implementation	Indicative amount (EUR)
CoE	400 000

2. GRANTS AWARDED 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 the Portugal, Slovenia and France (or bodies designated by them) to progress with the policy work set in the EU political agenda, including the organisation 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 policy work and relevant 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.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by Portuguese Presidency for the may be considered eligible as of 1 January 2021, even if they were incurred by the beneficiary before the grant application was submitted. In view of the delayed entry into force of the Erasmus+ legal basis, this provision is needed in the first six months of 2021 to enable the Portuguese Presidency to ensure proper progress of the policy work and continuity of EU policy development in the areas of sports, including the preparation of relevant events, in line with the timeline of the set policy agenda. Any postponement would have a negative impact on the progress of the EU policy work, already undermined by the calendar disruptions caused in 2020 by the COVID-19 pandemic.

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	500 000

b) Cooperation between Member States

Index references in budget table (WPI): 6.11

Grants will be awarded to Member States, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport. Such a peer learning activity should include not less than 7 Member States.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. Member States are considered to be the only bodies technically competent to carry out these actions (Article 195 (f) FR).

Implementation	Indicative amount (EUR)
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EAC	100 000
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c) Dialogue with stakeholders - National activities

Index reference in budget table (WPI): 6.12

Within the framework of the European Week of Sport, national, regional and local activities will be coordinated by National Coordinating Bodies (Ministries or appointed organisations), which are in a position of *de jure* or *de facto* monopoly within the meaning of Article 195 (c) FR. EU Member States and third countries associated to the programme will be asked to appoint (or renew the mandate of) their national coordinator, which should serve as a contact for the European Commission and grants decisions/agreements will be signed with the National Coordinating Bodies.

The financial support will mainly cover the organisation of national activities, including costs linked to the preparation, the organisation and the follow-up to the activities. Typically, a national activity may cover:

- awareness-raising and communication activities on the value of sport and physical activity in relation to the personal, social and professional development of individuals;
- activities to promote synergies between the field of sport and the fields of health, education, training and youth conferences, seminars, meetings, and events;
- support to the organisation of an EU-wide (symbolic) simultaneous activity in the capitals of all participating countries.

The grant will also aim at co-financing the costs linked to the national coordination of activities organised by others (sport clubs, federations and associations), national communication about the European Week of Sport and support activities. In all the activities cooperation with Eastern Partnership and Western Balkans regions should be encouraged.

The grant is subject to approval of an action plan and an estimated budget. Each national coordination body can receive financial support of EUR 160 000.

Implementation	Indicative amount (EUR)
EAC/EACEA	5 120 000

d) Dialogue with stakeholders - Cooperation with National Football Information Points (NFIP) network

Index references in budget table (WPI): 6.13

The aim of this action is to contribute to efforts to minimise safety and security risks in connection with the UEFA 2020 European Football Championships, to provide a legacy in the form of a more effective European NFIP network, and to improve the international police cooperation arrangements. This action builds on an initial project with a 3 years duration finishing in December 2020. Due to COVID-19 pandemic, the European football championship had to be postponed to 2021. Therefore an additional cooperation is set to finalise the initial project and to compile lessons learned, to increase awareness and encourage

more effective application of successful policing good football practices contained in EU Council Decisions and Resolutions and the new European Convention.

This grant will be awarded on the basis of Article 195 (c) FR. The NFIP network is in a *de facto* monopoly situation and Member States are considered to be the only bodies technically competent to carry out these actions.

Implementation	Indicative amount (EUR)
EAC	100 000

3. 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 HEPA. Networks, for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)
EAC	800 000

b) Conferences, Seminars and Communication activities

Index references in budget table (WPI): 6.21

One of the main activities foreseen for the dialogue with stakeholders is the annual EU Sport Forum. The annual EU Sport Forum, gathering in particular representatives from EU institutions, public authorities and key sport organisations, will remain the central event for the dialogues with stakeholders. Other ad-hoc meetings, seminars, conferences and communication activities, including those related to awards, to the development of the European Week of Sport and to the promotion of grassroots sport relevant to ensure optimal dialogue with sport stakeholders and getting their views may also be envisaged.

Implementation	Indicative amount (EUR)
EAC	2 500 000

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. 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 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. 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)
EAC/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. Projects have to be presented by National Coordinating Bodies or Partners of the European Week of Sport. Besides rewarding specific organisations, this competition aims at rewarding and giving visibility to initiatives and projects which have efficiently contributed to promoting sports and physical activity. The projects will not necessarily be transnational nor EU-supported.

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)
EAC/EACEA	45 000

5. CALLS FOR EXPRESSION OF INTEREST

a) Selection and implementation

Index reference in budget table (WPI): 6.40

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	600 000

MANAGEMENT FEES OF NATIONAL AGENCIES

ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

Management Fees of National Agencies

Index reference in budget table (WPI): 7.00

Financial support is provided to National Agencies as a contribution to their management costs linked to the implementation of the delegated tasks.

In accordance with Article 36, paragraph (3) of the Erasmus+ 2021-2027 Regulation, the costs incurred by the National Agencies may be considered eligible as of 1 January 2021, even if they were implemented and incurred before the submission of their proposal. In view of the delayed entry into force of the Erasmus+ legal basis, this is needed in 2021 in order to ensure programme implementation continuity and avoid any disruption.

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) and 157 of the FR.

The calculation method and the country distribution of the management fees are provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
NA	120 000 000

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2021 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2021 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Turkey, Serbia and other Western Balkans countries) amounts to **EUR 2 849 010 543**.

These available appropriations are distributed as follows (see table below for details):

- appropriations from the budget of the Union and under Heading 2: **EUR 2 619 737 627**;
- appropriations from the budget of the Union and under Heading 6: **EUR 20 000 000**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 70 732 916** under Heading 2 and **EUR 540 000** under Heading 6;
- appropriations corresponding to estimated external assigned revenues : **EUR 120 000 000**;
- appropriations corresponding to estimated internal assigned revenues from recoveries: **EUR 18 000 000** under Heading 6.

Tables 1 – Erasmus+ 2021: available appropriations

2021 Draft Budget		Budget lines	EJ Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2021 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	1.929.249.506	52.089.737	92.336.921	0	2.073.676.163
		07 03 01 02	369.045.078	9.964.217	17.663.079	0	396.672.374
	Youth	07 03 02	272.637.560	7.361.214	8.000.000	0	287.998.774
	Sport	07 03 03	48.805.483	1.317.748	2.000.000	0	52.123.231
	Total (H2)		2.619.737.627	70.732.916	120.000.000	0	2.810.470.543
Heading 6	NDICI	14 02 01 50	20.000.000	540.000	0	18.000.000	38.540.000
	Total (H6)		20.000.000	540.000	0	18.000.000	38.540.000
TOTAL			2.639.737.627	71.272.916	120.000.000	18.000.000	2.849.010.543

2. DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES

The budget and programming tables below shows the distribution of available appropriations among the Key Actions and actions funded by budget lines 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 14 02 01 50, 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 2021.

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 (E&T), Heading 6: 14 02 01 50

EDUCATION AND TRAINING					
KEY ACTION 1: Learning Mobility					
WIP	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body
	Mobility projects:				
1.01	Higher education students and staff	2	704,619,174	IM	NA
1.02	VET learners and staff	2	300,970,185	IM	NA
1.03	School education learners and staff	2	225,443,870	IM	NA
1.04	Adult education learners and staff	2	53,401,597	IM	NA
1.10	Accreditations in the field of VET, school education and adult education	2	0	IM	NA
1.11	Higher Education Mobility Consortium Certificate	2	0	IM	NA
1.12	Virtual Exchanges in Higher Education and Youth	6	3,000,000	CFP	EACEA
1.20	Language learning opportunities	2	24,000,000	PP	EACEA
1.30	Erasmus Charter for Higher Education (EHE)	2	0	APEL	EACEA
Sub-total KA 1 (Heading 2)			1,308,434,826		
Sub-total KA 1 (Heading 6)			3,000,000		

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

KEY ACTION 2: Cooperation among organisations and institutions					
WP	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training				
2.01	Partnerships Higher Education	2	137.547.065	IM	NA
2.02	Partnerships Vocational Education and Training	2	194.205.371	IM	NA
2.03	Partnerships School Education	2	142.185.770	IM	NA
2.04	Partnerships Adult Education	2	79.753.132	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	30.000.000	IM	NA
2.06	Small-scale partnerships School Education	2	30.000.000	IM	NA
2.07	Small-scale partnerships Adult Education	2	30.000.000	IM	NA
2.08	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5.000.000	CFP	EACEA
2.10	Partnerships for Excellence: Erasmus Mundus action	2	100.000.000	CFP	EACEA
2.11	Erasmus Mundus Joint Masters-Additional scholarships for targeted regions of the world - Heading 6	6	18.000.000	CFP	EACEA
2.12	Partnerships for Excellence: Centres for Vocational Excellence	2	44.000.000	CFP	EACEA
2.13	Partnerships for Excellence: Erasmus+ Teacher Academies	2	15.000.000	CFP	EACEA
2.14	Partnerships for Innovation: Alliances	2	61.000.000	CFP	EACEA
2.20	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	1.400.000	PP	EACEA
2.21	Europass platform and related tools	2	4.470.000	PP	EMPL
Sub-total KA2 (Heading 2)			874.561.337		
Sub-total KA2 (Heading 6)			18.000.000		

Table 4 - Key Action 3 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T)

KEY ACTION 3: Support to policy development and cooperation						
WPI	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body	
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20.000.000	IM	NA	
3.02	SAL TO Resource Centres in the fields of Education and Training	2	900.000	IM	NA	
3.03	National Teams to support the implementation of EU VET tools	2	3.000.000	IM	NA	
3.04	Cooperation with the Council of Europe	2	1.400.000	IM	CoE	
3.05	Presidency events in the fields of education and training: conferences, meetings of ministers and directors-general	2	800.000	MON	EAC	
3.06		2	150.000		EMPL	
3.07	European Higher Education Area (EHEA) - Initiative to support the implementation of reforms	2	5.000.000	SPE	EACEA	
3.08	Implementing renewed priorities for the European Agenda for Adult Learning - National Coordinators for the implementation of the Agenda	2	9.631.000	SPE	EACEA	
3.09	The International Association for the Evaluation of Educational Achievement (IEA) - International Civic and Citizenship Education study (ICCS)	2	2.700.000	SPE	EACEA	
3.10	Eurostudent VIII	2	1.400.000	SPE	EACEA	
3.11	Eurydice - network of National units	2	4.818.000	DB	EACEA	
3.12	EQF, Europass and Euroguidance - National centres	2	17.861.100	DB	EMPL/EACEA	
3.13	Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET – NRP)	2	3.000.000	DB	EACEA	
3.15	Support for further implementation of the graduate tracking initiative	2	1.000.000	SPE	EAC/EACEA	
3.16			2.150.000		EAC	
3.17	Cooperation with the OECD	2	750.000	SPE	EMPL	
3.18	The International Association for the Evaluation of Educational Achievement (IEA) – International Computer and Information Literacy Study (ICLIS)	2	900.000	SPE	EACEA	
3.31	European policy network in the field of education of children and young people with a migrant background	2	300.000	FPA	EAC	
3.40	Innovation in Education (e.g. HEInnovate)	2	350.000	PP	EAC	
3.41	Supporting implementation of the Digital Education Action Plan and the Digital Education Hub	2	4.600.000	PP	EAC/EACEA	
3.42		2	1.660.000		EAC	
3.43	Expertise on Education and Training	2	100.000	PP	EMPL	
3.44	Exchanges of experience and good practice, and peer counselling	2	125.000	PP	EAC	
3.45		2	1.200.000		EAC	
3.46	Country-specific expertise: network of national experts in Member States	2	300.000	PP	EMPL	
3.47		2	1.000.000		EAC	
3.48	Studies	2	150.000	PP	EMPL	

3.49	Academic new orks (EENEE, NESEI)	2	400.000	PP	EAC
3.50	Prospective platform	2	200.000	PP	EAC
3.51	Framework contract for support in evaluation and impact assessment activities	2	0	PP	EAC
3.53	Transparency and recognition of skills and qualifications	2	1.050.000	PP	EMPL
3.54	Policy-related and policy dialogue conferences	2	2.000.000	PP	EAC
3.55	International policy dialogue	2	550.000	PP	EMPL
3.56	International policy dialogue	2	1.000.000	PP	EAC
3.57	University Business Cooperation	2	700.000	PP	EAC
3.58	International Student and Alumni Network Erasmus+	2	1.500.000	PP	EAC/EACEA
3.59	Support to IT developments	2	6.634.900	PP	EAC
3.60	Meetings with grant-holders and other stakeholders	2	725.000	PP	EAC
3.61	Meetings with grant-holders and other stakeholders	2	1.000.000	PP	EACEA
3.62	European Commission's Corporate Communication	2	400.000	PP	COMMI
3.63	E&T and Youth Forum	2	500.000	PP	EAC
3.64	Dissertation and communication activities	2	3.000.000	PP	EAC
3.65	Information, awareness-raising activities and events in the field of multilingualism diversity and	2	200.000	PP	EAC
3.66	Inclusive education	2	700.000	PP	EAC-DGT
3.67	European Education Area platform	2	3.500.000	PP	EACEA
3.80	Selection and implementation	2	2.400.000	SE	EACEA
3.81	European Innovative Teaching Award	2	250.000	PR	EAC
3.90	Commission's Joint Research Centre (JRC) Administrative arrangements	2	2.400.000	AA	EAC
3.91	Commission's Joint Research Centre (JRC) Administrative arrangements	2	800.000	AA	EAC
Sub-total KA3 (Heading 2)			115.155.000		EMPL

Table 5 – Jean Monnet Actions - Budget lines Heading 2: 07 03 01 02 (E&T)

Jean Monnet Actions					
WPI	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	10.000.000	CFP	EACEA
4.02	Jean Monnet actions for other fields of education and training	2	4.000.000	CFP	EACEA
4.03	Jean Monnet policy debate	2	2.000.000	CFP	EACEA
	<i>Operating grants to support specific institutions:</i>				
4.20	College of Europe, Bruges	2	5.614.856	DB	EACEA
4.21	European University Institute, Florence	2	18.624.695	DB	EACEA
4.21	(out of which 6.800.000 EUR for the School of European and Transnational Governance)	2		DB	EACEA
4.22	Academy of European Law , Trier	2	2.724.114	DB	EACEA
4.23	the European Institute of Public Administration , Maastricht	2	1.038.751	DB	EACEA
4.24	European Agency for Special Needs and Inclusive Education, Odense	2	1.133.537	DB	EACEA
4.25	International Centre for European Training, Nice	2	2.522.830	DB	EACEA
4.26	College of Europe, Natolin	2	4.538.591	DB	EACEA
Sub-total Jean Monnet actions (Heading 2)			52.197.374		

Table 6 –Management Fees - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T&JMO)

Management Fees					
WPI	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	120.000.000	IM	NA

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T&JMO), Heading 6: 14 02 01 50

Education & Training Total Budget					
	TOTAL HEADING 2		2.470.348.537		
	TOTAL HEADING 6		21.000.000		
	GRAND TOTAL		2.491.348.537		

Table 8 –Budget line 07 03 02 (Youth), Heading 6: 14 02 01 50

Youth		Heading	2021 Draft Budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility					
WPI	Actions	Heading	2021 Draft Budget	Implementation mode	Implementing body
5.01	Mobility projects in the field of youth	2	78 900 000	IM	NA
5.02	Youth participation	2	17 000 000	IM	NA
5.05	Accreditations in the field of youth	2	0	IM	NA
5.06	Language learning opportunities	2	3 500 000	FP	EACEA
5.07	Framework contract for DiscoverEU implementation	2	0	FP	EAC
Sub-total KA1			99 400 000		
KEY ACTION 2: Cooperation among organisations and institutions					
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	120 775 115	IM	NA
5.11	Partnerships for Cooperation: Small-scale partnerships in the field of youth	2	20 000 000	IM	NA
5.13	Partnerships for Cooperation in the field of youth – European NGOs	2	5 000 000	CFP	EACEA
5.14	Capacity building in the field of youth	6	16 917 200	CFP	EACEA
5.17	European Youth Portal	2	1 450 000	FP	EAC
Sub-total KA 2 (Heading 2)			147 225 115		
Sub-total KA2 (Heading 6)			16 917 200		
KEY ACTION 3: Support to policy development and cooperation					
5.20	Training and Cooperation Activities in the field of youth	2	20 000 000	IM	NA
5.21	SALTO Resource Centres in the field of youth	2	2 200 000	IM	NA
5.22	DiscoverEU - the DiscoverEU Learning Cycle for DiscoverEU participants	2	5 000 000	IM	NA
5.23	Errodesk network	2	2 300 000	IM	NA
5.24	Cooperation with the Council of Europe	2	800 000	IM	CoE
5.25	European Youth Together	2	3 000 000	CFP	EACEA
5.30	Presidency events in the field of youth: conferences, meetings of ministers and directors-general	2	500 000	MON	EAC
5.31	Support to better knowledge in youth policy	2	1 119 899	SPE	EACEA
5.32	EU youth dialogue: support to National Working Groups	2	1 100 000	MON	EACEA
5.33	European Youth Forum	2	2 650 000	DB	EACEA
5.38	Errodesk Brussels-link	2	660 000	DB	EACEA
5.50	Exchanges of experience and good practices in the youth field	2	300 000	FP	EAC
5.51	Studies	2	50 000	FP	EAC
5.52	Policy-related and policy dialogue conferences	2	50 000	FP	EAC
5.53	Meetings with grant-holders and other stakeholders	2	80 000	FP	EACEA
5.54	Youth events	2	150 000	FP	EAC
5.55	Support to IT developments	2	963 760	FP	EAC
5.60	Selection and implementation	2	450 000		
5.61		6	622 800	SE	EACEA
Sub-total KA3			41 373 659		
Sub-total KA2 (Heading 6)			622 800		
TOTAL (Heading 2)			287 998 774		
TOTAL (Heading 6)			17 540 000		

Table 9 – Budget line 07 03 03 (Sport) – Total budget

		SPORT			
WPI	Actions	2021 Draft Budget	Implementation mode	Implementing body	
KEY ACTION 2: Cooperation among organisations and institutions					
6.01	Partnerships for Cooperation in the sport field	30.663.231	CFP	EACEA	
6.02	Small-scale cooperation partnerships	7.000.000	CFP	EACEA	
6.03	Not-for-profit European sport events	4.000.000	CFP	EACEA	
	Sub-total KA2	41.663.231			
KEY ACTION 3: Support to policy development and cooperation					
6.07	Cooperation with the Council of Europe	400.000	IM	CoE	
6.10	Presidency events	500.000	MON	EAC	
6.11	Cooperation between Member States	100.000	SPE	EAC	
6.12	Dialogue with stakeholders - National Activities	5.120.000	MON	EAC/EACEA	
6.13	Dialogue with stakeholders - Cooperation with National Football Information Points (NFIP) network	100.000	SPE	EAC	
6.20	Evidence based activities	800.000	PP	EAC	
6.21	Conferences, Seminars and Communication activities	2.500.000	PP	EAC	
6.22	Meetings with grant-holders and other stakeholders	250.000	PP	EACEA	
6.30	#BeInclusive EU Sport Awards	45.000	PR	EAC/EACEA	
6.31	#BeActive Awards	45.000	PR	EAC/EACEA	
6.40	Selection and implementation	600.000	SE	EACEA	
	Sub-total KA3	10.460.000			
	TOTAL	52.123.231			

3. BREAKDOWN BY COUNTRY OF THE HEADING 2 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:

The criteria a) to c) account for the allocation of 75% of funds under Key Action 1 and 2, and are applied to 100% of funds allocated under Key Action 3. Those 3 criteria are combined in the following way: the population criteria a) is corrected by the cost of living b) weighted by 25% and by the distance between capitals c) weighted by 25% as well.

The criteria of performance d) account for the remaining 25% of funds under Key Action 1 and 2.

Transitional measures

In 2021, transitional measures of the distribution of funds will be applied. Sectorial budgets will be allocated on the basis of the ratio of distribution of funds as in 2020.

Table 10: Country allocation – Education and training budget line (Heading 2) – general breakdown

Country	Total E&T		
	KA1	KA2	Total KA1+KA2
BE	38.227.717	17.306.234	55.533.951
BG	22.859.653	11.988.808	34.848.461
CZ	34.687.902	16.777.382	51.465.284
DK	19.785.057	9.631.981	29.417.038
DE	178.991.307	82.019.508	261.010.815
EE	11.537.785	6.500.754	18.038.539
EL	31.348.259	17.347.172	48.695.431
ES	120.723.399	62.914.028	183.637.427
FR	152.118.347	66.645.093	218.763.440
HR	15.640.451	7.346.284	22.986.735
IE	18.109.552	9.291.556	27.401.108
IT	136.078.738	64.441.877	200.520.615
CY	5.949.361	4.379.981	10.329.342
LV	13.922.878	7.756.062	21.678.940
LT	17.707.702	10.011.440	27.719.142
LU	3.407.873	3.743.440	7.151.313
HU	30.629.097	15.215.046	45.844.143
MT	3.697.940	3.732.042	7.429.982
NL	46.107.077	21.710.437	67.817.514
AT	28.444.155	13.801.516	42.245.671
PL	93.342.120	49.182.367	142.524.487
PT	35.427.155	17.323.381	52.750.536
RO	52.293.767	26.508.356	78.802.123
SI	13.442.837	7.100.385	20.543.222
SK	21.457.311	10.642.327	32.099.638
FI	24.150.576	11.869.579	36.020.155
SE	27.880.092	14.484.237	42.364.329
IS	4.072.800	3.945.968	8.018.768
LI	1.027.042	3.440.496	4.467.538
NO	17.107.085	9.347.624	26.454.709
EU-30	1.220.175.035	606.405.361	1.826.580.396
TR	57.391.388	32.243.644	89.635.032
MK	3.569.051	2.540.686	6.109.737
RS	3.299.352	2.501.647	5.800.999
EU-33	1.284.434.826	643.691.338	1.928.126.164

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	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	21 034 876	3 645 626	24 680 502	8 915 043	5 098 008	785 664	14 798 715	6 892 848	3 978 641	833 480	11 510 949	1 594 950	2 168 785	812 050	4 565 795	BE			
BG	12 998 246	2 525 410	15 523 656	5 336 333	3 524 474	544 445	9 405 252	4 004 932	2 020 615	391 451	7 342 818	960 243	1 494 904	595 324	3 001 471	BG			
CZ	18 749 719	3 542 431	22 292 150	8 243 635	4 911 618	758 725	13 913 978	6 226 965	3 864 798	815 431	10 907 154	1 467 583	2 095 990	478 483	4 352 002	CZ			
DK	10 880 728	2 044 782	12 925 510	4 831 426	2 853 417	440 783	7 325 626	3 460 700	2 169 787	451 807	6 088 294	823 205	1 210 294	465 231	2 488 640	DK			
DE	98 648 452	17 242 853	115 709 405	41 714 517	24 231 225	3 743 134	69 748 676	31 326 198	18 717 070	451 807	53 992 236	7 424 140	10 272 025	1 789 459	2 488 640	DE			
EE	6 347 757	1 517 288	7 865 045	2 890 770	1 565 795	283 740	4 811 305	2 020 615	1 358 277	303 042	4 786 431	1 305 080	478 643	307 129	1 680 255	EE			
EL	1 126 238	3 689 621	20 905 859	7 346 917	5 160 923	791 237	13 305 077	5 460 044	3 880 489	817 753	10 179 296	1 305 080	2 160 079	820 080	4 305 199	EL			
ES	65 307 071	13 310 181	78 617 252	26 323 982	18 469 348	2 887 081	48 676 411	21 779 344	14 432 563	3 045 149	39 257 054	5 113 002	7 828 815	2 944 893	15 886 570	ES			
FR	83 627 489	13 732 825	97 360 314	35 880 193	20 173 388	3 115 299	56 869 890	26 594 460	14 900 943	3 145 973	44 639 376	6 316 205	11 469 376	3 265 699	17 899 060	FR			
HR	8 590 737	1 884 066	10 444 803	3 683 211	2 039 227	316 011	6 017 449	2 735 401	1 802 041	338 017	4 675 459	651 102	870 481	327 441	1 849 024	HR			
IE	9 796 430	1 967 841	11 764 271	4 287 040	2 703 416	417 612	7 408 068	3 280 157	2 145 592	452 702	5 888 451	765 925	1 168 847	438 546	2 370 318	IE			
IT	74 886 757	13 871 764	88 677 511	31 837 490	19 303 524	2 988 673	54 225 687	23 785 271	14 122 707	2 975 772	40 887 750	5 890 220	8 050 983	3 028 484	16 729 667	IT			
CY	3 298 546	1 076 208	4 344 753	1 390 897	1 305 422	201 666	2 887 975	1 042 152	901 659	190 242	2 134 053	247 767	512 145	192 649	952 961	CY			
LV	7 561 140	1 827 414	9 388 554	3 284 036	2 214 928	342 152	5 851 116	2 482 080	1 717 057	362 284	4 561 401	585 642	939 007	353 220	1 877 869	LV			
LT	9 571 744	2 144 130	11 715 874	4 201 630	3 002 679	463 841	7 668 150	3 484 316	2 205 351	465 311	5 858 978	750 012	1 267 214	472 914	2 480 140	LT			
LU	1 873 638	1 050 574	2 924 209	794 717	1 130 790	174 680	2 100 187	997 747	610 629	128 838	1 337 214	141 774	1 289 279	177 105	786 703	LU			
HU	16 654 303	3 290 001	20 144 304	7 146 336	4 595 638	709 914	12 461 888	6 359 179	3 917 203	699 902	9 376 284	1 289 279	1 891 049	711 339	3 871 667	HU			
MT	2 034 189	1 045 104	3 079 293	861 571	1 128 211	173 874	2 161 756	648 565	613 664	129 478	1 391 705	153 617	467 685	175 925	797 228	MT			
NL	25 369 912	4 436 725	29 806 637	10 729 601	6 718 365	1 037 824	18 485 790	8 092 689	4 782 969	1 009 166	13 884 804	1 914 895	2 707 088	1 018 300	5 640 283	NL			
AT	15 642 289	2 910 073	18 552 362	6 644 327	4 048 148	625 340	11 317 815	4 976 686	3 176 507	670 216	8 823 592	1 180 670	1 723 078	648 154	3 551 902	AT			
PL	51 230 021	10 559 536	61 889 557	21 865 278	5 277 960	2 278 051	38 880 522	16 907 791	10 823 222	788 220	29 414 622	3 879 030	6 170 032	2 320 924	12 389 986	PL			
PT	19 485 284	3 775 320	23 270 604	8 247 597	4 746 993	815 316	14 340 673	6 213 954	3 725 507	1 028 222	10 719 644	1 470 320	2 128 675	801 100	4 401 095	PT			
RO	28 761 200	5 583 826	34 345 026	12 219 708	7 795 439	1 204 205	21 219 382	9 143 819	6 091 731	1 283 304	16 520 854	2 169 040	3 304 738	1 243 113	6 776 891	RO			
SI	7 396 236	1 650 765	9 047 001	3 133 614	2 008 948	314 659	5 485 221	2 365 234	1 579 389	333 238	4 287 861	557 753	861 372	324 014	1 743 139	SI			
SK	11 886 216	2 254 271	14 060 487	5 005 783	3 147 314	488 183	8 639 280	3 765 690	2 410 458	509 586	6 674 734	889 622	1 333 784	591 721	2 725 137	SK			
FI	13 282 195	2 545 897	15 828 092	5 641 388	3 503 910	541 289	9 686 547	4 224 980	2 848 788	558 872	7 432 550	1 002 123	1 504 797	568 046	3 072 966	FI			
SE	15 181 883	3 070 670	18 252 553	6 570 150	1 158 773	651 806	11 441 433	4 957 670	3 332 544	703 139	8 993 353	1 170 388	1 821 445	665 156	3 072 966	SE			
IS	2 240 778	1 066 663	3 307 439	948 363	1 158 773	173 002	2 286 128	714 525	726 328	159 249	1 594 102	169 146	481 014	180 939	831 099	IS			
LI	954 477	999 727	1 954 204	240 001	1 055 947	163 118	1 459 066	179 845	311 455	407 913	789 214	42 719	437 692	164 643	646 054	LI			
NO	9 298 048	1 969 283	11 267 311	4 031 797	2 743 914	423 888	7 199 679	3 065 887	2 150 662	453 771	5 660 320	721 333	1 167 121	439 025	2 327 499	NO			
TR	31 963 311	6 005 994	37 969 305	13 531 160	12 251 819	1 892 608	27 675 587	9 617 327	6 103 182	1 287 720	17 008 229	2 279 550	3 416 985	1 285 336	6 981 911	TR			
MK	1 965 915	670 178	2 636 093	853 084	859 819	132 821	1 845 724	606 333	384 781	81 186	1 072 300	143 719	299 312	112 589	554 620	MK			
RS	1 817 358	670 178	2 487 536	788 620	856 504	132 309	1 777 433	560 515	355 704	75 051	991 270	132 589	299 312	112 589	544 780	RS			
EU:38	704 618 174	137 547 065	842 166 239	300 970 185	194 205 371	30 000 000	525 175 595	225 443 970	142 185 770	30 000 000	397 629 640	53 401 597	79 753 132	30 000 000	163 154 729	EU:33			

Table 12: Country allocation - Youth budget line

Country	Youth allocation				Total allocation
	KA1 Mobility projects	KA1 Youth participation	KA2 Cooperation partnerships	KA2 Small-scale partnerships	
BE	2.408.081	518.852	3.861.546	639.460	7.427.939
BG	2.182.905	470.334	3.218.008	532.893	6.404.140
CZ	2.082.274	448.652	3.181.654	526.872	6.239.452
DK	1.424.419	306.910	2.390.214	395.812	4.517.355
DE	9.887.110	2.130.303	12.733.867	2.108.691	26.859.971
EE	1.321.263	284.683	2.144.088	355.055	4.105.089
EL	1.865.233	401.888	2.898.947	480.057	5.646.125
ES	6.045.760	1.302.635	9.200.633	1.523.597	18.072.625
FR	6.344.409	1.366.983	10.803.867	1.789.088	20.304.347
HR	1.496.199	322.375	2.300.158	380.899	4.499.631
IE	1.463.792	315.392	2.499.600	413.926	4.692.710
IT	5.870.644	1.264.904	9.968.590	1.650.769	18.754.907
CY	1.085.831	233.956	1.931.988	319.931	3.571.706
LV	1.306.344	281.468	2.134.880	353.530	4.076.222
LT	1.441.681	310.628	2.191.132	362.845	4.306.286
LU	838.791	180.728	1.473.442	243.998	2.736.959
HU	2.204.722	475.035	3.220.917	533.374	6.434.048
MT	862.951	185.934	1.336.037	221.244	2.606.166
NL	2.283.565	492.023	3.621.811	599.761	6.997.160
AT	1.834.070	395.173	2.895.997	479.569	5.604.809
PL	5.760.058	1.241.077	8.258.655	1.367.609	16.627.399
PT	2.345.223	505.308	3.625.052	600.298	7.075.881
RO	3.547.722	764.401	5.173.249	856.675	10.342.047
SI	1.399.841	301.613	2.025.129	335.355	4.061.938
SK	1.729.850	372.718	2.582.315	427.624	5.112.507
FI	1.762.241	379.697	2.230.060	369.291	4.741.289
SE	1.855.696	399.833	3.012.908	498.929	5.767.366
IS	795.028	171.299	1.336.410	221.305	2.524.042
LI	208.876	45.005	342.767	56.761	653.409
NO	1.441.660	310.624	2.259.864	374.227	4.386.375
EU-30	75.096.239	16.180.431	114.853.785	19.019.445	225.149.900
TR	3.392.194	730.891	5.280.642	874.459	10.278.186
MK	213.864	46.080	332.923	55.131	647.998
RS	197.703	42.598	307.765	50.965	599.031
EU-33	78.900.000	17.000.000	120.775.115	20.000.000	236.675.115

4. BREAKDOWN (BY INSTRUMENT, GEOGRAPHIC AREA AND COUNTRY) OF THE HEADING 6

Table 13: Heading 6 – breakdown by financial instrument

WPI ^(*)	Actions	NDICI	TOTAL Heading 6
	KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS		
1.12	Virtual Exchanges in Higher Education and Youth	3.000.000	3.000.000
	Sub-total KA1	3.000.000	3.000.000
	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	18.000.000	18.000.000
5.14	Capacity building in the field of youth	16.917.200	16.917.200
5.61	Project selection and implementation	622.800	622.800
	Sub-total KA2	34.917.200	35.540.000
	TOTAL	37.917.200	38.540.000

5. FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:

In 2021, transitional measures of the distribution of funds will be applied. Management fees will be allocated on the basis of the ratio of distribution of funds as in 2020.

Table 14: Management Fees (E&T and Youth) – breakdown by country

Country	MF
BE	3.874.200
BG	2.224.291
CZ	3.429.843
DK	2.667.419
DE	12.352.570
EE	1.291.275
EL	3.626.298
ES	9.250.038
FR	11.162.559
HR	1.331.630
IE	2.303.167
IT	9.819.566
CY	1.063.380
LV	1.550.492
LT	2.009.346
LU	898.391
HU	3.080.853
MT	869.365
NL	5.271.925
AT	3.633.694
PL	6.606.791
PT	3.714.929
RO	5.062.756
SI	1.492.986
SK	2.226.283
FI	3.115.078
SE	3.733.346
IS	1.163.349
LI	502.023
NO	2.512.295
TR	7.223.017
MK	502.650
RS	434.195
Total EUR 33	120.000.000

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 15: Training and Cooperation Activities in the fields of Education and Training and Youth

Country	TCA		
	E&T	Youth	Total TCA
BE	536.785	639.460	1.176.245
BG	371.854	532.893	904.747
CZ	520.524	526.872	1.047.396
DK	299.030	395.812	694.842
DE	2.543.371	2.108.691	4.652.062
EE	204.225	355.055	559.280
EL	538.675	480.057	1.018.732
ES	1.952.405	1.523.597	3.476.002
FR	2.061.740	1.789.088	3.850.828
HR	233.252	380.899	614.151
IE	288.377	413.926	702.303
IT	2.004.021	1.650.769	3.654.790
CY	138.562	319.931	458.493
LV	243.974	353.530	597.504
LT	311.142	362.845	673.987
LU	120.713	243.998	364.711
HU	473.423	533.374	1.006.797
MT	120.306	221.244	341.550
NL	671.007	599.761	1.270.768
AT	428.127	479.569	907.696
PL	1.528.986	1.367.609	2.896.595
PT	539.552	600.298	1.139.850
RO	822.202	856.675	1.678.877
SI	222.960	335.355	558.315
SK	330.310	427.624	757.934
FI	368.950	369.291	738.241
SE	449.592	498.929	948.521
IS	126.531	221.305	347.836
LI	111.544	56.761	168.305
NO	289.936	374.227	664.163
EU-30	18.852.076	19.019.445	37.871.521
TR	986.618	874.459	1.861.077
MK	81.187	55.131	136.318
RS	80.119	50.965	131.084
EU-33	20.000.000	20.000.000	40.000.000

Table 16: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	European Agenda for Adult Learning - National Coordinators	Eurydice - network of National units	National Teams to support the implementation of EU VET tools	Eurodesk network	Support to better knowledge in youth policy	Euroguidance network	EQF National Coordination Points	Europass	National Working groups for Structured Dialogue
BE	304.443	444.000	95.892	83.566	112.618	168.900	92.100	249.000	50.685
BG	285.629	78.000	95.892	54.221	15.378	147.600	103.500	162.600	34.977
CZ	271.946	120.000	95.892	55.153	26.228	226.500	127.200	235.200	34.977
DK	133.408	170.000	95.892	59.228	45.078	222.900	44.700	222.000	34.977
DE	726.900	270.000	131.395	202.237	72.556	485.700	268.800	429.000	69.954
EE	179.587	60.000	61.578	37.788	15.378	144.300	159.300	155.400	34.977
EL	319.836	142.000	95.892	71.044	28.348	232.800	108.600	186.000	34.977
ES	485.740	204.000	131.395	138.961	40.004	289.800	120.300	282.000	69.954
FR	581.520	172.000	131.395	189.250	43.978	359.100	115.200	366.900	69.954
HR	270.236	148.000	61.578	44.855	15.208	105.000	103.500	126.900	34.977
IE	271.946	170.000	95.892	58.241	44.078	152.700	148.200	189.000	34.977
IT	624.279	222.000	131.395	149.339	46.118	289.200	189.900	324.300	69.954
CY	213.794	68.000	61.578	33.160	18.526	105.600	39.000	142.500	34.977
LV	234.318	100.000	61.578	34.423	15.208	142.200	161.100	164.400	34.977
LT	236.029	76.000	61.578	37.708	15.208	152.700	120.600	182.400	34.977
LU	147.090	118.000	61.578	36.614	30.776	115.200	60.300	125.400	17.488
HU	273.657	60.000	95.892	62.406	15.208	220.800	131.100	185.700	34.977
MT	218.925	74.000	61.578	29.797	18.526	99.300	91.500	103.800	17.488
NL	254.843	176.000	95.892	86.078	44.888	244.200	173.100	244.500	34.977
AT	234.318	170.000	95.892	63.531	45.078	245.700	165.000	251.400	34.977
PL	496.002	108.000	131.395	117.000	15.560	264.300	122.400	294.000	69.954
PT	265.105	152.000	95.892	72.015	26.398	165.900	107.400	167.400	34.977
RO	384.830	114.000	95.892	78.870	15.378	129.300	82.500	130.800	34.977
SI	191.560	126.000	61.578	39.531	26.228	171.600	120.300	139.500	34.977
SK	278.788	90.000	95.892	41.777	15.208	143.100	106.800	138.600	34.977
FI	148.801	166.000	95.892	58.329	43.218	237.600	117.300	206.400	34.977
SE	172.746	176.000	95.892	66.792	45.078	245.100	154.800	163.500	34.977
IS	85.518	172.000	61.578	34.255	43.218	133.800	129.300	148.200	
LI	80.387	118.000	61.578	9.040	33.640	94.500	105.000	99.600	
NO	206.953	170.000	95.892	59.036	45.078	189.000	90.600	169.800	
TR	637.962	110.000	131.395	179.823	16.070	306.600	176.700	339.600	
MK	167.444	64.000	61.578	7.967	15.378	99.600	80.700	69.900	
RS	81.926	52.000	95.892	7.967	17.158	150.300	86.400	117.900	
AL	57.126	54.000	0	0	18.137	101.400	81.600	106.800	
BA	62.770	34.000	0	0	17.882	103.800	84.300	109.500	
ME	44.640	70.000	0	0	17.882	96.000	78.900	101.100	
Total	9.631.000	4.818.000	3.000.000	2.300.000	1.119.899	6.782.100	4.248.000	6.831.000	1.100.000