



European
Commission

2022 annual work programme

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

C(2021) 7862 of 8 November 2021



Brussels, 8.11.2021
C(2021) 7862 final

COMMISSION IMPLEMENTING DECISION

of 8.11.2021

**on the financing of "Erasmus+": the Union Programme for Education, Training, Youth
and Sport and the adoption of the work programme for 2022**

COMMISSION IMPLEMENTING DECISION

of 8.11.2021

on the financing of "Erasmus+": the Union Programme for Education, Training, Youth and Sport and the adoption of the work programme for 2022

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 2021/817² of the European Parliament and of the Council of 20 May 2021 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013, and in particular Article 22 thereof,

Having regard to Regulation (EU) No 2021/1529³ of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession assistance (IPA III), and in particular Article 5(3) thereof,

Having regard to Regulation (EU) No 2021/947⁴ of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe, amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009, and in particular Article 16 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 2022. Article 110 of Regulation (EU, Euratom) 2018/1046 ('the Financial Regulation') establishes detailed rules on financing decisions.
- (2) The envisaged assistance is to comply with the conditions and procedures set out by the restrictive measures adopted pursuant to Article 215 TFEU.
- (3) It is appropriate to authorise the award of grants without a call for proposals and to provide for the conditions for awarding those grants.
- (4) Pursuant to Article 62(1)(c) of the Financial Regulation and Article 18 of the Regulation (EU) No 2021/817 ('Erasmus+ Regulation'), indirect management is to be used for the implementation of the programme.

¹ OJ L 193, 30.7.2018, p.1

² OJ L 189, 28.5.2021, p.1

³ OJ L 330, 20.9.2021, p.1

⁴ OJ L 209, 14.6.2021, p.1

- (5) 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 Regulation⁵ and, if necessary, to appropriate supervisory measures in accordance with Article 154(5) of the Financial Regulation before a contribution agreement can be signed.
- (6) 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.
- (7) 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.
- (8) The measures provided for in this Decision are in accordance with the opinion of the Erasmus+ Programme Committee established by Article 34 of Regulation (EU) 2021/817.

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 2022, as set out in the Annex, is adopted.

Article 2
Union contribution

The maximum Union contribution for the implementation of the programme for 2022 is set at EUR **3 895 431 990** 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 2 367 840 474;
- budget line 07 03 01 02: EUR 720 257 374;
- budget line 07 03 02: EUR 363 682 139;
- budget line 07 03 03: EUR 67 827 982;
- budget line 14 02 01 50: EUR 312 113 000;
- budget line 15 02 01 02: EUR 63 711 020;

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

The implementation of this Decision is subject to the availability of the appropriations provided for in the draft general budget of the Union for 2022, following the adoption of that budget by the budget authority or as provided for in the system of provisional twelfths, as well

⁵ Except for the cases of Article 154(6) of the Financial Regulation, where the Commission may decide not to require an ex-ante assessment

as to the the availability of the contributions of EFTA and other participating countries to the programme.

Article 3

Methods of implementation and entrusted entities or persons

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

Article 4

Flexibility clause

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

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

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

Article 5

Grants

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

Done at Brussels, 8.11.2021

For the Commission

Mariya GABRIEL

Member of the Commission



Bruxelles, le 8.11.2021
C(2021) 7862 final

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 8.11.2021

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 2022

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 8.11.2021

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 2022

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) 2021/817² du Parlement européen et du Conseil du 20 mai 2021 établissant Erasmus+, le programme de l'Union pour l'éducation et la formation, la jeunesse et le sport, et abrogeant le règlement (UE) n° 1288/2013, et notamment son article 22,

vu le règlement (UE) 2021/1529³ du Parlement européen et du Conseil du 15 septembre 2021 instituant l'instrument d'aide de préadhésion (IAP III), et notamment son article 5, paragraphe 3,

vu le règlement (UE) 2021/947⁴ du Parlement européen et du Conseil du 9 juin 2021 établissant l'instrument de voisinage, de coopération au développement et de coopération internationale — Europe dans le monde, modifiant et abrogeant la décision n° 466/2014/UE du Parlement européen et du Conseil et abrogeant le règlement (UE) 2017/1601 du Parlement européen et du Conseil et le règlement (CE, Euratom) n° 480/2009 du Conseil, et notamment son article 16,

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 2022. 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) L'assistance envisagée doit respecter les conditions et procédures établies par les mesures restrictives adoptées conformément à l'article 215 du TFUE.
- (3) Il convient d'autoriser l'octroi de subventions sans appel à propositions et de prévoir les conditions d'octroi de ces subventions.

¹ JO L 193 du 30.7.2018, p. 1.

² JO L 189 du 28.5.2021, p. 1.

³ JO L 330 du 20.9.2021, p. 1.

⁴ JO L 209 du 14.6.2021, p. 1.

- (4) Conformément à l'article 62, paragraphe 1, point c), du règlement financier et à l'article 18 du règlement (UE) 2021/817 (ci-après le «règlement Erasmus+»), le programme sera mis en œuvre en gestion indirecte.
- (5) 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 financier⁵ 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.
- (6) Il convient de permettre le paiement d'intérêts de retard sur le fondement de l'article 116, paragraphe 5, du règlement financier.
- (7) 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.
- (8) Les mesures prévues par la présente décision sont conformes à l'avis du comité du programme Erasmus+ institué par l'article 34 du règlement (UE) 2021/817,

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 2022, qui figure en annexe, est adoptée.

Article 2
Contribution de l'Union

Le montant maximal de la contribution de l'Union destinée à la mise en œuvre du programme pour 2022 est fixé à **3 895 431 990** EUR, à financer sur les crédits inscrits aux lignes suivantes du budget général de l'Union:

- ligne budgétaire 07 03 01 01: 2 367 840 474 EUR;
- ligne budgétaire 07 03 01 02: 720 257 374 EUR;
- ligne budgétaire 07 03 02: 363 682 139 EUR;
- ligne budgétaire 07 03 03: 67 827 982 EUR;
- ligne budgétaire 14 02 01 50: 312 113 000 EUR;
- ligne budgétaire 15 02 01 02: 63 711 020 EUR.

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

La mise en œuvre de la présente décision est subordonnée à la disponibilité des crédits qui sont prévus dans le projet de budget général de l'Union pour 2022, après l'adoption de celui-ci par l'autorité budgétaire, ou qui sont prévus par le régime des douzièmes provisoires, ainsi

⁵ Sauf dans les cas prévus à l'article 154, paragraphe 6, du règlement financier, où la Commission peut décider de ne pas exiger une évaluation ex ante.

qu'à la disponibilité des contributions des pays de l'AELE et des autres pays participant au programme.

Article 3

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

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

Article 4

Clause de flexibilité

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

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

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

Article 5

Subventions

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

Fait à Bruxelles, le 8.11.2021

Par la Commission

Mariya GABRIEL

Membre de la Commission



EUROPÄISCHE
KOMMISSION

Brüssel, den 8.11.2021
C(2021) 7862 final

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 8.11.2021

**über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für
2022**

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 8.11.2021

über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2022

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) 2021/817 des Europäischen Parlaments und des Rates² vom 20. Mai 2021 zur Einrichtung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Aufhebung der Verordnung (EU) Nr. 1288/2013, insbesondere auf Artikel 22,

gestützt auf die Verordnung (EU) Nr. 2021/1529 des Europäischen Parlaments und des Rates³ vom 15. September 2021 zur Schaffung eines Instruments für Heranführungshilfe (IPA III), insbesondere auf Artikel 5 Absatz 3,

gestützt auf die Verordnung (EU) Nr. 2021/947 des Europäischen Parlaments und des Rates⁴ vom 9. Juni 2021 zur Schaffung des Instruments für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit – Europa in der Welt, zur Änderung und Aufhebung des Beschlusses Nr. 466/2014/EU und zur Aufhebung der Verordnung (EU) 2017/1601 und der Verordnung (EG, Euratom) Nr. 480/2009 des Rates, insbesondere auf Artikel 16,

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 2022 darstellt. In Artikel 110 der Verordnung (EU, Euratom) 2018/1046 (im Folgenden „Haushaltsordnung“) sind ausführliche Vorschriften für Finanzierungsbeschlüsse festgelegt.
- (2) Bei der geplanten Unterstützung sind die Bedingungen und Verfahren einzuhalten, die im Rahmen der nach Artikel 215 AEUV erlassenen restriktiven Maßnahmen festgelegt sind.

¹ ABl. L 193 vom 30.7.2018, S. 1.

² ABl. L 189 vom 28.5.2021, S. 1.

³ ABl. L 330 vom 20.9.2021, S. 1.

⁴ ABl. L 209 vom 14.6.2021, S. 1.

- (3) Die Gewährung von Finanzhilfen ohne Aufforderung zur Einreichung von Vorschlägen sollte genehmigt und es sollten Bedingungen für die Gewährung dieser Finanzhilfen festgelegt werden.
- (4) Gemäß Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung und Artikel 18 der Verordnung (EU) 2021/817 (im Folgenden „Erasmus+-Verordnung“) muss das Programm in indirekter Mittelverwaltung durchgeführt werden.
- (5) 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 Haushaltsordnung⁵ zu bewerten und erforderlichenfalls nach Artikel 154 Absatz 5 der Haushaltsordnung geeigneten Aufsichtsmaßnahmen zu unterziehen, bevor eine Beitragsvereinbarung unterzeichnet werden kann.
- (6) Es ist notwendig, die Zahlung von Verzugszinsen gemäß Artikel 116 Absatz 5 der Haushaltsordnung vorzusehen.
- (7) 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.
- (8) Die im vorliegenden Beschluss vorgesehenen Maßnahmen stehen im Einklang mit der Stellungnahme des nach Artikel 34 der Verordnung (EU) 2021/817 eingerichteten Ausschusses für das Programm Erasmus+ —

BESCHLIEßT:

Artikel 1
Arbeitsprogramm

Der im Anhang dargelegte jährliche Finanzierungsbeschluss, der das Jahresarbeitsprogramm für die Umsetzung des Programms Erasmus+ für das Jahr 2022 darstellt, wird angenommen.

Artikel 2
Beitrag der Union

Der Höchstbeitrag der Union für die Durchführung des Programms für 2022 beläuft sich auf **3 895 431 990 EUR** und wird aus Mitteln finanziert, die unter den folgenden Haushaltslinien des Gesamthaushaltsplans der Union eingestellt wurden:

- Haushaltslinie 07 03 01 01: 2 367 840 474 EUR;
- Haushaltslinie 07 03 01 02: 720 257 374 EUR;
- Haushaltslinie 07 03 02: 363 682 139 EUR;
- Haushaltslinie 07 03 03: 67 827 982 EUR;
- Haushaltslinie 14 02 01 50: 312 113 000 EUR;
- Haushaltslinie 15 02 01 02: 63 711 020 EUR;

⁵ Dies gilt nicht in Fällen gemäß Artikel 154 Absatz 6 der Haushaltsordnung, in denen die Kommission beschließen kann, keine Ex-ante-Bewertung zu verlangen.

Die in Absatz 1 genannten Haushaltsmittel können auch Verzugszinsen abdecken.

Dieser Beschluss kann nur durchgeführt werden, wenn die in dem Entwurf des Gesamthaushaltsplans der Union für 2022 vorgesehenen Mittel infolge des Erlasses des entsprechenden Haushaltsplans durch die Haushaltsbehörde in voller Höhe oder nach der Regelung der vorläufigen Zwölfstel teilweise bereitgestellt werden und wenn die Beiträge der EFTA und anderer teilnehmender Länder zu dem Programm verfügbar sind.

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 die Programmländer nicht als substantiell anzusehen sind, wenn die mögliche Änderung der Mittelausstattung für ein Land nicht mehr als 20 % der Gesamtmittel ausmacht, die auf der Grundlage des Artikels 62 Absatz 1 Buchstabe c verwaltet werden.

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

Artikel 5
Finanzhilfen

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

Brüssel, den 8.11.2021

Für die Kommission
Mariya GABRIEL
Mitglied der Kommission

SUMMARY

Commission Implementing Decision adopting the 2022 annual work programme for the implementation of "Erasmus+": the Union Programme for Education, Training, Youth and Sport

The attached Commission Implementing Decision presents the 2022 annual work programme on grants and procurement for budget lines 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 14 02 01 50 and 15 02 01 02.

It serves as a Financing Decision and allows the Authorizing Officer to implement 2022 grants, procurements, prizes and other actions in the framework of the Erasmus+ programme.

Based on initial indicative calculations, the new Erasmus+ programme aims to provide to around 10 million Europeans the opportunity to gain competences and have a personal, socio-educational and professional development through studies, training, work experiences, or youth and sport activities over the entire programming period 2021-2027. It also fosters quality, inclusion and equity, creativity and innovation, excellence and internationalisation of organisations active in education and training, youth and sport, and promotes initiatives that cooperation and support policy reforms at all levels.

In the fields of education, training and youth and sport, the Erasmus+ Programme supports three types of Key Actions:

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

In addition to these three Key Actions, specific activities related to European Union studies are also covered by Erasmus+ through Jean Monnet actions.

The programme includes a strong international dimension (i.e. cooperation with third countries not associated to the programme), particularly in regards to higher education, vocational education and training (VET) as well as youth and sports, taking into account the various external policies, in particular neighbourhood, enlargement and development objectives. During the programme duration, financial contributions will be made available from the Neighbourhood, Development and International Cooperation Instrument (NDICI) and the Instrument for Pre-accession Assistance (IPA III), but IPA III implementation is subject to the timely adoption of the IPA III Regulations.

Through its different actions, addressing multiple stakeholders - and in complementarity with actions carried out at national level - the programme aims to reach a positive and sustainable impact on policies and practices in the areas of education, training, youth and sport. In 2022 the programme will be mobilised to support the implementation of the European Year of Youth.

As regards the implementation mode, the European Commission (Directorate-General Education and Culture) is ultimately responsible for the whole implementation of the Erasmus+ programme, including the direct management of certain actions. At European level, the European Commission's European Education and Culture Executive Agency (EACEA, hereafter the Executive Agency) is responsible for the implementation of certain actions of the Erasmus+ Programme (direct management).

Certain actions under Key Actions 2 and 3 in the fields of adult education, vocational education and training as well as skills development and recognition are partly or fully co-delegated to Directorate-General Employment, Social Affairs and Inclusion (DG EMPL). Certain other actions under Key Action 3 related to multilingualism are co-delegated to the Directorate-General for Translation (DGT).

The Erasmus+ Programme is largely implemented under indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third country associated to the programme, as provided for by Article 62 (1) (c) of

the Financial Regulation.

The total available appropriations foreseen under the 2022 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Turkey, Serbia) amounts to EUR 3 895 431 990.

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

- appropriations from the budget of the Union and under Heading 2: EUR 3 316 367 154;
- appropriations from the budget of the Union and under Heading 6: EUR 356 866 667;
- appropriations arising from the participation of the EFTA/EEA countries: EUR 83 240 816 under Heading 2 and EUR 8 957 353 under Heading 6;
- appropriations corresponding to estimated external assigned revenues: EUR 130 000 000.

As established under Article 17, paragraph (5) of the Erasmus+ Regulation¹, and in order to promote the international dimension, the Programme benefits from funding for in the different external instruments. In 2022, further to the political agreement between the European Parliament and the Council, funds from the Neighbourhood, Development and International Cooperation Instrument (NDICI) and the Instrument for Pre-accession Assistance (IPA III) are available to be allocated to actions in respect of learning mobility to or from third countries not associated to the programme, and to cooperation and policy dialogue with authorities, institutions and organisations from those countries.

Table 1 – Erasmus+2022: total available appropriations

2022 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2022 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	2 227 584 136	55 912 362	84 343 976		2 367 840 474
		07 03 01 02	677 593 747	17 007 603	25 656 024		720 257 374
	Youth	07 03 02	346 973 114	8 709 025	8 000 000		363 682 139
	Sport	07 03 03	64 216 157	1 611 826	2 000 000		67 827 982
	Total (H2)		3 316 367 154	83 240 816	120 000 000	0	3 519 607 969
Heading 6	NDICI-Global Europe	14 02 01 50	296 666 667	7 446 333	8 000 000		312 113 000
	IPA III	15 02 01 02	60 200 000	1 511 020	2 000 000		63 711 020
	Total (H6)		356 866 667	8 957 353	10 000 000	0	375 824 020
TOTAL		3 673 233 821	92 198 169	130 000 000	0	3 895 431 990	

In 2022, the Erasmus+ programme is implemented through:

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT AND GRANTS

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. 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. Certain grants will be awarded in accordance with indents (c), (d) and (f) of Article 195 of the Financial Regulation.

The actions that will be published with a view to selecting actions and work programmes to be co-financed in 2022, as well as the grants awarded under specific conditions without issuing a call for proposals are specified in Part II of this work programme.

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

The majority of grants will be financed in the form of lump sums, reimbursement on the basis of unit costs and flat rate financing. The use of these types of grants under the “Erasmus+” Programme have been authorised by Decision of the Authorising Officers by Delegation.

Education and Training and Youth

Key Action 1

Actions implemented under indirect management:

- a) Learning mobility projects in the field of education and training, youth and sport;
- b) Youth participation activities;
- c) DiscoverEU inclusion Action;
- d) Accreditation in the field of VET, school education, adult education and youth;
- e) Higher Education Mobility Consortium Certificate.

Grants awarded by means of Calls for Proposals

- a) Virtual exchanges in higher education and youth – Heading 6.

Key Action 2

Actions implemented under indirect management

- a) Partnerships for Cooperation: Cooperation partnerships in the fields of education and training, youth and sport;
- b) Partnerships for Cooperation: Small-scale partnerships in the fields of education and training, youth and sport;

Grants awarded by means of Calls for Proposals

- a) Partnerships for Cooperation in the fields of education, training and youth – European NGOs;
- b) Partnerships for Excellence: European Universities; Centres of Vocational Excellence; Erasmus+ Teacher Academies; Erasmus Mundus action; Erasmus Mundus Joint Masters - additional scholarships for targeted regions of the world - Heading 6;
- c) Partnerships for Innovation: Alliances; Forward-Looking Projects.
- d) Capacity building in the field of Higher Education, VET and Youth - Heading 6.

Grants awarded by exception to Calls for proposals – Article 195 FR:

- a) eTwinning National Support Organisations;
- b) EPAL (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS);
- c) National Erasmus+ Offices (NEOs) – Heading 6;
- d) Erasmus+ national focal points (ENFPs) – Heading 6.

Key Action 3

Actions implemented under indirect management

- a) Training and Cooperation Activities in the fields of education, training and youth;
- b) SALTO Resource Centres in the fields of education, training and youth;
- c) National Teams to support the implementation of EU VET tools;
- d) DiscoverEU - Learning Cycle for DiscoverEU participants;
- e) Eurodesk network ;

- f) Cooperation with the Council of Europe.

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;
- b) Support to better knowledge in youth policy;
- c) Cooperation with the OECD;
- d) National Academic Recognition Centres (NARIC);
- e) Teaching and Learning International Study TALIS;
- f) EU Youth Dialogue: support to National Working Groups;
- g) European Youth Forum ;
- h) Eurodesk Brussels Link.

Specific grants awarded under a framework partnership

- a) European policy network on teachers and school leaders;
- b) European policy network in the field of education of children and young people with a migrant background.

Grants awarded by means of Calls for Proposals

- a) Civil Society Cooperation: Education and Training;
- b) European Youth Together;
- c) Civil society cooperation in the field of Youth;
- d) Rationalisation of Higher Education monitoring tools.

Jean Monnet

Grants awarded by means of Calls for Proposals :

- a) Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence;
- b) Jean Monnet actions for other fields of education and training ;
- c) Jean Monnet Policy debate.

Grants awarded by exception to Calls for proposals – Article 195 FR:

- a) Operating grants to support specific institutions.

Sport

Key Action 2

Grants awarded by means of Calls for Proposals :

- a) Partnerships for Cooperation in the sport field;
- b) Small-scale cooperation partnerships;
- c) Not-for-profit European sport events;
- d) Capacity building in the field of Sports - Heading 6.

Key Action 3

Actions implemented under indirect management

- a) Cooperation with the Council of Europe;
- b) Cooperation with the World Health Organisation (WHO).

Grants awarded by exception to Calls for proposals – Article 195 FR:

- a) Presidency events;

- b) Cooperation between Member States ;
- c) Dialogue with stakeholders - National activities.

Management Fees of National Agencies

Actions implemented under indirect management

- a) Management Fees.

2. PROCUREMENTS AND EXPERTS

This work programme also includes the actions that will be implemented mostly by public procurement procedures (via calls for tenders or the use of existing framework contracts) (Article 205 FR). The amounts reserved together with the indicative number of contracts and time-frame for launching the procurement procedures are indicated in Programming Table in Part III of this work programme. The costs related to the experts involved in the assessment of projects are included in the Work Programme (Art. 237 FR).

Education and Training and Youth

Key Action 1

Procurements

- a) DiscoverEU General.

Calls for expression of interest

- a) Erasmus Charter for Higher Education (ECHE).

Key Action 2

Procurements

- a) EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service;
- b) European Youth Portal ;
- c) Europass platform and related tools;
- d) School education platform and eTwinning Central Support Services;
- e) Erasmus+ HE tools (European Student Card Initiative);
- f) School Education, VET, Adult Education tools (Erasmus without paper);
- g) Erasmus Mundus Joint Master's Degrees – Support Structure ;
- h) Service contract for Network of National Teams of Higher Education Reform Experts (HEREs).

Key Action 3

Procurements

- a) Innovation in Education (e.g. HEInnovate);
- b) Supporting implementation of the Digital Education Action Plan and the Digital Education Hub;
- c) Expertise on Education and Training ;
- d) Exchanges of experience and good practice, and peer counselling;
- e) Country-specific expertise: network of national experts in Member States;
- f) Studies ;
- g) Academic networks (EENEE, NESET) ;
- h) Prospective platform ;
- i) Transparency and recognition of skills and qualifications;

- j) Policy-related and policy dialogue conferences;
- k) International Policy Dialogue ;
- l) University-Business Cooperation ;
- m) International Student and Alumni Network Erasmus+;
- n) Meetings with grant-holders and other stakeholders;
- o) European Commission's Corporate Communication ;
- p) Education Summit ;
- q) Youth events ;
- r) Dissemination and communication activities ;
- s) Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education;
- t) European Education Area Portal ;
- u) Interim evaluation of the Erasmus+ Programme.

Calls for expression of interest

- a) Selection and implementation.

Sport

Key Action 3

Procurements

- a) Evidence-based activities ;
- b) Conferences, Seminars and Communication activities;
- c) Meetings with grant-holders and other stakeholders.

Calls for expression of interest

- a) Selection and implementation.

3. OTHER ACTIONS

Accreditation processes are in place under certain actions in the field of VET, school education, adult education and youth in order to ensure the general quality framework for European and international cooperation activities. Holding a charter is a pre-requisite to be eligible to receive a grant for mobility projects under Key Action 1 or to participate in other actions of the Programme. More details are provided in Part II of this work programme.

The Programme will also award prizes to projects dealing with social inclusion through sport and that promoted physical activity.

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.

Education and Training and Youth

Key Action 2

Other actions

- a) IT services for Erasmus+ platforms.

Key Action 3

Other actions

- a) Commission's Joint Research Centre (JRC) Administrative agreements.

Sport

Key Action 3

Prizes

- a) #BeInclusive EU Sport Awards;
- b) #BeActive Awards.

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RÉSUMÉ

Décision d'exécution de la Commission portant adoption du programme de travail annuel 2022 pour la mise en œuvre d'Erasmus+, le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport

La décision d'exécution de la Commission ci-jointe présente le programme de travail annuel 2022 en matière de subventions et de marchés concernant les lignes budgétaires 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 14 02 01 50 et 15 02 01 02.

Elle vaut décision de financement et autorise l'ordonnateur à mettre en œuvre les subventions, les marchés, les prix et les autres actions relevant du programme Erasmus+ pour 2022.

D'après les calculs indicatifs initiaux, le nouveau programme Erasmus+ vise à offrir à quelque 10 millions d'Européens la possibilité d'acquérir des compétences et de se développer sur les plans personnel, socio-éducatif et professionnel dans le cadre d'études, de formations, d'expériences professionnelles ou d'activités dans les domaines de la jeunesse et du sport sur l'ensemble de la période de programmation 2021-2027. Il encourage aussi la qualité, l'inclusion et l'équité, la créativité et l'innovation, l'excellence et l'internationalisation des organisations actives dans les domaines de l'éducation et de la formation, de la jeunesse et du sport et promeut des initiatives et la coopération visant à soutenir la réforme des politiques à tous les niveaux.

Dans les domaines de l'éducation, de la formation, de la jeunesse et du sport, le programme Erasmus+ soutient trois types d'actions clés:

- action clé n° 1 – Mobilité à des fins d'éducation et de formation;
- action clé n° 2 – Coopération entre organisations et institutions;
- action clé n° 3 – Soutien à l'élaboration des politiques et à la coopération.

Erasmus+ couvre, outre ces trois actions clés, des activités particulières liées aux études sur l'Union européenne par l'intermédiaire des actions Jean Monnet.

Le programme comporte une forte dimension internationale (coopération avec les pays tiers non associés au programme), en particulier en ce qui concerne l'enseignement supérieur, l'enseignement et la formation professionnels (EFP), ainsi que la jeunesse et le sport, et tient compte des différentes politiques extérieures, en particulier des objectifs des politiques de voisinage, d'élargissement et de développement. Pendant la durée du programme, les contributions financières proviendront de l'instrument de voisinage, de coopération au développement et de coopération internationale (IVDCI) et de l'instrument d'aide de préadhésion (IAP III), mais l'exécution de ce dernier est subordonnée à l'adoption en temps utile du règlement établissant l'IAP III.

Par ses différentes actions, qui s'adressent à diverses parties prenantes – et en complémentarité avec les actions menées au niveau national –, le programme vise à avoir un effet positif et durable sur les politiques et les pratiques dans les domaines de l'éducation, de la formation, de la jeunesse et du sport. En 2022, le programme sera sollicité pour soutenir la mise en œuvre de l'Année européenne de la jeunesse.

En ce qui concerne le mode d'exécution, la Commission européenne (direction générale de l'éducation et de la culture) assume la responsabilité finale de l'ensemble de la mise en œuvre du programme Erasmus+, y compris de la gestion directe de certaines actions. À l'échelle européenne, l'agence exécutive pour l'éducation et la culture de la Commission européenne (EACEA, ci-après l'«agence exécutive») est compétente pour mettre en œuvre certaines actions du programme Erasmus+ (en gestion directe).

Certaines actions relevant des actions clés n° 2 et n° 3 dans les domaines de l'éducation des adultes, de l'enseignement et de la formation professionnels ainsi que du développement et de la reconnaissance des compétences sont partiellement ou totalement codéveloppées à la direction générale de l'emploi, des

affaires sociales et de l'inclusion (DG EMPL). D'autres actions relevant de l'action clé n° 3 liées au multilinguisme sont codéloguées à la direction générale de la traduction (DGT).

La gestion indirecte est le principal mode d'exécution du programme Erasmus+. La Commission européenne confie des tâches d'exécution budgétaire à des agences nationales désignées, établies dans chaque État membre et chaque pays tiers associés au programme, comme le prévoit l'article 62, paragraphe 1, point c), du règlement financier.

Le montant total des crédits disponibles prévus dans le cadre du programme de travail 2022 pour les États membres de l'UE, les pays de l'Espace économique européen et les autres pays participant au programme (Macédoine du Nord, Turquie, Serbie) s'élève à 3 895 431 990 EUR.

Les crédits disponibles sont ventilés comme suit (voir le tableau ci-dessous pour plus de détails):

- crédits provenant de la rubrique 2 du budget de l'Union: 3 316 367 154 EUR;
- crédits provenant de la rubrique 6 du budget de l'Union: 356 866 667 EUR;
- crédits provenant de la participation des pays de l'AELE membres de l'EEE: 83 240 816 EUR provenant de la rubrique 2 et 8 957 353 EUR provenant de la rubrique 6;
- crédits correspondant aux recettes affectées externes estimées: 130 000 000 EUR.

En vertu de l'article 17, paragraphe 5, du règlement Erasmus+¹, et afin de promouvoir la dimension internationale du programme, ce dernier bénéficie d'un financement par les différents instruments externes. En 2022, à la suite de l'accord politique intervenu entre le Parlement européen et le Conseil, les fonds provenant de l'instrument de voisinage, de coopération au développement et de coopération internationale (IVDCI) et de l'instrument d'aide de préadhésion (IAP III) seront mis à disposition pour être affectés à des actions de mobilité à des fins d'éducation et de formation à destination ou en provenance de pays tiers non associés au programme, ainsi qu'à la coopération et au dialogue politique avec des autorités, des institutions et des organisations de ces pays.

Tableau 1 – Erasmus+ +2022: total des crédits disponibles

2022 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2022 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	2 227 584 136	55 912 362	84 343 976		2 367 840 474
		07 03 01 02	677 593 747	17 007 603	25 656 024		720 257 374
	Youth	07 03 02	346 973 114	8 709 025	8 000 000		363 682 139
	Sport	07 03 03	64 216 157	1 611 826	2 000 000		67 827 982
	Total (H2)		3 316 367 154	83 240 816	120 000 000	0	3 519 607 969
Heading 6	NDICI-Global Europe	14 02 01 50	296 666 667	7 446 333	8 000 000		312 113 000
	IPA III	15 02 01 02	60 200 000	1 511 020	2 000 000		63 711 020
	Total (H6)		356 866 667	8 957 353	10 000 000	0	375 824 020
TOTAL			3 673 233 821	92 198 169	130 000 000	0	3 895 431 990

En 2022, le programme Erasmus+ sera mis en œuvre par les moyens suivants:

1. ACTIONS EXÉCUTÉES EN GESTION INDIRECTE ET SUBVENTIONS

Des appels à propositions généraux et spécifiques seront publiés par la Commission européenne ou par l'agence exécutive conformément à l'article 189, paragraphe 1, du règlement financier. L'appel à propositions général pour la mise en œuvre du programme Erasmus+ fait référence à un guide du programme pour ce qui est des informations pratiques. Le guide du programme Erasmus+ vise à aider l'ensemble des parties intéressées à élaborer des projets dans le cadre du programme. Il les aide à comprendre les objectifs et les actions du programme. Il vise également à fournir des informations détaillées sur les conditions d'introduction d'une demande de subvention et sur le montant des subventions octroyées. Enfin, il fournit des renseignements sur la procédure de sélection des subventions ainsi que sur les règles applicables aux demandeurs retenus qui deviennent bénéficiaires

¹ <https://eur-lex.europa.eu/legal-content/FR/TXT/?uri=CELEX:32021R0817&qid=1622186232554>

de subventions de l'UE. Certaines subventions seront octroyées en vertu de l'article 195, points c), d) et f), du règlement financier.

Les actions qui seront publiées pour sélectionner les actions et les programmes de travail à cofinancer en 2022, ainsi que les subventions qui seront octroyées sous certaines conditions sans appel à propositions, sont précisées dans la partie II du présent programme de travail.

La majorité des subventions seront financées sous la forme de montants forfaitaires, de remboursements sur la base des coûts unitaires et de financements à taux forfaitaire. L'utilisation de ces types de subventions dans le cadre du programme Erasmus+ a été autorisée par décision des ordonnateurs délégués.

Éducation et formation et jeunesse

Action clé n° 1

Actions exécutées en gestion indirecte

- a) Projets de mobilité à des fins d'éducation et de formation dans les domaines de l'éducation et de la formation, de la jeunesse et du sport;
- b) activités de participation des jeunes;
- c) action d'inclusion DiscoverEU;
- d) accréditation dans les domaines de l'EFP, de l'enseignement scolaire, de l'éducation des adultes et de la jeunesse;
- e) certificat de consortium de mobilité pour l'enseignement supérieur.

Subventions octroyées à la suite d'appels à propositions

- a) Échanges virtuels dans l'enseignement supérieur et jeunesse – rubrique 6.

Action clé n° 2

Actions exécutées en gestion indirecte

- a) Partenariats en faveur de la coopération: partenariats de coopération dans les domaines de l'éducation et de la formation, de la jeunesse et du sport;
- b) partenariats en faveur de la coopération: partenariats à petite échelle dans les domaines de l'éducation et de la formation, de la jeunesse et du sport.

Subventions octroyées à la suite d'appels à propositions

- a) Partenariats de coopération dans les domaines de l'éducation, de la formation et de la jeunesse – ONG européennes;
- b) partenariats pour l'excellence: universités européennes; centres d'excellence professionnelle, académies Erasmus+ de l'enseignement; action Erasmus Mundus; masters communs Erasmus Mundus – bourses supplémentaires pour certaines régions du monde – rubrique 6;
- c) partenariats en faveur de l'innovation: alliances; projets prospectifs;
- d) renforcement des capacités dans le domaine de l'enseignement supérieur, de l'EFP et de la jeunesse – rubrique 6.

Subventions octroyées sans appel à propositions – article 195 du règlement financier

- a) Organisations d'assistance nationales pour le jumelage électronique (eTwinning);
- b) plateforme électronique pour l'éducation et la formation des adultes en Europe (EPALE) – services d'assistance nationaux (NSS);

- c) bureaux nationaux Erasmus+ (NEO) – rubrique 6;
- d) points focaux nationaux Erasmus+ (ENFP) – rubrique 6.

Action clé n° 3

Actions exécutées en gestion indirecte

- a) Activités de formation et de coopération dans les domaines de l'éducation, de la formation et de la jeunesse;
- b) centres de ressources SALTO dans les domaines de l'éducation, de la formation et de la jeunesse;
- c) équipes nationales pour soutenir la mise en œuvre des outils d'EFP de l'UE;
- d) DiscoverEU - cycle d'apprentissage pour les participants à DiscoverEU;
- e) réseau Eurodesk;
- f) coopération avec le Conseil de l'Europe.

Subventions octroyées sans appel à propositions – article 195 du règlement financier

- a) Événements organisés par la présidence dans les domaines de l'éducation, de la formation et de la jeunesse: conférences, réunions des ministres et des directeurs généraux;
- b) soutien à l'amélioration des connaissances en matière de politique de la jeunesse;
- c) coopération avec l'OCDE;
- d) centres nationaux pour la reconnaissance académique des diplômes (NARIC);
- e) enquête internationale sur l'enseignement et l'apprentissage (TALIS);
- f) dialogue de l'UE en faveur de la jeunesse: soutien aux groupes de travail nationaux;
- g) forum européen de la jeunesse;
- h) bureau Eurodesk Brussels Link.

Subventions spécifiques octroyées au titre d'un partenariat-cadre

- a) Réseau européen consacré aux enseignants et aux responsables d'établissement;
- b) réseau européen de promotion de l'éducation des enfants et des jeunes issus de l'immigration.

Subventions octroyées à la suite d'appels à propositions

- a) Coopération avec la société civile: éducation et formation;
- b) Les jeunes Européens ensemble;
- c) coopération avec la société civile dans le domaine de la jeunesse;
- d) rationalisation des outils de suivi de l'enseignement supérieur.

Jean Monnet

Subventions octroyées à la suite d'appels à propositions

- a) Actions Jean Monnet dans le domaine de l'enseignement supérieur: modules, chaires et centres d'excellence;
- b) actions Jean Monnet dans d'autres domaines de l'éducation et de la formation;
- c) débat politique Jean Monnet.

Subventions octroyées sans appel à propositions – article 195 du règlement financier

- a) Subventions de fonctionnement pour soutenir des établissements spécifiques.

Sport

Action clé n° 2

Subventions octroyées à la suite d'appels à propositions

- a) Partenariats de coopération dans le domaine du sport;
- b) partenariats de coopération à petite échelle;
- c) manifestations sportives européennes à but non lucratif;
- d) renforcement des capacités dans le domaine du sport – rubrique 6.

Action clé n° 3

Actions exécutées en gestion indirecte

- a) Coopération avec le Conseil de l'Europe;
- b) coopération avec l'Organisation mondiale de la santé (OMS).

Subventions octroyées sans appel à propositions – article 195 du règlement financier

- a) Événements organisés par la présidence;
- b) coopération entre les États membres;
- c) dialogue avec les parties prenantes – activités nationales.

Frais de gestion des agences nationales

Actions exécutées en gestion indirecte

- a) Frais de gestion.

2. PASSATION DE MARCHÉS ET EXPERTS

Le présent programme de travail comprend également les actions qui seront mises en œuvre en grande partie au moyen de procédures de passation de marchés publics (appels d'offres ou recours à des contrats-cadres existants) (article 205 du règlement financier). Les montants réservés ainsi que le nombre indicatif de contrats et le calendrier de lancement des procédures de passation de marchés sont indiqués dans le tableau de programmation figurant dans la partie III du présent programme de travail. Les coûts liés aux experts participant à l'évaluation des projets sont inclus dans le programme de travail (article 237 du règlement financier).

Éducation et formation et jeunesse

Action clé n° 1

Passation de marchés

- a) DiscoverEU général.

Appels à manifestations d'intérêt

- a) Charte Erasmus pour l'enseignement supérieur (ECHE).

Action clé n° 2

Passation de marchés

- a) Service central d'assistance d'EPALE (plateforme électronique pour l'éducation et la formation des adultes en Europe);
- b) portail européen de la jeunesse;
- c) plateforme Europass et outils connexes;
- d) plateforme de soutien à l'enseignement scolaire (European School Education Platform) et

- service central d'assistance eTwinning;
- e) outils Erasmus+ pour l'enseignement supérieur (initiative relative à la carte d'étudiant européenne);
 - f) outils pour l'enseignement scolaire, l'EFP, l'éducation des adultes (Erasmus sans papier);
 - g) masters communs Erasmus Mundus – structure d'appui;
 - h) contrat de services pour le réseau des équipes nationales d'experts de la réforme de l'enseignement supérieur (HERE).

Action clé n° 3

Passation de marchés

- a) Innovation dans le domaine de l'éducation (par exemple, HEInnovate);
- b) soutien à la mise en œuvre du plan d'action en matière d'éducation numérique et du pôle d'éducation numérique;
- c) compétences spécialisées dans les domaines de l'éducation et de la formation;
- d) échanges d'expériences et de bonnes pratiques et conseil entre pairs;
- e) compétences spécialisées concernant un pays donné: réseau d'experts nationaux dans les États membres;
- f) études;
- g) réseaux universitaires (EENEE, NESET);
- h) plateforme de prospective;
- i) transparence et reconnaissance des compétences et des qualifications;
- j) conférences relatives aux politiques et aux dialogues politiques;
- k) dialogue politique à l'échelle internationale;
- l) coopération entre universités et entreprises;
- m) réseau international d'étudiants et d'anciens étudiants du programme Erasmus+;
- n) réunions avec les bénéficiaires d'une subvention et d'autres parties prenantes;
- o) communication institutionnelle de la Commission européenne;
- p) sommet sur l'éducation;
- q) manifestations en faveur de la jeunesse;
- r) activités de diffusion et de communication;
- s) activités et événements d'information et de sensibilisation dans les domaines du multilinguisme, de la diversité et de l'éducation ouverte à tous;
- t) plateforme de l'espace européen de l'éducation;
- u) évaluation intermédiaire du programme Erasmus+.

Appels à manifestations d'intérêt

- a) Sélection et mise en œuvre.

Sport

Action clé n° 3

Passation de marchés

- a) Activités fondées sur des éléments probants;
- b) conférences, séminaires et activités de communication;
- c) réunions avec les bénéficiaires d'une subvention et d'autres parties prenantes.

Appels à manifestations d'intérêt

- a) Sélection et mise en œuvre.

3. AUTRES ACTIONS

Des procédures d'accréditation sont en place au titre de certaines actions dans les domaines de l'EFP, de l'enseignement scolaire, de l'éducation des adultes et de la jeunesse afin de garantir le cadre général de qualité des activités de coopération européenne et internationale. Il est nécessaire de détenir une charte pour pouvoir bénéficier d'une subvention en faveur de projets de mobilité au titre de l'action clé n° 1 ou participer à d'autres actions du programme. De plus amples informations figurent dans la partie II du présent programme de travail.

Le programme attribuera également des prix à des projets traitant de l'inclusion sociale par le sport et faisant la promotion de l'activité physique.

En outre, le programme finance des activités en coopération avec le Centre commun de recherche (JRC) au moyen d'accords administratifs spéciaux. Dans la mesure du possible, la préférence sera accordée au recours à l'expertise du JRC afin de créer une meilleure base de connaissances, ainsi qu'au renforcement de la collecte de données probantes au niveau de l'UE.

Éducation et formation et jeunesse

Action clé n° 2

Autres actions

- a) Services informatiques pour les plateformes Erasmus+.

Action clé n° 3

Autres actions

- a) Accords administratifs du Centre commun de recherche (JRC) de la Commission.

Sport

Action clé n° 3

Prix

- a) Prix européen du sport inclusif – #BeInclusive EU Sport Awards;
- b) prix #BeActive Awards.

DE

ZUSAMMENFASSUNG

Durchführungsbeschluss der Kommission zur Annahme des Jahresarbeitsprogramms 2022 für die Durchführung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport

Der beigefügte Durchführungsbeschluss der Kommission umfasst das Jahresarbeitsprogramm 2022 für Finanzhilfen und öffentliche Aufträge, die unter die Haushaltslinien 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 14 02 01 50 und 15 02 01 02 fallen.

Er dient als Finanzierungsbeschluss und versetzt den Anweisungsbefugten in die Lage, 2022 Finanzhilfen, öffentliche Aufträge, Preisgelder und andere Maßnahmen im Rahmen des Programms Erasmus+ durchzuführen.

Ausgehend von ersten vorläufigen Berechnungen sollen im Rahmen des neuen Erasmus+-Programms während des gesamten Programmplanungszeitraums 2021-2027 rund 10 Millionen Europäerinnen und Europäer die Gelegenheit erhalten, Kompetenzen zu erwerben und sich auf persönlicher, sozialer, bildungsbezogener und beruflicher Ebene weiterzuentwickeln, indem sie Studien-, Ausbildungs- oder Arbeitsaufenthalte absolvieren oder an Aktivitäten in den Bereichen Jugend und Sport teilnehmen. Das Programm fördert zudem Qualität, Inklusion und Gleichstellung, Innovation, Exzellenz und Internationalisierung bei Organisationen, die in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport aktiv sind, und unterstützt Initiativen zur Förderung von Zusammenarbeit und politischen Reformen auf allen Ebenen.

In den Bereichen allgemeine und berufliche Bildung sowie Jugend und Sport unterstützt das Programm Erasmus+ drei Leitaktionen:

- Leitaktion 1 – Lernmobilität
- Leitaktion 2 – Zusammenarbeit zwischen Organisationen und Einrichtungen
- Leitaktion 3 – Unterstützung der Politikentwicklung und der politischen Zusammenarbeit

Zusätzlich zu diesen drei Leitaktionen fördert Erasmus+ weitere Aktivitäten im Zusammenhang mit Europastudien im Rahmen der Jean-Monnet-Maßnahmen.

Das Programm umfasst eine ausgeprägte internationale Dimension (d. h. die Zusammenarbeit mit Drittländern, die nicht mit dem Programm assoziiert sind), vor allem im Hinblick auf Hochschulbildung, berufliche Bildung sowie Jugend und Sport, und berücksichtigt die verschiedenen externen Politikbereiche, insbesondere die Ziele der Nachbarschafts-, der Erweiterungs- und der Entwicklungspolitik. Während der Laufzeit des Programms werden Finanzbeiträge aus dem Instrument für Nachbarschaft, Entwicklung und Internationale Zusammenarbeit (NDICI) und dem Instrument für Heranführungshilfe (IPA III) bereitgestellt, die Durchführung von IPA III setzt jedoch die rechtzeitige Annahme der IPA-III-Verordnungen voraus.

Mittels der verschiedenen Maßnahmen, die sich an eine Vielzahl von Interessenträgern richten (und die auf nationaler Ebene ergriffenen Maßnahmen ergänzen), strebt das Programm eine positive und nachhaltige Wirkung auf die Politik und die Praxis in den Bereichen allgemeine und berufliche Bildung, Jugend sowie Sport an. Zudem wird das Programm 2022 genutzt, um die Umsetzung des Europäischen Jahres der Jugend zu unterstützen.

Was die Art und Weise der Durchführung angeht, zeichnet die Europäische Kommission (Generaldirektion Bildung und Kultur) letztendlich verantwortlich für die Gesamtdurchführung des Programms Erasmus+, einschließlich der direkten Verwaltung bestimmter Maßnahmen. Auf europäischer Ebene ist die Exekutivagentur Bildung, Audiovisuelles und Kultur der Europäischen Kommission (EACEA, im Folgenden die „Exekutivagentur“) für die Durchführung bestimmter Maßnahmen des Programms Erasmus+ zuständig (direkte Verwaltung).

Bestimmte Maßnahmen im Rahmen der Leitaktionen 2 und 3 in den Bereichen Erwachsenenbildung, berufliche Bildung sowie Entwicklung und Anerkennung von Kompetenzen werden ganz oder teilweise an die Generaldirektion Beschäftigung, Soziales und Integration (GD EMPL) delegiert. Andere Maßnahmen im Rahmen der Leitaktion 3, die die Mehrsprachigkeit betreffen, werden an die Generaldirektion Übersetzung (DGT) delegiert.

Das Programm Erasmus+ wird zum großen Teil in indirekter Verwaltung durchgeführt. Die Europäische Kommission überträgt Haushaltsvollzugsaufgaben gemäß Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung an benannte nationale Agenturen, die in allen Mitgliedstaaten sowie in den mit dem Programm assoziierten Drittländern eingerichtet wurden.

Die für das Arbeitsprogramm 2022 für die EU-Mitgliedstaaten, die Länder des Europäischen Wirtschaftsraums und andere am Programm teilnehmende Länder (Nordmazedonien, Türkei, Serbien) verfügbaren Mittel belaufen sich insgesamt auf 3 895 431 990 EUR.

Die verfügbaren Mittel werden folgendermaßen aufgeteilt (weitere Einzelheiten sind der Tabelle weiter unten zu entnehmen):

- Mittel aus dem Gesamthaushaltsplan der Union und unter Rubrik 2: 3 316 367 154 EUR;
- Mittel aus dem Gesamthaushaltsplan der Union und unter Rubrik 6: 356 866 667 EUR;
- Mittel aus Beiträgen der EFTA-/EWR-Staaten: 83 240 816 EUR unter Rubrik 2 und 8 957 353 EUR unter Rubrik 6;
- Mittel, die den veranschlagten externen zweckgebundenen Einnahmen entsprechen. 130 000 000 EUR.

Gemäß Artikel 17 Absatz 5 der Erasmus+-Verordnung¹ und zur Stärkung der internationalen Dimension werden für das Programm Fördermittel aus den verschiedenen Instrumenten im Bereich der Außenbeziehungen bereitgestellt. Im Anschluss an die politische Einigung zwischen dem Europäischen Parlament und dem Rat stehen im Jahr 2022 Mittel aus dem Instrument für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit (NDICI) und dem Instrument für Heranführungshilfe (IPA III) für Maßnahmen im Bereich der Lernmobilität in Drittländer bzw. aus Drittländern, die nicht mit dem Programm assoziiert sind, sowie für die Zusammenarbeit und den politischen Dialog mit Behörden, Institutionen und Organisationen aus diesen Ländern zur Verfügung.

Tabelle 1 – Erasmus+2022: Verfügbare Mittel insgesamt

2022 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2022 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	2 227 584 136	55 912 362	84 343 976		2 367 840 474
		07 03 01 02	677 593 747	17 007 603	25 656 024		720 257 374
	Youth	07 03 02	346 973 114	8 709 025	8 000 000		363 682 139
	Sport	07 03 03	64 216 157	1 611 826	2 000 000		67 827 982
	Total (H2)		3 316 367 154	83 240 816	120 000 000	0	3 519 607 969
Heading 6	NDICI-Global Europe	14 02 01 50	296 666 667	7 446 333	8 000 000		312 113 000
	IPA III	15 02 01 02	60 200 000	1 511 020	2 000 000		63 711 020
	Total (H6)		356 866 667	8 957 353	10 000 000	0	375 824 020
TOTAL			3 673 233 821	92 198 169	130 000 000	0	3 895 431 990

2022 wird das Programm Erasmus+ durchgeführt durch:

1. MAßNAHMEN IM RAHMEN DER INDIREKTEN MITTELVORWALTUNG UND FINANZHILFEN

Die Europäische Kommission oder die Exekutivagentur werden allgemeine und besondere Aufforderungen zur Einreichung von Vorschlägen im Einklang mit Artikel 189 Absatz 1 der

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

Haushaltsordnung veröffentlichen. Die allgemeine Aufforderung zur Einreichung von Vorschlägen für die Durchführung des Programms Erasmus+ verweist für praktische Informationen auf den Programmleitfaden. Der Programmleitfaden soll all jenen, die an der Konzeption von Projekten im Rahmen des Programms interessiert sind, als Anleitung dienen. Darin sind die Ziele und die Maßnahmen des Programms verständlich erläutert. Darüber hinaus enthält der Leitfaden ausführliche Informationen darüber, was für eine Antragstellung benötigt wird und wie hoch die Finanzhilfe ist. Außerdem werden das Auswahlverfahren für die Gewährung von Finanzhilfen sowie die Bestimmungen erläutert, die für erfolgreiche Antragsteller gelten, die eine EU-Finanzhilfe erhalten. Bestimmte Finanzhilfen werden gemäß Artikel 195 Buchstaben c, d und f der Haushaltsordnung vergeben.

In Teil II dieses Arbeitsprogramms sind die zu veröffentlichenden Initiativen aufgeführt, um Maßnahmen und Arbeitsprogramme auszuwählen, die 2022 kofinanziert werden sollen, sowie die Finanzhilfen, die unter besonderen Bedingungen ohne die Veröffentlichung einer Aufforderung zur Einreichung von Vorschlägen gewährt werden.

Die meisten Finanzhilfen werden in Form von Pauschalbeträgen, der Erstattung auf der Grundlage von Kosten je Einheit und Pauschalfinanzierungen gewährt. Die Verwendung dieser Art der Finanzhilfen im Rahmen von Erasmus+ wurde durch Beschluss der bevollmächtigten Anweisungsbefugten genehmigt.

Allgemeine und berufliche Bildung, Jugend

Leitaktion 1

Maßnahmen im Rahmen indirekter Mittelverwaltung:

- a) Projekte der Lernmobilität in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport
- b) Jugendaktivitäten
- c) DiscoverEU (Inklusion)
- d) Akkreditierung in den Bereichen berufliche Bildung, Schulbildung, Erwachsenenbildung und Jugend
- e) Zertifikat für Hochschul-Mobilitätskonsortien

Finanzhilfen, die im Zuge von Aufforderungen zur Einreichung von Vorschlägen gewährt werden

- a) Virtuelle Austauschaktivitäten in den Bereichen Hochschulbildung und Jugend – Rubrik 6

Leitaktion 2

Maßnahmen im Rahmen indirekter Mittelverwaltung

- a) Partnerschaften für eine Zusammenarbeit: Kooperationspartnerschaften in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport
- b) Partnerschaften für eine Zusammenarbeit: kleinere Partnerschaften in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport

Finanzhilfen, die im Zuge von Aufforderungen zur Einreichung von Vorschlägen gewährt werden

- a) Kooperationspartnerschaften in den Bereichen allgemeine und berufliche Bildung sowie Jugend – europäische NRO
- b) Exzellenzpartnerschaften: Europäische Hochschulen, Zentren der beruflichen Exzellenz, „Erasmus+ Teacher Academies“, Erasmus Mundus, Gemeinsame Erasmus-Mundus-

Masterabschlüsse – zusätzliche Stipendien für bestimmte Zielregionen der Welt –
Rubrik 6

- c) Innovationspartnerschaften: Allianzen, zukunftsorientierte Projekte
- d) Kapazitätsaufbau in den Bereichen Hochschulbildung, berufliche Bildung und Jugend –
Rubrik 6

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen
gewährt werden – Artikel 195 HO:

- a) Nationale eTwinning-Koordinierungsorganisationen;
- b) EPALE (Elektronische Plattform für Erwachsenenbildung in Europa) – Nationale
Koordinierungsstellen (National Support Services, NSS)
- c) Nationale Erasmus+-Büros (National Erasmus+ Office, NEO) – Rubrik 6
- d) Nationale Erasmus+-Anlaufstellen (Erasmus+ national focal points, ENFP) – Rubrik 6

Leitaktion 3

Maßnahmen im Rahmen indirekter Mittelverwaltung

- a) Schulungs- und Kooperationsaktivitäten in den Bereichen allgemeine und berufliche
Bildung sowie Jugend
- b) SALTO-Ressourcenzentren in den Bereichen allgemeine und berufliche Bildung sowie
Jugend
- c) nationale Teams zur Unterstützung der Durchführung der EU-Instrumente für die
berufliche Bildung
- d) DiscoverEU – Schulungsreihe für Teilnehmende an DiscoverEU
- e) Eurodesk-Netz
- f) Zusammenarbeit mit dem Europarat

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen
gewährt werden – Artikel 195 HO

- a) Veranstaltungen des Ratsvorsitzes in den Bereichen allgemeine und berufliche Bildung
sowie Jugend: Konferenzen, Sitzungen von Ministern und Generaldirektoren
- b) Förderung besserer Kenntnisse der Jugendpolitik
- c) Zusammenarbeit mit der OECD
- d) Nationale Zentren für die akademische Anerkennung (NARIC)
- e) Internationale Studie über Lehren und Lernen TALIS
- f) EU-Jugenddialog: Unterstützung der nationalen Arbeitsgruppen
- g) Europäisches Jugendforum
- h) Eurodesk-Verbindungsstelle Brüssel

Im Zuge einer Partnerschaftsrahmenvereinbarung gewährte Einzelfinanzhilfen

- a) Europäisches Politiknetz im Bereich Lehrkräfte und Schulleitungen
- b) Europäisches Politiknetz im Bereich der Bildung von Kindern und Jugendlichen mit
Migrationshintergrund

Finanzhilfen, die im Zuge von Aufforderungen zur Einreichung von Vorschlägen gewährt
werden

- a) Zusammenarbeit mit der Zivilgesellschaft: allgemeine und berufliche Bildung
- b) „European Youth Together“ (Die europäische Jugend vereint)
- c) Zusammenarbeit mit der Zivilgesellschaft im Bereich Jugend
- d) Rationalisierung der Monitoring-Instrumente von Hochschulen

Jean Monnet

Finanzhilfen, die im Zuge von Aufforderungen zur Einreichung von Vorschlägen gewährt werden:

- a) Jean-Monnet-Maßnahmen in der Hochschulbildung: Jean-Monnet-Module, -Lehrstühle und -Exzellenzzentren
- b) Jean-Monnet-Aktionen in anderen Bereichen der allgemeinen und beruflichen Bildung
- c) Politische Diskussionen mit dem Hochschulsektor

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen gewährt werden – Artikel 195 HO:

- a) Beiträge zu den Betriebskosten für bestimmte Einrichtungen

Sport

Leitaktion 2

Finanzhilfen, die im Zuge von Aufforderungen zur Einreichung von Vorschlägen gewährt werden:

- a) Kooperationspartnerschaften im Sportbereich
- b) kleine Kooperationspartnerschaften
- c) Nichtkommerzielle europäische Sportveranstaltungen
- d) Kapazitätsaufbau im Bereich Sport – Rubrik 6

Leitaktion 3

Maßnahmen im Rahmen indirekter Mittelverwaltung

- a) Zusammenarbeit mit dem Europarat
- b) Zusammenarbeit mit der Weltgesundheitsorganisation (WHO)

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen gewährt werden – Artikel 195 HO:

- a) Veranstaltungen des Vorsitzes
- b) Zusammenarbeit zwischen den Mitgliedstaaten
- c) Dialog mit Interessenträgern – nationale Aktivitäten

Verwaltungskosten der nationalen Agenturen

Maßnahmen im Rahmen indirekter Mittelverwaltung

- a) Verwaltungskosten

2. AUFTRAGSVERGABE UND SACHVERSTÄNDIGE

Dieses Arbeitsprogramm umfasst auch Maßnahmen, die größtenteils durch die Vergabe öffentlicher Aufträge durchgeführt werden (mittels Ausschreibungen oder bestehenden Rahmenverträgen) (Artikel 205 der Haushaltsordnung). Die eingeplanten Beträge sowie die voraussichtliche Zahl der Verträge und der Zeitrahmen für die Vergabeverfahren sind der Planungstabelle in Teil III dieses Arbeitsprogramms zu entnehmen. Im Arbeitsprogramm sind die Honorare für Sachverständige berücksichtigt, die an der Bewertung von Projekten mitwirken (Artikel 237 der Haushaltsordnung).

Allgemeine und berufliche Bildung, Jugend

Leitaktion 1

Auftragsvergabe

- a) DiscoverEU (allgemein)

Aufrufe zur Interessenbekundung

- a) Erasmus-Hochschulcharta (ECHE)

Leitaktion 2

Auftragsvergabe

- a) zentraler Unterstützungsdienst für EPALE (Elektronische Plattform für Erwachsenenbildung in Europa)
- b) Europäisches Jugendportal
- c) Europass-Plattform und damit verbundene Tools
- d) Schulbildungsplattform und zentrale eTwinning-Unterstützungsdienste
- e) Erasmus+-Hochschul-Instrumente (Initiative „Europäischer Studierendenausweis“)
- f) Schulbildung, berufliche Bildung, Instrumente für die Erwachsenenbildung (papierloses Erasmus (Erasmus Without Paper))
- g) Gemeinsame Erasmus-Mundus-Masterabschlüsse – Unterstützungsstruktur
- h) Dienstleistungsvertrag für das Netz der nationalen Teams von Experten für Hochschulreformen (HERE).

Leitaktion 3

Auftragsvergabe

- a) Innovation in der Bildung (z. B. HEInnovate)
- b) Förderung der Umsetzung des Aktionsplans für digitale Bildung und Plattform für digitale Bildung
- c) Fachwissen in den Bereichen allgemeine und berufliche Bildung
- d) Austausch von Erfahrungen und bewährten Verfahren, Peer-Beratung
- e) Länderspezifisches Fachwissen: Netzwerk nationaler Experten in den Mitgliedstaaten
- f) Studien
- g) Akademische Netzwerke (EENEE, NESET)
- h) Prospektive Plattform
- i) Transparenz und Anerkennung von Kompetenzen und Qualifikationen
- j) Konferenzen zu politischen Themen und zum politischen Dialog
- k) internationaler politischer Dialog
- l) Zusammenarbeit zwischen Hochschulen und Unternehmen
- m) Internationales Netz der Erasmus+-Studierenden und -Alumni
- n) Treffen mit Begünstigten und anderen Interessenträgern
- o) Institutionelle Kommunikation der Europäischen Kommission
- p) Bildungsgipfel
- q) Jugendveranstaltungen
- r) Informations- und Kommunikationsaktivitäten
- s) Information, Sensibilisierungsmaßnahmen und Veranstaltungen in den Bereichen Mehrsprachigkeit, Vielfalt und inklusive Bildung
- t) Portal des europäischen Bildungsraums
- u) Zwischenbewertung des Programms Erasmus+

Aufrufe zur Interessenbekundung

- a) Auswahl und Durchführung

Sport

Leitaktion 3

Auftragsvergabe

- a) Faktengestützte Maßnahmen
- b) Konferenzen, Seminare und Kommunikationstätigkeiten
- c) Treffen mit Begünstigten und anderen Interessenträgern

Aufrufe zur Interessenbekundung

- a) Auswahl und Durchführung

3. SONSTIGE MAßNAHMEN

Im Rahmen einiger Maßnahmen in den Bereichen berufliche Bildung, Schulbildung, Erwachsenenbildung und Jugend existieren Akkreditierungsverfahren, die den allgemeinen Qualitätsrahmen für europäische und internationale Kooperationsaktivitäten gewährleisten sollen. Nur wer Inhaber einer Charta ist, kommt für eine Finanzhilfe für Mobilitätsprojekte im Rahmen der Leitaktion 1 in Frage oder kann an anderen Maßnahmen des Programms teilnehmen. Weitere Einzelheiten sind Teil II dieses Arbeitsprogramms zu entnehmen.

Darüber hinaus werden im Rahmen des Programms Preise für Projekte vergeben, die sich mit sozialer Inklusion durch Sport befassen und die körperliche Bewegung gefördert haben.

Ferner werden aus dem Programm Aktivitäten in Zusammenarbeit mit der Gemeinsamen Forschungsstelle (JRC) im Rahmen spezieller Verwaltungsvereinbarungen finanziert. Wo immer dies möglich ist, wird man sich vorzugsweise auf das Fachwissen der JRC stützen, um eine bessere Wissensgrundlage zu schaffen und die Sammlung von Fakten auf EU-Ebene zu stärken.

Allgemeine und berufliche Bildung, Jugend

Leitaktion 2

Sonstige Maßnahmen

- a) IT-Dienste für Erasmus+-Plattformen

Leitaktion 3

Sonstige Maßnahmen

- a) Gemeinsame Forschungsstelle der Kommission (JRC), Verwaltungsvereinbarungen

Sport

Leitaktion 3

Preise

- a) #BeInclusive EU Sport Awards
- b) #BeActive Awards

EN

ANNEX

**The 2022 annual work programme for the implementation of Erasmus+: the Union
Programme for Education, Training, Youth and Sport**

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ERASMUS+ DRAFT ANNUAL WORK PROGRAMME 2022

PART I - GENERAL OVERVIEW

1. OVERVIEW

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

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

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

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

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

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

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

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 Union², 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 2022, 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.

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 PROGRAMME³

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

² OJ L 344, 19.12.2013, p.1

³ [minor changes in delegation of actions may take place before finalisation]

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

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

The Erasmus+ Programme is mainly implemented through indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third country associated to the programme, in line with Article 62 (1)(c) and Article 154 of the Financial Regulation⁴. National authorities monitor and supervise the management of the Programme at national level.

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

⁴ Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union and amending Regulation (EC) No 2012/2002, Regulations (EU) No 1296/2013, (EU) 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014 of the European Parliament and of the Council and Decision No 541/2014/EU of the European Parliament and of the Council and repealing Regulation (EU, Euratom) No 966/2012, OJ L 193, 30.7.2018.

2. ERASMUS+ IN 2022

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 2017⁵ 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 Rights⁶ that enshrines the right to quality and inclusive education, training and lifelong learning, 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**⁷ will also help preventing the restrictions necessitated by the COVID-19 pandemic 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 in the fields of education and training, youth work and youth policy** throughout Europe, at national, regional and local level.

Erasmus+ also remains true to its mission for 35 years i.e. being the Union main instrument to support young people’s mobility, offering increased opportunities for high quality level learning mobility for learners and staff, enabling the pursuit of studies and learning paths in different stages of life. In this respect, the programme should be in a position to support a resumed demand for mobility in 2022, after the restrictions it suffered in the context of the COVID-19 pandemic (provided that the sanitary situation allows for it). 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.

⁵ <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>

⁶ 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.

⁷ COM (2020) 625 final.

The programme will also contribute to deliver on **the twin digital and green transitions** through horizontal priorities as well as through dedicated actions offering fora to exchange, collaborate, mobilise expertise and develop creative approaches. **Access to high quality digital learning, foster teachers’, youth leaders’ and youth workers’ capacity to use digital tools and content**, or increasing investment in **European online platforms** for virtual cooperation and digital education are among the key actions the programme is supporting. Sustainability remains a ‘fil rouge’ for the programme implementation through increased mobility opportunities 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 the initial and **continuous professional development of teachers, trainers and youth workers 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 micro-credentials, 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**, and by fostering **capacity-building**. International actions financed by the EU’s external action programmes are open in the 2022 Erasmus+ annual work programme.

The European Education Area will be achieved through a **cooperation framework** 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 **Digital Education Action Plan**⁸ 2021-2027 is part of the Commission’s strategy to make Europe fit for the digital age with the objective to support the digital transition in Europe. It outlines a vision for improving digital education in order to meet the challenges arising from the external shocks of the COVID-19 crisis in the shorter term. It also provides a clear strategic path for the longer-term digital transformation of education and training in the digital age. The two strategic priorities of the Digital Education Action Plan: (1) developing a **high performing digital education ecosystem**; and (2) enhancing **digital skills and competences for the digital transformation** form the basis for the support of the digital dimension of Erasmus+. These include **support to: basic and advanced digital skills and competences; digital readiness and capacity of institutions; digital pedagogy and expertise** for teachers and youth workers; **digital literacy**. The Action Plan covers all formal sectors of education and training, including lifelong learning and all levels (from basic to advanced digital skills), as well as informal and non-formal learning, including the supporting of youth work for digital skills development. As part of this vision, the need to establish a more effective and efficient way to exchange on digital education at EU level, the Erasmus+ programme supports the establishment of the **Digital Education Hub**. The Hub’s aim is to enhance cooperation as

⁸ COM(2020) 624 final

a key element to achieve systemic impact and identify sustainable solutions, supporting education and training in the long term. The Hub creates a space for exchanges, providing guidance and support, focusing on peer-learning and networking, bringing together existing research, studies, and communities, a space for co-creation and experimentation.

In line with the Action Plan priorities, the programme will foster the **development of digital skills and competences**, develop **accessible and high quality digital learning**, foster **teachers' capacity to use digital tools and content**, test and **promote blended learning** (combination of more than one approach to the learning process, blending school site and distance learning environments; and digital and non-digital learning tools), and increase long-standing support and investment in **European online platforms** for virtual cooperation and digital education, such as eTwinning and the School Education Gateway - which will be merged in the European School Education Platform in 2022 - and the Electronic Platform for Adult Learning in Europe (EPALE). The programme will promote the SELFIE tools for self-reflection (SELFIE tool for whole school planning and the new SELFIE for Teachers) which assesses schools' and teachers' strengths and weaknesses in their use of technology. The programme will also promote participation of women in science, technology, engineering, and mathematics (STEM) fields of study, especially in engineering, ICT and advanced digital skills, through support for guidance or the development of new and forward-looking higher education curricula for engineering and ICT based on the STEAM⁹ approach. In addition, accompanying guidance and mentorship programmes will be set up, focusing on transitions to the labour market, making them more attractive for women. Such curricula will be co-designed and co-delivered with STEM employment sectors, and will integrate education for environmental sustainability, creativity, entrepreneurship and work-based learning, as well as contact with leading female role models. Complementing physical mobility under Erasmus+, the programme will offer **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with third countries not associated to the programme.

Young people are at the heart of the European project. Commission President von der Leyen underlined their role in her State of the Union address to the European Parliament on 15 September 2021, proposing to make 2022 the **European Year of Youth**, “a year dedicated to empowering those who have dedicated so much to others”. Thereby, young people will have an unprecedented chance to being involved in shaping the future of Europe, notably by fostering their participation in democratic life. The **European Education Area** and the **EU Youth Strategy 2019-2027**¹⁰ set the framework for the European cooperation in the youth field, for the benefit of young people. The EU Youth Strategy encourages cooperation in core youth policy areas in order to engage, connect and empower young people. It promotes cross-sectoral approaches to address the needs of young people in various EU policy areas such as employment, but also climate change, 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**.

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

⁹ The use of multidisciplinary pedagogies (teaching of science in political, environmental, socio-economic, and cultural contexts) is a powerful vehicle for making STEM subjects and careers more attractive. This is also known as the STEAM approach to science education and embraces the creative potential of connecting STEM education with the arts, the humanities, and the social sciences.

¹⁰ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN>

recognition of skills gained. The **Council Recommendation** of 20 November 2008¹¹ sets out the current framework for this and, upon the Council's invitation, the Commission will put forward a proposal for an update of the 2008 Recommendation to take into account developments since then.

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**¹² aims to support people to develop the skills needed to take full advantage of the opportunities provided by the green and digital transitions. The Skills Agenda covers several building blocks for which Erasmus+ will be instrumental i.e. the "Pact for Skills" will **mobilise and incentivise relevant private and public stakeholders to partner up and take action for lifelong skills development**; "Skills for a job" will support skills strategies to promote skills in STEM, empower people to learn and facilitate lifelong learning, skills recognition and support to mobility, as well as innovative approaches aimed to unlock investment in skills. "Skills for Life" will support adult learning across all environments for social inclusion, active citizenship and personal development beyond working life.

The Action Plan implementing the European Pillar of Social Rights¹³ of 4 March 2021, builds upon the above mentioned instruments to address the need to invest in skills and education to unlock new opportunities for all and considerably increase participation in learning.

The **EU Work Plan for Sport**¹⁴ sets out guiding objectives in this field for the period 2021 to 2024, in particular as it comes to protecting integrity and values in sport, to promoting the socio-economic and environmental dimensions of sport, and to fostering the participation in sport and health-enhancing physical activity. The rollout of this Work Plan is supported as appropriate by the sport strand of the Erasmus+ programme. In the same vein, the initiative HealthyLifestyle4All (launched in 2021) will support the EU sport policy priorities, while adding a new dimension. The initiative intends to link sport and active lifestyles with health, food and other EU policies in a holistic approach aimed at promoting well-being.

2.2 ERASMUS+ MAIN PRIORITIES IN 2022

Four **overarching priorities** are underpinning the Erasmus+ implementation in 2022.

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"*.

¹¹ [EUR-Lex - 32008H1213\(01\) - EN - EUR-Lex \(europa.eu\)](#)

¹² COM(2020)274.

¹³ Cf. https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan_en/.

¹⁴ 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

Within this context, an Erasmus+ strategy for inclusion and diversity¹⁵ covering all fields of the programme has been devised to increase the qualitative impact of the programme actions and to ensure equal opportunities by reaching out more and better to people with fewer opportunities, including people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote areas, such as in the EU outermost regions¹⁶.

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

The programme will also support small-scale partnerships and youth participation activities to widen its accessibility for grassroots organisations, which typically work directly with people with fewer opportunities. Furthermore, simplification measures – such as the extended use of 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 European Green Deal calls for activating education and training to support the transition towards a Green Europe. The Climate Coalition as a flagship initiative of the European Education Area aims to support a green transition for all. It will mobilise expertise, provide resources for networking and support creative approaches with teachers, pupils and students, it will create a strong link between bottom-up initiatives and EU level action and support pledges and concrete actions promoting sustainability behaviour across the EU around its priorities: skills development; teacher training; bridging education and science; change in behaviour and awareness raising. Projects, actions, pledges under the Coalition linking with the New European Bauhaus initiative will also be supported.

The European Commission launched in October 2020 the New European Bauhaus¹⁷ with the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. Through its broad lifelong learning dimension and cross-disciplinary collaborative approaches across the sectors, Erasmus+ will contribute to equipping Europeans with the necessary skills and developing innovative practices to bring about change.

Climate change is also a key priority for the young generation. According to a 2019 Eurobarometer survey on “*How we build a stronger, more united Europe: the views of young people*”, protecting the environment and fighting climate change should be a top priority for the EU. Young people made it also clear when devising the European youth goals in the EU Youth dialogue process in 2018 i.e. “*Sustainable Green Europe aims to achieve a society in*

¹⁵ https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

¹⁶ These regions are in the most remote parts of the EU, located in the Atlantic Ocean, the Caribbean basin, South America and the Indian Ocean. Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

¹⁷ COM(2021) 573 final

which all young people are environmentally active, educated and able to make a difference in their everyday lives”.

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

Environment and fight against global warming will be a horizontal priority for the selection of projects. Among other elements, the programme will also deliver on the so-called ‘Blue Erasmus+’ dimension, notably with project results and knowledge creation, including analyses and best practices relevant for the objective of preserving healthy oceans, seas, coastal and inland waters.

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

Digital Erasmus+

In close alignment with the Digital Education Action Plan’s two strategic priorities, developing a high performing digital education ecosystem and enhancing digital skills and competences for the digital transformation, Erasmus+ will continue to be mobilised to respond to the necessary digital transformation of education and training, youth and sport. The programme aims to foster the development of digital skills and competences; support digital transformation plans of education institutions in their efforts to manage an effective shift towards digital education; support the purposeful use of digital technologies for teaching, learning, assessment and engagement; foster teachers’ capacity to use digital tools and digital education content in their learning design, including in blended learning approaches; develop accessible and high quality digital learning; and improve exchange and cooperation in digital education at the EU level through the Digital Education Hub.

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

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

The cooperation projects will continue to support the development of innovative practices and digital methods for education, vocational training and youth work. Flagship initiatives such as the European Universities, the Centres for Vocational Excellence and the Erasmus+ Teacher Academies, as well as the Digital Education Hub, will have a leading role in the digital transformation of education and training systems. In addition, the Programme will continue to increase long-standing support and investment in European online platforms for virtual cooperation and digital education such as eTwinning and the School Education Gateway (to be merged in 2022), EPALE, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and professional/individual development, including for communities of practice in the area of youth work (development expected to start in 2022). The Programme will also help to further develop and adapt successful tools such as SELFIE tool for whole school digital planning and the new SELFIE for Teachers, Europass or the Youthpass. The programme 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. The European Student Card Initiative will further digitalise mobility management processes and improve the efficiency and security of digital exchange of information.

Participation in democratic life, common values and civic engagement

The 2017 Commission Communication¹⁸ ‘Strengthening European identity through education and culture’ highlighted the pivotal role that education, culture and sport play in promoting active citizenship and common values among the youngest generations. The Erasmus+ Regulation recalls this role and stresses the need to strengthen priorities on fostering European identity, active citizenship and participation in democratic life.

The Regulation recalls the Programme key role in strengthening European identity and values and in contributing to a more democratic Union. Both formal education and non-formal learning as well as youth work can enhance the development of social and intercultural competences, critical thinking and media literacy. And the programme can reach out and engage many different actors in our societies through its activities and sectors, in order to raise awareness of European common values (such as freedom, tolerance and non-discrimination), as well as European history and culture.

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

The programme will continue to empower young people and to encourage their participation in democratic life, particularly through the European Year of Youth in 2022.

In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the programme in 2022.

Higher education

The Communication on achieving the European Education Area by 2025 sets higher education as one of its core dimensions, and the Communication on a new ERA for Research and Innovation calls for the further development of synergies between higher education and

¹⁸ COM/2017/0673 final

research, building on the dual role of higher education institutions. The Commission will work together with the higher education sector and Member States to co-create incentives for an accelerated transformation of the higher education sector in Europe, in an open and inclusive manner and with a focus on all its missions (education, research, innovation, service to society). Such transformation will focus on **values and democracy, connectivity** among higher education institutions and between them and other ecosystem actors, **inclusion**, addressing **digital and green readiness and resilience, innovation, openness to the world and international competitiveness**. 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**.

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. These ‘**European Universities**’ will contribute to achieving a more united and stronger Europe and will promote common EU 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** operates in synergy with the **Bologna Process** and the European Research Area, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path. These objectives are fully aligned with the Commission initiatives towards the **European Education Area**, for example the forthcoming European Strategy for Universities and the upcoming proposals for Council Recommendations on education for environmental sustainability and on micro-credentials for lifelong learning and employability. Different strands of the Erasmus+ programme will support these developments and their implementation at national and institutional level throughout the Member States and third countries associated to the programme. The programme will support the implementation of the objectives of these initiatives through sectorial priorities under the **partnerships for cooperation** and policy related actions.

As it was emphasised in the Communication on achieving the European Education Area by 2025, the Commission will explore options to help remove obstacles to effective transnational cooperation between higher education institutions, including through a genuine **European Recognition and Quality Assurance System**. This would ensure that external quality assurance safeguards the autonomy of higher education institutions and at the same time maintains public trust for automatic recognition for further learning within and across Member States. Trust in each other’s education system is indispensable to achieve this objective, which is built on transparent quality assurance systems and automatic recognition of qualifications and learning periods abroad.

The **European Student Card initiative**, as a pillar of the **European Education Area** will simplify, further digitalise, facilitate and boost student mobility in Europe, substantially reducing the administrative burden in terms of time, expense and effort. The European Student Card Initiative will improve the efficiency and security of digital exchange of information. 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, green, digital, open to the world and competitive on the global stage**. 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 of the Erasmus+ programme will in particular be on strengthening **inclusion, mobility, greening, digitalisation, lifelong learning, quality assurance, fundamental academic values, data tools for the European Education Area and automatic recognition**¹⁹. The underlying objective is to accelerate the transformation of the higher education sector throughout Europe, in order to train the future generations in co-creating knowledge for a resilient, inclusive and sustainable society and in finding innovative solutions to complex societal problems together, as called by the **New European Bauhaus**. The latter being a creative and interdisciplinary initiative, convening a space of encounter to recuperate and revisit sustainable practices, it can empower the most inspiring practices, and help to design future ways of living.

In this regard, through its various actions relevant to the higher education field, in 2022, 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, including promoting fundamental academic values and the standards and guidelines for quality assurance, and tools to enhance mobility for all; d) support for higher education systems and institutions to develop and implement Education for Environmental Sustainability.

Stimulating innovative teaching and learning approaches 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;

¹⁹ 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.

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

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

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, including underrepresented groups; 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) the creation and implementation of Digital Transformation Plans of higher education institutions; b) development of digital skills and competences of students and staff, for example through Digital Opportunity Traineeships (DOTs); c) the development of digital tools and infrastructure for higher education institutions and their interoperability, especially in view of cooperation between higher education institutions, d) consolidation and further development of **higher education data tools and data sources**²⁰ to monitor progress towards reaching the objectives of the European Education Area, in particular, by providing high quality data for indicators covering the four missions of universities; e) supporting higher education institutions in the creation and consolidation of their databases of graduates' contact details, essential for the capacity building of Member States' graduate tracking systems in line with the **2017 Council Recommendation on tracking graduates**²¹.

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

²⁰ 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>

²¹ OJ C 423, 9.12.2017, p. 1–4.

School education

Principle 1 of the **European Pillar of Social Rights**²² 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 systems²³ recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area²⁴ 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 2025²⁵ aimed at increasing quality and inclusiveness of school education, promoting equity and outreach to people with fewer opportunities, enhance competence and motivation of teachers, and help strengthen understanding of climate change and sustainability.

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

The **new European Bauhaus** initiative can also be a catalyst for contributions from the school sector, in particular by building on interrelations among culture, art and science with a view to helping to devise a more sustainable future through creativity and innovation. The Council Conclusions on ‘**European teachers and trainers for the future**’²⁶ 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 including the Digital Opportunity Traineeships (DOTs), as well as their **involvement in future policy design**. The new SELFIE for Teachers tool will support primary and secondary teachers to reflect on their digital competence and identify their learning needs and areas for further development. Supporting passionate, positive, engaged, ambitious and highly competent teachers who inspire learners to reach their full potential is crucial to achieving the policy objectives enshrined in the European Education Area.

In this context, in 2022, the objective is to support actions that contribute to:

²² https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

²³ <https://data.consilium.europa.eu/doc/document/ST-13298-2019-INIT/en/pdf>; 8 November 2019

²⁴ <https://data.consilium.europa.eu/doc/document/ST-9012-2018-INIT/en/pdf>, 23 May 2018

²⁵ https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf; 30 September 2020.

²⁶ <https://www.consilium.europa.eu/media/44115/st08269-en20.pdf>

Tackling early school leaving, low basic skills proficiency and educational disadvantage, enabling school success for all learners regardless of their personal situation and socio-economic background, with a special focus on children at risk of underachievement and drop-out (e.g. pupils with disabilities or with migrant background, ethnic minorities, from low-educated families, or living in remote areas²⁷), for example by: promoting whole-school approaches to tackling underachievement and early leaving from education and training; strengthening collaboration among all actors within schools, as well as with families and other external stakeholders; improving transitions between different stages of education; fostering monitoring, preventive and early intervention approaches; addressing well-being, mental health, personal empowerment, including combatting bullying and harassment at school; 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 Recommendation²⁸), 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 fewer opportunities, including children with disabilities, children from a migrant background, Roma children, etc...); promoting the implementation of the EU quality framework for quality early childhood education and care.

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

Reinforcing the development of a range of key competences (in line with the Council Recommendation on Key Competences for Lifelong Learning²⁹) for example by: promoting cross-curricular collaboration; supporting innovation in teaching and learning approaches; supporting the blend of different learning environments and tools, including digital tools; supporting the creation and implementation of digital transformation plans of schools; supporting cooperation between schools and stakeholders in local communities and abroad; supporting system-wide collaboration in developing varied approaches to the assessment and validation of key competences.

Promoting education for environmental sustainability, for example by (i) raising awareness and prompting of concrete actions at both personal and societal levels for

²⁷ Such as the EU outermost regions which feature some of the EU highest early school leaving rates

²⁸ https://ec.europa.eu/education/policies/early-childhood-education-and-care_en

²⁹ OJ C 189, 4.6.2018, p. 1–13 (2018/C 189/01).

addressing today's environmental challenges; (ii) developing the key competences (knowledge, skills and attitudes) for climate change and sustainable development including the underlying science of the challenges and their possible technological solutions; (iii) strengthening the professional competences of teachers; (iv) testing of innovative practices to prepare learners from early school ages and educational staff to become "agents for change" (e.g. behavioural changes towards recycling, reduced consumption, and sustainable lifestyles); and (v) supporting whole-school approaches to sustainability, as well as creativity and innovation in line with the New European Bauhaus.

Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning³⁰), building on the increasing linguistic diversity in schools, for example by: promoting the concept by "language aware schools", valorising home languages, ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds, encouraging language learning and awareness from early childhood education and care and in a lifelong learning perspective; mainstreaming the use of new technologies to support language learning; supporting the integration of the language dimension across the curricula; focusing on reaching adequate competence levels by the end of compulsory education; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language³¹.

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, 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.

³⁰ OJ C 189, 5.6.2019, p. 15–22.

³¹ 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>

Vocational education and training (VET)

The 2021 Council Resolution³² on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) lays down a comprehensive framework, which intends to cover teaching, training and learning in all contexts and levels, including vocational education and training (VET).

The 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. One of the key actions of the Skills Agenda is the **Council Recommendation on Vocational Education and Training (VET)**³³, which was then followed by the Osnabrück Declaration³⁴ 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 just transitions to the green and digital economy, while ensuring 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'³⁵, 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.

The Erasmus+ programme is the main source of EU funding that contributes to achieve the target of 8% for learners benefiting from a mobility experience abroad as set in the Council Recommendation on VET.

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 2022:

³² https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG

³³ [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)

³⁴ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

³⁵ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0502%2801%29>

- **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, languages, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development; b) VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels); c) an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles; d) VET programme at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.
- **Flexible VET, which provides progression opportunities.** This includes a) learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning, and open up career and learning progression; b) continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and c) VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context. Actions will also aim to close existing gaps in the access to training for working age adults, and at empowering them to successfully manage labour market transitions.
- **VET driving innovation and growth, and preparing for the digital and green transitions.** This includes a) integration of VET into economic, industrial and innovation strategies, including those linked to green and digital transitions; b) expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills; c) establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (European Qualifications Framework for lifelong learning EQF levels 5-8), in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and d) access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.
- **VET as an attractive choice based on modern and digitalised provision of training/skills.** This includes a) permeability between both initial and continuing vocational education and training, general education and higher education; b) development of VET at EQF levels 5 to 8; c) delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality); d) initial and continuing professional development of VET teachers and trainers and the creation and implementation of digital transformation

plans of VET institutions to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments; e) internationalisation strategies supporting a strategic approach to international cooperation in VET, including the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions; f) Opportunities for learning mobility of vocational learners and staff, including through the Digital Opportunity Traineeships (DOT), virtual mobility, long-duration mobility and mobility to third countries not associated to the programme are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding 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 such as people living in remote areas 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 the potential role of micro-credentials. The Programme will also contribute to the achievement of the three quantitative objectives defined in the Council Recommendation on VET.

Adult education

In the adult education field, in line with the quality objectives of the European Skills Agenda, the European Education Area and the European Pillar of Social Rights Action Plan, the Programme will contribute in 2022 – through mobility and cooperation actions – to empowering individuals’ participation in inclusive education and training notably through support for non-formal, lifelong learning and local/community learning, social fairness reaching out to people of all backgrounds and in all geographical areas, urban or rural, including older adults. The ‘Skills for Life’ action is aimed at supporting people independently of their age, background or status, developing the skills and capacity to adapt and manage change in all aspects of their lives, skills to progress at work, navigate job transitions and remain employable, and at closing existing gaps in the access to training for working age adults. The action of the European Skills Agenda on the ‘Initiative on the individual learning accounts’ perceives direct incentives for people to train, such as individual

learning accounts, as a tool which can make lifelong learning a reality. They can help individuals to adapt to evolving skills needs in a job, or to change occupation or sector. The European Skills Agenda also sets a target of 50% for adult participation in learning³⁶ (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. The Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) indicates that at least 47% of adults aged 25-64 should have participated in learning during the last 12 months, by 2025. Consistently, the European Pillar of Social Rights Action Plan envisages that by 2030 adult participation in learning should reach 60%, a target endorsed by Heads of State and Government in the Porto Social Summit of 7 May 2021.

Continued implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'³⁷ is crucial to meet the objectives of the European Skills Agenda, to increase participation of low-qualified adults and the share of adults with (at least) basic digital skills. 'Upskilling Pathways' recommends Member States to '*offer adults with a low level of skills, knowledge and competences access to upskilling pathways, to acquire a minimum level of literacy, numeracy and digital competence; and/or acquire a wider set of skills, knowledge and competences relevant for the labour market and active participation in society*', accompanied by outreach, assessment, guidance, validation and financial support and specific teacher training, to make the learning offer relevant and targeted to the learners needs. Beyond basic skills, the partnerships within the 'Pact for Skills', an action of the European Skills Agenda, will have adult upskilling and reskilling as their main focus.

In the field of adult education, the following objectives should be pursued in 2022:

- The development and provision of **skills for life** and non-formal learning in cooperation with local learning centres, libraries, cultural centres, NGOs, etc.
- The creation and implementation of digital transformation plans of adult learning institutions.
- The setup or enlarging of an access to **upskilling pathways** for adults with a low level of skills, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.
- **Empowering and enabling adults to participate in training in order to reduce skills gaps and labour market shortages**, in particular through individual learning accounts, complemented by the provision of enabling services. This should include guidance, validation, recognition (including through micro-credentials), transparency of the quality of training opportunities and educational leave arrangements.
- Improving and extending the **supply of high quality learning opportunities for adults** by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning.
- 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.

³⁶ The Council Resolution of February 2021 on a strategic framework for European cooperation in education and training sets the 2025 target at 47% of adults participating in learning.

³⁷ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:JOC_2016_484_R_0001

- Extending and developing **the competences of educators and teachers** and other personnel who support adult learners, in particular in developing their skills to recognise and respond to individual learning needs e.g. designing tailored paths or plans adapted to learner background and circumstances; develop the digital competences of educators, e.g. through the Digital Opportunity Traineeships (DOTs) and improve teaching methods and tools through effective use of innovative solutions and digital technologies.
- Developing **mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- **Creating and promoting learning opportunities** among all citizens and generations, including intergenerational learning, with a view to building better understanding of the European Union and its values, and adding solidity to the European identity.

Youth

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2022 under the Youth strand also contribute to the implementation of the **Council Resolution on the Framework for establishing a European Youth Work Agenda**. Through the **Erasmus+ accreditation system in the field of youth**, the Programme will facilitate cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and cooperation, build capacity of organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda and the Bonn Process³⁸, and the definition of common skills. Through promotion of education and training of youth workers and non-vocational qualifications for youth work, the programme will also encourage the mobility of youth workers within the EU. Erasmus+ will support 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 this respect, the EU seeks to help eliminate obstacles to volunteering in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of skills gained. The **Council Recommendation** of 20 November 2008³⁹ sets out the current framework for this and, upon the Council's invitation, the Commission will put forward a proposal for an update of the 2008 Recommendation to take into account developments since then.

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

³⁸ The Bonn Process is the joint effort to implement the European Youth Work Agenda: <https://www.eywc2020.eu/en/agenda/bonn-process>

³⁹ [EUR-Lex - 32008H1213\(01\) - EN - EUR-Lex \(europa.eu\)](#)

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

Empower

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

Sport

The fourth **EU Work Plan for Sport** sets the basis for intense cooperation in three priority areas: the integrity and the values of sport, the socio-economic and environmental dimensions of sport, and promotion of sport and physical activity. This includes in 2022 actions related to

governance, education, inclusion, gender equality, sport for all generations, green and sustainable sport.

The priority of sport actions will continue to be grassroots sport, increased participation in sport and awareness of the importance of health-enhancing physical activity. Building on the success of the Tartu Call for a Healthy Life Style, the initiative HealthyLifestyle4All launched by Commissioner Mariya Gabriel in September 2021⁴⁰ will further strengthen cross-sectoral cooperation to promote healthy lifestyles.

In 2022, 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-19 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). Social inclusion, promotion of good governance principles and the fight against violence and intolerance in sport will also be a major focus within the Sport actions in 2022.

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

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

The **#Beinclusive EU sport awards** will once again recognise sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face challenging social circumstances. A new gala of the **#BeActive awards** will be organised in 2022 and will see the addition of the #BeActive Across Generations Award in support of the HealthyLifestyle4All initiative.

The programme will continue to support evidence-based policy in the field of sport. Two groups of experts in the fields of *Green Sport* and *Strengthening the recovery and the crisis resilience of the sport sector during and in the aftermath of the COVID-19 pandemic* will support the Sport actions. In addition, a High Level Group on Gender Equality in Sport is tasked with creating concrete measures to ensure equal opportunities in sport, within the framework of the EU Gender Equality Strategy 2021-2025.

⁴⁰ https://ec.europa.eu/sport/news/healthylifestyle4all-campaign-launch_en

Erasmus+ in the world

Enhancing the international dimension of education and training, youth and sports in third countries not associated to the programme 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 2030'⁴¹, 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**⁴².

The programme offers a strong international dimension supporting the external dimension of internal policies and the EU's external priorities. It strengthens societal links through enhanced mobility and education exchanges and capacity building, nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people cooperation and a stronger voice for Europe in the world. In addition to the mobility of individuals between higher education institutions in associated and not associated countries, outgoing mobility towards third countries not associated to the programme of VET learners and VET staff, and dedicated scholarships for excellent students worldwide, the programme also supports capacity building actions in higher education, vocational education and training, youth and sports. These activities will offer a response to the challenges of quality, modernisation and employability through increased relevance and responsiveness of education for a green and sustainable socio-economic growth and prosperity in third countries not associated to the programme. Exchange, cooperation and dialogue in the field of youth and non-formal learning will be supported as a driver of sustainable socio-economic development and well-being of young people, as well as intercultural dialogue and soft skills development through virtual exchanges. Support will also be available for sport activities and policies as a vehicle to promote values, the personal and social development of individuals and to build more cohesive communities. Erasmus+ will ensure coherence and synergies with the priorities and support in the education sector that the EU conducts in the third countries not associated to the programme and actions under Erasmus+ will seek complementarity with ongoing bilateral policy dialogue and support to structural reforms through financial and technical assistance.

Jean Monnet

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

⁴¹ <http://data.consilium.europa.eu/doc/document/ST-8286-2019-INIT/en/pdf>

⁴² <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

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

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

The Jean Monnet action will continue the support to the designated institutions pursuing an aim of European interest, as identified in the legal basis, providing high quality service e.g. 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 and territorial 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 2022, the programme will therefore continue investing in mobility and cooperation in education and training, youth and sport, to foster skills and competences development necessary for the twin transitions.

In 2022, Erasmus+ remains true to its long standing mission to support transnational learning mobility. By boosting budgetary appropriations towards Key Action 1, the programme stands ready to cater for a possible resumption of demand for cross-border activities (as long as the lifting or attenuation of travel restrictions will result in more conducive conditions for transnational mobility), **Erasmus+ will also keep providing vital support to partnerships for cooperation projects, and 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+ resilience 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, including gender 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 contribute to mitigating the socio-economic and educational consequences of the COVID-19 pandemic, while preparing Europe's future in the spirit of solidarity among its people.

The programme contribution will consist in particular of the following elements:

- **Digital education and training.** Millions of Europeans now engage in digital education and training and depend on digital tools to connect with teachers and other learners to undertake distance and online learning and teaching, to access a range of information and to benefit from a more personalised learning experience that digital technology can support. The rapid shift during COVID-19 to remote and hybrid learning accelerated the ongoing digital transformation of the education and training systems and demonstrated that it is essential for many kindergartens, schools, higher education institutions, vocational schools, civil society organisations, youth workers, learning communities throughout the EU to have adequate digital competence and resources, capabilities and readiness to face this unprecedented challenges. Digital education should become an important ~~essential~~ part of learning and teaching through the adoption of blended models of learning. Digital learning is highly beneficial for educators and learners even outside the COVID-19 context.
The use of digital technology brings major challenges for educators and learners, including: 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. It is now crucial to ensure that learning management systems are fully appropriate to the needs of stakeholders, that digital tools are appropriately embedded in learning design, while providing sufficient support and guidance and support to educators, developing a range of assessment approaches that are fair and flexible, and ensuring equity 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 still struggling with finding the best ways of continuing learning cycles, more **EU level guidance, Erasmus+ support and capacity-building is crucial to develop digital competences for learners and educators alike, learning methods and reliable tools** to support high-quality and inclusive digital education.
- **Competence development.** People need to be equipped with the knowledge, skills and attitudes needed to contribute to strengthening Europe's economic resilience as part of the response to the crisis. 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**. The **programme will boost investments in mobility, including blended mobility in order to fully reach the targets set for this programming period**. The green and digital transitions require people to upskill or reskill for a successful move from one job or economic sector to another, as well as for gaining access to further studies. Thus, the need for short and tailored learning options (such as the micro-credentials) and their recognition and validation is expected to grow. Continuous learning opportunities can fill the professional skills and key competences gap, encourage innovation in provision, and reach new types of learners, including people with fewer opportunities, to foster their personal, social and professional development. 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 development 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 in education and training, youth and sports, regardless of their socio-economic background, their personal situation or their country or region of residence, 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 equality perspective will be mainstreamed throughout the programme, in line with the principles of the Gender Equality Strategy 2020-25⁴³.
- **Driving innovation**. Europe needs more **investments in forward-looking study fields relevant for the restart** after the pandemic crisis, such as climate change, advanced 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 development path, looking at our green and digital challenges as opportunities to transform our lives for the better.
- **Focused mobility and cooperation actions will help the Union unleash its potential for innovation, creativity and entrepreneurship in the digital economy**. The 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

⁴³ https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en

supporting **Erasmus+ Teachers' Academies**, the programme will be used to pool expertise in teacher education and provide teachers with learning opportunities, in particular on digital learning, and inclusion of pupils with fewer opportunities, including those with special needs. 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 post-COVID-19 scenario. **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 while contributing to building a more sustainable and inclusive future.

- **Involving young people in the reconnecting across Europe.** 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, youth workers and youth organisations to engage in European cooperation** (and beyond) is, more than ever, of very high importance. Erasmus+ mobility and cooperation projects in the field of youth actively engage young people, youth workers and civil society organisations at large and enable them to play an effective role, so that they have more opportunities to take part in participatory processes such as the Conference on the Future of Europe and help shaping their future. 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 people across Europe and beyond**, 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.

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 and 15 02 01 02

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

2. METHODS OF INTERVENTION

On the basis of the objectives given in the Erasmus+ Regulation, the 2022 Work Programme will be implemented through:

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

a. 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.

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

Some grants will also be awarded in direct management in accordance with indents (c), (d) and (f) of Article 195 of the FR. With reference to Pillar Assessed International Organisations, the Commission may entrust them budget implementation tasks via the

conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c)(ii) and 156(1) of the FR.

The calls for proposals that will be launched with a view to selecting actions and work programmes to be co-financed in 2022, as well as the grants awarded under specific conditions without a call for proposals are specified further below in Part II of this Work Programme.

The majority of grants will be financed in the form of lump sums, reimbursement on the basis of unit costs and flat rate financing (simplified forms of grants). The use of these types of grants under Erasmus+ Programme has been approved by a “Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021 – 2027⁴⁴”. In accordance with this Decision, the methodology used to establish the simplified forms of grants and their levels ensures the respect of the principle of sound financing management and reasonable compliance with the principles of co-financing and no double funding.

For all grants the open access requirement of the Erasmus+ programme applies. Any research output must be made available online following open access publishing principles. Any educational resources or software produced or modified must be made available online on suitable platforms⁴⁵ 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.

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.

b. PROCUREMENTS

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

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

⁴⁴ Reference to add

⁴⁵ Project results should be made available publicly on the [Erasmus+ Project Results Platform](#)

c. CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS

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

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

The Programme will also award prizes.

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

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;
- increased social inclusion
- improved key competences, including foreign language and digital competences, enhanced intercultural awareness;
- more active participation in democratic life and in society in general;
- better awareness of the European project and the EU common values;
- increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad.

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

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

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

Key Action 2

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

- strengthened cooperation between organisations and institutions active in the fields of education, training, youth and sport;
- development of innovative and inclusive approaches in addressing and reaching out to

target groups of education, training, youth and sport policies;

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

Key Action 3

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

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

Activities are expected to produce the following main results:

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

EDUCATION, TRAINING AND YOUTH

KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

This section of the Work Programme describes the action managed in indirect management 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, 1.05, 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, and social inclusion;

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.

These opportunities, funded by the Erasmus+ budget (Heading 2), include outgoing mobilities towards third countries not associated to the programme. These opportunities are intended to encourage an organisation in an EU Member State or third country associated to the programme to develop outgoing mobility activities with several third countries not associated to the programme, and are expected to cover the widest possible geographic scope. Higher Education Institutions located in EU Member States and third countries associated to the programme have also the opportunity under the Erasmus+ call 2022, using funding made available from the EU external action instruments, to organise incoming and outgoing mobilities of students and staff from/to third countries not associated to the programme.

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

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

The following activities are supported: student mobility for studies; student mobility for traineeships (including Digital Opportunity Traineeships); staff mobility for teaching; staff mobility for training (including Digital Opportunity 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 project for Higher education students and staff from/to third countries not associated to the programme (funded by the Erasmus+ budget – MFF Heading 6)

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

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

Mobility of learners and staff in vocational education and training

The following activities are supported:

- for VET learners and recent graduates: short-term and long-term (ErasmusPro) learning mobility (including Digital Opportunity Traineeships); 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 (including Digital Opportunity Traineeships); 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 (including Digital Opportunity Traineeships);
- in addition, the programme can support the following activities: invited experts; hosting teachers and educators in training; preparatory visits.

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

Mobility of learners and staff in adult education

The following activities are supported:

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

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

Youth mobility projects - Youth exchanges

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

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

Youth mobility projects - Mobility of youth workers

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

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

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

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

Implementation	Indicative amount (EUR)
NA	E&T: H2:1 879 652 239 E&T: H6: 178 943 695
	Youth: 132 000 000

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 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(1) of the FR.

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

Implementation	Indicative amount (EUR)
NA	30 000 000

c) DiscoverEU Inclusion Action

Index reference in budget table (WPI): 5.03

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

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

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

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

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

Implementation	Indicative amount (EUR)
NA	6 000 000

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

Index references in budget table (WPI): 1.10, 5.04

The accreditations in the field of VET, school education, adult education, as well as accreditations in the field of 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).

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(1) of the FR.

Implementation	Indicative amount (EUR)
NA	N/A

e) Higher Education Mobility Consortium Accreditations

Index reference in budget table (WPI): 1.11

This Accreditation 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 Higher Education Mobility Consortium Accreditation could be combined with the grant award procedure under Key Action 1 mobility of higher education students and staff (i.e. applications may be submitted at the same time).

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

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(1) of the FR.

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 project⁴⁶. 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;

⁴⁶ <https://europa.eu/youth/erasmusvirtual>

- 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. Special attention will be paid to projects involving institutions/organisations from the Atlantic and Indian Oceans and their neighbouring third countries in Sub-Sahara Africa.

Implementation	Indicative amount (EUR)
EACEA	6 301 364

3. PROCUREMENTS

a) DiscoverEU General

Index reference in budget table (WPI): 5.06

DiscoverEU offers young people, who are 18 years old as a general rule⁴⁷, a chance to have a short-term individual or group experience travelling across Europe by rail or other modes of transport where necessary. The objectives are to give young people the chance to learn about Europe, to discover Europe's opportunities for their future education and life choices, to equip young people with knowledge, life skills and competences of value to them, to encourage connection and intercultural dialogue between the young people; to foster the young people's sense of belonging to the EU; as well as to inspire young people to embrace sustainable travel in particular and environmental conscience in general.

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

Implementation	Indicative amount (EUR)
EACEA	26 000 000

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.

⁴⁷ Exceptions to the age rule to be defined when publishing the conditions for the award of travel passes in order to take COVID-19 pandemic circumstances into consideration.

Implementation	Indicative amount (EUR)
EACEA	N/A

KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Partnerships for Cooperation: Cooperation Partnerships in the fields of education, training and youth

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. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects are expected to share the results of their activities at local, regional, national level and transnational level.

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

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, teaching and assessment practices;
- Developing STEM/STEAM in higher education, in particular women participation in STEM;
- Rewarding excellence in learning, teaching and skills development;
- Building inclusive higher education systems;
- Supporting digital and green capabilities of the higher education sector.

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, flexible learning opportunities for adults;
- Creating upskilling pathways, improving accessibility and increasing take-up of adult education;
- Improving the competences of educators and other adult learning staff;
- Enhancing quality assurance in adult learning opportunities;
- Developing forward-looking learning centres;
- Creating and promoting learning opportunities 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. Applicants must be established in an EU Member State or third country associated to the programme.

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

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

Implementation	Indicative amount (EUR)
NA	E&T: 277 588 235
	Youth: 85 482 341

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

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-scale Partnerships must address at least one of the following priorities:

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of vocational education and training:

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

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, flexible learning opportunities for adults;

- Creating upskilling pathways, improving accessibility and increasing take-up of adult education;
- Improving the competences of educators and other adult learning staff;
- Enhancing quality assurance in adult learning opportunities;
- Developing forward-looking learning centres;
- Creating and promoting learning opportunities 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: small-scale partnerships are open to any public or private organisation active in the fields of education, training youth and sport. Applications for small-scale partnerships in the fields of vocational education and training, school education, adult education and youth are submitted to National Agencies (indirect management). Applicants must be established in an EU Member State or third country associated to the programme.

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

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

Implementation	Indicative amount (EUR)
NA	E&T: 60 000 000
	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 as described in this Work Programme is managed directly in case applications are submitted by European NGOs and Europe-wide networks established in an EU Member State or in a third country associated to the programme.

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

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

b) Partnerships for Excellence: European Universities

Index reference in budget table (WPI): 2.09

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

- Promote common EU values and a strengthened European identity by bringing together a new generation of Europeans, who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines.
- Reach a substantial leap in quality, performance, attractiveness and competitiveness of European higher education institutions and contribute to the European knowledge economy, employment, creativity, culture and welfare by making best use of innovative pedagogies and striving to make the knowledge square a reality. 'European Universities' will be key drivers to boost the quality of higher education and where possible to strengthen its link to the research and innovation landscape in Europe and its outreach towards the society and economy.

So far, 41 European Universities have been selected for funding through the 2019 and 2020 Erasmus+ Calls for Proposals. This 3-years Erasmus+ funding period will end in autumn 2022 for the first 17 European Universities selected under the 2019 call. In line with the Council Resolution on *A strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)* and the Council Conclusions of 17 May 2021 on the *European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education*, the successful European Universities need a sustainable financial perspective to deliver on the ambition for continued transformation and to inspire the wider higher education sector. New alliances are also eligible to apply. The Erasmus+ funding period for the alliances selected under this call will be of 4 years.

Eligible participants:

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

- Higher Education Institutions holding a valid Erasmus Charter for Higher Education (ECHE) and entities affiliated to them, including:
 - Higher Education Institutions already involved in deep institutional transnational cooperation, such as those being part of European Universities selected under the 2019 Erasmus+ call;
 - Higher Education Institutions wishing to establish new deep institutional transnational cooperation in a new alliance.

- Any other organisation - consisting of the above referred higher education institutions specifically set up with the purpose of implementing deep institutional transnational cooperation, including joint educational activities.

Applicants must be established in a EU Member State or in a third country associated to the programme.

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

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

Implementation	Indicative amount (EUR)
EACEA	272 000 000

c) Partnerships for Excellence: Erasmus Mundus action

Index reference in budget table (WPI): 2.10

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

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

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

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

Implementation	Indicative amount (EUR)
EACEA	110 000 000

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

Index reference in budget table (WPI): 2.11

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

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

Implementation	Indicative amount (EUR)
EACEA	26 641 035

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 CoVE initiative supports a bottom-up approach to Vocational Excellence involving a wide range of local stakeholders. It enables VET institutions to rapidly adapt skills provision to evolving economic and social needs. This call will thus support projects bringing together local or regional partners from various countries developing a set of activities under three clusters; 1) Teaching and learning, 2) Cooperation and partnerships, and 3) Governance and Funding.

Centres of Vocational Excellence operate in a given local context, being the linchpin of skills ecosystems for innovation, regional development, and social inclusion, while working with CoVEs in other countries through international collaborative networks.

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

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

Implementation	Indicative amount (EUR)
EACEA	48 000 000

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. These Alliances should also seek to contribute to the New

European Bauhaus initiative, with a view to embed innovative and sustainable approaches in education.

- Lot 1: Alliances for Education and Enterprises

Alliances for Education and Enterprises aim to create innovative, transnational and sustainable cooperation settings that will foster new, innovative and multidisciplinary approaches to teaching and learning 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: Alliances for Sectoral Cooperation on Skills (implementing the ‘Blueprint’)

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

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

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	62 000 000

h) Partnerships for Innovation: Forward-Looking Projects

Index reference in budget table (WPI): 2.15

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

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

The goal is to support transnational cooperation projects that either:

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

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

Lot 1: Cross-sectoral priorities

Proposals submitted under lot 1 must address one of these 2 priorities:

Priority 1: Supporting high quality and inclusive digital education, in line with the aims of the Digital Education Action Plan.

Projects will address specifically at least one of the following three areas: a) Key success factors for inclusive and high quality digital education and training; b) Artificial Intelligence in Education; c) High quality digital education content.

Priority 2: Supporting education and training systems to adapt for the green transition

Projects will address specifically at least one of the following three areas: a) Whole institution approaches to sustainability; b) Skills and competences development of learners and educators; c) Empowering citizens to act on sustainability, the environment and climate change, including in the context of the new Education for Climate Coalition. These Partnerships should also seek to contribute to the New European Bauhaus initiative, with a view to embed innovative and sustainable approaches in education through at least one of the areas mentioned above.

The indicative budget for Lot 1 is EUR 27 200 000.

Lot 2: Vocational Education and Training

Proposals submitted under Lot 2 must address one of these 3 priorities:

Priority 3: Supporting the Pact for Skills

These projects will aim to identify, test, develop or assess tools or structures focused on brokering and building cooperation between large companies and micro, small and medium companies (SMEs) along a value chain in the same industrial ecosystem⁴⁸, with the involvement of other players relevant for up- and reskilling. The objective of this cooperation must be the upskilling and reskilling of people at working age in a particular value chain or industrial ecosystem. The projects can also serve the purpose of laying the ground for large-scale skills partnerships in industrial ecosystems.

Priority 4: Structures and mechanisms for Applied research in VET

These projects will aim to identify, assess, test, and develop structures and mechanisms for applied research in VET, to broaden its engagement in R&D and innovation systems. This engagement relies on building the capacity of VET systems, with the close involvement of teachers and trainers, as well as VET learners, to undertake applied research and manage innovation projects together with other organisations, and in particular SMEs. The results of these projects should have the potential to be mainstreamed, and contribute to the modernisation of VET systems and their engagement in applied research and experimental

⁴⁸ As presented in the Annual Single Market Economy Report 2021 https://ec.europa.eu/info/files/staff-working-document-annual-single-market-report-2021_en

development, while providing learners with opportunities for challenge/project based learning.

Priority 5: Green skills in the Vocational Education and Training sector

As stipulated in Action 6 of the European Skills Agenda, the Commission will support the acquisition of skills for the green transition. This transition requires professionals who build and master green technologies, including digital ones, develop green products, services and business models, create innovative nature-based solutions and help minimise the environmental footprint of activities. It also requires re- and upskilling of the workforce to accompany labour market transitions and mobility.

This priority will provide support for projects focusing on two interlinked aspects:

- Developing of a set of core green skills for the labour market to guide training across different economic sectors with a view to creating a generation of climate, environment and health conscious professionals and green economic operators, and
- Helping to integrate this set of core green skills into vocational education and training curricula, as well as into the training of teachers, trainers and other staff undertaking initial education and training as well as continuing professional development.

The indicative budget for Lot 2 is EUR 13 800 000.

Lot 3: Adult education

Proposals submitted under Lot 3 must address priority 6:

Priority 6: Upskilling Pathways: New Opportunities for Adults

Upskilling Pathways as defined in the Council Recommendation on Upskilling Pathways: New Opportunities for Adults⁴⁹ targets adults with a low level of skills, knowledge and competences who have at best completed lower secondary education. It aims to provide them with flexible opportunities to improve their literacy, numeracy and digital skills (including ability to use digital technologies) and to progress towards higher qualification levels relevant for the labour market and for active participation in society. This priority should also contribute to action 8 ‘Skills for life’ of the European Skills Agenda⁵⁰.

Projects should include activities related to the three upskilling pathways steps:

- skills assessment;
- provision of a tailored, flexible and quality learning offer;
- validation and recognition of skills acquired.

They should also include support activities such as guidance and outreach.

The indicative budget for Lot 3 is EUR 5 000 000.

Implementation	Indicative amount (EUR)
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⁴⁹ [EUR-Lex - 32016H1224\(01\) - EN - EUR-Lex \(europa.eu\)](#)

⁵⁰ <https://ec.europa.eu/social/BlobServlet?docId=22832&langId=en> (p. 14)

EACEA	46 000 000
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i) Capacity building in Higher Education – Heading 6

Index reference in budget table (WPI): 2.16

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

Specifically:

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

The action will ensure equity and inclusion, strengthening of the wider economic and social ecosystems, capacity building as well as employability transversally across the action. Addressing regional issues, building alliances and coalitions, piloting new approaches and initiatives built on country ownership will be strongly encouraged. Supporting the implementation of the Green deal, increasing the capacity of third countries not associated to the programme use of ICT and student participation in planning and learning processes will be cross-cutting elements of the action. Coherence, synergies and complementarity with other relevant European Union interventions in the field will be ensured. Priorities will be established in line with the EC priorities for each of the E+ programme Regions.

Three specific strands are available within the CBHE action: Strand 1 – FOSTERING access to cooperation in Higher Education; Strand 2 – Partnerships for INNOVATION in Higher Education *and* Strand 3 – Structural reform projects.

Applicants must be established in an EU Member State, third country associated to the programme or third country not associated to the programme targeted by this action.

Type of participating organisations in this action: HEI institutions, association or organisation of HEIs, as well as legally recognised national or international rector, teacher or student organisations, bodies in charge of higher education and competent authorities and organisations and/or associations active in the labour market or in the fields of education, training or youth.

Implementation	Indicative amount (EUR)
EACEA	103 108 194

j) Capacity building in VET – Heading 6

Index reference in budget table (WPI): 2.17

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

Specifically:

- reinforce the links between the VET system and its labour market so as to better align VET to (emerging) local labour market opportunities;
- increase the link between VET profiles and local/regional/national strategies and priorities impacted by skills, in particular those supported by other European Union actions, in order to ensure coherence;
- increase the capacities of VET providers especially in the fields of management, governance, inclusion, quality assurance, innovation; and internationalisation;
- support the exposure of staff, managers, policy makers and senior teachers to approaches bringing the labour market and VET closer (dual learning, curriculum development with private sector partners...);

- improve the knowledge, technical, managerial and pedagogical skills of VET teachers and trainers;
- integrate the input from teachers/trainers, VET learners and employers, from private sector in particular, into curriculum, profile design and training reform;
- improve the level of competences, skills and employability potential of VET learners by developing new and innovative VET education programmes, especially those delivering key competences, such as languages and ICT skills;
- foster cooperation across different regions of the world through joint initiatives.

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

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

Type of participating organisations in this action: vocational education and training providers (schools, institutes, etc.) and other public or private organisations active in the field of VET and in the labour market.

Implementation	Indicative amount (EUR)
EACEA	26 521 153

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

Index reference in budget table (WPI): 5.14

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

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities in non-associated third countries, especially targeting young people with fewer opportunities, while ensuring the active participation of young people in society;
- supporting the development of youth work in non-associated third countries, improving its quality and recognition;
- fostering the development, testing and launching of schemes and programmes of non-formal learning mobility in non-associated third countries;
- contributing to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals;
- fostering cooperation across different regions of the world through joint initiatives.

- enhancing synergies and complementarities with formal education systems and/or the labour market.

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

Implementation	Indicative amount (EUR)
EACEA	6 651 907

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

a) eTwinning National Support Organisations

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

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

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

The last grants 2019-2020 were extended until March 2022 to ensure continuity. New grants will follow for 21 months, from April 2022 to December 2023 further to the submission of NSO activity plans.

The establishment of national e-Twinning Support organisations in new countries in the Neighbourhood South region is also foreseen with funding from the external action instruments.

The beneficiaries of the grant are the National Support Organisations. The support services for eTwinning are identified in Article 6 (d) of the Regulation. The grant will be awarded in conformity with the provisions of Article 195 (d) FR.

Implementation	Indicative amount (EUR)
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EACEA	H2: 22 300 000 H6: 900 000
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b) EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)

Index reference in budget table (WPI): 2.21

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

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

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

The beneficiaries of the grant are the National Support Services. The support services for Electronic Platform for Adult Learning in Europe are identified in Article 6 (d) of the Regulation. The grant will be awarded in conformity with the provisions of Article 195 (d) FR, and will cover a period of 33 months, from April 2022 to December 2024.

Implementation	Indicative amount (EUR)
EACEA	14 400 000

4. PROCUREMENTS

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

Index references in budget table (WPI): 2.30

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

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

lively online community;

- provides training and support to the National Support Services, for them to perform their tasks and animate their networks;

Implementation	Indicative amount (EUR)
EACEA	1 270 000

b) European Youth Portal (EYP)

Index reference in budget table (WPI): 5.17

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

Increasingly, the European Youth portal will also support features for the co-creation of content with young people and youth stakeholders. Increased communication activities shall support the branding of the European Youth Portal among young people and youth organisations. Finally, a youth work platform providing space for sharing information, knowledge and good practices for the youth work community is planned to be integrated in the EYP.

Implementation	Indicative amount (EUR)
EAC	2 400 000

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

Index reference in budget table (WPI): 2.31

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.

Activity in 2022 will include:

- Strengthening synergies with the European Youth Portal, Erasmus without Paper, the EU Student Card, EU Academy and other EU portals;
- Strengthening synergies with national portals;

- Improved online tools for people to manage their lifelong learning and career planning, e.g. online career aptitude tests, additional skills self-assessment tools and AI-enabled tools for identifying the right learning opportunities for their envisaged career progress;
- Online tools to compare qualifications across borders to help people understand the learning offers in other Member States and to facilitate recognition and recruitment practice;
- Support Member States in the development of digital credential transformation plans, and in the preparation of re-usable data-sets of qualifications and learning opportunities as set out in the EU Data Strategy;
- Establish a governance model for the on-going management of the Europass Digital Credentials Framework in close cooperation with Member States and key stakeholders as set out in the EU Data Strategy;
- Evolving support and maintenance of the website, including an improved 24/7 support as critical website.

Implementation	Indicative amount (EUR)
EMPL	5 000 000

d) School education platform and eTwinning Central Support Services

Index reference in budget table (WPI): 2.32

There are currently 2 contractors providing services for these platforms.

The contractor from Lot 1 is responsible for the provision of services to support school education and of central support services to eTwinning. This includes contribution to the development of the new European School Education Platform, which will integrate Twinning and the School Education Gateway and all its areas, overall coordination, outreach and promotion, monitoring and measuring performance, production of content for the School Education Gateway, production of webinars, courses, teaching materials, professional development resources, Erasmus+ tools, the European Toolkit for Schools and the provision of Central Support Services (CSS) for eTwinning. The CSS also provides a wide range of tasks to support the implementation of eTwinning, such as community management, content production, the coordination of the National Support Organisations (NSO), organisation of professional development activities, organisation of the Annual eTwinning Conference and eTwinning prizes.

The indicative budget for Lot 1 is EUR 3 160 000.

The contractor from Lot 2 is responsible for the provision of digital services to maintain the legacy platforms, to create and operate the European School Education Platform and to maintain and improve the eTwinning mobile app.

The indicative budget for Lot 2 is EUR 640 000.

Implementation	Indicative amount (EUR)
EACEA	3 800 000

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

Index reference in budget table (WPI): 2.33

The European Student Card initiative will simplify, facilitate and boost student mobility in Europe by substantially reducing the administrative burden in terms of time, expense and effort. To maximise the benefits and efficiency gains of the initiative, the use of the ‘Erasmus without paper’ network and the digital procedures it enables shall become standard for all participating higher education institutions. The implementation in 2022 will ensure that pre-conditions for the digitalisation are met within higher education institutions including solutions for student and staff authentication. In addition, the development and implementation of the European Student Card will lead to new possibilities for students to benefit from on-campus and off-campus services while contributing to a European student identity.

The work in 2022 will include the full integration of the Erasmus+ App into the Erasmus Without Paper Network workflows and ensure its interoperability with all IT systems of higher education institutions in order to allow all mobile students to benefit from it. The functionalities of the Erasmus+ App as a student interface will be continuously upgraded in line with the timeline of further digitalisation of administrative procedures around mobilities and in line with the expansion of the European Student Card Initiative to further target audiences.

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

f) School Education, VET, Adult Education tools (Erasmus Without Paper)

Index reference in budget table (WPI): 2.34

The Erasmus Without Paper scheme in the School, VET and Adult education fields will complete the digitalisation of the programme. It will digitalise the creation of agreements between beneficiary organisations and participants, the recording of assessment and provide single online access to participants.

This action will include the finalisation of the concept, technical offer, financial commitments and the initialisation of the first technical developments of IT-tools (e.g. web-based dashboard, online agreement databases, adaptation of the Erasmus+ app, identification system). Resources will be used for the planning and development of additional supporting measures, such as the creation of support services, outreach activities (e.g. promotional and technical events) and translations.

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

g) Erasmus Mundus Joint Master's Degrees – Support Structure

Index reference in budget table (WPI): 2.35

The Erasmus Mundus (EM) action will set up a support structure aiming at establishing a platform of EM stakeholders in order to organize various activities: events, cluster meetings, studies, study visits, social networking, etc. The aim is to provide organisations involved in the EM program and the Commission a framework for the exchange of experiences, knowledge and good practices.

Implementation	Indicative amount (EUR)
EACEA	5 000 000

5. OTHER ACTIONS

a) IT services for Erasmus+ platforms

Index reference in budget table (WPI): 2.40

The hosting, running and maintenance of some of the Erasmus+ platforms (EPALE, School education platform and eTwinning Central Support Services) require corporate IT services of DG DIGIT. They will be provided through Service Level Agreement.

Implementation	Indicative amount (EUR)
EACEA	EUR 530 000

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.

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(1) of the FR.

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.

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(1) of the FR.

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

	Youth: 2 200 000
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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(1) 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:

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

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

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

Implementation	Indicative amount (EUR)
NA	5 000 000

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 (1) of the FR.

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

Implementation	Indicative amount (EUR)
NA	2 400 000

f) Cooperation with the Council of Europe

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

In 2022, the cooperation between the Council of Europe (CoE) and the European Commission will include activities in the following areas:

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 indicatively be EUR 700 000.

Observatory on History Teaching in Europe

The “Observatory on History Teaching in Europe” was established in November 2020 for an initial period of three years, with a possibility to continue its operations after a review. The project is supported by 17 out of the 47 member states of the CoE, 9 of them being EU Member States. The aim of the Observatory is to promote practices encouraging history teaching and learning in order to strengthen and promote the CoE values.

In full respect of the subsidiarity principle and in line with the objectives of the European Education Area, this action will contribute to the tasks and objectives of the Observatory, including to collect, process and make available - through thematic studies and reports - factual information on the ways in which history is taught in participating states. The Observatory will also organise meetings and conferences and serve as a platform for its partner institutes as well as for European professional associations.

The maximum EU contribution will indicatively be EUR 1 000 000.

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, and dialogue for youth workers; activities of common interest in specific regions, with a focus on the Southern Mediterranean, South-East Europe and Eastern Europe and the Caucasus regions.

The maximum EU contribution will indicatively be EUR 1 600 000 and covers a 2-year implementation period.

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

Implementation	Indicative amount (EUR)
CoE	E&T: 1 700 000
	Youth: 1 600 000

2. 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): 3.10, 3.11, 5.30

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

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

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

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

Implementation	Indicative amount (EUR)
EAC	E&T: 850 000
	Youth: 500 000
EMPL	200 000

b) Support to better knowledge in youth policy

Index reference in budget table (WPI): 5.31

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

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. The bodies are designated by the competent national authorities 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).

This action covers a two-year implementation period. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	2 239 798

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

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

The cooperation of the European Commission 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 2022, the cooperation between the two organisations will include activities covering the following main areas:

- International studies and assessment tools

Both the OECD and the European Commission carry out international studies, secondary analysis, country reviews and other assessment tools in the field of education and training. In most cases both sides can get best results through joint actions, thus avoiding overlapping or duplicated work. In 2022, 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. The Commission contribution covering these activities in education and youth fields will indicatively amount to EUR 200 000.

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 2022 EMPL coordinates cooperation on a particular activity, the Skills Outlook. The support envisaged in 2022 (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 2022. 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 50 000.

- 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 (LMRO). Future work will consist in expanding the scope of the work on LMRO to further countries and broader stakeholder engagement. The Commission contribution will indicatively equal EUR 600 000 to cover activities for a period of up to 24 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 2022. 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 2022 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 2022, the Commission contribution will be indicatively EUR 250 000.

- Digital transformation in education

In order to support the evidence base on the digital transformation in education and training, a cooperation with OECD will provide analytical support and research-based evidence on key themes and enabling factors in digital education. The cooperation will be cross-sectoral and include OECD work conducted under the Group of National Experts in Higher Education (GNE-HE) and the Group of National Experts in School Resources (GNE-SR). The OECD will provide data and evidence from EU and beyond in order to establish a well-informed overview of best practice in the development of digital education and training. For the work to be carried out in 2022, the Commission contribution will be indicatively EUR 750 000.

- Micro-credentials

In order to support the European Commission initiative on the European approach to micro-credentials, the cooperation with OECD will enable policy makers and stakeholders in higher education and vocational education and training to get a clear picture of the possible implementation of micro-credentials. Building upon its recent and ongoing analysis, the OECD will focus on the changes at Member States level, as well as on cooperation of higher education and vocational education and training institutions as well as private providers in the field of micro-credentials. For the work to be carried out in 2022, the Commission contribution will be indicatively EUR 150 000 for HE and EUR 100 000 for VET.

- Comparative study for the 2022 PISA results in the Eastern Partnership countries

A regional comparative study on the PISA 2022 results for participating Eastern partnership countries will summarise and compare the PISA 2022 results by field of study, identify common weaknesses and propose measures to tackle them. OECD will prepare a policy paper containing key messages, recommendations and concise analysis to improve the countries' performance in the next PISA. For the work to be carried out in 2022, 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	2 350 000

EMPL	300 000
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d) National Academic Recognition Centres (NARIC)

Index reference in budget table (WPI): 3.19

This action will support projects contributing to the implementation of the 2018 Council Recommendation on “Promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad” and will support the Community network of National Academic Recognition Information Centres (NARIC).

The action aims to:

- enhance the quality and effectiveness of the NARIC network, in view of the tasks laid down in the NARIC Network Mandate;
- support EU Member States in achieving the goals of the European Education Area, in particular the implementation of the Recommendation on promoting automatic mutual recognition;
- implement priorities in the field of recognition as set in the Communication on achieving the European Education Area Area and taking forward commitments in the Rome Communiqué regarding recognition;
- provide insights for exploring the feasibility of a European Recognition and Quality Assurance System, as it is foreseen in the European Education Area Communication;
- support implementation in EU Member States and third countries associated to the programme of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 2019 and the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (LRC), in particular for the recognition of qualifications of "refugees, displaced persons and persons in a refugee-like situation", according to Article VII in the LRC.

An invitation to submit proposals will be sent to the NARIC centres. The NARIC network is identified in Article 7(b) of the Regulation. Grants will be awarded on the basis of Article 195 (d) FR and will cover 2-year implementation period.

NARIC projects should be transnational projects involving at least three NARIC centres for a duration of 2 years. Non-NARIC institutions (European Network of Information Centres - ENIC, or any other organisation active in the field) can participate in projects under this activity, but their financial support through an EU grant is limited to up to 25% of the entire budget allocated to the project.

In addition, the action will support one NARIC centre for the organisation of the ENIC-NARIC annual meeting and two NARIC centres for the organisation of the technical support team. This support for the organisation of the ENIC-NARIC annual meeting and the technical support team is part of the overall invitation to submit proposals that is sent to NARIC centres, as these serve to support the objectives of the action.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

e) Teaching and Learning International Study TALIS

Index reference in budget table (WPI): 3.20

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

The international **Starting Strong survey for early childhood education and care (ISCED level 0)** will, from this TALIS cycle onwards, be administered under the TALIS umbrella; there will be one overall survey with different sub-strands. It collects data on learning and well-being environments, staff and centre leaders ECEC settings, training and motivation of ECEC staff. Improving the quality of ECEC provisions is an important Commission objective and co-financing Member States to participate in the Starting Strong survey will be a step towards alleviating the data gap on the ECEC sector.

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

Implementation	Indicative amount (EUR)
EACEA	4 480 000

f) National Erasmus+ Offices (NEOs) – Heading 6

Index reference in budget table (WPI): 3.21

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

Their mandate covers support, promotion and dissemination activities related to the Erasmus+ activities open to cooperation with third countries not associated to the programme (under Key Actions 1, 2 and 3). The NEOs will maintain contacts with other NEOs, especially in the same region, with Erasmus+ National Agencies and other Erasmus+ National Contact points in the other regions, in particular for partner search, exchange of good practices or organisation of joint events. They provide the administrative, logistical and financial support to the national teams of Higher Education Reform Experts (HEREs) and support and coordinate the activities of the teams under the guidance of the national authorities.

Taking into account of their technical competence and high degree of specialisation, the National Erasmus+ Offices (NEOs) are considered to meet the criteria stipulated in Article 195 (f) FR for bodies implementing actions with specific characteristics, as national entity

designated to provide a pool of expertise to promote reforms and enhance progress and reforms in higher education in the countries concerned. In accordance with Art. 190.3 FR, external action may be financed up to 100%.

Implementation	Indicative amount (EUR)
EACEA	6 840 000

g) 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 establishing guidelines on the governance of the EU Youth Dialogue, 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.

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 allocation covers 3-year period. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	3 300 000

h) European Youth Forum

Index reference in budget table (WPI): 5.33

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

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

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

Implementation	Indicative amount (EUR)
EACEA	2 650 000

i) Eurodesk Brussels-link

Index reference in budget table (WPI): 5.34

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

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

Implementation	Indicative amount (EUR)
EACEA	660 000

3. SPECIFIC GRANTS AWARDED UNDER A FRAMEWORK PARTNERSHIP

a) European policy network on teachers and school leaders

Index reference in budget table (WPI): 3.30

The European Commission will continue to support the European policy network on teachers and school leaders, a Europe-wide network which aims to promote co-operation on the development and implementation of policies in pursuit of quality and professionalism in the teaching professions⁵¹.

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

⁵¹ <https://educationpolicynetwork.eu/>

Implementation	Indicative amount (EUR)
EACEA	300 000

4. GRANTS AWARDED BY MEANS OF CALLS FOR PROPOSALS

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

The call aims at supporting one European policy network to raise awareness, analyse and develop policy approaches, and promote good practices and innovative initiatives in the field of education of children and young people with a migrant background.

The overall objective of this call is to support an EU-wide network of relevant organisations (policymakers, practitioners, researchers and stakeholders, including with migrant background) to promote co-operation, policy development and implementation at different governance levels and support the integration of children and young people with migration background in school education.

The network builds on existing work developed at European level, especially initiatives and projects supported by the European Union's education programmes.

To achieve this, a call for proposals will be launched aiming at concluding one Framework Partnership Agreement, covering a maximum duration of 4 years. Within the scope of the Framework Partnership Agreements (FPA), specific grant agreements will be concluded, based on a commonly agreed work plan and related budget.

Applicants should be legal entities (associations, foundations and other similar national or international bodies; national education centres; higher education institutions and research centres) established in one of the EU Member States and third countries associated to the programme. The network may include partners from third countries not associated to the programme; the cost of their participation must be financed entirely by non-EU resources.

Implementation	Indicative amount (EUR)
EAC/EACEA	300 000

b) Civil Society Cooperation: Education and Training

Index reference in budget table (WPI): 3.32

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

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

It is vital for securing the active involvement of stakeholders in the implementation of policy reforms in the different countries, for promoting their participation in the Erasmus+

programme and other European programmes and for disseminating policy and programme results and good practice through their extensive membership networks.

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

Implementation	Indicative amount (EUR)
EACEA	2 800 000

c) European Youth Together

Index references in budget table (WPI): 5.40

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

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

Implementation	Indicative amount (EUR)
EACEA	8 000 000

d) Civil society cooperation in the field of Youth

Index reference in budget table (WPI): 5.41

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

Specific Objectives:

- Raise awareness of the EU Youth Strategy including the European Youth Goals, through actions to engage, connect and empower youth;
- Increase commitment and cooperation of youth civil society actors with public authorities for the implementation of policies in areas relevant for young people;

- Boost youth stakeholder participation, including by building upon the potential of digital communication alongside other forms of participation;
- Boost youth civil society involvement in the dissemination of policy and programme actions including results and good practices among their membership and beyond.

Targeted applicants are legal entities established in EU Member States and third countries associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	4 000 000

e) Rationalisation of Higher Education monitoring tools

Index reference in budget table (WPI): 3.38

Evidence-based policy-making needs to be built on solid evidence and sound data. As the European Education Area higher education transformation agenda will cut across education & training, research & innovation and service to society, there is a need to work towards a consistent framework of data and tools to monitor and support the different dimensions of the EEA higher education priorities and to provide evidence on the transformation progress for policy purposes. The rationalisation of monitoring tools will open the way for synergies and streamlining the existing data tools.

EU-level monitoring (for example U-Multirank, ETER, DEQAR, EuroStudent, Eurograduate) allows higher education institutions and Member States to monitor and benchmark their performance.

Targeted applicants are public and private organisations active in the field of higher education or organisations carrying out related cross-sectorial activities. They must be established in EU Member States and third countries associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	1 600 000

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	1 000 000

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

Index reference in budget table (WPI): 3.41

In 2022, Erasmus+ will continue to support the general implementation of the Digital Education Action Plan, including i.a. the important aspects of digital education content and the Digital Education Hackathon and the exchanges of the future network of national advisory services on digital education.

Digital Education Content Framework:

The work will involve mapping, collecting evidence and engaging experts in developing solutions to address key questions around quality, certification, multilingualism, transferability, cultural diversity and verification of digital education content.

The Digital Education Hackathon:

The Digital Education Hackathon is a contest that engages organisations working in education and training in the EU and globally to identify challenges and co-create solutions for the future of education in the digital age. The Digital Education Hackathon is the main initiative promoting user driven innovation under the Digital Education Hub. The initiative will be scaled up to be linked to the Digital Education Hub community. The Hackathon will expand its outreach, increase involvement of different stakeholders and create a more dynamic and continuous form of user-driven engagement in digital education innovation.

Exchanges between National Advisory Services on Digital Education:

As part of the Digital Education Hub, the Commission will organise meetings and networking between national advisory services (NASs) on digital education, in order to support Member States in exchanging hands-on experience and good practice on the enabling factors and drivers of digital education.

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

Implementation	Indicative amount (EUR)
EAC/EACEA	3 100 000

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 Skills Agenda;
- to support the European-level implementation of the priority areas set out in the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), as well as the priority areas defined in the successor scheme, covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing vocational education and training and adult education);
- to reinforce the European Commission’s capacity to analyse national situations and trends in education and training, in both EU Member States, third countries associated to the programme and third countries not associated to the programme;
- to reinforce the European Commission’s capacity to analyse EU-wide and international situations and trends in education and training;
- to support the implementation of actions under the European Education Area Council Resolution, 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.

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

Implementation	Indicative amount (EUR)
EAC	1 650 000
EMPL	200 000

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

Index reference in budget table (WPI): 3.44, 3.45, 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 of the European Education Area and beyond (2021-2030). They take place in the context of peer learning and peer counselling activities, usually part of 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. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges and implementation of Council Recommendations (such as the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience), support Member States' efforts to improve their education and training systems. The dissemination of good practices and lessons learned, using international evidence when relevant, can be enhanced through thematic events, policy learning exchanges, support to Communities of Practice, and any arrangement for knowledge transfer and exchange on what works in education.

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: 250 000
	Youth: 300 000
EMPL	400 000

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

Index reference in budget table (WPI): 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 Cohesion 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)
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 2022, 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. It will also include a study on the formal external evaluation of Cedefop⁵² as foreseen in its Founding Regulation.

Implementation	Indicative amount (EUR)
EAC	E&T: 1 250 000
	Youth: 370 000
EMPL	600 000

g) Academic networks (EENEE, NESET)

Index reference in budget table (WPI): 3.49

EENEE and NESET⁵³ 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 2022, 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.

The implementation period of NESET coming to an end in 2022, an open call for tenders will be launched in order to conclude a Framework contract for the next four-year period with an indicative budget of EUR 1 000 000.

Implementation	Indicative amount (EUR)
EAC	400 000

h) Prospective platform

⁵² European Center for the Development of Vocational Training

⁵³ EENEE: European Expert Network on Economics of Education; NESET: Network of Experts on the Social dimension of Education and Training

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 the COVID-19 crisis, 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) 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.

Study on credential evaluation and the learning outcomes approach:

The EQF Recommendation of 22 May 2017 aims at improving the transparency and comparability of qualifications. Once implemented this will facilitate the recognition of qualifications. The purpose of the study is to see to which extent evaluation statements of qualifications follow a learning outcomes approach.

Implementation	Indicative amount (EUR)
EMPL	1 050 000

j) 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, a second European Validation Festival.

Implementation	Indicative amount (EUR)
EAC	E&T: 1 700 000
	Youth: 50 000
EMPL	400 000

k) 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

l) 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 relevant projects funded under Erasmus+;
- 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)
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EAC	700 000
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m) International Student and Alumni Network Erasmus+

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

Alumni are among the best ambassadors and promoters of 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.

The action will also seek to mobilize the untapped potential of alumni to improve and expand participation in and inclusiveness of Erasmus+ through notably promotion of the programme, reaching out to underrepresented groups by making use of role models and success stories and offering networking opportunities between alumni.

This action will be implemented via specific contracts signed under an existing framework contract. In addition, 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 15 000 000 for the 4 years of implementation.

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+ regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 500 000 H6: 2 166 667

n) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 3.61, 3.62, 5.53

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

Implementation	Indicative amount (EUR)
EACEA	E&T: 1 000 000

	Youth: 80 000 H6: 350 000
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o) Education Summit

Index reference in budget table (WPI): 3.63

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

In 2022, the thematic focus will be on new developments and trends in teaching and learning, including *inter alia* further developments of the European Education Area and the Digital Education Action Plan, recovery and COVID-19 measures, education for environmental sustainability.

Implementation	Indicative amount (EUR)
EAC	500 000

p) Youth events

Index reference in budget table (WPI): 5.54

The action supports the preparation and organisation of the European Year of Youth 2022 and European Youth Event 2022 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 expected result is higher visibility, better outreach and more awareness of the new actions offered under the 2021-2027 programme. In addition, the action supports the community management activities of DiscoverEU, such as the daily management of handling the questions of young people asked in the #DiscoverEU Official Facebook Group.

Implementation	Indicative amount (EUR)
EAC	3 000 000

q) Dissemination and communication activities

Index reference in budget table (WPI): 3.64

The amount allocated will support communication actions linked to the new Erasmus+ programme, also in link with the celebration of the 35 years of the Erasmus+ programme and the proposed European Year of Youth 2022 as well as to the dissemination of results of the previous programme. For example, supported activities include events, meetings workshops with stakeholders, as well as communication materials, including an online version of reference documents and guidelines for applicants and beneficiaries.

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

Implementation	Indicative amount (EUR)
EAC	4 500 000

r) 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. This will include a focus on languages within the preparatory work for the “Pathways to school success” initiative, with a proposal for a Council Recommendation programmed for 2022.

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 2022 in the Member States by DGT Field Offices located in the EU Representations. These events aim to promote the role of languages and translation in a multilingual Europe;

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

Implementation	Indicative amount (EUR)
EAC	400 000

EAC-DGT	700 000
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s) European Education Area Portal

Index reference in budget table (WPI): 3.67

The European Education Area Portal - set-up in 2021, as requested by the European Education Area communication adopted by the Commission on 30 September 2020 - will be further improved.

The budget should be used for:

- further improvement of the EEA Portal i.e. “phase 2”, following users’ and stakeholders’ surveys determining necessary developments.
- communication activities to promote the EEA Portal and drive visitors to this new web presence.

Implementation	Indicative amount (EUR)
EAC	2 500 000

t) Interim evaluation of the Erasmus+ Programme

Index reference in budget table (WPI): 3.69

Article 24 of the Erasmus+ Regulation requires the Commission, once sufficient information about the implementation of the Programme is available, but no later than 31 December 2024, to perform an interim evaluation of the Programme. The interim evaluation will assess progress and the overall effectiveness and performance of the Programme, including as regards new initiatives and the delivery of inclusion and simplification measures. The interim evaluation should be accompanied by a final evaluation of the 2014-2020 Programme.

Implementation	Indicative amount (EUR)
EAC	1 500 000

u) Network of National Teams of Higher Education Reform Experts (HEREs) – Heading 6

Index references in budget table (WPI): 3.70

The National Teams of Higher Education Reform Experts (HEREs) provide a pool of expertise to promote reforms and enhance progress in Higher Education in the Western Balkans, Neighbouring countries in Eastern Europe and the Southern Mediterranean, Central Asia and the Russian Federation, with the HEREs acting as policy advisors in their home countries on higher education modernisation issues.

Their mandate is to support policy development in their respective countries by supporting modernisation reform processes and strategies in higher education; support policy dialogue with the EU in the field of higher education and in particular in relation to the Bologna Process and coordination with the various policy platforms established under the Erasmus+ programme or other potential initiatives established by, and under the guidance of, the European Commission; support Erasmus+ by disseminating their results and outcomes, notably best practices and innovative initiatives and exploiting them for modernisation and development purposes.

The activities of the individual HEREs are financed and coordinated locally by the National Erasmus+ Offices (NEOs). This activity provides the necessary mechanism for the coordination and training of the network as a whole.

Implementation	Indicative amount (EUR)
EACEA	1 500 000

v) Erasmus+ national focal points (ENFPs) – Heading 6

Index reference in budget table (WPI): 3.71

The network of National Focal Points (ENFPs) will be a support structure to provide guidance, practical information and assistance on all aspects of participation in Erasmus+ in the field of higher education, youth, vocational education and training and sport in third countries not associated to the programme where National Erasmus+ Offices do not exist.

This activity will mainly cover coordination and transnational activities targeting training of focal points. Besides the EU Delegation, the ENFP is a focal point in the country for all actors, potential applicants, beneficiaries and other stakeholders as regards the EU cooperation activities under the Erasmus+ programme.

Implementation	Indicative amount (EUR)
EACEA	4 600 000

6. CALLS FOR EXPRESSION OF INTEREST

a) Selection and implementation

Index references in budget table (WPI): 3.80, 3.81, 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)
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EACEA	E&T: H2: 2 400 000
	Youth: H2: 450 000
	E&T: H6: 2 524 620 Youth: H6: 112 192

7. 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 2022, by means of Administrative Agreements concluded with DG EAC and DG EMPL.

Priority will be given to collaboration with JRC in all areas where they have a specific competence and expertise. JRC will provide technical support to EAC's and EMPL's monitoring and analytical capacity, supporting the engagement and innovation in the education and training sectors towards smart-specialisation, transformation, sustainability and transition to climate neutrality, also in line with the European Skills Agenda, the Digital Education Action Plan and the European Education Area. JRC will also provide evidence-based policy support to DG EAC and EMPL on harnessing the potential of digital technologies to innovate and open education and training systems (including on non-formal and informal learning). This includes the development, improvement, validation and implementation of competence reference frameworks (Entrepreneurship and Digital Competence, 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 learning), mechanisms for recognition of competences and credentials across countries. Activities will also cover the continuation of the Higher Education and Smart Specialisation (HESS) to enhance HEIs' contribution to innovation and regional development.

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

Implementation	Indicative amount (EUR)
EAC	2 050 000
EMPL	430 000

JEAN MONNET ACTIONS

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, 4.02

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 8 000 000 H6: 6 668 173

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

Index reference in budget table (WPI): 4.03

Teacher trainings

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

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

The indicative budget for Teacher trainings is EUR 3 000 000.

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

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

The indicative budget for Learning EU initiatives is EUR 4 000 000.

Implementation	Indicative amount (EUR)
EACEA	7 000 000

c) Jean Monnet policy debate

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

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

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

Applicants targeted by this call are higher education institutions established in an EU Member State or third country associated to the programme.

The indicative budget for thematic networks in Higher Education is EUR 1 000 000 on EU internal policy and EUR 1 200 000 on EU external policy.

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

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 3 000 000 H6: 1 200 000

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, 7,700,000 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.

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 5 614 856
	WPI 4.21: 19 524 695
	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: Cooperation Partnerships in the sport field

Index references in budget table (WPI): 6.01

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

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.

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

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Combating **violence and tackling racism, discrimination and intolerance** in sport.

While the aim for this action is to strive for a balanced representation of the above mentioned priorities, taking into account the available budget and the quality of submitted applications, a particular focus will be given in 2022 to the priority “*Encouraging healthy lifestyles for all*”.

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	35 632 982

b) Partnerships for Cooperation: Small-scale partnerships

Index reference in budget table (WPI): 6.02

The action “Small-scale partnerships in the fields of education, training, youth and sport” as described in this Work Programme is implemented under direct management in case of applications submitted for projects in the field of sport.

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.

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

- Encouraging **healthy lifestyles for all**, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting **integrity and values** in sport;
- Promoting **education** in and through sport;
- Combating **violence and tackling racism, discrimination and intolerance** in sport.

While the aim for this action is to strive for a balanced representation of the priorities of the above mentioned priorities, taking into account the available budget and the quality of submitted applications, a particular focus will be given in 2022 to the priority “*Encouraging healthy lifestyles for all*”.

Type of applicants targeted by this action: small-scale 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	9 500 000

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; promotion of healthy lifestyles, 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	6 000 000

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

Index references in budget table (WPI): 6.05

The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the programme. The aim is to support sport activities and policy development in third countries not associated to the programme to promote values, social inclusion, social cohesion as well as education through sport. Specifically the action intends to: raise the capacity of grassroots sport organisations; promote grassroots sport activities; promote social inclusion through sport; emphasise mutual promotion of values; foster cooperation across different regions of the world through joint initiatives.

Type of participating organisations in this action: grassroots sport organisations and other public or private organisations active in the sport field (NGOs, municipalities and local authorities, schools, universities and other educational institutions, etc.). Applicants must be established in an EU Member State or third country associated to the programme, or a third country not associated targeted by this action.

Implementation	Indicative amount (EUR)
EACEA	755 019

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 CoE and the Commission mutually support the implementation of gender mainstreaming principles in close cooperation with public authorities responsible for sport from all over Europe, to close the gap between the *de jure* equality with the *de facto* inequality in sport.

They will promote gender equality and fight against gender based violence in sport and also monitor the implementation of such principles and the commitments of the key stakeholders. Other fields of cooperation may be initiated depending on the identified areas of emerging priorities between the two institutions (fighting match-fixing, anti-doping, ambassadors network, etc.).

The work in 2022 will focus on data collection on gender equality in sport, and on establishing indicators. The production of deliverables such as studies or other support activities to help design evidence-based policies is also planned.

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

Implementation	Indicative amount (EUR)
CoE	400 000

b) Cooperation with the World Health Organisation (WHO)

Index reference in budget table (WPI): 6.08

Following the 2013 Council Recommendation on promoting health-enhancing physical activity (HEPA), the European Commission and the WHO Regional Office for Europe started a joint initiative that aims to develop and scale-up monitoring and surveillance of health-enhancing physical activity in the EU Member States. An important aspect of this initiative is the continued work carried out by the network of national physical activity focal points of the Member States that is coordinated by the WHO Regional Office for Europe, to help provide and validate information on physical activity from EU Member States in line with the monitoring framework established by the Recommendation.

In view of the HealthyLifeStyle4All initiative, a continued cooperation with the WHO Regional Office for Europe is essential to guarantee compatible data collection in the coming years. The need to cooperate with WHO is also clearly indicated in the EU Work Plan for Sport 2021 – 2024 as well as an invitation to the Commission to contribute to evidence based policies in the EU and its Member states in particular through studies and surveys.

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

Implementation	Indicative amount (EUR)
WHO	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 France, Czech Republic and Sweden (or bodies designated by them) to organise during their respective Presidencies of the Council of the EU or in preparation thereof of conferences, seminars, meetings of directors-generals on priority policy topics, together with associated activities for the exploitation of project and Programme results. The main outcomes expected from Presidency events are policy guidance, orientations, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States and to prepare future policy initiatives in the field of sport.

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

Implementation	Indicative amount (EUR)
EAC	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 no less than seven 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)
EAC	300 000

c) Dialogue with stakeholders - National activities

Index reference in budget table (WPI): 6.12

Within the framework of the European Week of Sport, national, regional and local activities will be coordinated by National Coordinating Bodies (Ministries or appointed organisations), which are in a position of *de jure* or *de facto* monopoly within the meaning of Article 195 (c) FR. EU Member States and third countries associated to the programme will be asked to appoint (or renew the mandate of) their national coordinator, which should serve as a contact for the European Commission and grants 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)
EACEA	10 240 000

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

Implementation	Indicative amount (EUR)
EAC	1 000 000

b) Conferences, Seminars and Communication activities

Index references in budget table (WPI): 6.21

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

Implementation	Indicative amount (EUR)
EAC	2 500 000

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)
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)
EACEA	60 000

5. CALLS FOR EXPRESSION OF INTEREST

a) Selection and implementation

Index reference in budget table (WPI): 6.40, 6.41

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

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000 H6: 40 000

MANAGEMENT FEES OF NATIONAL AGENCIES

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Management Fees of National Agencies

Index reference in budget table (WPI): 7.00

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

The 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(1) 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	125 000 000

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2022 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2022 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Turkey, Serbia) amounts to **EUR 3 895 431 990**.

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

- appropriations from the budget of the Union and under Heading 2: **EUR 3 316 367 154**;
- appropriations from the budget of the Union and under Heading 6: **EUR 356 866 667**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 83 240 816** under Heading 2 and **EUR 8 957 353** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 130 000 000**.

Tables 1 – Erasmus+ 2022: available appropriations

2022 Draft Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2022 Draft Budget
Heading 2	E&T&JMO	07 03 01 01	2.227.584.136	55.912.362	84.343.976		2.367.840.474
		07 03 01 02	677.593.747	17.007.603	25.656.024		720.257.374
	Youth	07 03 02	346.973.114	8.709.025	8.000.000		363.682.139
	Sport	07 03 03	64.216.157	1.611.826	2.000.000		67.827.982
	Total (H2)		3.316.367.154	83.240.816	120.000.000	0	3.519.607.969
Heading 6	NDICI-Global Europe	14 02 01 50	296.666.667	7.446.333	8.000.000		312.113.000
	IPA III	15 02 01 02	60.200.000	1.511.020	2.000.000		63.711.020
	Total (H6)		356.866.667	8.957.353	10.000.000	0	375.824.020
TOTAL			3.673.233.821	92.198.169	130.000.000	0	3.895.431.990

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 and 15 02 01 02 taking into account the amounts adopted in the EU-Budget, the financial contributions from EFTA/EEA and from other countries for their participation in the Programme, as well as a forecast of internal assigned revenues from recoveries.

The overall allocation of funds to the actions of the Programme is established by the provisions of Article 17 of the Regulation, which establishes allocations per policy field and other expenditure covered by the Programme. The percentages in the Regulation are set and should be respected for the entire programming period 2021-2027. These shares have therefore governed the allocation of funds at the annual level for the year 2022.

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, 15 02 01 02

KEY ACTION 1: Learning Mobility					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
	Mobility projects:				
1.01	Higher education students and staff	2	971.008.760	IM	NA
1.02	VET learners and staff	2	471.955.277	IM	NA
1.03	School education learners and staff	2	353.135.806	IM	NA
1.04	Adult education learners and staff	2	83.552.396	IM	NA
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	6	178.943.695	IM	NA
1.10	Accreditations in the field of VET, school education and adult education	2	0	IM	NA
1.11	Higher Education Mobility Consortium Accreditations	2	0	IM	NA
1.12	Virtual Exchanges in Higher Education and Youth - Heading 6	6	6.301.364	CFP	EACEA
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	APEL	EACEA
Sub-total KA1 (Heading 2)			1.879.652.239		
Sub-total KA1 (Heading 6)			185.245.059		

Table 3 - Key Action 2 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 2: Cooperation among organisations and institutions					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training				
2.01	Partnerships Higher Education	2	81.741.774	IM	NA
2.02	Partnerships Vocational Education and Training	2	70.066.149	IM	NA
2.03	Partnerships School Education	2	88.228.992	IM	NA
2.04	Partnerships Adult Education	2	37.551.320	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	20.000.000	IM	NA
2.06	Small-scale partnerships School Education	2	20.000.000	IM	NA
2.07	Small-scale partnerships Adult Education	2	20.000.000	IM	NA
2.08	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5.000.000	CFP	EACEA
2.09	Partnerships for Excellence: European Universities	2	272.000.000	CFP	EACEA
2.10	Partnerships for Excellence: Erasmus Mundus action	2	110.000.000	CFP	EACEA
2.11	Erasmus Mundus Joint Master's Degrees-Additional partnerships focused on external priorities for targeted regions of the world - Heading 6	6	26.641.035	CFP	EACEA
2.12	Partnerships for Excellence: Centres for Vocational Excellence	2	48.000.000	CFP	EACEA
2.13	Partnerships for Excellence: Erasmus+ Teacher Academies	2	15.000.000	CFP	EACEA
2.14	Partnerships for Innovation: Alliances	2	62.000.000	CFP	EACEA
2.15	Partnerships for Innovation: Forward-Looking Projects	2	46.000.000	CFP	EACEA
2.16	Capacity building in Higher Education – Heading 6	6	103.108.194	CFP	EACEA
2.17	Capacity building in VET - Heading 6	6	26.521.153	CFP	EACEA
2.19	eTraining National Support Organisations	6	900.000	DB	EACEA
2.20		2	22.300.000		
2.21	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	2	14.400.000	DB	EACEA
2.30	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	1.270.000	PP	EACEA
2.31	Europass platform and related tools	2	5.000.000	PP	EMPL
2.32	School education platform and eTraining Central Support Services	2	3.800.000	PP	EACEA
2.33	Erasmus+ HE tools (European Student Card Initiative)	2	4.000.000	PP	EAC/EACEA
2.34	School Education, VET, Adult Education tools (Erasmus without paper)	2	4.000.000	PP	EAC/EACEA
2.35	Erasmus Mundus Joint Master's Degrees – Support Structure	2	5.000.000	PP	EACEA
2.40	IT services for Erasmus+ platforms	2	530.000	AA	EACEA
Sub-total KA2 (Heading 2)			955.888.235		
Sub-total KA2 (Heading 6)			157.170.382		

Table 4 - Key Action 3 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 3: Support to policy development and cooperation					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20.000.000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	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	1.700.000	IM	CoE
3.10	Presidency events in the fields of education and training: conferences, meetings of ministers and directors-general	2	850.000	MON	EAC
3.11		2	200.000		EMPL
3.16	Cooperation with the OECD	2	2.350.000	SPE	EAC
3.17			300.000		EMPL
3.19	National Academic Recognition Centres (NARIC)	2	2.000.000	DB	EACEA
3.20	Teaching and Learning International Study TALIS	2	4.480.000	MON	EACEA
3.21	National Erasmus+ Offices (NEOs) – Heading 6	6	6.840.000	SPE	EACEA
3.30	European policy network on teachers and school leaders	2	300.000	FPA	EACEA
3.31	European policy network in the field of education of children and young people with a migrant background	2	300.000	CFP	EAC/EACEA
3.32	Civil Society Cooperation: Education and Training	2	2.800.000	CFP	EACEA
3.38	Rationalisation of Higher Education monitoring tools	2	1.600.000	CFP	EACEA
3.40	Innovation in Education (e.g. HEInnovate)	2	1.000.000	PP	EAC
3.41	Supporting implementation of the Digital Education Action Plan and the Digital Education Hub	2	3.100.000	PP	EAC/EACEA
3.42	Expertise on Education and Training	2	1.650.000	PP	EAC
3.43			200.000		EMPL
3.44	Exchanges of experience and good practice, and peer counselling	2	250.000	PP	EAC
3.45			400.000		EMPL
3.46	Country-specific expertise: network of national experts in Member States	2	300.000	PP	EMPL
3.47	Studies	2	1.250.000	PP	EAC
3.48		2	600.000		EMPL

3.49	Academic networks (EENEE, NESET)	2	400.000	PP	EAC
3.50	Prospective platform	2	200.000	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	1.700.000	PP	EAC
3.55		2	400.000		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	EACEA
3.59		6	2.166.667		
3.61	Meetings with grant-holders and other stakeholders	2	1.000.000	PP	EACEA
3.62		6	350.000	PP	
3.63	Education Summit	2	500.000	PP	EAC
3.64	Dissemination and communication activities	2	4.500.000	PP	EAC
3.65	Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education	2	400.000	PP	EAC
3.66		2	700.000	PP	EAC-DGT
3.67	European Education Area Portal	2	2.500.000	PP	EAC
3.69	Interim evaluation of the Erasmus+ Programme	2	1.500.000	PP	EAC
3.70	Network of National Teams of Higher Education Reform Experts (HEREs) - Heading 6	6	1.500.000	PP	EACEA
3.71	Erasmus+ national contact points (ENCPs) – Heading 6	6	4.600.000	PP	EACEA
3.80	Selection and implementation	2	2.400.000	SE	EACEA
3.81		6	2.524.620		
3.90	Commission's Joint Research Centre (JRC) Administrative arrangements	2	2.050.000	AA	EAC
3.91			430.000		EMPL
Sub-total KA3 (Heading 2)			72.460.000		
Sub-total KA3 (Heading 6)			17.981.287		

Table 5 – Jean Monnet Actions - Budget lines Heading 2: 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Jean Monnet Actions					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	8.000.000	CFP	EACEA
4.02		6	6.668.173		
4.03	Jean Monnet actions for other fields of education and training	2	7.000.000	CFP	EACEA
4.04	Jean Monnet policy debate	2	3.000.000	CFP	EACEA
4.05		6	1.200.000		
	<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	19.524.695	DB	EACEA
4.21	(out of which EUR 7 700 000 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)			55.097.374		
Sub-total Jean Monnet actions (Heading 6)			7.868.173		

Table 6 –Management Fees - Budget line Heading 2: 07 03 01 01 (E&T)

Management Fees					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	125.000.000	IM	NA

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), Heading 6: 14 02 01 50, 15 02 01 02

Education & Training Total Budget					
	TOTAL HEADING 2		3.088.097.848		
	TOTAL HEADING 6		368.264.901		
	GRAND TOTAL		3.456.362.749		

Table 8 –Budget lines Heading 2: 07 03 02 (Youth), Heading 6: 14 02 01 50, 15 02 01 02

Youth					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility					
5.01	Mobility projects in the field of youth	2	132.000.000	IM	NA
5.02	Youth participation	2	30.000.000	IM	NA
5.03	DiscoverEU inclusion action	2	6.000.000	IM	NA
5.04	Accreditations in the field of youth	2	0	IM	NA
5.06	DiscoverEU General	2	26.000.000	PP	EACEA
Sub-total KA1 (Heading 2)			194.000.000		
KEY ACTION 2: Cooperation among organisations and institutions					
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	85.482.341	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 - Heading 6	6	6.651.907	CFP	EACEA
5.17	European Youth Portal (EYP)	2	2.400.000	PP	EAC
Sub-total KA 2 (Heading 2)			112.882.341		
Sub-total KA2 (Heading 6)			6.651.907		
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 - Learning Cycle for DiscoverEU participants	2	5.000.000	IM	NA
5.23	Eurodesk network	2	2.400.000	IM	NA
5.24	Cooperation with the Council of Europe	2	1.600.000	IM	CoE
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	2.239.798	SPE	EACEA
5.32	EU Youth dialogue: support to National Working Groups	2	3.300.000	MON	EACEA
5.33	European Youth Forum	2	2.650.000	DB	EACEA
5.34	Eurodesk Brussels-link	2	660.000	DB	EACEA
5.40	European Youth Together	2	8.000.000	CFP	EACEA
5.41	Civil society cooperation in the field of Youth	2	4.000.000	CFP	EACEA
5.50	Echanges of experience and good practices in the youth field	2	300.000	PP	EAC
5.51	Studies	2	370.000	PP	EAC
5.52	Policy-related and policy dialogue conferences	2	50.000	PP	EAC
5.53	Meetings with grant-holders and other stakeholders	2	80.000	PP	EACEA
5.54	Youth events	2	3.000.000	PP	EAC
5.60		2	450.000		
5.61	Selection and implementation	6	112.192	SE	EACEA
Sub-total KA3 (Heading 2)			56.799.798		
Sub-total KA3 (Heading 6)			112.192		
Youth Total Budget					
TOTAL (Heading 2)			363.682.139		
TOTAL (Heading 6)			6.764.100		

Table 9 –Budget lines Heading 2: 07 03 03 (Sport), Heading 6: 14 02 01 50, 15 02 01 02

SPORT					
WPI	Actions	Heading	2022 Draft Budget	Implementation mode	Implementing body
KEY ACTION 2: Cooperation among organisations and institutions					
6.01	Partnerships for Cooperation: Cooperation partnerships in the sport field	2	35.632.982	CFP	EACEA
6.02	Partnerships for Cooperation: Small-scale partnerships	2	9.500.000	CFP	EACEA
6.03	Not-for-profit European sport events	2	6.000.000	CFP	EACEA
6.05	Capacity building in the field of Sports - Heading 6	6	755.019	CFP	EACEA
Sub-total KA 2 (Heading 2)			51.132.982		
Sub-total KA2 (Heading 6)			755.019		
KEY ACTION 3: Support to policy development and cooperation					
6.07	Cooperation with the Council of Europe	2	400.000	IM	CoE
6.08	Cooperation with the World Health Organisation (WHO)	2	400.000	IM	WHO
6.10	Presidency events	2	500.000	MON	EAC
6.11	Cooperation between Member States	2	300.000	SPE	EAC
6.12	Dialogue with stakeholders - National Activities	2	10.240.000	MON	EACEA
6.20	Evidence based activities	2	1.000.000	PP	EAC
6.21	Conferences, Seminars and Communication activities	2	2.500.000	PP	EAC
6.22	Meetings with grant-holders and other stakeholders	2	250.000	PP	EACEA
6.30	#BeInclusive EU Sport Awards	2	45.000	PR	EACEA
6.31	#BeActive Awards	2	60.000	PR	EACEA
6.40	Selection and implementation	2	1.000.000	SE	EACEA
6.41		6	40.000		
Sub-total KA3 (Heading 2)			16.695.000		
Sub-total KA3 (Heading 6)			40.000		
Sport Total Budget					
TOTAL (Heading 2)			67.827.982		
TOTAL (Heading 6)			795.019		

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:

Education and Training:

Minimum allocation of 10% of the budget for each action is applied. The criteria a) to c) account for the allocation of 80% of funds. The criterion of past performance d) accounts for the remaining 10%.

Youth:

Minimum allocation of 20% of the budget for each action is applied. The criteria a) to c) account for the allocation of 70% of funds. The criterion of past performance d) accounts for the remaining 10%.

- In order to guarantee that there are no excessive imbalances in the annual budget allocated to countries from one year to another, a correction mechanism is applied to the allocations resulting from the pure application of the above-mentioned criteria. In addition, for Key Action 2, minima allocations are applied: For Cooperation Partnerships: minimum of EUR 400 000 for each country;
- For Small-scale Partnerships: minimum of EUR 120 000 for each country.

For those countries associated to the Programme and identified in Article 19.1 (b) of the Erasmus+ Programme Regulation, the allocation of funds is calculated on the basis of the financial contribution paid by the countries, coupled with a correction mechanism. The correction mechanism aims to avoid substantial reductions in the annual budget allocated from one year to the next and to minimise excessive imbalances in the level of funds allocated.

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

Country	Total E&T		
	KA 1	KA2	Total KA1+KA2
BE	56.118.276	8.910.039	65.028.315
BG	34.695.023	6.750.799	41.445.822
CZ	50.986.056	8.641.893	59.627.949
DK	30.030.154	5.415.968	35.446.122
DE	262.763.780	43.231.125	305.994.905
EE	17.510.549	3.673.486	21.184.035
EL	47.582.210	8.910.933	56.493.143
ES	177.434.933	32.390.372	209.825.305
FR	223.324.336	35.541.193	258.865.529
HR	23.739.768	4.163.935	27.903.703
IE	27.516.070	5.237.779	32.753.849
IT	199.777.416	33.046.756	232.824.172
CY	9.030.050	2.608.366	11.638.416
LV	21.149.158	4.293.228	25.442.386
LT	26.906.899	5.136.020	32.042.919
LU	5.172.267	2.264.524	7.436.791
HU	46.484.291	8.179.194	54.663.485
MT	5.612.308	2.282.191	7.894.499
NL	67.685.214	11.351.966	79.037.180
AT	41.757.773	7.174.516	48.932.289
PL	137.040.025	25.232.354	162.272.379
PT	52.006.739	8.981.352	60.988.091
RO	76.769.865	13.646.701	90.416.566
SI	20.401.714	3.951.361	24.353.075
SK	32.564.927	5.772.055	38.336.982
FI	35.454.332	6.101.472	41.555.804
SE	42.342.650	7.998.850	50.341.500
IS	6.181.154	2.390.301	8.571.455
LI	1.558.820	2.141.813	3.700.633
NO	25.984.542	5.264.386	31.248.928
EU30	1.805.581.299	320.684.928	2.126.266.227
TR	68.295.526	12.983.307	81.278.833
MK	1.030.850	1.960.000	2.990.850
RS	4.744.564	1.960.000	6.704.564
EU33	1.879.652.239	337.588.235	2.217.240.474

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	29.076.551	2.121.650	31.198.201	14.035.938	1.793.699	516.114	16.345.751	10.517.874	2.432.774	547.396	13.498.044	2.487.913	965.292	533.114	3.986.319	BE
BG	17.996.939	1.591.961	19.588.900	8.666.711	1.412.704	384.082	10.463.497	6.492.565	1.819.502	407.310	8.719.377	1.538.808	738.676	396.564	2.674.048	BG
CZ	25.917.774	2.061.593	27.979.367	12.978.866	1.732.197	498.418	15.209.481	9.785.735	2.363.139	531.727	12.680.601	2.303.681	937.213	517.606	3.758.500	CZ
DK	15.564.767	1.288.965	16.853.732	7.521.875	1.143.727	310.953	8.976.555	5.610.427	1.432.590	320.697	7.363.714	1.333.085	597.997	321.039	2.252.121	DK
DE	136.110.371	10.469.193	146.579.564	65.770.242	8.927.093	2.568.660	77.265.995	49.229.416	11.444.726	2.575.165	63.249.307	11.653.751	4.668.150	2.578.138	18.900.039	DE
EE	9.089.590	956.464	10.046.054	4.370.066	736.237	200.166	5.306.469	3.275.786	948.294	212.283	4.436.363	775.107	403.448	216.594	1.395.149	EE
EL	24.652.574	2.147.254	26.799.828	11.932.090	1.820.120	523.717	14.275.927	8.884.153	2.372.764	533.893	11.790.810	2.113.393	974.813	538.372	3.626.578	EL
ES	90.274.093	7.746.145	98.020.238	44.908.460	6.522.816	1.876.859	53.308.135	34.226.447	8.824.913	1.985.684	45.037.044	8.025.933	3.500.622	1.933.333	13.459.888	ES
FR	115.598.443	8.620.598	124.219.041	56.017.833	7.350.794	2.115.100	65.483.727	41.793.446	9.377.830	2.110.094	53.281.370	9.914.614	3.843.873	2.122.904	15.881.391	FR
HR	12.301.397	1.168.761	13.470.158	5.949.402	817.377	222.226	6.989.005	4.434.585	1.057.739	236.783	5.729.107	1.054.384	430.130	230.919	1.715.433	HR
IE	14.027.874	1.240.482	15.268.356	6.962.560	1.083.602	294.607	8.340.769	5.285.310	1.416.615	317.121	7.019.046	1.240.326	576.079	309.273	2.125.678	IE
IT	103.404.145	8.072.964	111.477.109	50.125.282	6.839.226	1.967.903	58.932.411	37.378.779	8.635.451	1.943.052	47.957.282	8.869.210	3.599.963	1.988.197	14.457.370	IT
CY	4.680.352	678.417	5.358.769	2.258.949	523.248	142.259	2.924.456	1.889.519	595.315	133.266	2.418.100	401.230	400.000	135.861	937.091	CY
LV	10.827.079	1.063.503	11.890.582	5.349.827	887.803	241.373	6.479.003	4.023.873	1.133.677	253.782	5.411.332	948.379	463.991	249.099	1.661.469	LV
LT	13.706.138	1.247.822	14.953.960	6.823.846	1.058.965	304.704	8.187.515	5.162.358	1.348.481	303.420	6.814.259	1.214.557	562.158	310.470	2.087.185	LT
LU	2.682.928	639.981	3.322.909	1.290.696	453.251	123.229	1.867.176	969.057	403.164	120.000	1.492.221	229.586	400.000	124.899	754.485	LU
HU	24.134.306	1.983.882	26.118.188	11.606.327	1.691.659	486.754	13.784.740	8.688.208	2.158.146	485.602	11.331.956	2.055.450	884.601	488.550	3.428.601	HU
MT	2.912.831	658.810	3.571.641	1.399.273	451.416	122.731	1.973.420	1.051.439	405.168	120.000	1.576.607	248.765	400.000	124.066	772.831	MT
NL	35.068.879	2.744.283	37.813.162	16.892.798	2.369.388	681.762	19.943.948	12.717.706	2.985.340	671.728	16.374.774	3.005.831	1.223.659	675.806	4.905.296	NL
AT	21.622.367	1.715.492	23.337.859	10.460.899	1.462.802	420.903	12.344.604	7.821.197	1.942.302	437.035	10.200.534	1.853.310	770.467	425.515	3.049.292	AT
PL	70.898.297	6.145.348	77.043.645	34.424.926	5.200.871	1.496.486	41.122.283	25.627.848	6.617.952	1.489.098	33.734.898	6.088.954	2.758.904	1.523.695	10.371.553	PL
PT	26.948.370	2.197.128	29.145.498	12.985.104	1.861.396	535.593	15.382.093	9.765.288	2.357.115	530.372	12.652.775	2.307.977	966.157	533.591	3.807.725	PT
RO	39.756.664	3.249.627	43.006.291	19.238.838	2.749.243	791.060	22.779.141	14.369.598	3.724.841	838.122	18.932.561	3.404.765	1.477.700	816.108	5.698.573	RO
SI	10.590.947	982.570	11.573.517	5.089.286	816.464	221.978	6.127.728	3.818.265	1.042.783	233.435	5.094.483	903.216	425.629	228.502	1.557.347	SI
SK	16.905.762	1.400.160	18.305.922	8.129.866	1.193.918	342.980	9.666.764	6.088.660	1.523.149	342.722	7.954.531	1.440.639	624.323	344.803	2.409.765	SK
FI	18.360.004	1.481.639	19.841.643	8.881.830	1.235.736	355.568	10.473.134	6.639.455	1.619.624	364.430	8.623.509	1.573.043	672.864	371.611	2.617.518	FI
SE	21.739.505	1.935.680	23.675.185	10.670.547	1.660.482	459.820	12.790.849	8.037.289	2.118.372	476.652	10.632.313	1.895.309	868.298	479.546	3.243.153	SE
IS	3.208.651	672.400	3.881.051	1.540.215	464.467	126.278	2.130.960	1.158.376	479.554	120.000	1.757.930	273.912	400.000	127.602	801.514	IS
LI	808.296	581.813	1.390.109	389.784	400.000	120.000	909.784	291.562	400.000	120.000	811.562	69.178	400.000	120.000	589.178	LI
NO	13.314.223	1.241.378	14.555.601	6.548.021	1.099.835	299.020	7.946.876	4.954.151	1.419.963	317.870	6.691.984	1.168.147	576.709	309.611	2.054.467	NO
EU30	932.180.117	78.105.963	1.010.286.080	453.220.357	65.760.536	18.751.303	537.732.196	339.788.372	84.401.283	19.078.739	443.268.394	80.392.453	35.511.716	19.075.388	134.979.557	EU30
TR	35.846.389	2.835.811	38.682.200	17.283.980	3.505.613	1.008.697	21.798.290	12.262.023	3.027.709	681.261	15.970.993	2.903.134	1.239.604	684.612	4.827.350	TR
MK	532.301	400.000	932.301	258.977	400.000	120.000	778.977	193.734	400.000	120.000	713.734	45.838	400.000	120.000	565.838	MK
RS	2.449.953	400.000	2.849.953	1.191.963	400.000	120.000	1.711.963	891.677	400.000	120.000	1.411.677	210.971	400.000	120.000	730.971	RS
EU33	971.008.760	81.741.774	1.052.750.534	471.955.277	70.066.149	20.000.000	562.021.426	353.135.806	88.228.992	20.000.000	461.364.798	83.552.396	37.551.320	20.000.000	141.103.716	EU33

Table 12: Country allocation - Youth budget line

Country	Youth allocation						KA3 DiscoverEU Learning Cycle
	KA1 Mobility projects - Total	KA1 Youth Participation	KA1 DiscoverEU Inclusion Action	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	
BE	4.000.706	909.623	186.610	2.601.277	621.407	8.319.623	153.195
BG	3.626.606	824.564	155.511	2.167.767	517.849	7.292.297	127.665
CZ	3.488.233	792.794	155.218	2.199.935	516.875	7.153.055	129.225
DK	2.437.208	553.303	115.507	1.610.135	384.638	5.100.791	94.824
DE	16.426.118	3.734.730	646.135	9.194.361	2.151.619	32.152.963	536.492
EE	2.195.103	499.091	103.614	1.444.335	345.031	4.587.174	85.060
EL	3.191.450	724.531	147.097	2.093.156	489.830	6.646.064	122.136
ES	10.044.226	2.283.708	444.622	6.259.188	1.480.584	20.512.328	368.099
FR	10.855.406	2.464.421	548.204	7.800.827	1.825.509	23.494.367	455.181
HR	2.485.736	565.170	111.155	1.549.470	370.146	5.081.677	91.252
IE	2.490.786	566.098	120.794	1.683.821	402.240	5.263.739	99.164
IT	10.044.785	2.280.391	505.822	7.197.723	1.684.374	21.713.095	419.988
CY	1.803.964	410.159	93.364	1.301.457	310.899	3.919.843	76.646
LV	2.170.317	493.454	103.169	1.438.133	343.550	4.548.623	84.695
LT	2.395.161	544.576	105.887	1.476.026	352.602	4.874.252	86.927
LU	1.393.540	316.842	71.204	992.564	237.110	3.011.260	58.454
HU	3.662.852	832.805	155.651	2.169.727	518.316	7.339.351	127.780
MT	1.433.678	325.969	64.564	900.003	214.998	2.939.212	53.003
NL	3.907.224	887.028	183.776	2.615.093	611.971	8.205.092	152.591
AT	3.047.063	692.796	139.950	1.950.849	466.030	6.296.688	114.890
PL	9.569.570	2.175.790	399.101	5.563.330	1.329.000	19.036.791	327.636
PT	3.896.276	885.880	175.181	2.441.967	583.351	7.982.655	143.813
RO	5.894.068	1.340.106	249.998	3.484.888	832.490	11.801.550	205.233
SI	2.325.650	528.771	97.865	1.364.201	325.888	4.642.375	80.341
SK	2.873.916	653.430	124.791	1.739.541	415.552	5.807.230	102.446
FI	2.927.729	665.664	113.156	1.610.193	376.809	5.693.551	93.955
SE	3.175.132	720.826	148.243	2.101.074	493.647	6.638.922	123.418
IS	1.329.361	302.133	64.582	900.254	215.057	2.811.387	53.018
LI	357.391	81.136	30.000	400.000	120.000	988.527	22.579
NO	2.466.708	560.000	111.969	1.586.958	372.856	5.098.491	93.218
EU30	125.915.963	28.615.789	5.672.740	79.838.253	18.910.228	258.952.973	4.682.924
TR	5.635.679	1.281.358	255.188	4.844.088	849.772	12.866.085	271.918
MK	80.027	18.358	36.036	400.000	120.000	654.421	22.579
RS	368.331	84.495	36.036	400.000	120.000	1.008.862	22.579
EU33	132.000.000	30.000.000	6.000.000	85.482.341	20.000.000	273.482.341	5.000.000

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

Table 13: Heading 6 – breakdown by financial instrument

WPI (*)	Actions	NDICI-Global Europe	IPA III	TOTAL Heading 6
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS				
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	146.219.371	32.724.324	178.943.695
1.12	Virtual Exchanges in Higher Education and Youth	5.240.264	1.061.100	6.301.364
	Sub-total KA1	151.459.635	33.785.424	185.245.059
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	24.143.367	2.497.667	26.641.035
2.16	Capacity building in Higher Education – Heading 6	91.088.169	12.020.025	103.108.194
2.17	Capacity building in VET - Heading 6	18.820.012	7.701.141	26.521.153
2.19	eTwining National Support Organisations	900.000	0	900.000
5.14	Capacity building in the field of youth	3.524.579	3.127.328	6.651.907
6.05	Capacity building in the field of Sport	0	755.019	755.019
	Sub-total KA2	138.476.128	26.101.181	164.577.309
KEY ACTION 3: Support to policy development and cooperation				
3.21	National Erasmus+ Offices (NEOs) – Heading 6	5.806.619	1.033.381	6.840.000
3.22	Erasmus+ national contact points (ENCPs) – Heading 6	4.600.000	0	4.600.000
3.59	International Student and Alumni Network Erasmus+	1.166.667	1.000.000	2.166.667
3.62	Meetings with grant-holders and other stakeholders	297.500	52.500	350.000
3.70	Network of National Teams of Higher Education Reform Experts (HEREs)	1.273.381	226.619	1.500.000
3.81		2.166.554	358.066	2.524.620
5.61	Selection and implementation	59.444	52.749	112.192
6.41		0	40.000	40.000
	Sub-total KA3	15.370.165	2.763.315	18.133.480
Jean Monnet Actions				
				0
4.02	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	5.757.073	911.100	6.668.173
4.05	Jean Monnet policy debate	1.050.000	150.000	1.200.000
	Sub-total	6.807.073	1.061.100	7.868.173
	TOTAL	312.113.000	63.711.020	375.824.020

Table 14: Country allocations – KA1 Mobility projects - Heading 6

Country	NDICI-Global Europe	IPA III	Total
BE	4.365.477	977.007	5.342.484
BG	2.698.950	604.033	3.302.983
CZ	3.966.238	887.656	4.853.894
DK	2.336.065	522.818	2.858.883
DE	20.440.565	4.574.658	25.015.223
EE	1.362.157	304.855	1.667.012
EL	3.701.451	828.396	4.529.847
ES	13.802.780	3.089.102	16.891.882
FR	17.372.545	3.888.027	21.260.572
HR	1.846.732	413.304	2.260.036
IE	2.140.493	479.049	2.619.542
IT	15.540.815	3.478.080	19.018.895
CY	702.453	157.210	859.663
LV	1.645.207	368.202	2.013.409
LT	2.093.105	468.443	2.561.548
LU	402.354	90.048	492.402
HU	3.616.043	809.281	4.425.324
MT	436.585	97.709	534.294
NL	5.265.277	1.178.384	6.443.661
AT	3.248.364	726.993	3.975.357
PL	10.660.433	2.385.836	13.046.269
PT	4.045.638	905.426	4.951.064
RO	5.971.978	1.336.546	7.308.524
SI	1.587.063	355.189	1.942.252
SK	2.533.247	566.948	3.100.195
FI	2.758.016	617.252	3.375.268
SE	3.293.862	737.176	4.031.038
IS	480.836	107.613	588.449
LI	121.262	27.139	148.401
NO	2.021.354	452.385	2.473.739
EU30	140.457.345	31.434.765	171.892.110
TR	5.312.753	1.189.010	6.501.763
MK	80.190	17.947	98.137
RS	369.083	82.602	451.685
EU33	146.219.371	32.724.324	178.943.695

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

Table 15: Management Fees (E&T and Youth) – breakdown by country

Country	Management Fees
	2022
BE	4.006.395
BG	2.355.393
CZ	3.546.876
DK	2.758.437
DE	13.080.640
EE	1.335.336
EL	3.750.034
ES	9.795.243
FR	11.820.490
HR	1.410.117
IE	2.381.756
IT	10.398.341
CY	1.099.665
LV	1.603.398
LT	2.077.909
LU	929.046
HU	3.185.978
MT	899.029
NL	5.451.813
AT	3.757.683
PL	6.996.201
PT	3.841.690
RO	5.235.507
SI	1.543.930
SK	2.302.248
FI	3.221.371
SE	3.860.735
IS	1.203.045
LI	519.153
NO	2.598.019
TR	7.469.481
MK	182.593
RS	382.448
EU33	125.000.000

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

Country	TCAs - 2022		
	E&T	Youth	Total TCA
BE	528.433	631.727	1.160.160
BG	384.372	526.449	910.820
CZ	512.425	520.501	1.032.926
DK	309.096	391.026	700.122
DE	2.521.324	2.120.021	4.641.346
EE	211.100	350.761	561.861
EL	530.293	482.637	1.012.930
ES	1.922.027	1.505.173	3.427.199
FR	2.072.832	1.798.702	3.871.534
HR	241.104	376.293	617.397
IE	298.085	408.921	707.005
IT	1.972.839	1.659.639	3.632.478
CY	143.226	316.062	459.289
LV	250.390	349.255	599.644
LT	306.301	358.457	664.758
LU	124.777	241.047	365.824
HU	477.027	526.924	1.003.951
MT	124.356	218.569	342.924
NL	662.069	602.984	1.265.053
AT	421.466	473.770	895.235
PL	1.505.196	1.351.071	2.856.267
PT	531.157	593.039	1.124.196
RO	809.409	846.316	1.655.725
SI	230.451	331.300	561.751
SK	336.638	422.453	759.091
FI	363.209	371.276	734.485
SE	464.726	492.896	957.622
IS	130.790	218.629	349.419
LI	115.299	58.878	174.177
NO	299.696	369.702	669.398
EU30	18.800.111	18.914.475	37.714.586
TR	971.267	907.079	1.878.345
MK	114.311	89.223	203.534
RS	114.311	89.223	203.534
EU33	20.000.000	20.000.000	40.000.000

Table 17: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	eTwinning National Support Organisations	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	National Teams to support the implementation of EU VET tools	Eurodesk network	Support to better knowledge in youth policy	EU Youth dialogue: support to National Working Groups
BE	579.500	409.500	95.892	87.199	225.236	152.055
BG	398.000	278.700	95.892	56.579	30.756	104.932
CZ	532.600	371.700	95.892	57.551	52.456	104.932
DK	443.100	351.500	95.892	61.803	90.156	104.932
DE	1.538.900	1.168.500	131.396	211.030	145.112	209.861
EE	261.700	275.200	61.578	39.431	30.756	104.932
EL	726.900	308.000	95.892	74.133	56.696	104.932
ES	1.623.500	746.700	131.396	145.003	80.008	209.861
FR	2.016.500	1.091.400	131.396	197.478	87.956	209.863
HR	296.400	266.700	61.578	46.805	30.416	104.932
IE	383.300	326.700	95.892	60.773	88.156	104.932
IT	2.145.800	955.700	131.396	155.832	92.236	209.861
CY	262.400	230.600	61.578	34.602	37.052	104.932
LV	321.900	267.600	61.578	35.920	30.416	104.932
LT	367.500	283.400	61.578	39.348	30.416	104.932
LU	230.100	216.300	61.578	38.206	61.552	52.464
HU	403.000	352.500	95.892	65.119	30.416	104.932
MT	218.500	239.600	61.578	31.092	37.052	52.464
NL	509.700	472.600	95.892	89.820	89.776	104.932
AT	461.100	369.500	95.892	66.294	90.156	104.932
PL	1.531.100	733.800	131.396	122.087	31.120	209.861
PT	687.900	307.600	95.892	75.146	52.796	104.932
RO	408.800	433.400	95.892	82.299	30.756	104.932
SI	259.400	264.200	61.578	41.249	52.456	104.932
SK	462.800	308.100	95.892	43.593	30.416	104.932
FI	440.600	357.500	95.892	60.865	86.436	104.932
SE	549.200	403.400	95.892	69.696	90.156	104.932
IS	288.000	229.900	61.578	35.744	86.436	0
LI	31.600	37.100	61.578	9.433	67.280	0
NO	416.300	326.200	95.892	61.603	90.156	0
TR	713.000	866.300	131.396	187.641	32.140	0
MK	102.300	156.500	61.578	8.314	30.756	0
RS	197.000	288.800	95.892	8.313	34.316	0
AL	106.200	186.400	0	0	36.274	0
BA	121.800	209.700	0	0	35.764	0
ME	75.100	191.600	0	0	35.764	0
XK	82.700	117.100	0	0	0	0
AM	150.100	0	0	0	0	0
AZ	293.100	0	0	0	0	0
BY	147.600	0	0	0	0	0
GE	212.000	0	0	0	0	0
MD	220.900	0	0	0	0	0
UA	384.700	0	0	0	0	0
JO	279.600	0	0	0	0	0
LB	125.500	0	0	0	0	0
TN	292.300	0	0	0	0	0
Total	22.300.000	14.400.000	3.000.000	2.400.000	2.239.798	3.300.000

Table 19: SALTO Resource Centres – breakdown by structure

SALTO	Youth	E&T
SALTO Participation&Information	400.000	0
SALTO Inclusion&Diversity*	437.500	200.000
SALTO Training&Cooperation*	537.500	
SALTO Education and Training TCA RC*		200.000
SALTO EuroMed	250.000	0
SALTO Eastern Europe and Caucasus	200.000	0
SALTO South East Europe	175.000	0
SALTO Digital dimension	100.000	250.000
SALTO Green dimension	100.000	250.000
TOTAL	2.200.000	900.000

*There are or will be two SALTO Resource Centers (one in the Youth field and one in the Education and training field) as far as ‘Inclusion and Diversity’ and ‘Training and cooperation’ are concerned.