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**ANNEX**

**The 2025 annual work programme for the implementation of Erasmus+: the Union  
Programme for Education, Training, Youth and Sport**

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## **1. OVERVIEW**

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

According to the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport and repealing Regulation No 1288/2013<sup>1</sup> ('the Regulation'), the **general objective** of the Erasmus+ Programme (the 'Programme') is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, driving innovation, and to strengthening European identity and active citizenship. **The Programme shall be a key instrument for building a European Education Area; it shall support 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, including the European Strategy for universities, advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.** The programme also offers a strong international dimension and contributes to the delivery of the Global Gateway strategy for a stronger Europe in the world, as underlined by a Council resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)<sup>2</sup>: cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy.

The Programme will contribute to putting in practice the principles of the **European Pillar of Social Rights**<sup>3</sup>, and to implementing the flagship initiatives of **the European Skills Agenda**, which aims at helping individuals and businesses develop more and better skills and to put them to use. The European Year of Skills<sup>4</sup> (9 May 2023-8 May 2024) has fostered the work, targets and co-operation on skills.

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

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

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

- Key Action 1 – Learning mobility;

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

<sup>2</sup> OJ C 66, 26.2.2021

<sup>3</sup> In particular first principle (everyone has the right to quality and inclusive education, training and lifelong learning) and fourth principle (everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects, including to receive support for training and re-qualification).

<sup>4</sup> Decision (EU) 2023/936 of the European Parliament and of the Council of 10 May 2023 on a European Year of Skills, OJ L 125, 11.5.2023.

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

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

## 1.2. PARTICIPATING COUNTRIES

**EU Member States** take part in the Erasmus+ Programme. In accordance with Article 33(2) and (3) of the Council Decision (EU) 2021/1764 on the association of the Overseas Countries and Territories (OCTs) with the European Union<sup>5</sup>, the Union has to ensure that individuals and organisations from OCTs can take part in educational and vocational training related initiatives of the Union on the same basis as Member States.

In addition, in accordance with Article 19 of the Erasmus+ Regulation, the following third countries are associated to the Programme in 2025:

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

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

## 1.3. INTERNATIONAL DIMENSION OF ERASMUS+ ACTIVITIES

Building a European Education Area, pursuing the EU Youth Strategy 2019-2027<sup>6</sup> and implementing the European Union Work Plan for Sport<sup>7</sup> implies, inter alia, reinforcing international cooperation and dialogue between Europe and the rest of the world. The EU has a twofold strategic interest in promoting the external dimension of the European Education Area:

- on the one hand, international cooperation is key to raising the quality of the European national education and training systems, to make them more attractive and competitive on a global scale. The goal is to equip European learners, students and staff with those necessary competences to succeed in today's highly globalised economy.

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

<sup>6</sup> OJ C 456, 18.12.2018

<sup>7</sup> Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport (1 July 2024 – 31 December 2027) [OJC, C/2024/3527, 3.06.2024]

- on the other hand, the EU is an important inspirational and innovative model for the education, training, youth and sport systems of third countries worldwide. Sharing European best practices means not only to assist third countries not associated to the programme but whose entities can participate in some actions in duly justified cases in the Union's interest, pursuant to Article 20 of the Erasmus+ Regulation - in transforming their systems in these areas, but also to work together with these non-associated third countries to tackle existing and emerging global challenges that affect both Europe and other regions of the world (such as environmental issues, digitalisation and inclusion).

The international dimension of the 2021-2027 Erasmus+ programme plays a key role in achieving the above-mentioned goals. To support the role that Erasmus+ can play in the EU's external policy, over the period 2021-2027, a total amount of around 2.2 billion EUR has been allocated for Erasmus+ under the framework of NDICI-GE and IPA III instruments. via a Multiannual Indicative Programme for Erasmus+ with the purpose of supporting education and youth partnerships between the Member States and/or associated countries on the one hand, and countries worldwide on the other.

At operational level, and as mentioned above, in accordance with Article 20 of the Regulation, , such participation of legal entities established in non-associated third countries is possible for actions referred to in Articles 5 to 7, points (a) and (b) of Article 8 and Articles 9 to 14 of the Regulation, in duly justified cases in the Union's interest.

Based on the rationale highlighted above, in the interest of the EU, some actions of the programme are open to legal entities from third countries non-associated to the Erasmus+ programme. Pursuant to Article 20 of the Erasmus+ Regulation, a justification for opening an action to third countries not associated to the programme is provided specifically for each action concerned; such justifications are provided under Part II of this annual work programme. The specific - and often limited - conditions of participation of these entities are set out in detail in the calls for proposals resulting from this annual work programme. Such specific conditions imply also geographic restrictions, as most actions are only open to certain regions of the world (e.g. countries neighbouring the EU).

#### **1.4 BODIES IMPLEMENTING THE PROGRAMME**

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

Implementation by the EACEA is carried out according to the Commission Decision C(2022) 5057<sup>8</sup> delegating powers to the EACEA, comprising, in particular, implementation of appropriations entered in the general budget of the Union.

Some actions under Key Actions 2 and 3 in the fields of adult education, vocational education and training as well as skills and qualifications are partly or fully co-delegated to the Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL). It is also foreseen to co-delegate certain actions under Key Action 3 related to multilingualism to the Directorate-General for Translation (DGT). The co-delegated actions are indicated in Part II of this Work Programme.

The Erasmus+ Programme is mainly implemented through indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third country associated to the Programme, in line with Article 62 (1)(c) and Article 154 of the Financial Regulation<sup>9</sup>. National authorities monitor and supervise the management of the Programme at national level.

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

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<sup>8</sup> Commission Decision C(2022) 5057 final of 22.07.2022 delegating powers to the European Education and Culture Executive Agency with a view to the performance of tasks linked to the implementation of Union programmes in the field of education, audiovisual and culture, citizenship and solidarity comprising, in particular, implementation of appropriations entered in the general budget of the Union and repealing Decision C(2021)951 final, as amended by Commission Decisions C(2022) 9296 and C(2022) 4617.

<sup>9</sup> Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union and amending Regulation (EC) No 2012/2002, Regulations (EU) No 1296/2013, (EU) 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014 of the European Parliament and of the Council and Decision No 541/2014/EU of the European Parliament and of the Council and repealing Regulation (EU, Euratom) No 966/2012, OJ L 193, 30.7.2018.



## 1. ERASMUS+ IN 2025

### 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 greater sustainability, with green and digital transitions as its transformative drivers. Rooted in the Rome Declaration of 25 March 2017<sup>10</sup> where the EU leaders pledged to work towards *a Union where young people receive the best education and training and can study and find jobs across the continent*, the European Pillar of Social Rights<sup>11</sup> that enshrines the right to quality and inclusive education, training and lifelong learning, and the Strategic Agenda for the EU for 2019-2024 that stresses that Member States “*must step up investment in people’s skills and education*”, President von der Leyen committed to making the **European Education Area (EEA)**<sup>12</sup> a reality by 2025. To achieve this, the objective is to make quality and borderless learning available for all, everywhere in Europe, to change the culture of education towards lifelong learning, and to get Europe up to speed on digital skills for young people and adults alike.

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

The **2023 European Education Area midterm review process** concluded that to make the Area a reality, the focus in the coming years needs to be on implementation, quality investment and effective absorption of funds for education and training reforms, as well as robust monitoring. Efforts are needed also to boost equity and inclusion and the acquisition of key competences, including basic skills, the enhancement of European citizenship education, the teaching profession, and digital education and skills for all, remove the remaining obstacles to mobility, and make a possible European degree a reality. The midterm review feeds the **interim evaluation of the progress in putting in place and developing the European Education Area**. The evaluation will provide the evidence base for the 2025 Commission report that the Council requested the Commission to publish. On the basis of this evaluation, the Council will review the EEA strategic framework – including EU-level targets and priorities, governance structure and working methods – and make any necessary adjustments for the 2026-2030 period.

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

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<sup>10</sup> <http://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>

<sup>11</sup> [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en); the Pillar of Social Rights builds on previous initiatives towards a more social Europe, including the Charter of Fundamental Rights of the EU.

<sup>12</sup> COM (2020) 625 final.

**Erasmus+** also remains true to its mission of close to four decades, i.e. being the **Union's main instrument to support young people's mobility**, offering **increased opportunities for high quality level learning mobility for learners and staff**, and enabling the pursuit of studies and learning paths in different stages of life. In this respect, the Programme will pursue its long-standing mission to support transnational learning mobility in 2025, and is continuously reinforcing its support to these actions, with a view to boost inclusion and to address growing demand.

Significant is the impact of **Erasmus+ in the world**: the international dimension of education and training, youth and sports in third countries is a key factor in **promoting the Union's action globally, as well as its external action objectives, geopolitical priorities and principles**. The actions with an international scope benefit both the EU (in line with the provisions of Article 20 of the Regulation) and its neighbourhood, especially the candidate and potential candidate countries in a transition phase towards their full association to the programme.

With the ongoing enlargement process, the Erasmus+ programme further offers concrete opportunities to individuals and organisations from candidate countries and potential candidates, thus contributing to strengthening the educational systems in these countries and supporting their accession efforts by contributing to the alignment of relevant legislation to meet the necessary EU standards.

Furthermore, in line with the 2019 Council Conclusions *Towards an ever more sustainable Union by 2030*<sup>13</sup>, education, the development of knowledge and skills, as well as the development of a sense of responsibility for a **more sustainable world, environmental protection and global citizenship** are key drivers for sustainable development. Investment in education and strengthening people-to-people connections through mobility and cooperation in the field of education by Erasmus+ is a key priority of the December 2021 Global Gateway Strategy<sup>14</sup>.

In this regard, the **strong international dimension of the programme** strengthens cooperation ties between Erasmus+ participating countries and other countries of the world through learning mobility, education exchanges and capacity building, thereby nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people contacts and connectivity worldwide. This includes cooperation between the EU outermost regions<sup>15</sup> -which can serve as an outpost of the EU in different parts of the world- and neighbouring third countries. In so doing, Erasmus+ builds a **positive image of Europe in the world, spreading its fundamental values** enshrined in the Treaties and in the EU Charter of Fundamental Rights, thus also facilitating **international policy dialogue and EU public diplomacy** actions. The international dimension of the Erasmus+ programme plays a key role in the delivery of the geopolitical dimension of the European Education Area as well as the Global Gateway Strategy, which underlines that Erasmus+ reinforces mobility and exchanges between the European Education Area and Member States, third countries associated and third countries non-associated to the programme, by developing more inclusive and sustainable education and training systems, and by increasing management and governance capacities at all levels of the education sector.

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

In this general framework, utmost efforts will be continued to be made to ensure that Erasmus+ continues to provide **strong support to address the consequences on learning due to Russia’s war of aggression against Ukraine**. The Programme can play a significant role in addressing the educational challenges brought in by this dramatic situation and by a fast-changing geopolitical context, especially as regards Ukraine and other affected countries in the East neighboring region.

**Inclusion** is at the core of Erasmus+ implementation; as a Union’s flagship Programme, Erasmus+ will increase investment in initiatives that **support learning opportunities for all, improve educational equity and increase participation rates of people with fewer opportunities**<sup>16</sup> through flexible and simple participation formats, increased help to prepare and accompany participants in their Erasmus+ learning adventure, and also through financial support for those who think Erasmus+ is not for them.

The Programme will also contribute to delivering on **the twin green and digital transitions** through horizontal priorities as well as through dedicated actions offering fora to exchange, collaborate, mobilise expertise and develop creative approaches. **Access to high quality digital education and blended learning opportunities**,<sup>17</sup> **foster teachers’, youth leaders’ and youth workers’ capacity to use digital tools and content**, or increasing investment in **European online platforms** for virtual cooperation and digital education are among the key actions the Programme is supporting.

Sustainability and supporting the green transition in line with the 2023 Council conclusions on **Skills and Competences for the Green Transition**<sup>18</sup>, the 2022 Council Recommendation on **learning for the green transition and sustainable development**<sup>19</sup> and **European competence framework on sustainability** (GreenComp)<sup>20</sup> remain a key priority for the Programme. More sustainable mobility, cooperation, shared good practices and collaboration opportunities which foster the development of sustainability competences and skills needed for the green transition will enhance career prospects and engage participants to contribute, on an individual and collective level, to a green and sustainable Europe and world.

An overarching policy priority of the Erasmus+ Programme is to contribute to a **holistic** approach to education and training in a *lifelong learning perspective*, as described in the **EU Framework on key competences**<sup>21</sup>.

Key competences include knowledge, skills, and attitudes needed by all citizens for personal fulfilment and development, employability, social inclusion and active citizenship. However, the EU faces some formidable challenges. **One in three 15-year-olds in the EU does not reach a minimum proficiency level in mathematics and nearly a quarter of the 15-year-olds in the EU are functionally illiterate in the basic skills of reading, mathematics and science**, as shown in the recent PISA 2022 survey. At the same time, the top performance rate (i.e. the share of students reaching a high level of competence) has declined across the board in mathematics and reading compared to PISA 2018. The trends are worrying too. Performance has deteriorated across the EU between 2018 and 2022, especially in

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<sup>16</sup> Article 2 (25) of the Erasmus+ regulation: “people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme”

<sup>17</sup> 2021 Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education, OJ C, 504, 14.12.2021, p. 21.

<sup>18</sup> OJ C 95, 14.3.2023, p. 3–7.

<sup>19</sup> OJ C 243, 27.6.2022.

<sup>20</sup> <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>

<sup>21</sup> <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

mathematics and reading. Socioeconomic background continues to be a strong predictor of student performance, with one in two learners from a disadvantaged background not reaching a minimum proficiency level in mathematics. Therefore, one of the main priorities of the Programme is to help Member States in their efforts to combat underachievement and foster the development of all key competences, in line with the **2022 Council Recommendation on Pathways to School Success**<sup>22</sup>. This Recommendation aims to further strengthen the inclusive dimension of education by reducing low achievement in basic skills, increasing secondary education attainment and placing a special focus on well-being at school. Pathways to School Success proposes a new policy framework<sup>23</sup>; its systemic approach for improving school success combines prevention, intervention and compensation and includes universal as well as more targeted and individual actions. The Programme supports whole-school approaches to school success through the **initial and continuous professional development of school leaders, teachers, trainers and other staff**, including early childhood education and care (ECEC), **and youth workers/youth leaders**. It will also provide support to school leaders **through cooperation and mobility activities** in order to enhance competences and foster their wellbeing and mental health, as well as to stimulate and pool their expertise for future policy design.

In line with the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe**<sup>24</sup>, with the **Council Recommendation on building bridges for effective European Higher Education cooperation**<sup>25</sup>, as well as with the Commission Communication on a **European strategy for universities**<sup>26</sup> and the **Commission Communication on a Blueprint for a European degree**<sup>27</sup>, Erasmus+ aims at supporting and enabling higher education institutions to adapt to changing conditions, and to thrive and contribute to Europe's global role, resilience and recovery. As such, Erasmus+ is a key contributor to the implementation of the higher education dimension of the European Education Area, in synergy with the European Higher Education Area and the European Research Area. As of mid-2024, 64 European Universities alliances are operational and supported under Erasmus+, encompassing 560 higher education institutions from all across Europe. The Programme is instrumental in providing support to higher education institutions, accreditation and quality assurance agencies and the competent national and regional authorities to progress **work towards a preparatory European label and a possible European degree** and more fit for purpose **quality assurance and recognition systems**. Also, the Programme can help **ensuring attractive and sustainable academic careers at all levels**.

In addition, ample other opportunities for **transnational cooperation between higher education institutions** will continue to be supported, fostering the Union's innovation capacity and contributing, inter alia, to progressing the work on micro-credentials<sup>28</sup>, quality assurance and automatic recognition. Also, synergies with the European Institute of Innovation and Technology (EIT)'s HEI Initiative<sup>29</sup> will continue offering Innovation Capacity Building for Higher Education, supporting higher education institutions to build capacity for innovation and entrepreneurship teaching. These opportunities will contribute to Erasmus+ support to the **New European Innovation Agenda** recognising the key role of

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<sup>22</sup> OJ C 469, 9.12.2022, p. 1–15

<sup>23</sup> Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/374587>

<sup>24</sup> 2022/C 167/03, OJ C, C/167, 21.04.2022, p. 9.

<sup>25</sup> 2022/C 160/01, OJ C 160, 13.4.2022, p. 1–8.

<sup>26</sup> COM(2022)16 final.

<sup>27</sup> [https://commission.europa.eu/news/commission-rolls-out-plans-european-degree-2024-03-27\\_en](https://commission.europa.eu/news/commission-rolls-out-plans-european-degree-2024-03-27_en)

<sup>28</sup> Council Recommendation on a European Approach on micro-credentials, OJ C 243, 27.6.2022, p. 10–25.

<sup>29</sup> Innovation Capacity Building for Higher Education, <https://eit-hei.eu/>

higher education in driving innovation. The Agenda's talent and skills pillars aim to attract and retain talent in Europe, for example by supporting student incubators and training one million deep tech talents with the support of the Deep Tech Talent initiative implemented by the European Institute of Innovation and Technology, and refer to the needs of adopting new technologies for a circular and sustainable economy and society. The Programme's focus will continue to be on boosting an entrepreneurial and innovation culture in education and fostering entrepreneurial skills in lifelong learning.

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

The European Education Area will be achieved through the **cooperation framework**<sup>30</sup> with Member States and engagement with stakeholders. At Member State-level, the countries participating in the Erasmus+ Programme continue implementing reforms of their education and training systems, in accordance with their needs, and benefiting from the policy support of the framework.

The **Council Recommendation 'Europe on the Move' - learning mobility opportunities for everyone**<sup>31</sup> adopted in May 2024 aims for the deeper integration of the European Education Area by promoting seamless movement of all learners, educators and staff within it and by moving towards learning periods abroad as a real opportunity for everyone.

The **Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)** sets out a framework to enable cooperation with Member States and engagement with relevant stakeholders, including a reporting and analysis structure, with targets to encourage and track reforms in education and training, in order to achieve the European Education Area by 2025, in synergy with the European Higher Education Area. The **Council Resolution on the governance structure of the strategic framework for European cooperation in education and training towards the European Education Area and beyond**<sup>32</sup> sets out a reformed governance to support the achievement of the Area. The **Council Resolution on the European Education Area: Looking to 2025 and beyond**<sup>33</sup> sets out issues on which particular focus needs to be put to achieve the Area.

The **European Skills Agenda**<sup>34</sup> aims to support people to develop the skills needed to take full advantage of the opportunities provided by the green and digital transitions. The Skills Agenda covers several building blocks for which Erasmus+ will be instrumental i.e. the "Pact for Skills" will **mobilise and incentivise relevant private and public stakeholders to partner up and take action for lifelong skills development**; "Skills for jobs" will support skills strategies promoting skills in STEM fields<sup>35</sup>, as well as skills for the green and digital transitions, empower people to learn and facilitate lifelong learning, skills recognition and support to mobility, as well as innovative approaches aimed to unlock investment in skills. "Skills for Life" will support adult learning across all environments for social inclusion, active citizenship and personal development beyond working life.

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<sup>30</sup> [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C\\_.2021.066.01.0001.01.ENG](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG)

<sup>31</sup> [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST\\_9804\\_2024\\_INIT](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT)

<sup>32</sup> OJ C 497, 10.12.2021, p. 1–4.

<sup>33</sup> OJ C 185/35

<sup>34</sup> COM(2020)274.

<sup>35</sup> STEM fields: science, technology, engineering and mathematics.

The **Council Recommendation on individual learning accounts**<sup>36</sup> is aimed at promoting direct financial support to individuals accompanied by appropriate forms of non-financial assistance, in particular guidance as well as skills profiling and validation. The **Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**<sup>37</sup> aims at making small credentials, typically issued after short courses, better quality assured and more reliable and trusted.

In May 2023 the European Parliament and the Council adopted a Decision on a **European Year of Skills**, proposed by the Commission following the announcement by President von der Leyen in her 2022 speech on the state of the Union. With more than 2,000 events organised in 35 European countries, the European Year of Skills has been promoting a mind-set where individuals, organisations and authorities share the view that skills matter and lifelong skills development is a necessity.

The Action Plan implementing the European Pillar of Social Rights<sup>38</sup> of 4 March 2021, builds upon the above-mentioned instruments addressing the need to invest in skills and education to unlock new opportunities for all and considerably increase participation in learning.

The 2020 Council Recommendation on **vocational education and training for sustainable competitiveness, social fairness and resilience**<sup>39</sup> defines key principles for ensuring that vocational education and training is agile in that it adapts swiftly to labour market needs and provides quality learning opportunities for young people and adults alike. It places a strong focus on the increased flexibility of vocational education and training, reinforced opportunities for work-based learning, apprenticeships and improved quality assurance. Vocational education and training serves many long-term economy objectives: it develops citizen skills and long-term ability to remain employable and respond to the needs of the labour market. Erasmus+ provides continued support to the **Centres of Vocational Excellence initiative**, which aims to be a driving force for reforms in the vocational educational and training sector. The main objective is to ensure high quality skills that lead to quality employment and career-long opportunities, swiftly responding to the needs of an innovative, inclusive, and sustainable economy as well as to social needs, and contributing to increasing the attractiveness of vocational education and training. The initiative supports ‘upward convergence’ on excellence through transnational partnerships, increasing the quality and effectiveness of vocational education and training in the participating regions and setting inspiring standards in the broader international community. Partnerships can involve countries with well-developed vocational excellence systems, as well as others in the process of developing similar approaches.

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

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<sup>36</sup> [OJ C 243, 27.06.2022, p. 3.](#)

<sup>37</sup> [OJ C 243, 27.6.2022, p. 10.](#)

<sup>38</sup> Cf. [https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan\\_en/](https://ec.europa.eu/info/european-pillar-social-rights/european-pillar-social-rights-action-plan_en/).

<sup>39</sup> Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience (OJ C, C/417, 02.12.2020, p. 1) for which countries have submitted [National Implementation Plans](#).

equity, inclusion and success in adult learning, there is an additional focus on the challenges related to the ecological and digital transitions.

On 15 November 2023 the Commission adopted the Skills and Talent Mobility Package. The Commission recommendation on the **recognition of qualifications of third country nationals** complements the package with concrete actions to facilitate and simplify the recognition procedures and allow for easier integration of third country nationals in the labour market.

A Tripartite Declaration for a thriving European Social Dialogue was adopted as a result of the January 2024 Val Duchesse Social Partner Summit. The declaration highlights how labour and skills shortages appearing in many sectors have become a bottleneck for sustainable growth. The EU's future long-term competitiveness needs to go hand in hand with quality jobs and a workforce that is equipped with the right skills. Building on policy measures put in place by the EU and its Member States, the signatories committed to each do their part. As a follow up, the Commission, in cooperation with social partners, came forward with an **Action Plan to address labour and skills shortages** on 20 March 2024<sup>40</sup>. Providing support for skills, training and education, improving fair intra-EU mobility for workers and learners, and attracting talent from outside the EU are considered as key policy areas for action, among others.

Young people are at the heart of the European project. The **EU Youth Strategy 2019-2027**<sup>41</sup> sets the framework for the European cooperation in the youth field, for the benefit of young people. The EU Youth Strategy encourages cooperation in core youth policy areas to engage, connect and empower young people. It promotes cross-sectoral approaches to address the needs of young people in various EU policy areas such as employment, but also climate change, environment, digitalisation, health. The strategy makes reference to 11 Youth Goals covering several fields that young people consider to be important. It also underlines the importance of youth work and youth workers' professional development. This overarching strategy is implemented through two of the main EU programmes supporting youth: Erasmus+ and the European Solidarity Corps - both Programmes aiming to support, engage, connect and empower young people even more effectively, notably through **mobility and cooperation activities**. The Commission report on the interim evaluation of the 2019-2027 EU Youth Strategy adopted in 2024 will feed into further reflections on the future.

The **Communication on the European Year of Youth 2022**<sup>42</sup> adopted in January 2024 supports the Commission's strong commitment to further deliver on the expectations of young people raised during the European Year of Youth. Building on the achievements of the Year, young Europeans will have greater influence on EU policies by giving them a greater say in the decisions that affect them. When designing EU policies, the Commission will apply a 'youth check' which will ensure that their impact on young people is taken into account, where relevant. This will be done by making sure that the existing Better Regulation tools, including consultations and impact assessments, are used to their maximum potential. These tools will be complemented with several youth-specific instruments under the 2019-2027 EU Youth Strategy. The Commission will in particular strengthen the EU Youth Dialogue, the largest youth participation mechanism in Europe and supported by Erasmus+, by aligning the dialogue's focus more closely with the Commission's work programme.

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<sup>40</sup> [https://commission.europa.eu/news/tackling-labour-and-skills-shortages-eu-2024-03-20\\_en](https://commission.europa.eu/news/tackling-labour-and-skills-shortages-eu-2024-03-20_en)

<sup>41</sup> OJ C 456, 18.12.2018, p. 1.

<sup>42</sup> COM/2024/1

In 2025 the Erasmus+ Programme will also further contribute to the legacy of the 2022 European Year of Youth, seeking to continue and/or follow-up on the initiatives in the context of the Communication.

The **Council Resolution on the Framework for establishing a European Youth Work Agenda**<sup>43</sup> is a strong confirmation and recognition of youth work by the European Union. It introduces the European Youth Work Agenda as a strategic framework for strengthening and developing youth work in Europe. It adopts a targeted approach to further developing knowledge-based youth work in Europe and connecting political decisions with their practical implementation. In 2025, the **fourth European Youth Work Convention** will also take place in Malta. The implementation of the Agenda<sup>44</sup> and the European Youth Work Convention may be supported by Erasmus+ in line with the programme objectives.

The EU also seeks to help eliminate obstacles to **youth cross-border volunteering** in Europe by raising awareness, increasing the capacity to offer volunteering opportunities, reducing barriers to participation especially for disadvantaged groups and increasing the recognition of skills gained. The **Council Recommendation** of 5 April 2022<sup>45</sup> sets out the current framework for this.

One of the objectives of Erasmus+ is to support the successful digital transition of education and training systems, and in particular to contribute to the achievement of the priorities and actions of the **Digital Education Action Plan 2021-2027**<sup>46</sup>, the EU framework for high-quality, inclusive and accessible digital education.

The Action Plan has two strategic priorities: (1) developing a **high performing digital education ecosystem**; and (2) enhancing **digital skills and competences for the digital transformation**.

The Digital Education 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 support of youth work for digital skills development.

As announced in the Digital education Action Plan 2021-2027 communication, a **review of the Digital Education Action Plan** has been launched in 2024 to assess its outreach and impact, and on this basis propose new measures if necessary. The review process consists of evidence gathering and consultations with digital education stakeholders. As part of the implementation of the Digital Education Action Plan, on 23 November 2023 the Council adopted two Recommendations which correspond to the two strategic priorities of the Digital Education Action Plan.

- 1) The **Council Recommendation on the key enabling factors for successful digital education and training**<sup>47</sup> presents a vision for universal access to inclusive and high-quality digital education and training. It proposes a coherent approach towards whole-of-government coordination investment, governance, and capacity building to address the substantial gaps that exist in many Member States in terms of connectivity, infrastructure, investments and data availability on the state of digital education and training.

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

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

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

<sup>46</sup> <https://eur-lex.europa.eu/EN/legal-content/summary/digital-education-action-plan-2021-2027.html#:~:text=The%20digital%20education%20action%20plan,States%20to%20the%20digital%20age>

<sup>47</sup> <https://data.consilium.europa.eu/doc/document/ST-15741-2023-INIT/en/pdf>



- 2) **The Council Recommendation on improving the provision of digital skills and competences in education and training** aims to support Member States in raising the level of digital skills through education and training in a lifelong learning perspective. The Recommendation addresses the digital skills gap at each level of education and training, from early childhood education and care to schools, universities, vocational and adult education. It aims to make the provision more effective and accessible to all and ensure high-quality provision for all, including through quality education in informatics or computational thinking.

The European Commission supports the implementation of the two Council Recommendations via European Union instruments and funding, including Erasmus+ programme, Digital Europe Programme, the European Social Fund Plus and European Regional Development Fund.

Erasmus+ will contribute to the implementation of the two Council Recommendations by focussing on fostering the **development of digital skills and competences, from basic to advanced**, the development of **accessible and high quality digital learning, teachers' capacity to use digital tools, services, and digital education content to enhance student learning and develop student digital skills**.

The programme will also continue to support innovation in teaching and learning through **EU-based education technology**, interoperability of educational IT systems; creation and innovative use of digital education content; effective pedagogical approaches on high-quality **informatics**; teacher training and practice in **tackling disinformation** and promoting digital literacy through education and training<sup>48</sup> and ethical use of **artificial intelligence and data** in teaching and learning<sup>49</sup>.

Responding to the need to establish a more effective and efficient way to exchange on digital education at EU level, the Erasmus+ Programme supports the implementation of the **Digital Education Hub**. The Hub's aim is to enhance cooperation as a key element to achieve systemic impact and identify sustainable and circular solutions, supporting digital education and training in the long term. The Hub creates an inclusive space for exchanges; it aims at providing guidance and support, focusing on peer-learning and networking, bringing together existing research, studies, and communities; it is a space for co-creation and experimentation. In alignment with the Hub, the **Digital Education Hackathon** aims to promote user-driven innovation in digital education. Taking place on an annual basis, the initiative gathers digital education stakeholders from different ages and backgrounds through a series of grass-root local events in a contest for the most innovative and original solutions.

In line with the Digital Education Action Plan priorities and the two related Council Recommendations, the Programme will foster the **development of digital skills and competences**, develop **accessible and high quality digital learning**, foster **teachers' capacity to use digital tools, services, and content to enhance student learning and**

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<sup>48</sup> The European Commission **Guidelines on tackling disinformation and promoting digital literacy through education and training**, adopted in October 2022, cover primary and secondary education and aim to further to generate a broader understanding of digital literacy achieved through education and training, to promote responsible and safe use of digital technologies, and to foster a better public awareness and knowledge regarding disinformation.

<https://op.europa.eu/en/publication-detail/-/publication/a224c235-4843-11ed-92ed-01aa75ed71a1/language-en>

<sup>49</sup> The European Commission **Ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators**, adopted in October 2022, aim to support educators in managing data effectively, inform them about the contribution of AI systems in educational settings and the use of predictive analytics and promote the use of emerging technologies in education.

<https://op.europa.eu/en/publication-detail/-/publication/d81a0d54-5348-11ed-92ed-01aa75ed71a1/language-en>

**develop student digital skills**, test and **promote blended learning**<sup>50</sup> (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 the European School Education Platform, including eTwinning, and the Electronic Platform for Adult Learning in Europe (EPALE).

The Programme will also support further work on the **Digital Competence Framework** to take account of emerging technologies like Artificial Intelligence and phenomena like disinformation, and possible preparatory work on a future more complete update of **DigComp**<sup>51</sup> as well as **DigCompEdu** which sets out the digital skills required by educators<sup>52</sup>. Erasmus+ will continue to promote the **SELFIE tools** for self-reflection (SELFIE tool for whole school planning and the SELFIE for Teachers) which assesses schools' and teachers' strengths and gaps in their use of technology.

The Programme will also encourage participation of women and girls in STEM fields of study, especially in engineering, ICT and advanced digital skills, through a STEAM approach<sup>53</sup>. In addition, accompanying guidance and mentorship programmes will be set up, focusing on transitions to the labour market, making them more attractive for women. Such curricula will be co-designed and co-delivered with STEM employment sectors and will integrate education for sustainability, creativity, entrepreneurship and work-based learning, as well as contact with leading female role models. Complementing physical mobility under Erasmus+, the Programme offers **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with third countries not associated to the Programme.

The **EU Work Plan for Sport**<sup>54</sup> sets out guiding objectives in this field for the period 2024 to 2027, in particular as it pertains to protecting integrity and values in sport, to promoting the socio-economic and sustainable 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. The revamped Share2.0 initiative will build upon the HealthyLifestyle4all initiative, offering a new platform for practitioners in sports and health to further develop the work undertaken in previous years on this subject and to promote well-being.

## 2.2 ERASMUS+ MAIN PRIORITIES IN 2025

Four **overarching priorities** are underpinning the Erasmus+ implementation in 2025.

### **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"*.

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<sup>50</sup> In line with the Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education - [EUR-Lex - 32021H1214\(01\) - EN - EUR-Lex \(europa.eu\)](#)

<sup>51</sup> European Digital Competence Framework.

<sup>52</sup> [https://joint-research-centre.ec.europa.eu/digcompedu\\_en](https://joint-research-centre.ec.europa.eu/digcompedu_en)

<sup>53</sup> The use of multidisciplinary pedagogies (teaching of science in political, environmental, socio-economic, and cultural contexts) is a powerful vehicle for making STEM subjects and careers more attractive. This is also known as the STEAM approach to science education and embraces the creative potential of connecting STEM education with the arts, the humanities, and the social sciences.

<sup>54</sup> Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union on the 5<sup>th</sup> EU Work Plan for Sport for the period July 2024 to December 2027

Within this context, a Commission implementing decision adopted in October 2021 outlines general measures to be implemented over the 7-year period for the Erasmus+ Programme and the European Solidarity Corps<sup>55</sup>; a **strategy for inclusion and diversity**<sup>56</sup> covering all fields of the Programmes has been devised to increase the qualitative impact of the Programme actions and to ensure equal opportunities by reaching out more and better to people with fewer opportunities, including people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote areas, such as in the EU outermost regions<sup>57</sup>. The thematic SALTO Resource Centres for Inclusion and Diversity also contribute to high-quality and inclusive implementation for this dimension of the Programme.

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

The Programme offers 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) provide enhanced flexibility to the needs of staff and learners who face obstacles in participation. Additionally, since 2024, the programme **offers participants a higher level of grant support in mobility**<sup>58</sup>.

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

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

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

The Commission Communication '**Putting people first, securing sustainable and inclusive growth, unlocking the potential of the EU's outermost regions**'<sup>59</sup> underlines that the Erasmus+ inclusion and diversity strategy helps young people from these regions participate in the programme.

Erasmus+ will also contribute to the objectives of the **Council Recommendation 'Europe on the Move' adopted in May 2024**, in which the Member States aspire to collectively reach a

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<sup>55</sup> <https://erasmus-plus.ec.europa.eu/document/commission-decision-framework-inclusion-2021-27>

<sup>56</sup> [https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en)

<sup>57</sup> Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

<sup>58</sup> Erasmus+ programme Call for proposals 2024, OJ C, C/2023/1262, 28.11.2023 - Programme Guide 2024 (<https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>)

<sup>59</sup> COM(2022) 198 final.

share of **at least 20% for people with fewer opportunities among all learners benefiting from learning mobility abroad by 2027.**

### **Green Erasmus+**

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

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

The 2022 **Council Recommendation on learning for the green transition and sustainable development**<sup>60</sup> and the 2023 **Council Conclusions on skills and competences for the green transition**<sup>61</sup> aim to support Member States by equipping learners with understanding and skills on sustainability, climate change and the environment. The **European competence framework on sustainability** maps out the competences needed for the green transition, including critical thinking, initiative-taking, respect for nature and understanding the impact everyday actions and decisions have on the environment and the global climate. The recommendation calls on Member States to provide learners of all ages access to high-quality, equitable and inclusive education and training on climate change, biodiversity, environmental protection, circular economy and sustainability; establish learning for the green transition and sustainable development as a priority area in education and training policies and programmes; encourage and facilitate whole-institution approaches to sustainability; support teacher professional development and mobilise national and EU funds for investment in infrastructure, training, tools and resources to increase resilience and preparedness of education and training for the green transition.

The European Commission launched in October 2020 the **New European Bauhaus**<sup>62</sup> with the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. Through its broad lifelong learning dimension and cross-disciplinary collaborative approaches across the sectors, Erasmus+ contributes to equipping Europeans with the necessary skills and developing innovative practices to bring about change. The Education for Climate Coalition supports the aims of New European Bauhaus through particular community challenges of its members.

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<sup>60</sup> OJ C 243, 27.6.2022.

<sup>61</sup> OJ C 95, 14.3.2023, p. 3–7.

<sup>62</sup> COM(2021) 573 final.

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

Climate change and environment are also a key priority for the young generation. According to a 2019 Eurobarometer survey on “*How we build a stronger, more united Europe: the views of young people*”, protecting the environment and fighting climate change should be a top priority for the EU. Young people made it also clear when devising the European youth goals in the EU Youth dialogue process in 2018 i.e. “*Sustainable Green Europe aims to achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives*”. The **Council Conclusions on fostering engagement among young people as actors of change in order to protect the environment** also promote the use of European opportunities for mobility and initiatives in the environmental sector in the context of Erasmus+<sup>63</sup>.

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

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

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

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

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<sup>63</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412\(01\)&from=FR](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022XG0412(01)&from=FR)

Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more responsible behaviour. Activities such as DiscoverEU are leading by example, promoting environmental sustainability in transport means and as a recurrent theme in the campaigns organised around the scheme, offering activities (including opportunities to participate in initiatives outside the Programme, such as for instance the 3 billion Tree Planting pledge) and learning opportunities. Since 2024, **sustainable travel for participants in learning mobility activities has become the default option**, and the programme offers stronger incentives for those who travel in a sustainable way<sup>64</sup>, while taking into account the specific circumstances of participants in rural, remote, peripheral and less developed areas and outermost regions.

The thematic **green SALTO Resource Centre** contributes to high-quality and inclusive implementation of the green dimension of the Programme. It did in particular, jointly with the Commission, prepare a green strategy to support the programme implementation in this regard.

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

### **Digital Erasmus+**

Erasmus+ will continue to be mobilised to respond to the digital transformation of education and training, youth and sport.

The programme will contribute to the achievement of the policy priorities and actions of the Digital Education Action Plan 2021-2027, in particular its two strategic priorities (i) developing a high performing digital education ecosystem and (ii) enhancing digital skills and competences for the digital transformation as well as the two related Council Recommendations<sup>65</sup>.

In the same vein, the programme will contribute to achieving the objectives of the EU Youth Strategy 2019-2027 in the area of digitalisation and to further developing digital youth work in line with the European Youth Work Agenda.

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.

It will do so through fostering, inter alia:

- the development of digital skills and competences, e.g. through the **Digital**

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<sup>64</sup> Erasmus+ programme Call for proposals 2024, OJ C, C/2023/1262, 28.11.2023

<sup>65</sup> <https://data.consilium.europa.eu/doc/document/ST-15741-2023-INIT/en/pdf>  
and <https://data.consilium.europa.eu/doc/document/ST-15740-2023-INIT/en/pdf>

**Opportunity Traineeships (DOTs)**; development of basic and advanced digital skills and competences for learners and staff;

- The use of emerging technologies and innovation in education and training. This may include topics such as the creation and innovative use of digital education content; the purposeful use of AI for teaching, learning and assessment as well as the development of the necessary pedagogies, capabilities and digital skills related to using AI safely and responsibly; and the digital well-being (for both learners and staff), tackling disinformation or promoting digital literacy;
- Digital readiness and capacity of institutions. This may include topics such as initial and continuous teacher training and design of effective pedagogical approaches (for example on informatics); quality assurance and interoperability of digital education platform and services.
- Digital inclusion and addressing the digital inequalities and the societal implications, risks and opportunities of digitalisation. This may include topics such as participation of girls and women in STEM fields of study, through a STEAM approach;
- Use of EU digital tools and frameworks on digital education and skills to boost the quality and inclusiveness in education and training.

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 the European School Education Platform, including eTwinning, EPALE, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and professional/individual development, including for communities of practice in the area of youth work (development started in 2022).

The Programme will also help to further develop and adapt successful tools such as the SELFIE tool for whole school digital planning and the SELFIE for Teachers, Europass or the Youthpass. The Programme will further support the development and rollout of the European Digital Credentials for Learning.

The Programme implementation will be significantly digitalised through the scaling up of the European Student Card initiative (ESCI) in the field of higher education including Erasmus Without Paper. The ESCI will continue to increase the digitalisation of the mobility management processes and improve the efficiency and security of digital exchanges of information related to mobility. A revamped digital infrastructure will be tested and progressively introduced.

Finally, the thematic digital SALTO Resource Centre will continue contributing to high-quality and inclusive implementation for the digital priority in the Programme in line with the Strategy on implementing the digital priority of Erasmus+ and ESC programmes.

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

The 2017 Commission Communication<sup>66</sup> ‘Strengthening European identity through education and culture’ highlighted the pivotal role that education, culture and sport play in promoting

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<sup>66</sup> COM/2017/0673 final.



active citizenship and EU values among the youngest generations. The Erasmus+ Regulation recalls this role and stresses the need to strengthen priorities on fostering European identity, active citizenship and participation in democratic life.

The Regulation recalls the Programme key role in strengthening European identity and values and in contributing to a more democratic Union. The Programme should also support Member States in reaching the goals of the Paris Declaration of 17 March 2015 on promoting citizenship and the EU values of freedom, tolerance and non-discrimination through education, as well as those of the 2018 **Council Recommendation on common values, inclusive education and the European dimension of teaching**. The 2023 **Council Conclusions on the contribution of education and training to strengthening common European values and democratic citizenship**<sup>67</sup> also recall and underline the vital role of education and training in shaping the future of Europe. This means enhancing the European dimension of teaching and providing learners with an insight to what Europe and the European Union represent in their daily lives, including during mobility or cooperation partnerships in the context of the Erasmus+ programme. It recognises that education for democratic citizenship contributes to strengthening Europe resilience in times of crises and rapid changes, and is to be enhanced in all levels of education and training. This text also acknowledges that enhancing critical thinking and promoting civic, intercultural and social competences, mutual understanding and respect, ownership of democratic values and fundamental and human rights is crucial for the society as a whole, and should be linked to education for global citizenship, education for sustainable development and education for digital citizenship. As for the Erasmus+ programme, the Conclusions stress the need to give further impetus to the fourth of the overarching priorities of the implementation of the programme, ‘participation in democratic life, common values and civic engagement’, as well as knowledge of the EU.

Moreover, the Erasmus+ programme’s implementation, and therefore, the programme beneficiaries and the activities implemented under this Annual Work Programme have to respect the EU values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the Treaties and in the EU Charter of Fundamental Rights, reaffirmed in the five key strategies adopted in 2020 and 2021 to build a Union of Equality<sup>68</sup>.

As underlined by the Commission Communication ‘No place for hate: a Europe united against anti-semitism and all forms of hate’<sup>69</sup>, the values set out in the EU treaties are not theoretical or optional: they are the essential conditions upon which our democratic societies exist.

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. Furthermore, the Programme can reach out and engage many different actors in our societies through its activities and sectors, in order to raise awareness of European common values (such as freedom, tolerance and non-discrimination), as well as European history and culture. In this context, the Programme can thus as well contribute to prevent and counter disinformation and fake news.

The Regulation also emphasises the objective of encouraging the participation of young people in Europe’s democratic life. This can be achieved inter alia by supporting activities that

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<sup>67</sup> C/2023/1339, 29 November 2023

<sup>68</sup> [https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/union-equality\\_en](https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/union-equality_en)

<sup>69</sup> 6.12.2023 JOIN(2023) 51 final



contribute to citizenship education and participation projects for young people, such as activities raising awareness about and promoting participation in the European elections.

In order to empower young people and to encourage their participation in democratic life, a Youth Participation Strategy<sup>70</sup> has been designed to provide a common framework and support the use of the Programme to foster youth participation in democratic life.

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

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In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the Programme in 2025.

### **Higher education**

In the field of higher education, the four **overarching priorities** of Erasmus+ implementation in 2025 are underpinned by the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe**<sup>71</sup> and the **Council Recommendation on building bridges for effective European Higher Education cooperation**<sup>72</sup>, as well as by the **Commission Communication on a European strategy for universities**<sup>73</sup> and the **Commission Communication on a blueprint for a European degree**<sup>74</sup>.

Together, they aim at supporting and enabling higher education institutions to adapt to changing conditions and to thrive and to contribute to Europe's resilience and recovery. It is a call to Member States and higher education institutions across Europe to join forces. The European strategy for universities builds on the Communication on achieving the European Education Area by 2025 and the Communication on a new ERA for Research and Innovation<sup>75</sup>.

The strategy seeks to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values. It recognises excellence and inclusion as a distinctive feature of European higher education, exemplary for our European way of life. This makes the higher education sector in Europe different from other parts of the world. This strategy **relies upon the experience of more than 35 years of Erasmus, 25 years of the Bologna Process**, and the implementation of the **European Universities Initiative**.

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

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

<sup>70</sup> <https://www.salto-youth.net/rc/participation/ypstrategy/>

<sup>71</sup> OJ C 167, 21.04.2022, p.9

<sup>72</sup> OJ C 160, 13.4.2022, p. 1–8.

<sup>73</sup> COM(2022)16 final

<sup>74</sup> [https://commission.europa.eu/news/commission-rolls-out-plans-european-degree-2024-03-27\\_en](https://commission.europa.eu/news/commission-rolls-out-plans-european-degree-2024-03-27_en)

<sup>75</sup> COM(2020) 628

- deepening the European sense of belonging based on common values.

The **Council Recommendation on building bridges for effective European higher education cooperation** aims to enable more seamless and sustainable transnational cooperation between higher education institutions across Europe by encouraging Member States to remove the legislative barriers for deeper and more ambitious cooperation.

The **Council conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe** and the **Council recommendation on building bridges for effective European higher education cooperation** support the implementation of **4 flagship initiatives** for transnational cooperation, the visible expression of a distinctly European approach that will help universities to build bridges, and take transnational cooperation to the next level:

- Expand the **European Universities initiative to at least 60 alliances gathering 500 universities by mid-2024**, with an Erasmus+ indicative budget totaling EUR 1.1 billion for 2021-2027: pursue the further development of the European Universities initiative following a bottom-up approach through the Erasmus+ programme.
- Examine the need for and feasibility of institutionalised cooperation instruments, such as a possible **legal status for alliances of higher education institutions**, aiming to pilot the implementation of existing European level instruments.
- Examine the options and necessary steps – in close cooperation with Member States, higher education institutions, student organisations and stakeholders – towards a preparatory European label and a possible **European degree, i.e. a joint degree based on co-created European criteria**.
- Widening the implementation of the **European Student Card initiative**: with a revamped digital infrastructure that can scale up digitalisation of mobility processes in the field of higher education, integrate the Erasmus Without Paper tools, the European Student Card and the Erasmus+ app in a seamless digital environment.

To progress in the implementation of several of the above flagship initiatives of the strategy, the **Communication on a blueprint for a European degree** presents the voluntary pathway towards a possible European degree for the benefit of Europe, its Member States, its students, higher education institutions and employers, based on the outcomes of the pilot projects. It sets out the necessary building blocks, indicates pointers for priority work to progress towards such a degree and makes it easier for higher education institutions to develop joint degree programmes. In this context, several Erasmus+ measures are proposed to support higher education institutions and Member States in their exploratory work towards a possible European degree. These actions are voluntary and exploratory only and do not pre-empt any discussions in the Council on the blueprint for a European degree.

On top, the **2022 Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**<sup>76</sup> will contribute to implementing Principle 1 of the European Pillar of Social Rights by widening learning opportunities for all and facilitating more flexible and accessible learning pathways throughout life. They can also be used to foster continuous professional development of staff, including institutional leaders.

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

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<sup>76</sup> OJ C 243, 27.6.2022, p. 10–25.

These actions will need to be underpinned with high quality data for evidence-based policy making. For this purpose, the **European Higher Education Sector Observatory** will be also supported by Erasmus+.

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

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

Erasmus+ can help **higher education students and staff among the displaced learners from Ukraine**, and the higher education systems of the countries receiving them. Erasmus+ will support the education of these students, integrate as much as possible staff who are displaced themselves, and support the institutions and staff of host countries in dealing with this endeavour.

The Programme will also support the promotion of **European common values**, including academic values, or the fight against disinformation and fake news.

Erasmus+ will also contribute to the target established by the Council Recommendation Europe on the Move adopted in May 2024, aiming to reach at least **23% of learning mobility in higher education at the EU level by 2030**.

Through its various actions relevant to the **higher education field**, the **Programme** will aim at the following in 2025:

**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 quality assurance and automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles, including promoting fundamental academic values and the standards and guidelines for quality assurance, and tools to enhance mobility for all; d) support for higher education institutions, in strong cooperation with the representatives of Member States to pilot innovative cooperation and actions, joint programmes leading to joint degrees, including those leading to a possible European degree or preparatory European label; e) support for scaling up the European Student Card initiative, including the wide adoption of Erasmus Without Paper digital tools, deployment of the European Student Identifier, the European Student Card and the Erasmus+ App.

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

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

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

**Supporting green higher education systems**, i.e. promoting learning and teaching for environmental sustainability and supporting the key role of higher education institutions by 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 learning for the green transition and sustainable development<sup>77</sup> through systemic and whole-institutional approaches, b) promoting the acquisition of green competences (knowledge, skills and attitudes), including through inter-disciplinary approaches and life-long learning, such as short learning courses leading to micro-credentials, c) supporting up-to-date green skills and curricula development in line with the required green skills, d) supporting transnational partnerships between students, academics, universities, employers and communities on climate challenges. This will contribute to promote co-creating knowledge for a resilient, inclusive and sustainable society and in finding innovative solutions to complex societal problems together, as called for by the New European Bauhaus.

**Building inclusive higher education systems:** The Programme will foster inclusive approaches for higher education, mobility and cooperation activities such as a) support to the education of refugee students and staff, and support to the institutions and staff of host countries in dealing with this endeavour, b) increased access, participation and completion

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<sup>77</sup> in accordance with the Council Recommendation on Learning for the green transition and sustainable development (2022/C 243/01)

rates of people with fewer opportunities, including underrepresented groups, also through developing voluntary quantitative targets; c) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; d) support to mental health of students and academics; e) fostering gender balance in higher education institutions, across fields of study and in leadership positions; f) fostering civic engagement through the promotion of informal learning and extra-curricular activities and recognition of voluntary and community work in students' academic results; g) supporting implementation of the Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA and the related indicators and descriptors.

**Supporting digital capabilities of the higher education sector through:** a) the creation and implementation of Digital Transformation Plans of higher education institutions; b) the development of digital skills and competences of students and staff, for example through Digital Opportunity Traineeships (DOTs); c) the development of digital tools and infrastructure for higher education institutions and their interoperability, especially in view of cooperation between higher education institutions, d) supporting higher education institutions in the creation and consolidation of tools and databases essential for the development of Member States' graduate tracking systems in line with the 2017 Council Recommendation on tracking graduates<sup>78</sup>.

**Fostering effective, efficient and sustainable system-level funding and governance models,** supporting higher education leaders to drive change in their higher education institutions and communities as well as monitoring and analysis of strategic policy priorities for evidence-based decision-making.

## School education

Principle 1 of the **European Pillar of Social Rights**<sup>79</sup> stipulates that: '*Everyone has **the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.***' Principle 11 states that: '*Children have **the right to affordable early childhood education and care of good quality. Children have the right to protection from poverty. Children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities.***' The Council Resolution on further developing the **European Education Area** to support future-oriented education and training systems<sup>80</sup> recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area<sup>81</sup> that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning. The Programme will support actions promoting and **fostering mobility and cooperation** in education and training, supporting Member States in modernising their education and training systems, promoting teaching and learning of languages, as well as the mutual recognition of qualifications and outcomes of learning periods abroad.

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<sup>78</sup> OJ C 423, 9.12.2017, p. 1–4.

<sup>79</sup> [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en)

<sup>80</sup> <https://data.consilium.europa.eu/doc/document/ST-13298-2019-INIT/en/pdf>; 8 November 2019.

<sup>81</sup> <https://data.consilium.europa.eu/doc/document/ST-9012-2018-INIT/en/pdf>, 23 May 2018.

The Programme will implement the initiatives outlined in the Commission Communication on Achieving the European Education Area by 2025<sup>82</sup> which aim at increasing quality and inclusiveness of school education, promoting equity and outreach to people with fewer opportunities, enhancing competence and motivation of teachers, and helping strengthen understanding of climate change and sustainability.

The **European online platforms** for cooperation - the European School Education Platform including eTwinning 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 and circular future through creativity and innovation.

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

The 2021 **Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education**<sup>83</sup> is amongst the first concrete actions implemented under the Digital Education Action Plan.

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

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

The Council Conclusions on '**European teachers and trainers for the future**'<sup>84</sup> of May 2020 recognise that teachers and trainers are an indispensable driving force of education and training and acknowledge their commitment during the COVID-19 crisis. The Programme is instrumental to support the **development of teachers' and trainers' competences**, including

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<sup>82</sup>[https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020\\_en.pdf](https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf); 30 September 2020.

<sup>83</sup> OJ C, C/504, 14.12.2021, p. 21.

<sup>84</sup> <https://www.consilium.europa.eu/media/44115/st08269-en20.pdf>

through the Erasmus+ Teacher Academies action, as underlined in the **Council conclusions on enhancing teachers' and trainer's mobility, in particular European mobility, during their initial and in-service training**<sup>85</sup>, their participation in **continuous professional development** and fostered wellbeing through cooperation and mobility including the Digital Opportunity Traineeships (DOTs), as well as their **involvement in future policy design**. The SELFIE for Teachers tool supports primary and secondary teachers as well as professionals in Early Childhood Education and Care to reflect on their digital competence and identify their learning needs and areas for further development. Supporting passionate, positive, engaged, ambitious and highly competent teachers who inspire learners to reach their full potential is crucial to achieving the policy objectives enshrined in the European Education Area.

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

Through its various actions relevant to the **school education field**, the **Programme** will aim at the following in 2025:

**Tackling early school leaving, low basic skills proficiency and educational disadvantage**, enabling school success for all learners regardless of their personal characteristics, family, cultural and socio-economic background, with a special focus on children at risk of underachievement and drop-out (e.g. such as learners from socio-economically disadvantaged, with migrant or refugee background, from ethnic minorities such as Roma, those with visible and non-visible disabilities, including learning disabilities, with special educational needs or mental health impairments, from low-educated families, or living in remote areas<sup>86</sup>), for example by promoting an integrated and comprehensive strategy towards school success. Such strategy should include prevention, intervention and compensation measures, and combine universal measures with targeted and/or individualised support provisions. Special attention should be paid to well-being at school as a key component for school success. Measures towards school success include, for example, placing learners' needs at the centre by developing curricula that are learner-centred and based on inclusive and relational pedagogies, allowing for diversified and personalised forms of teaching and learning, actively involving learners in the learning process, promoting assessment practices that reflect and support personal learning needs and paths, in particular formative and continuous assessment, and by combining multiple digital and non-digital forms and tools (eg: portfolios, peer assessment, self-assessment); strengthening collaboration among all actors within schools in a whole school approach perspective, as well as with families and other external stakeholders (e.g.: social and health services, youth services, outreach care workers, psychologists, etc); supporting school leaders, teachers, trainers and other staff by making sure they have the knowledge, skills and competences (including Initial Teacher Education as well as Continuous Professional Development), as well as time, space and adequate support to work effectively with learners at risk of exclusion, underachievement and early leaving; supporting networking of schools which promote collaborative and holistic approaches to teaching and learning and work in multi-disciplinary teams; developing strong quality assurance systems to achieve high-quality inclusive education.

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<sup>85</sup> OJ C, C/167, 21.04.2022, p. 2.

<sup>86</sup> Such as the EU outermost regions which feature some of the EU highest early school leaving rates.

**Supporting creation of supportive learning environments and well-being at school** in a whole-school approach perspective by embedding social and emotional education through the curriculum, as well as assessment of social and emotional competences; embedding of well-being in school planning and governance processes (school development plans, mission statements, annual or multi-annual pedagogical plans etc); building partnerships with social / health services / NGOs for enhancing mental health resilience, preventing violence and bullying and increasing well-being at school; developing positive classroom and school climate (sense of belonging, student engagement, learners' voices); supporting the well-being and mental health of teachers and other educational staff; promoting LifeComp framework which sets out the knowledge, skills and attitudes that learners of all ages need to acquire when developing the social, personal and learning to learn competence.

**Developing high quality inclusive early childhood education and care systems** (in line with the ECEC Council Recommendation for high-quality early childhood education and care systems<sup>87</sup>), for example by supporting initial and continuing professional development of all staff involved in organising, leading and providing early childhood education and care; creating, testing or implementing strategies and practices to foster participation of all children in early childhood education and care, including children in need of special support (e.g. refugees, children with fewer opportunities, including children with disabilities, children from a migrant background, Roma children, etc<sup>88</sup>...); promoting the implementation of the EU quality framework for quality early childhood education and care.

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

**Reinforcing the development of key competences** (in line with the Council Recommendation on Key Competences for Lifelong Learning<sup>89</sup>), for example by: promoting cross-curricular and cross-disciplinary collaboration; supporting innovation in teaching and learning approaches; supporting the blend of different learning environments and tools, including digital tools; supporting the creation and implementation of digital transformation plans of schools; supporting cooperation between schools and stakeholders in local communities and abroad; supporting system-wide collaboration in developing varied approaches to the assessment and validation of key competences.

**Promoting learning for sustainability** in line with the Council Recommendation on learning for the green transition and sustainable development, for example by (i) raising awareness and prompting positive action at both personal and societal levels to address sustainability and the climate crisis and to tackle eco-anxiety; (ii) developing the key

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<sup>87</sup> [https://ec.europa.eu/education/policies/early-childhood-education-and-care\\_en](https://ec.europa.eu/education/policies/early-childhood-education-and-care_en)

<sup>88</sup> or children in a situation that could give rise to a discrimination under Article 21 of the Charter of Fundamental Rights of the European Union

<sup>89</sup> OJ C 189, 4.6.2018, p. 1–13.



competences (knowledge, skills and attitudes) related to sustainability as set out in the European sustainability competence framework (GreenComp); (iii) strengthening the professional competences of pre and in-service teachers, and school leadership teams related to sustainability and the environmental crisis; (iv) testing of innovative practices to prepare learners from early school ages and educational staff to become ‘agents for change’ (e.g. encouraging behavioural changes towards recycling, reduced consumption, as well as circular and sustainable lifestyles, engaging at an individual and collective level with sustainability and environmental issues); and (v) supporting whole-school approaches to sustainability including green and sustainable buildings and grounds, as well as creativity and innovation in line with the New European Bauhaus.

**Promoting a comprehensive approach to language teaching and learning (in line with the Council Recommendation on language teaching and learning<sup>90</sup>),** building on the increasing linguistic diversity in schools, for example by promoting the concept by “language aware schools”, valorising home languages, ultimately strengthening proficiency in the language of schooling among pupils with diverse backgrounds, encouraging language learning and awareness from early childhood education and care and in a lifelong learning perspective; mainstreaming the use of new teaching methods and technologies to support language learning; supporting the integration of the language dimension across the curricula; focusing on reaching adequate competence levels by the end of compulsory education in two languages besides the language of schooling; developing bilingual teaching options, especially for border regions and/or in areas where inhabitants use more than one language<sup>91</sup>. Also, as indicated in the Conference on the future of Europe’s report, minority and regional languages require additional protection, and language diversity should be promoted at the European level.

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

**Increasing the levels of achievement and interest in literacy competence.** This priority will include, among others: deepening the knowledge and understanding of the impact of the digital era on reading skills and behaviours; promoting positive attitudes towards reading both from parents and students; sharing innovative pedagogies and assessment; overcoming the gender and disadvantage gap in reading literacy: supporting boys and groups of students with lower socio-economic background; emphasising the role of school resources and climate; developing partnerships between schools, the book sector, cultural institutions and youth organisations in the whole school approach; promoting the development of national strategies and cross-sectoral platforms and networks.

**Building capacity for promoting and facilitating recognition of learning periods abroad (including follow-up to the Council Recommendation on automatic mutual recognition and the 2023 Council Conclusions on further steps to make automatic mutual recognition in education and training a reality),** including promoting recognition of formal education

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<sup>90</sup> OJ C 189, 5.6.2019, p. 15–22.

<sup>91</sup> In line with the Council Recommendation on a comprehensive approach to the teaching and learning of languages.

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, by pooling capacity of several schools through joint projects or projects led by local and regional school authorities, coordination bodies and other organisations with a role in school education; establishing sustainable partnerships between organisations setting cross-border learning exchanges in general education; promoting embedded class exchanges or pupil mobility in school Programmes; ensuring appropriate safety standards for pupils participating in transnational mobility; developing and disseminating tools and mechanisms for the preparation, monitoring and recognition of periods abroad; and sharing and promoting good practices.

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

### **Vocational education and training (VET)<sup>92</sup>**

One of the key actions of the 2020 Skills Agenda mentioned above is the **Council Recommendation on Vocational Education and Training (VET)<sup>93</sup>**, which was followed by the Osnabrück Declaration<sup>94</sup> endorsed by the Ministers in charge of VET of the Member States, the EU candidate countries and the European Economic Area countries, the European social partners and the European Commission. The Declaration outlines a new set of policy actions in VET for the period of 2021-2025 aimed to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation<sup>95</sup>.

The VET Recommendation aims to equip young people and adults to manage the just transitions to the green and digital economy, while ensuring inclusiveness and equal opportunities and contributing to achieving resilience, social fairness and prosperity, and to promote European vocational education and training systems in an international context so that they are recognised as a worldwide reference for vocational learners. It puts forward actions to be implemented at both the national and EU level aiming to modernise vocational education and training by adapting it to a more digital and greener economy and also to the evolving labour market and society needs, while providing quality opportunities for young and adults alike, reinforcing opportunities for work-based learning and apprenticeships in line with the 2018 Council Recommendation on a 'European Framework for Quality and Effective Apprenticeships'<sup>96</sup>, increasing flexibility of VET by encouraging modular and non-formal learning methods, increasing the digital readiness of VET institutions, boosting the quality assurance of vocational education and training and to promote **Centres of Vocational Excellence (CoVE)**, as well as exploring the concept and use of micro-credentials, including in VET, together with Member States and relevant stakeholders, including in the context of the European Qualifications Framework (EQF) Advisory Group, as proposed in the European Skills Agenda.

Apprenticeships are a particularly effective form of work-based learning in VET that ease the transition from education and training into work. They provide the skills that employers need, and enhance the competitiveness and productivity of companies and workplaces. However, the positive effects of apprenticeships on labour market conditions and youth employability depend on their quality and their effectiveness. Therefore on 15 March 2018, EU Member

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<sup>92</sup> <https://op.europa.eu/webpub/empl/VET-skills-for-today-and-future/en>

<sup>93</sup> Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, OJ C 417, 02.12.2020.

<sup>94</sup> <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8441>

<sup>95</sup> See the publication on '[Vocational education and training: Skills for today and for the future](#)'.

<sup>96</sup> OJ C 153, 2.5.2018, p. 1.

States agreed on a Council Recommendation on a European Framework for Quality and Effective Apprenticeships (EFQEA) with the aim to ensure that apprenticeships respond to the needs of both apprentices and employers throughout the European Union.<sup>97</sup>

The European Alliance for Apprenticeships (EAfA) is an important pillar that supports the implementation of the European Framework for Quality and Effective Apprenticeships. It aims to strengthen the supply, quality, image of apprenticeships and mobility of apprentices.

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, by seeking synergies with higher education institutions and jointly contributing to the provision of the range of skills needed in our modern economies and societies. The Centres will act as entrepreneurial incubators and catalysts for investment.

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

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

The Programme is the main source of EU funding contributing to achieve the target of 8% for learners benefiting from a mobility experience abroad in the VET field. In line with the Council Recommendation Europe on the Move adopted in May 2024, the EU-level target is that by 2030 at least 12% of learners in vocational education and training (VET) should benefit from learning mobility abroad.

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

Through its various actions relevant to the **field of vocational education and training** (both initial and continuing), linked to the Council Recommendation on VET and the Osnabrück Declaration, the Programme will aim at the following in 2025:

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

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<sup>97</sup> (2018/C 153/01) See: <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1526484102559&uri=CELEX:32018H0502%2801%29>

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<sup>98</sup> 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 the goal of 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 empower 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 providing 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

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<sup>98</sup> Projects promoting apprenticeships may consider joining the [European Alliance for Apprenticeships](#).

participation of VET learners and staff in international, national, regional and sectoral skills competitions; f) Opportunities for learning mobility of vocational learners and staff, including through the Digital Opportunity Traineeships (DOT), virtual mobility, long-duration mobility and mobility to third countries not associated to the Programme are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding, Learning Agreement, Europass Mobility); and g) high quality lifelong learning and career guidance services, making full use of Europass and other digital services, including the European Digital Credentials for Learning (EDC)<sup>99</sup>.

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

## Adult education

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

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<sup>99</sup> <https://europa.eu/europass/en/european-digital-credentials-learning>

achieved by 2025, as defined in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). Increasing the participation rate has clearly become a crucial policy objective, indispensable to harnessing the digital transformation and the shift to a climate neutral economy and society, as comprehensively argued in the European Skills Agenda. Many adults will need to adapt to evolving skills needs in a job, or to change occupation or sector, but also to be able to socially interact and actively participate in the life of their community. Countries may improve their adult learning participation rate by properly implementing the Council Recommendation on individual learning accounts<sup>100</sup>, which in this early phase is likely to take the form of pilot experiences. The Pact for Skills, the main flagship action of the European Skills Agenda, is gathering momentum with more than 2500 organisations having signed the Charter and 20 large-scale partnerships in all sectors of the European Industrial Strategy. The Erasmus Partnerships for Innovation are proving an effective tool in supporting these strategic skills alliances at sectoral level, building on the experience of the Blueprint alliances. These alliances and the Centres of Vocational Excellence enhance synergies between various skills initiatives through the activities described in the annual calls and through support services.

The evaluation<sup>101</sup> of the implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'<sup>102</sup> has found progress, but very fragmented and uneven, rather than the comprehensive, structural actions that would be necessary to increase participation of low-qualified adults in learning 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. Erasmus+ can contribute to help the **adult education learners and staff among the displaced persons fleeing fleeing Russia's war of aggression against Ukraine**, and the adult education systems of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible staff who are displaced themselves, and support the staff of host countries dealing with this endeavour. The Programme will also support the promotion of European values or the fight against disinformation and fake news.

Through its various actions relevant to the **field of adult education**, the Programme will aim at the following in 2025:

- **Increasing adult participation in learning**, particularly of the low-qualified, including through measures pursuing the objectives of the Council Recommendation on individual learning accounts. This should include the provision of enabling services such as guidance, validation, recognition (including through micro-credentials), transparency of the quality of training opportunities and educational leave arrangements. Empowering and enabling adults to participate in training is essential to reduce skills gaps and labour market shortages.
- 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

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<sup>100</sup> OJ C 243, 27.06.2022, p. 3.

<sup>101</sup> COM(2023) 439 final

<sup>102</sup> OJ C 484, 24.12.2016, p. 1.

tailored learning offers.

- The development and provision of **skills for life**<sup>103</sup>, in particular for those most in need of access to learning, including refugees, through non-formal, life-wide, inter-generational, inter-cultural and community learning, in cooperation with local actors like formal education and training institutions, municipalities, local learning centres, museums, libraries, cultural centres, NGOs, etc., and including measures for outreach and engagement of learners.
- Taking action for the **green transition and climate change** so that learners of all ages and from all backgrounds can access high-quality and inclusive education on climate change, among others through the development of guidelines and curricula for learning for environmental sustainability in adult learning, in a learner-centred, engaging way, based on real-life experiences and relevant to local contexts and traditions.
- The creation and implementation of **digital transformation plans** of adult learning institutions.
- Improving and extending the **supply of high-quality learning opportunities for adults** by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning or through micro-credentials.
- Increasing **learning demand and take-up** through effective outreach, guidance and motivation strategies that support and encourage low-skilled and/or low-qualified adults, migrants, seniors and people with disabilities or social disadvantages; developing guidance as a service to ensure that adults have access to relevant learning throughout life.
- Extending and developing **the competences of educators and teachers** and other personnel who support adult learners, in particular by developing their skills to recognise and respond to individual learning needs e.g. designing tailored paths or plans adapted to learner background and circumstances; support educators, including leadership teams, to teach and act for sustainability; develop the digital competences of educators, e.g. through the Digital Opportunity Traineeships (DOTs) and improve teaching methods and tools through effective use of innovative solutions and digital technologies.
- Developing **mechanisms to monitor the effectiveness** and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- **Creating and promoting learning opportunities** among all citizens and generations, including intergenerational learning, with a view to building better understanding of the European Union and its values, thereby adding solidity to the European identity.
- Increasing the **number and quality of opportunities** for the validation of skills of adults, independently from how they were acquired. This may also motivate adults to engage in further learning pathways.

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<sup>103</sup> ‘Skills for Life’ encompasses a wide range of skills that people need in all different areas of life. While these are neither vocational skills nor directly linked to skills for the labour market, they may also support people in their professional activities or in further training. Examples of these skills include (non-exhaustive list): environmental literacy, health and dietary literacy, consumer and financial literacy, media literacy and critical thinking, civic skills, resilience, social and emotional literacy, digital skills etc.

## Youth

One of the transversal priorities of the Erasmus+ Programme is to support participation in democratic life, promote common values and foster active citizenship. This was a key focus of the **European Year of Youth 2022** where the objectives were to listen, engage and empower the European Youth, which is also in line with the 2019-2027 EU Youth Strategy. The Communication on the European Year of Youth also shows the Commission's sustained commitment to increase youth participation in policy making and further encourage youth mainstreaming, with the application of a youth check as key novelty. Contributing to the long-lasting legacy of the Year, in 2025 the Programme will continue to empower young people and to encourage their participation in democratic life, hence contributing to the Conclusions of the Council on safeguarding and creating civic spaces for young people that facilitate meaningful youth participation<sup>104</sup> and to the Communication and Council conclusions<sup>105</sup> on the European Year of Youth 2022<sup>106</sup>. It will inter alia build on the new dialogue formats with young people, and the new partnerships developed through the Year with stakeholders and policies across the board. The Programme will also focus on the issues young people and stakeholders have brought to light during the 2022 Year which include, among others, health and wellbeing, environment and climate change, education and training, international cooperation and European values, employment and inclusion. The Programme will continue to strengthen youth mainstreaming in policymaking, which was one of the Year's four objectives, by focussing on further capacity building, knowledge sharing and exchange of views on youth mainstreaming and on the application of youth checks in policymaking on all levels (European, national, regional, local).

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2025 under the Youth strand also contribute to the implementation of the **Council Resolution on the Framework for establishing a European Youth Work Agenda**<sup>107</sup> and the **Council resolution on youth work policy in an empowering Europe**<sup>108</sup>. 2025 will be an important year for the implementation of the European Youth Work Agenda with the organisation of the fourth European Youth Work Convention in Malta.

The EU Youth Strategy also aims to promote further connections between young people in the EU and candidate countries, Eastern-Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements. Erasmus+ can cater for this and greatly helps to foster such connections in non-formal and informal education settings.

Through the **Erasmus+ accreditation system in the field of youth**, the Programme facilitates cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and cooperation to build capacity of organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda, and the definition of common skills. The EU seeks to reduce barriers to participation especially for disadvantaged groups and aims to increase the recognition of skills gained. Through promotion of education and training of youth workers and non-vocational qualifications for youth work, the Programme will also encourage the mobility of youth workers within the EU. Erasmus+ will support types of actions such as the **Youth participation activities** and **DiscoverEU** that aim to enhance the focus on empowering

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<sup>104</sup> OJ C 501 I, 13.12.2021, pp. 19–23

<sup>105</sup> Council Conclusions on the legacy of the European Year of Youth 2022 (C/2024/3543)

<sup>106</sup> COM/2024/1

<sup>107</sup> OJ C 415, 01.12.2020, p. 1.

<sup>108</sup> C/2024/3526, OJ C 3.06.2024



young people, fostering their active participation in the society and supporting their personal and professional development.

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

Erasmus+ will continue to help the **young people and youth workers among the displaced persons fleeing Russia's war of aggression against Ukraine**, and the non-formal education providers of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible youth workers who are displaced themselves, and support the youth work providers of host countries by dealing with this endeavour. The Programme will also support the promotion of European common values and the fight against disinformation and fake news.

Against this background, the Programme will help to:

Engage:

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

Connect:

- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, including through enhancing accessibility and inclusiveness of respective activities, 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, including through the fourth Youth Work Convention, in line with the priorities enshrined in the European Youth Work Agenda and in the Final Declaration of the 3rd European Youth Work Convention “Signposts for the future”;
- Contribute to the quality of education and training, and of non-vocational qualifications for youth workers and support projects in developing and sharing methods in order to contribute to the European Education Area;
- Support capacity-building of youth workers and youth work practices, whether they are digital or face-to-face;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks, opportunities, and implications of digitalisation;
- Foster the inclusion and employability of young people with fewer opportunities (including for persons not in education, employment or training), with particular emphasis on young people at risk of marginalisation and those with a migrant background, young people with disabilities, as well as those living in remote areas (e.g. EU outermost regions);
- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

## Sport

The **EU Work Plan for Sport 2024-2027** sets the basis for cooperation between the Commission, Member States and the sport movement in three priority areas: the integrity and values in sport, the socio-economic and sustainable dimensions of sport, and the participation in sport and health-enhancing physical activity. It also calls for strengthening the international dimension of the EU sport policy, especially through exchanges and collaboration on current sports policy issues and challenges also with governments and stakeholders outside the EU, and through increased cooperation with the Council of Europe. The current EU Work Plan for Sport will follow up and take into consideration reports that have been published in the framework of the previous EU Work Plan 2021-2024 on the work of expert groups (Recovery from COVID-19, Sport’s contribution to the European Green Deal) and on the results from the Healthy Lifestyles4All initiative. The current work plan was adopted as Council resolution on the 5<sup>th</sup> EU Work Plan for Sport for the period July 2024 to December 2027<sup>109</sup>.

The revamped SHARE 2.0 initiative will build upon the HealthyLifestyle4All initiative, offering a new platform and community of practice for practitioners in sports and health to further develop the work undertaken in previous years on this subject and promote well-being. At the same time, SHARE 2.0 launched communities of practice on sport and innovation and

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<sup>109</sup> [https://www.consilium.europa.eu/en/meetings/eycs/2024/05/13-14/;](https://www.consilium.europa.eu/en/meetings/eycs/2024/05/13-14/)  
<https://data.consilium.europa.eu/doc/document/ST-9771-2024-INIT/en/pdf>.

green sport. In 2025, the Erasmus+ Programme will continue to promote participation in sport and physical activity, putting emphasis on grassroots sport. This could also help ensure increased participation of small-sized organisations. Following the launch in 2023 of support for **mobility in the field of sport**, the Programme will strengthen its impact on this action. Consistency and complementarity with the EU Work Plan for Sport should be ensured, as required by the legal base. There is a need to focus, in particular, on grassroots sport, taking into account the important role that sports play in promoting physical activity as well as a healthy lifestyle, interpersonal relations, and social inclusion.

The sport actions will continue to support projects encouraging the promotion of healthy lifestyles for all, especially all forms of participation in sport and physical activity, as well as self-organised sport<sup>110</sup>. This includes activities related to the European Week of Sport, for all types of sport and physical activity, including traditional sports and games. The Programme will continue to support initiatives that tackle cross-border threats to the integrity of sport, such as corruption, doping and match fixing. Social inclusion for all, promotion of good governance principles and the fight against violence, all forms of discrimination, harassment and intolerance in sport will also be a major focus within the Sport actions in 2025. The sport actions will also continue to promote peace through sport in particular supporting sport organisations working in relation with the war in Ukraine.

In the same vein, sport and physical activity at all levels can make their own facilities and activities sustainable. The Programme can foster green and sustainable physical activity and sports practices, as mentioned in the 2022 **Council conclusions on Sport and physical activity, a promising lever to transform behaviour for sustainable development**<sup>111</sup> and based on the report from the expert group on sport's contribution to the European Green Deal.

The European Week of Sport will be the opportunity to raise awareness of the need to practice sport and physical activity, including for health reasons, and offer concrete opportunities to do so. 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.

The new **SHARE 2.0** (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 ensuring the development of the main activities implemented under the HealthyLifestyle4all initiative (2021-2023). It will also enable spaces for healthy lifestyles, for instance in the context of the New European Bauhaus.

The **#Beinclusive EU sport awards** will once again recognise sport organisations working with ethnic minorities, refugees, people with disabilities, youth groups at risk, or other groups that face inequalities and challenging social circumstances, and supporting sport as a tool for sustaining peace. A new gala of the **#BeActive awards** will be organised in 2025 to support projects and individuals that are dedicated to promoting sport and physical activity across Europe.

The Programme will continue to support evidence-based policy in the field of sport, including studies in fields requiring specific consideration.

## **Jean Monnet**

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<sup>110</sup> In line with the 2024 Council conclusions on the contribution of self-organised sport to supporting active and healthy lifestyles in the European Union

<sup>111</sup> OJ C 170, 25.4.2022, p. 1–6.

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 both in Europe and worldwide.

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

Jean Monnet, as an effective EU Public Diplomacy tool, will also create opportunities to foster academic debates and exchange of best practices on values and democracy, including in non-associated third countries, as set out in Article 20 of the Regulation. The Jean Monnet action also supports activities in other fields of education and training (schools and vocational education and training), aiming to diversify and mainstream EU-related subjects in study programmes, to raise awareness and exchange views, as well as to develop relevant content and innovative learning tools.

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

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

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

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

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

In 2025, the Programme will therefore continue investing in mobility and cooperation in education and training, youth and sport, to foster skills and competences development necessary for the twin transitions, and to contribute to the resilience of the Union.

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

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

## **2.4 SYNERGIES WITH OTHER EU INSTRUMENTS**

The Erasmus+ Regulation recalls the need to seek for synergies with other Union programmes and instruments in order to optimise the European added value of its activities, facilitate the upscaling of projects, increase its impact, help promoters of Programme projects to apply for grants or develop synergies with Cohesion Policy programmes and other programmes and instruments. The Regulation also includes specific provisions aiming to facilitate the alternative funding of project proposals that have passed the quality assessment under a given Call for proposals but cannot be financed due to budgetary constraints, through the award of the **Seal of Excellence**<sup>112</sup>.

In 2025, the Programme will continue to support a more structured approach to the development of synergies with Cohesion policy programmes, in particular the ESF+ programme, by piloting the Seal of Excellence through Erasmus+ flagship actions<sup>113</sup>. Notwithstanding the voluntary uptake of this tool from other funding authorities, the Seal of Excellence facilitates the building of synergies between programmes, by allowing win-win strategic investments on projects that meet common objectives. A more extensive development of effective synergies and complementarities with other funding sources at national or regional level is also fostered through specific additional support to the National Agencies.

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

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<sup>112</sup> See Article 32(3) of the Erasmus+ Regulation and 73 of CPR.

<sup>113</sup> See part II of the Annual work programme.

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

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

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

Basic act: Regulation (EU) 2021/817<sup>114</sup> of the European Parliament and of the Council of 20 May 2021 establishing the Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013;

Regulation (EU) No 2021/947<sup>115</sup> of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe, amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009;

Regulation (EU) No 2021/1529<sup>116</sup> of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III);

Regulation (EU) 2021/1060<sup>117</sup> of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy.

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

On the basis of the objectives given in the Erasmus+ Regulation, the 2025 Work Programme will be implemented through:

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

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

To achieve the objectives and policy priorities announced in Part I of this Work Programme, one general call 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).

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<sup>114</sup> OJ L 189, 28.05.2021, p. 1

<sup>115</sup> OJ L 209, 14.06.2021, p.1

<sup>116</sup> OJ L 330, 20.9.2021, p. 1

<sup>117</sup> OJ L 231 of 30.6.2021, p. 159

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

Actions will be implemented both in direct and indirect management.

All actions implemented through the National Agencies (NAs) or other pillar assessed entities are implemented in indirect management. 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.

All actions implemented by DG EAC, other DGs or by EACEA are implemented in direct management.

Some grants will also be awarded in direct management in accordance with indents (c), (d) and (f) of Article 195 of the FR.

The calls for proposals that will be launched with a view to selecting actions to be co-financed in 2025, 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 or unit costs (simplified forms of grants). The use of these types of grants under Erasmus+ Programme has been approved by a “Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021 – 2027<sup>118</sup>”. In accordance with this Decision, the methodology used to establish the simplified forms of grants and their levels ensures the respect of the principle of sound financing management and reasonable compliance with the principles of co-financing and no double funding.

For all grants the open access requirement of the Erasmus+ Programme applies. Any research output must be made available online following open access publishing principles. Any educational resources or software produced or modified must be made available online on suitable platforms<sup>119</sup> and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

### **Selection criteria**

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

- **Financial capacity:** applicants must have stable and sufficient sources of funding to maintain their activity throughout the period during which the project is being carried out

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<sup>118</sup> [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/lump-sums-and-unit-cost-decision\\_erasmus\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/lump-sums-and-unit-cost-decision_erasmus_en.pdf)

<sup>119</sup> Project results should be made available publicly on the [Erasmus+ Project Results Platform](#)

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

- Operational capacity: applicants must have the necessary professional competencies and qualifications to carry out the proposed action, such as adequate resources in terms of skilled personnel, specific qualifications, professional experience and references in the field concerned, materials and equipment. The authorising officer responsible may, depending on a risk assessment, waive the obligation to verify the operational capacity of public bodies, Member State organisations or international organisations.

## **b) PROCUREMENTS**

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

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

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

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

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

The Programme will also award prizes.

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



### **3. OBJECTIVES PURSUED AND EXPECTED RESULTS**

#### **Key Action 1**

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

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

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

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

- improved competences, linked to their professional profiles;
- broader understanding of practices, policies and systems in education/learning, training or youth across countries;
- greater understanding of interconnections between formal and non-formal education/learning, vocational training and the labour market respectively;
- better quality of their work and activities in favour of students, trainees, apprentices, pupils, adult learners and young people;
- greater understanding and responsiveness to all kinds of diversity, e.g. social, ethnic, linguistic, gender and cultural diversity, as well as diverse abilities;
- 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 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, accessible 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, accessible and inclusive 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;
- improved knowledge and understanding of the drivers behind student performance, in particular in basic skills;
- availability of sound comparative international data and appropriate secondary analyses for European and national policy making;
- improved tools for assessment, transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- good functioning of European networks in charge of guidance and implementing tools that foster the transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning;
- active involvement of civil society networks and non-governmental organisations in policy implementation;

- increased participation of young people and youth stakeholders in the EU Youth Dialogue, with particular attention to those with fewer opportunities;
- increased participation of young people and youth stakeholders in the activities of the bi-annual European Youth Weeks. In addition to events organised at European level, the network of National Agencies is mobilised to organise activities at national level;
- increased levels of participation of individuals in sport and physical/leisure activity, with particular attention to those with fewer opportunities;
- higher degree of exchanges of good practices, dialogue, mutual learning and cooperation among policy makers, practitioners and stakeholders from EU Member States, third countries associated to the Programme and, on a duly justified basis, third countries not associated to the Programme (in accordance with the provisions of Article 20 of the Erasmus+ Regulation);
- increased public awareness about European policies in the fields of education, training, youth and sport as well as increased awareness about the results of the Erasmus+ Programme;
- greater synergies with other EU Programmes and instruments, such as the Cohesion Policy Funds, Horizon Europe, the Technical Support Instrument, as well as with funding schemes at national or regional level.

### **Jean Monnet Actions**

Activities are expected to produce the following main results:

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

## A. EDUCATION AND TRAINING

### I. KEY ACTION 1

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Mobility projects

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

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

Organisations active in the fields of education and training will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility.

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

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

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

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

Mobility activities may take place in third countries not associated to the Programme. These opportunities are intended to encourage organisations in EU Member States or third countries associated to the Programme to develop outgoing mobility activities (i.e. participants from EU Member States or third countries associated to the Programme going to non-associated third countries). It is in the Union's interest that such participants can gather experience in non-associated third countries, since their enriched knowledge is likely to directly benefit the Union upon their return. There would also be an indirect benefit if their enriched knowledge is put to use in a third (possibly non-associated) country, for instance if these participants have contacts with entities located in the Union or associated countries or with individuals from the Union or associated countries.<sup>120</sup>

The overall number of realised outgoing mobilities is monitored in order to ensure the full respect of the Erasmus+ regulation and implementing documents.

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<sup>120</sup> Such considerations justifying a Union interest in opening the action to entities of non-associated third countries also apply, *mutatis mutandis*, to other actions involving non-associated countries mentioned further down in this Work Programme.

These opportunities pursue different, yet complementary objectives, to the international mobilities in higher education funded by the Erasmus+ budget – MFF Heading 6, and reflect the policy priorities of the respective funding sources.

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

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

Type of applicants targeted by this action: same as for the Mobility projects for higher education students and staff (funded by the Erasmus+ budget –MFF Heading 2) - Regions covered by this action are all regions covered by the external action instruments.

It is in the Union’s interest that such participants gather experience in other countries, since their enriched knowledge is likely to benefit the Union.

Mobility of learners and staff in vocational education and training

The following activities are supported:

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

The activities for learner mobility will contribute to achieve the target of 8% for learners benefiting from a mobility experience abroad by 2025, as set in the 2020 Council Recommendation on VET (and the new EU-level target of at least 12% by 2030 following the adoption of the Council Recommendation ‘Europe on the Move’ in May 2024) as well as the deliverables of the Osnabrück Declaration, and in particular its Objective 4 on the international dimension of VET.

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

Mobility activities may take place in third countries not associated to the Programme. These opportunities are intended to encourage organisations in EU Member States or third countries associated to the Programme to develop outgoing mobility activities (i.e. participants from EU Member States or third countries associated to the programme going to non-associated third countries). It is in the Union’s interest that such participants can gather experience in non-associated third countries, since their enriched knowledge is likely to benefit the Union.

The overall number of realised outgoing mobilities is monitored in order to ensure the full respect of the Erasmus+ Regulation and implementing documents.

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

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

The following activities are supported:

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

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

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

#### Allocation ESF+ Germany

In accordance with Article 26 of the Common Provisions Regulation (CPR)<sup>121</sup> and Article 17(8) of the Erasmus+ Regulation, the German authorities have requested that a share of their national allocation under the European Social Fund Plus (ESF+) is transferred to Erasmus+. As established in Article 26(2) of CPR, the transferred resources shall be implemented for the benefit of the Member State concerned. In accordance with the Partnership Agreement of Germany<sup>122</sup>, for 2025, the transferred resources will be allocated to higher education mobility and will amount to EUR 8 000 000. The total amount transferred from ESF+ to Erasmus+ is within the 5% threshold established in Article 26(1) of CPR<sup>123</sup> for transfers to other instrument under direct or indirect management.

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<sup>121</sup> Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231 of 30.6.2021, p. 159.

<sup>122</sup> C(2022) 2369 of 19 April 2022.

<sup>123</sup> Article 26(1) of CPR: “Member States may request, in the Partnership Agreement or in a request for an amendment of a programme if agreed by the monitoring committee of the programme pursuant to point (d) of Article 40(2), the transfer of up to 5 % of the initial national allocation of each Fund to any other instrument

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

Implementation	Indicative amount (EUR)
NA	H2: 2 915 483 000
	H6: 210 000 000
	BL 07 02 13: 8 000 000

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

Index references in budget table (WPI): 1.10

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

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

Type of applicants targeted by this action: any organisation eligible to apply under the mobility projects in the fields of vocational education and training, school education, and adult education (see section a) above). Applicants must be established in an EU Member State or third country associated to the Programme.

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

Implementation	Indicative amount (EUR)
NA	N/A

#### **c) Higher Education Mobility Consortium Accreditation**

Index reference in budget table (WPI): 1.11

This accreditation allows more than one higher education institution to be the beneficiary of mobility projects and any other public or private organisation active in the labour market or in the fields of education, training and youth to be involved in the same mobility projects in the field of higher education. The procedure for providing a Higher Education Mobility Consortium accreditation could take place at the same time as 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).

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under direct or indirect management, where such possibility is provided for in the basic act of such an instrument.”

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

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

Implementation	Indicative amount (EUR)
NA	N/A

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

### a) Erasmus+ Virtual exchanges - Heading 6

Index reference in budget table (WPI): 1.12

Many young people - especially in third countries - have no access to physical mobility. Hence the goal to expand the reach and scope of Erasmus+, based on the experience of the 2018-2020 virtual exchange pilot project<sup>124</sup>. Erasmus+ 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, accessible and inclusive 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 and enabling to further engage young people in intercultural dialogue and improve their soft skills as set out in the Digital Education Action Plan<sup>125</sup>;
- Enhancing critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination indoctrination, polarisation and violent radicalisation;
- Fostering the digital and soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability;
- Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- Strengthening the youth dimension in the relations of the EU with third countries.

Type of applicants targeted by this action: the coordinating organisation submitting the application must be a higher education institution or a youth organisation and be legally

<sup>124</sup> <https://europa.eu/youth/erasmusvirtual>

<sup>125</sup> Commission Communication COM(2020) 624 final of 30 September 2020.



established in an EU Member State or third country associated to the Programme. Other participating organisations might be any public and private body active in the field of higher education or youth. These entities must be established in an EU Member State, a third country associated to the Programme, or a third country not associated to the Programme from Western Balkans<sup>126</sup>, Neighbourhood East, South-Mediterranean countries or Sub-Saharan Africa.

It is of essential interest for the EU to promote people-to-people dialogue, especially among young generations. These activities foster the promotion of shared European values such as democracy, human rights, and the rule of law among young people in neighbouring countries and sub-Saharan Africa, thus strengthening these principles beyond EU borders.

Implementation	Indicative amount (EUR)
EACEA	7 200 000

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

**a) Language learning opportunities**

Index reference in budget table (WPI): 1.20

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

The main features of the Online Language Support (OLS) in 2025 will include a full range of online learning activities; language learning courses; additional vocation-specific learning materials for VET learners; assisted/blended learning tools to enable teachers and youth workers to provide extra support to their learners; social networking feature to allow participants to safely engage with each other in order to improve their language skills (language learning community). The tool aims to give users the possibility to choose languages they want to study, as well as their main points of interest (learn more vocabulary, practice grammar, oral practice, etc.). In the ‘open area’ in the platform, basic language on-line activities will be made available for the benefit of the general public.

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

This action will be implemented through specific contracts under existing framework contracts.

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

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<sup>126</sup> Based on the EU neighbourhood policy ([https://neighbourhood-enlargement.ec.europa.eu/countries\\_en](https://neighbourhood-enlargement.ec.europa.eu/countries_en)), Western Balkan countries are Albania, Bosnia-Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia. For the purposes of this Annual Work programme any reference to Western Balkans (except where otherwise indicated) includes the above-mentioned countries, while having in mind that both North Macedonia and Serbia are associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	5 200 000

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

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

Index reference in budget table (WPI): 1.30

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

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

Implementation	Indicative amount (EUR)
EACEA	N/A

## II. KEY ACTION 2

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the Education and Training sectors.

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

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

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

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

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

#### Priorities in the field of vocational education and training:

- Adapting vocational education and training to labour market needs;

- Increasing the flexibility of opportunities in vocational education and training;
- Contributing to innovation in vocational education and training;
- Increasing attractiveness of VET;
- Improving quality assurance in vocational education and training;
- Creation and implementation of internationalisation strategies for VET providers;
- Tackling low proficiency in basic skills;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of school education:

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

Priorities in the field of adult education:

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

Type of applicants targeted by this action: any public or private organisation. Applications for cooperation partnerships in the fields of education and training are submitted to National Agencies (indirect management), with the exception of applications submitted by European NGOs that are to be submitted to EACEA (see section 2.a) below). The coordinating organisation submitting the application must be established in an EU Member State or third country associated to the Programme.

The Communication “Strengthening European Identity through Education and Culture”<sup>127</sup> sets out the vision of a European Education Area, and emphasises that “education is part of the solution to get more people into decent jobs, respond better to the economy’s skills needs and strengthen Europe’s resilience in a context of the rapid and profound changes induced by the technological revolution and globalisation.” It also recognises that “Europe does not excel in delivering high-quality skills, as even the best-performing Member States are outperformed by advanced Asian countries. Europe has, however, the ambition to grasp all opportunities created by new developments. It is therefore in the shared interest of all Member States to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as a means to experience European identity in all its diversity.”

Cooperation in education has also become an important instrument for mutual understanding and for sharing of European values, as part of the European Education Area. Externally promoting European education and the EU’s transnational approach to cooperation helps to shape relationships with other countries and regions, to encourage peer learning and attract the best global talent to allow Europe to remain economically competitive.

[The ‘Joint Communication on the Eastern Partnership policy beyond 2020’<sup>128</sup> stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions’ involvement in those EU policy areas. The 2021 Joint Communication on a Renewed partnership with the Southern Neighbourhood<sup>129</sup> underlines that opening up and facilitating access to EU programmes for our Southern Partners, as well as to relevant European networks is crucial and specifies that the Southern Mediterranean will remain a priority region under the Erasmus+ programme.](#)

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above mentioned documents, it is in the Union’s interest to support participation of entities from candidate countries, potential candidates<sup>128</sup> and other neighbouring countries<sup>129</sup>.

Entities from these third countries not associated to the programme can solely participate in supported projects (only as partner) if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation. This is explained in the call for proposals and evaluated by the assessors at quality assessment stage.

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

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<sup>127</sup> [eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0673](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0673)

<sup>128</sup> All EU partners in the Western Balkans involved in the [Stabilisation and Association process](#), which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

<sup>129</sup> Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia

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

Implementation	Indicative amount (EUR)
NA	270 000 000

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of the Russia's war of aggression against Ukraine in the Education and Training sectors.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of vocational education and training:

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

Priorities in the field of school education:

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

Priorities in the field of adult education:

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

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

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

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

Implementation	Indicative amount (EUR)
NA	60 000 000

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

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

Index reference in budget table (WPI): 2.08

The action ‘partnerships for cooperation’ as described in this Work Programme under WPIs 2.01, 2.02, 2.03, 2.04 is managed in direct management whenever applications are submitted by European NGOs.

Type of applicants targeted by this action: any participating organisation established in an EU Member State or third country associated to the programme. The coordinator must be an European NGO active in the field of education and training.

Implementation	Indicative amount (EUR)
EACEA	5 000 000

**b) Partnerships for Excellence: European Universities – European Degree exploratory action**

Index reference in budget table (WPI): 2.09

As announced in the Communication on a Blueprint for a European degree, European Degree exploratory action is aimed at offering an experimental space for higher education institutions in the exploratory path towards a possible European degree/preparatory European label.

It will help unlock the full potential of the European Universities initiative, involving higher education institutions from all parts of Europe, from capitals to rural areas, as well as any other type of higher education institutions’ consortia (not being part of the European Universities initiative) willing to engage on the path towards a possible European degree/preparatory European label, based on a set of European criteria agreed upon by the EU Member States in the relevant Council fora.

Many alliances of higher education institutions are currently facing challenges when trying to set up and implement joint degree programmes across all parts of Europe, because of incompatibilities between national legislations, as the Bologna process alone cannot solve all the obstacles. For this reason, the European degree exploratory action will help realise the transformational potential of these transnational cooperation models to set up joint degree programmes matching European criteria and continue testing them. This will enable them to act as trailblazers for other institutions which are willing to deepen their transnational cooperation and set up joint degree programmes, and ultimately be an inspiration for the entire higher education sector.

1. The financial support would encourage, based on a set of European criteria agreed upon by the EU Member States in the relevant Council fora, building on Annex 2 of the Commission proposal for a Council Recommendation on a European Quality Assurance and Recognition System in Higher Education<sup>130</sup>:*The design and implementation of joint programmes matching the criteria for a possible European degree/preparatory European label*: Higher education institutions are encouraged, on a voluntary basis, 1) to adapt existing transnational joint programmes or to design and develop new transnational joint degree programmes at Bachelor, Master and Doctoral levels that match the criteria for a possible European degree/preparatory European

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<sup>130</sup> COM/2024/147 final



label and 2) to facilitate the implementation of these joint programmes, including for student enrolment and participation.

2. Student participation in joint programmes matching the criteria for a possible European degree/preparatory European label: Higher education institutions are supported to provide scholarships to students wishing to participate in these joint degree programmes, and as appropriate balancing out tuition fees to ensure such joint degree programmes are equally accessible for institutions and students from the different participating countries.

This action is voluntary and exploratory only and does not pre-empt any discussions in the Council on the blueprint for a European degree. It will only be launched after the negotiation on the related co-created European criteria, as proposed in the Commission proposal for a Council Recommendation on a European Quality Assurance and Recognition System in Higher Education<sup>131</sup> and adopted by the Council.

Type of applicants targeted by this action: higher education institutions holding a higher education accreditation (Erasmus Charter for Higher Education - ECHE). Applicants must be established in an EU Member State or third country associated to the Programme. Associated partners can be higher education institutions from Bologna countries not associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	14 000 000

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

Index reference in budget table (WPI): 2.11

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

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

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

<sup>131</sup> COM/2024/147 final

This action aims to foster excellence and worldwide internationalisation of higher education institutions in Europe via study programmes – at Master course level – jointly delivered and jointly recognised by higher education institutions (HEIs) established in Europe, and open to institutions in other countries of the world. In this regard, the participation of legal entities from third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation, is in the Union’s interest. The EU interest lies in that the action helps higher education institutions in Europe to enhance their international dimension and increase their ranking of top universities at global level. 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. In this regard, EMJMs are programmes of excellence that contribute to the integration and internationalisation of the European Higher Education Area (EHEA).

The involvement of such entities aims at increasing the international opening of the European higher education systems in line with the Commission priorities for higher education and research, notably by supporting the establishment of large cooperation networks worldwide, hence contributing to improving the quality and innovation of Master level programmes. It also reinforces the attractiveness and reputation of these programmes worldwide and therefore facilitates the recruitment – in the European Union - of the best students on a highly competitive market. Finally, it aims at ensuring that the cooperation tools and approaches currently developed in Europe within the framework of the Bologna process (e.g. ECTS, diploma supplement, joint degree mechanisms, European quality assurance procedures) are widely disseminated and recognised beyond Europe.

Implementation	Indicative amount (EUR)
EACEA	130 000 000

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

Index reference in budget table (WPI): 2.12

The action strives to function as a vector of public diplomacy towards third countries not associated to the programme and it also substantiates the synergies between Erasmus+ and NDICI/IPA III funding referred to in article 17 and recital 23 of the Erasmus+ Regulation. It will also contribute to the broader EU policy objectives that are being pursued through the Talent Partnerships initiatives as laid down in the Commission Communication on Attracting Skills and Talent to the EU.

Type of applicants: applicants under the Erasmus Mundus Joint Master’s action (WPI 2.11) 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.

The regions targeted by this action are: Asia, Central Asia, Latin America and the Caribbean, Middle East, Pacific, Southern Neighbourhood, Sub-Sahara Africa and Western Balkans. For this purpose, the projects proposed for funding under Heading 2 Erasmus Mundus action will be considered for the award of additional scholarships for these targeted regions of the world.

These additional scholarships will increase the number students benefiting from high-level educational opportunities in these 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’.

Implementation	Indicative amount (EUR)
EACEA	22 500 000

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

Index reference in budget table (WPI): 2.13

Implementing VET excellence approaches features prominently in the overall EU policy for skills and VET put forward in the European Skills Agenda, the Council Recommendation on VET<sup>132</sup> as well as in the Osnabrück Declaration<sup>133</sup>. This strategy is firmly anchored in the European Pillar of Social Rights, European Green Deal, the new Digital Strategy, and supports the Industrial and SME Strategies, as skills are key to their success, as well as the recently adopted Communication on skills and talent mobility<sup>134</sup>, the Action Plan on labour and skills shortages<sup>135</sup>, and the Council Recommendation ‘Europe on the Move’ – learning mobility for everyone<sup>136</sup>.

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

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

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

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

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

<sup>132</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29>

<sup>133</sup> [https://www.cedefop.europa.eu/files/osnabrueck\\_declaration\\_eu2020.pdf](https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf)  
<sup>134</sup> <https://ec.europa.eu/social/BlobServlet?docId=27473&langId=en>

<sup>135</sup> <https://ec.europa.eu/social/BlobServlet?docId=27473&langId=en>

<sup>136</sup> [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST\\_9804\\_2024\\_INIT](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT)

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.

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

The initiative thus supports the international dimension of EU policy in this field, in line with the strategic orientation included in Article 166(3) of the EU Treaty: *"The Union and the Member States shall foster cooperation with third countries and the competent international organisations in the sphere of vocational training"*.

The 2020 Council Recommendation on VET and the Osnabrück Declaration, have set ambitious objectives and called on Member States and the European Commission to strengthen the international dimension of VET, which has been pursued through various strands of EU work including the mobility of learners and staff with Erasmus+ support and through cooperation with international organisations and the European Training Foundation (ETF).

The ETF is contributing to the international dimension with their expertise and through their contacts in partner countries. ESF+ is supporting ETF's work, which involves networking and collaboration, conducting studies and providing support services to CoVEs relevant for the EU and ETF partner countries. The ETF has also developed a self-assessment tool and a concept for a label and an award for excellence.

[The 'Joint Communication on the Eastern Partnership policy beyond 2020'<sup>128</sup> stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions' involvement in those EU policy areas. The 2021 Joint Communication on a Renewed partnership with the Southern Neighbourhood<sup>129</sup> underlines that opening up and facilitating access to EU programmes for our Southern Partners, as well as to relevant European networks is crucial and specifies that the Southern Mediterranean will remain a priority region under the Erasmus+ programme.](#)

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above mentioned documents, it is in the Union's interest to support participation of entities from candidate countries, potential candidates<sup>137</sup> and other neighbouring countries<sup>138</sup>.

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<sup>137</sup> All EU partners in the Western Balkans involved in the [Stabilisation and Association process](#), which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

<sup>138</sup> Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia

Entities from these third countries not associated to the programme can solely participate in supported projects (only as partner) if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation. This is explained in the call for proposals and evaluated by the assessors at quality assessment stage.

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

Implementation	Indicative amount (EUR)
EACEA	60 000 000

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

Index reference in budget table (WPI): 2.15

Partnerships for excellence will support European partnerships of teacher education and training providers, public authorities and stakeholders that will set up Erasmus+ Teacher Academies in order to develop a European and international outlook in teacher education. The Academies develop and test initial teacher education and continuing 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 (2021-2027), 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 a third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	25 500 000

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

Index reference in budget table (WPI): 2.17

The Alliances for Innovation aim to strengthen Europe's innovation capacity by boosting innovation through cooperation and flow of knowledge among higher education, vocational education and training (both initial and continuous), and the broader socio-economic environment, including research. These Alliances will also seek to contribute to the New European Innovation Agenda, the European strategy for universities, the Digital Decade Policy Programme 2030, the Green Deal Industrial Plan and the New European Bauhaus

initiative where relevant, with a view to embed innovative and sustainable approaches in education.

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

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

[The ‘Joint Communication on the Eastern Partnership policy beyond 2020’<sup>128</sup> stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions’ involvement in those EU policy areas. The 2021 Joint Communication on a Renewed partnership with the Southern Neighbourhood<sup>129</sup> underlines that opening up and facilitating access to EU programmes for our Southern Partners, as well as to relevant European networks is crucial and specifies that the Southern Mediterranean will remain a priority region under the Erasmus+ programme.](#)

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above mentioned documents, it is in the Union’s interest to support participation of entities from candidate countries, potential candidates<sup>139</sup> and other neighbouring countries<sup>140</sup>.

Entities from these third countries not associated to the programme can solely participate in supported projects (only as partner) if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation. This is explained in the call for proposals and evaluated by the assessors at quality assessment stage.

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

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<sup>139</sup> All EU partners in the Western Balkans involved in the [Stabilisation and Association process](#), which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

<sup>140</sup> Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia

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

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

Type of applicants targeted by this action (topic 1 and topic 2): public or private organisations (such as higher education or higher VET institutions; VET providers; companies, or industry or sector representative organisations, chambers, trade unions or trade associations) active in the fields of education and training and innovation. Applicants must be established in an EU Member State or third country associated to the Programme. For topic 2 applicants must also be registered members of the Pact for Skills<sup>141</sup> that are public or private organisations legally 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): 2.19

**First Call: Forward-Looking Projects: School Education, Vocational Education and Training, Adult learning, Digital education**

***Priority 1: School Education: Enhancing basic skills***

The PISA (Programme of International Student Assessment) 2022 results are deeply worrying. In the EU, around 30% of young people fail to reach the minimum competence level in mathematics, and around 25% in reading and science<sup>142</sup>. Such results point strongly to the need to reinforce efforts on basic skills acquisition: not addressing the low level of basic skills undermines the EU’s competitiveness.

The objective of this priority is to support EU countries in their efforts to enhancing literacy, maths and science skills by implementing effective teaching, learning and assessment practices, with a specific focus on foundational years (ECEC and primary education).

<sup>141</sup> [https://pact-for-skills.ec.europa.eu/index\\_en](https://pact-for-skills.ec.europa.eu/index_en)

<sup>142</sup> European Commission, Directorate-General for Education, Youth, Sport and Culture, *The twin challenge of equity and excellence in basic skills in the EU – An EU comparative analysis of the PISA 2022 results*, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2766/881521>

Based on existing evidence the project should look at teaching, learning and assessment practices (including interdisciplinary approaches) which have been assessed and have a demonstrated impact in foundational years (ECEC and primary education), and see how these can be further scaled-up, in particular in ECEC settings and schools with a high concentration of children from vulnerable groups, including low socio-economic background and children with different home languages.

A strong focus should be placed on involving parents/caregivers, including through support to parenting, home reading programmes, as well as on the involvement of other stakeholders, particularly public libraries, scientific institutions, and NGOs, non-formal learning providers (such as EU STEM Coalition national platforms), businesses, local authorities.

Projects should place a special attention on Initial Teacher Education and Continuing Professional Development programmes and how they can enhance educators' understanding of young children's literacy/communication and mathematical and scientific development, and to understand how to assess this development.

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

***Priority 2: Vocational Education and Training: Promote an enabling and supportive environment for vocational excellence at national and/or regional level***

The Erasmus+ flagship initiative on Centres of Vocational Excellence (CoVEs) aims to be a driving force for reforms in the Vocational Educational and Training (VET) sector. The main objective is to ensure high quality skills that lead to quality employment and career-long opportunities, swiftly responding to the needs of an innovative, inclusive, and sustainable economy as well as to social needs, and contributing to increasing the attractiveness of VET.

The initiative is closely aligned with the European Skills Agenda and the ambitions for the VET sector as agreed between the Member States in the 2020 Council Recommendation on VET.

The Centres of Vocational Excellence initiative supports 'upward convergence' on VET excellence through transnational partnerships, increasing the quality and effectiveness of VET in the participating regions and setting inspiring standards in the broader international community.

The CoVEs include a broad spectrum of stakeholders, from VET providers and local and regional authorities to businesses and other employers, social partners, universities of applied sciences, etc. A crucial feature of the CoVEs is that they are based on partnerships that develop local 'skills ecosystems' to provide high quality vocational skills to young people and adults, and contribute to regional development, innovation, industrial clusters, smart specialisation strategies and social inclusion.

The forward-looking projects should aim at promoting an enabling and supportive environment for vocational excellence at national and/or regional level through support structures, wide dissemination of the CoVE projects and their results, further developing synergies with the work of various stakeholders, also sharing similar thematic or sectoral approaches, mapping of funding opportunities and other existing initiatives in the countries participating, thereby increasing the impact of the individual CoVEs, and promoting their sustainability and scalability beyond Erasmus+ funding.

***Priority 3: Vocational Education and Training: Development of joint VET qualifications and modules***

The general objectives of the priority are to contribute to:



- removing barriers to internal mobility for work and study purposes, facilitating the recognition of qualifications and learning outcomes;
- developing a highly skilled, qualified and mobile workforce, opening up opportunities for learners, workers and businesses;
- strengthening the quality, relevance and attractiveness of VET by supporting joint developments.

The specific objective of the priority is to support the development and delivery of joint VET qualifications and/or modules that are part of qualifications, or the improvement of existing ones, thus facilitating the mutual recognition of qualifications and learning outcomes and contributing to removing barriers to work and study mobility within the EU.

The joint qualifications and/or modules will include a work-based learning component and a mobility window for a certain number of VET learners to participate in exchanges or rotation among the partners and ensure the recognition of the joint qualification and/or modules among the participating organisations.

Joint VET qualifications and modules have the potential to address common emerging and fast changing skills needs in various sectors and contribute to addressing labour shortages in the EU. Moreover, they can help remove barriers to internal mobility and the single market, while helping reduce persistent unemployment in some regions and contribute to reaching the VET mobility target set in the Council Recommendation on Europe on the Move.

Applicants could base the development of the transnational joint qualifications/modules on existing evidence on the emerging and fast changing skills needs for concrete professions (including using results of Blueprint projects, EU skills academies, CoVEs, EU sectoral strategies, etc.) or develop such an evidence as part of the projects.

The indicative budget for priorities 2 and 3 is EUR 8 000 000.

#### ***Priority 4: Adult learning: Support to the Pact for Skills***

The Pact for Skills<sup>143</sup> is the flagship action of the 2020 European Skills Agenda<sup>144</sup>. The Pact is firmly anchored in the principles of the European Pillar of Social Rights and supports the goals of the Green Deal and the digital transformation, as set out in the Commission communication ‘A strong Social Europe for Just Transitions’<sup>145</sup>. It also contributes to reaching the EU target of 60% of adults participating in training every year by 2030, as set out in the European Pillar of Social Rights Action Plan<sup>146</sup>.

Projects should implement all the activities listed below:

- Develop and support governance structures connecting members of the Pact for Skills;
- Develop and support cooperation of large companies with SMEs, and among SMEs, in the field of training;
- Support the definition, implementation, and monitoring of concrete commitments under the Pact for Skills, such as:
  - gathering skills intelligence;

<sup>143</sup> [https://pact-for-skills.ec.europa.eu/index\\_en](https://pact-for-skills.ec.europa.eu/index_en)

<sup>144</sup> <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

<sup>145</sup> COM/2020/14 final

<sup>146</sup> <https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/en/>

- upskilling of low-skilled people;
- reskilling people for new tasks in their jobs;
- reskilling of people from other sectors with skills transferable into the own sector.

### ***Priority 5: Adult learning: Improving career guidance to support adults' participation in training***

The European Year of Skills has spread the message that lifelong skills development should become the norm for everybody, namely to respond to labour and skills shortages, which put at risk the European economy and the European social model. Three quarters (78%) of small and medium-sized businesses said in a 2023 Eurobarometer survey<sup>147</sup> that they find it difficult to recruit the talent they need. At the same time, 21% of people aged 20-64 in the EU are currently inactive and require targeted assistance to enter the labour market.

Participation of adults in learning remains too limited. The 2022 Adult Education Survey<sup>148</sup> found that 39.5% of adults participate in training in the previous 12 months, only 2 percentage points better than in 2016 and very far from the target that at least 60% of all adults should be participating in training every year by 2030.

A key success factor to ensure that adults are able to engage in up- and reskilling is that they have access to guidance and counselling enabling them to make informed choices about up- and reskilling opportunities. This is especially important for persons without a functional level of basic skills who risk getting stuck in a “low skills-poor jobs trap”. It is very important also for people working for small and micro-enterprises who have less opportunities to participate in training.

Projects under this priority will identify and test methods and mechanisms to improve guidance and counselling services to adults, with a particular focus on reaching out to and supporting workers in small and micro-enterprises, at all levels, including management. Ideally projects should devise approaches that have the potential of becoming mainstreamed.

Projects should support guidance services:

- Providing coordinated services (whether in person or online) open to all adults and organisations (in particular SMEs and micro-enterprises) through ‘one-stop-shops’, offering skills assessment, directing individuals to tailor-made learning options, with validation of the acquired skills.
- Improving the career management skills of individuals, which will help them to navigate smoothly through different learning opportunities and the changing labour market.
- Making use of skills intelligence and digital tools, including artificial intelligence, in career guidance to capitalise on new efficiencies and scale.
- Supporting employers, especially small and micro-enterprises, to identify which skills their enterprises will need and how they can support their employees to assess and acquire these skills.
- Reinforcing career guidance counsellors’ training and competence development so that they can support individuals to unlock their full potential.

The indicative budget for priorities 4 and 5 is EUR 8 000 000.

### ***Priority 6: Digital education: Assessment of digital skills and competences***

<sup>147</sup> <https://europa.eu/eurobarometer/surveys/detail/2961>

<sup>148</sup> [Adult education survey - Eurostat \(europa.eu\)](https://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&plugin=1)

In today's technology-driven world digital skills have become a basic skill, on a par with literacy, numeracy, and science. At a societal level, a digitally skilled population can impact economic growth, technological advancement, sustainability development, social engagement that leads to enhancing living standards. In education, embedding digital skills in the curriculum from an early age prepares students not just for the jobs of the future, but also for real life problems and challenges.

While all EU countries include digital skills development in education, only half of them has developed assessment procedures for digital skills at primary or secondary school level, with some countries not testing digital skills at all. Despite the cross-curricular nature of digital skills, testing is not homogeneous, and tends to involve preferentially students in certain disciplines, such as STEM.

Projects under this topic will focus on the assessment of individual students' digital skills at primary and/or secondary level including VET, the end of the secondary education cycle and explore the feasibility of assessment practices that are explicit about the level of digital skills in a variety of contexts (e.g. if digital skills are developed through a specific subject or in a transversal way). These projects will allow to identifying factors and criteria which are necessary for developing a comprehensive and robust assessment methodology for digital skills, thus supporting the creation of a progression model to assess digital skills.

Expected deliverables and impact:

- A framework for assessing individual student attainment levels;
- A repository of items (i.e. questions or question areas) to assess digital skills;
- A methodology for the usability of the assessment framework in a diversity of contexts (e.g. regardless of when/how digital skills are developed) and levels and sectors of education (primary, secondary, VET). The projects under this priority will also consider how/if the outputs are transferable to other sectors of education and training.

***Priority 7: Digital education: Ethical and effective use of generative Artificial Intelligence systems in education and training'***

Projects under this priority will aim to foster broader organisational readiness and capacity of education and training institutions as well as more broadly to education and training systems through:

- Identify, map and analyse existing effective initiatives and areas in teaching, learning, and assessment at any level(s) of education and training where generative Artificial Intelligence (AI) systems are of particular use and benefit. Identify challenges as well as success factors for the deployment of generative AI.
- Develop, and pilot innovative approaches, methods, and practices of the use of generative AI systems in teaching, learning and assessment at any level(s) of education and training. Special attention should be paid to the ethical, effective, purposeful and pedagogically underpinned use of the technology.
- Produce guidelines and practical materials, as well as use cases on the critical use of generative AI systems in education and training practices that can be disseminated and easily implemented at organisational level. Those should be complemented with clear recommendations to inform further policy initiatives.

***Priority 8: Digital education: Innovative data collection and exchange approaches in primary, secondary education (including vocational education and training) for data-informed decision-making***

This priority focuses on the key role of data in primary, secondary, and vocational education. Data from learners, teachers, parents, school facilities (such as classroom and laboratories) is used to assess teaching and learning strategies (learning outcomes, teacher performance, test scores, graduation rates, etc.), and ultimately, the success of a school. Data is also used for comparative analytics purposes across districts, regions, and countries, and it also informs decision making concerning legislation, policies, funding, and innovative learning and teaching methods.

However, the methodologies and criteria to aggregate, process, and synthesise educational data differs widely between schools, institutions, regions, and Member States. This makes comparing and synthesising educational data challenging, especially across Member States, and it impedes the development and implementation of comprehensive strategies for educational improvement and policy formulation.

In the Council Recommendation on the key enabling factors for successful digital education and training<sup>149</sup>, the European Commission has stated the intention to improve the transparency and evaluate the progress in implementing digital education and training, by supporting comparative data collection, and by monitoring and reporting on progress on the enabling factors for digital education and training (taking into account Member States' national strategies).

Therefore, the European Commission wants to support forward-looking ideas, projects and activities that contribute to ethical and privacy-centric data collection methods, the facilitation of relevant data exchange, transnational collaboration agreements, the development of advanced and ethical analytical tools and methodologies, and robust data governance frameworks to ensure consistency and accuracy in collecting and analysing educational data.

Expected deliverables and impact:

- Identify existing or innovative data collection strategies that support transparent, secure, ethical and structured comparative data collection (methodologies) for primary, secondary, and vocational education on a EU level;
- Transnational mappings highlighting opportunities, challenges, and best practices in data collection across member states;
- Implementation of pilot projects demonstrating the feasibility and effectiveness of regional, national, and EU-level data collection initiatives;
- Pilot projects that contribute to higher levels of relevant critical data exchange across school infrastructures while safeguarding privacy and ethics;
- The development of frameworks and/or guidelines to support the development and implementation of educational data collection strategies, fostering consistency and accuracy in data analysis.

The indicative budget for priorities 6, 7 and 8 is EUR 13 000 000.

Type of applicants targeted by this call, for all the above priorities: legal entities (public or private bodies) established in an EU Member State or in a third country associated to the Programme and active in the fields of education and training, research and innovation or in the world of work. For topic 4, these bodies should also be members of the Pact for skills<sup>150</sup>.

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<sup>149</sup> <https://education.ec.europa.eu/focus-topics/digital-education/action-plan/action-1#Proposal>

<sup>150</sup> [https://pact-for-skills.ec.europa.eu/about/pact-skills-members\\_en](https://pact-for-skills.ec.europa.eu/about/pact-skills-members_en)

Implementation	Indicative amount (EUR)
EACEA	32 000 000

## **Second Call : Forward-Looking Projects: Higher Education**

### ***Topic 1: European Degree Pathway Projects***

As announced in the Council Recommendation on building bridges for effective European higher education cooperation and in the Communication on a Blueprint for a European degree, European degree pathway projects would provide financial incentives to support, enable and accompany Member States, on a voluntary basis, to work together with their accreditation and quality assurance agencies, universities, students, economic and social partners, to continue exploring and navigate the pathway towards a possible European degree, including a preparatory European label.

This action is voluntary and exploratory only and does not pre-empt any discussions in the Council on the blueprint for a European degree. It will only be launched after the negotiation on the related co-created European criteria, as proposed in the Commission proposal for a Council Recommendation on a European Quality Assurance and Recognition System in Higher Education<sup>151</sup> and adopted by the Council.

The indicative budget for topic 1 is EUR 7 000 000.

### ***Topic 2: Leadership Development programme for higher education institutions' leaders***

The European strategy for universities aims at supporting and enabling universities to adapt to changing conditions, to thrive and to contribute to Europe's resilience and recovery. It seeks to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values. Against this context, it is important that higher education institutions' leaders are equipped with the knowledge, skills and competences needed to lead their institutions, including in view of ensuring academic freedom, freedom of speech and institutional autonomy. The rapidly changing societal environment and the new level of intensity and scope of European higher education cooperation requires a diverse skill set, adaptability, and the ability to navigate through ever-evolving challenges.

This action will support the higher education sector in the development and provision of leadership development programmes for higher education institutions' leaders, especially in view of deeper transnational cooperation at European level, making academic careers attractive and sustainable, and protecting academic freedom. This action will also promote female leadership in higher education.

The indicative budget for topic 2 is EUR 1 000 000.

Type of applicants targeted by the second call (both topic 1 and 2):

- Any public or private organisation active in the fields of education or training. With relevance notably for the European degree pathway projects, this includes also relevant public authorities in charge of higher education and/or national or regional

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<sup>151</sup> COM/2024/147 final

bodies with a mandate from their country related to quality assurance, recognition, funding of higher education institutions or other specific fields relevant to the European degree (including for example higher education ministries, accreditation and quality assurance agencies, recognition authorities);

- Higher education institutions holding a higher education accreditation (Erasmus Charter for Higher Education - ECHE) ;
- Associations of higher education institutions (including national or international associations of rectors), student associations or social partners associations.

Applicants must be established in an EU Member State or third country associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	8 000 000

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

Index reference in budget table (WPI): 2.22

This action supports international cooperation projects based on multilateral partnerships between organisations active in the field of higher education. The activities and outcomes of these projects must be geared to benefit the eligible third countries not associated to the Programme, their higher education institutions and systems. This action contributes to the achievement of the Global Gateway strategy of the European Commission which aims to tackle the most pressing global challenges, from fighting climate change, to improving health systems, and boosting competitiveness and security of global supply chains. Wherever possible, projects should support and underpin the already agreed Global Gateway investment packages and flagships.

Specific objectives of the Capacity Building action are:

- 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 in Higher education institutions (HEIs) by developing new and innovative education programmes;
- 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, digital and entrepreneurial capacities, as well as the internationalisation of HEIs;
- Increase the capacities of HEIs, bodies in charge of Higher Education and competent authorities to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes;
- Improve the training of teachers and continuous professional development in order to

impact the longer term quality of the education system;

- Stimulate cooperation of institutions, capacity building and exchange of good practice;
- Foster cooperation across different regions of the world through joint initiatives;

In third countries not associated to the Programme, the action will specifically enhance the relevance of higher education for the successful implementation of the EU's Global Gateway strategy and the investment priorities set within. It will also support these countries in achieving the Sustainable Development Goals.

Three specific strands are available within this action:

Strand 1 – Fostering access to cooperation in Higher Education;

Strand 2 – Partnerships for transformation in Higher Education, and

Strand 3 – Structural reform projects in Higher Education.

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

In so far as this action is open to individuals or entities from third countries not associated to the Programme, the action contributes to the EU's international cooperation objectives in support of country efforts in achieving the Sustainable Development Goals and is therefore in the Union interest.

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

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

The action strives to function as a vector of public diplomacy towards third countries not associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

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

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>152</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests

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<sup>152</sup> OJ L 209, 14.6.2021, p. 27.





- Build capacity of VET providers to strengthen cooperation between private and public stakeholders in the field of vocational education and training for demand-oriented and opportunity-driven VET interventions;
- Improve the quality and responsiveness of VET to economic and social developments to enhance the labour market relevance of skills provision;
- Align VET provision to local, regional and national development strategies.

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

As it comes to third countries not associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, thereby sharing the excellence of European Union VET providers.

The expected capacity increase of VET institutions in such countries will help to further their horizons especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation. The action will also contribute to strengthen the links between VET systems and labour market in third countries not associated to the Programme by aligning VET skills to (emerging) local labour market opportunities.

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

The action strives to function as a vector of public diplomacy towards third countries not associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in Article 17 and Recital 23 of the Erasmus+ Regulation.

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

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>156</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>157</sup>. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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<sup>156</sup> OJ L 209, 14.6.2021, p. 27.

<sup>157</sup> OJ L 330, 20.9.2021.

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

Implementation	Indicative amount (EUR)
EACEA	27 000 000

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

#### a) Support services for eTwinning (National Support Organisations)

Index reference in budget table (WPI): 2.24, 2.25

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

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

eTwinning is already a well-established component of the European Neighbourhood Policy for people-to-people contacts. The continued participation of Eastern Partnership, Southern Neighbourhood, and Western Balkans countries in the eTwinning initiative is legally and politically justified by the provisions of the TEU, the goals of the Eastern Partnership, the European Neighbourhood Policy, and the Stabilisation and Association Process. It supports the EU's strategic objectives of promoting stability, security, and prosperity through educational cooperation, thereby fostering deeper integration and mutual understanding between the EU and its neighbours. By promoting EU values, fostering intercultural dialogue, strengthening regional relations, supporting educational reforms, and contributing to economic and social development, eTwinning plays a crucial role in building a shared future for the EU and its neighbouring regions.

eTwinning helps to promote quality education and EU values in European Neighbourhood countries. And it enables schools to partner with peers in other countries, providing opportunities for European schools to benefit from a broader range of good practices also from European neighbourhood countries and helps to foster intercultural dialogue and cooperation across the board. The extension of eTwinning to European neighbourhood countries was initiated in the Joint Communication ‘A new response to a changing

neighbourhood'<sup>158</sup> that constituted the first review of the European Neighbourhood Policy following its inception in 2004. In addition, in the Communication 'Supporting the prevention of radicalisation leading to violent extremism'<sup>159</sup> the EU undertook to '*extend further the eTwinning platform to selected countries of the European Neighbourhood*'. The role of the Erasmus+ programme has been recalled in subsequent policy documents such as the 'Joint Communication on the Eastern Partnership policy beyond 2020'<sup>160</sup> or the joint Communication 'Renewed partnership with the Southern Neighbourhood'<sup>161</sup>.

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

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

In such cases, additionally to the networking benefits for European pupils, EU-based teachers can enjoy broader upskilling opportunities thanks to webinars, short and long online courses (including MOOCs), self-teaching materials, conferences, and other on-site professional development opportunities where they meet experts and exchange good practices including from non-associated countries who participate in this action.

One grant will be awarded to each of the eTwinning National Support Organisations based in the Member States, third countries associated to the programme and third countries not associated to the programme (which can only be countries under the European Neighbourhood policy).

The beneficiaries of the grant are the Support services for eTwinning (National Support Organisations). Grants will be awarded to bodies designated by national authorities on the basis of Article 195 (f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. These bodies typically include Erasmus+ National Agencies, ministries of education, or related organisations with substantial expertise in educational matters. They are chosen for their strong competencies in managing educational initiatives, ensuring that eTwinning services are supported by a robust infrastructure and experienced professionals capable of driving eTwinning's objectives effectively.

Implementation	Indicative amount (EUR)
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<sup>158</sup> [EUR-Lex - 52011DC0303 - EN - EUR-Lex \(europa.eu\)](#)

<sup>159</sup> [EUR-Lex - 52016DC0379 - EN - EUR-Lex \(europa.eu\)](#)

<sup>160</sup> [https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-03/joint\\_communication\\_on\\_the\\_eap\\_policy\\_beyond\\_2020.pdf](https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-03/joint_communication_on_the_eap_policy_beyond_2020.pdf)

<sup>161</sup> [https://www.eeas.europa.eu/sites/default/files/joint\\_communication\\_renewed\\_partnership\\_southern\\_neighbourhood.pdf](https://www.eeas.europa.eu/sites/default/files/joint_communication_renewed_partnership_southern_neighbourhood.pdf)

EACEA	H2: 26 500 000
	H6: 1 000 000

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

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

Index references in budget table (WPI): 2.30

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

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

This action will be implemented through specific contracts under existing framework contracts.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

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

Index reference in budget table (WPI): 2.31

Following Article 3 of the 2018 Europass Decision, Action 11 of the Skills Agenda, and the Digital Education Action Plan, Europass supports its users to take their next step in work or education and training, by offering modernised tools and information that allow its users to assess and describe their skills and qualifications and receive tailored information on skills trends and needs as well as on learning opportunities, qualifications frameworks and qualifications, career guidance, validation and recognition. To achieve this, Europass has already delivered and needs to continue delivering functionalities which can be reused in other platforms for a maximum impact of its technological investments (e.g. EURES, ESCO, Euraxess, EPSO, European Youth Portal and other EU portals). The work on Europass is done in cooperation with the Europass Advisory Group, the consultative body made of representatives of EU Member States and other Europass countries as well as social partner and international organisations, that advises the Commission on the implementation and future development of Europass and on the development of the different web-based tools and the information provided through the Europass platform.

In this context, further synergies will be developed between EURES and Europass to reinforce the impact of both services and avoid overlaps, thus offering integrated services for

the mobility of workers and learners. The prospect is that better and more diverse opportunities are made available to the end users via interlinked services. At the same time, Europass will pursue its roll-out and upscale of the European Digital Credentials for Learning and its improvement of the Europass tool that allows Member States to exchange data on learning opportunities, accreditation and on national qualifications included in their national qualifications' registers, thus implementing both the Europass Decision and the 2017 European Qualifications Framework Council Recommendation.

Implementation	Indicative amount (EUR)
EMPL	5 536 000

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

Index reference in budget table (WPI): 2.32

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

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

This action will be implemented through specific contracts under existing framework contracts.

Implementation	Indicative amount (EUR)
EACEA	6 000 000

### d) European Student Card Initiative

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

The European Student Card Initiative and its underlying components (Erasmus Without Paper, The Erasmus+ App and the European Student Card) aim to simplify, facilitate and boost student mobility in Europe by substantially reducing the administrative burden in terms of time, expense and effort. The implementation of the European Student Card initiative in 2025 will further enhance the digital components and the level of support available to higher education institutions. To this purpose, DG EAC will be managing EUR 2 million in 2025 through specific contracts under an existing framework contract.

In addition, the preparation of the next phase of the European Student Card initiative will be set in motion, reinforcing the scalability, inclusiveness, and flexibility of the infrastructures to bring the advantages of digitalisation to a wider range of beneficiaries. The next phase of the European Student Card initiative will build on the existing digital solutions, take into account the experiences of the current phase of implementation, and further develop these tools in close cooperation with the higher education sector. For EACEA this action will be implemented through specific contracts under framework contracts and defined in accordance with the Commission' policy goals on the European Student Card initiative.

Implementation	Indicative amount (EUR)
EAC	2 000 000
EACEA	10 000 000

**e) Support to IT developments (partially co-delegated to DIGIT)**

Index reference in budget table (WPI): 2.39

The Erasmus+ programme's allocated credits to the IT tools and systems cover the expenses related to the existing IT tools, including corporate IT tools as eGrants/Sedia or Central validation service.

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

Implementation	Indicative amount (EUR)
EAC/DIGIT	5 700 000

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

**a) IT services for Erasmus+ platforms**

Index reference in budget table (WPI): 2.40

Corporate IT services are required for the hosting, running and maintenance of some of the Erasmus+ platforms (the Electronic Platform for Adult Learning in Europe, European School Education Platform, eTwinning Central Support Services, National Policies Platform and the European Student Card Initiative) and for the development, registration and hosting of websites for supported networks (including Student and Alumni Erasmus+ networks, National Teams of Higher Education Reform Experts (HEREs), Erasmus+ National Focal Points (ENFPs) as well as hosting of e-learning training modules, development and maintenance of Partner Search Space. These services will be provided through a Service Level Agreement with DG DIGIT.

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

Implementation	Indicative amount (EUR)
EACEA	670 000



### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

Index reference in budget table (WPI): 3.01

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

Training and Cooperation Activities consist of:

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

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

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

Implementation	Indicative amount (EUR)
NA	20 000 000

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

Index reference in budget table (WPI): 3.02

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

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

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

Implementation	Indicative amount (EUR)
NA	1 400 000

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

Index reference in budget table (WPI): 3.03

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

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

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

Implementation	Indicative amount (EUR)
NA	3 000 000

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

Index reference in budget table (WPI): 3.04

In 2025, the cooperation between the Council of Europe (CoE) - European Centre for Modern languages and the European Commission will include activities in the following areas:

Language learning

The contribution agreement will continue to cover the alignment between the PISA methodology and the Common European Framework of Reference for language competences, language awareness in schools and vocational education and training institutions and integrating the reality of multilingual classrooms. It will also include activities for the promotion of regional and minority languages, including consolidating a repository of case studies. The expected outcomes will include improving 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 further improving the quality and relevance of language acquisition, including both the language of schooling and additional languages.

The maximum EU contribution will indicatively be EUR 700 000.

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

Implementation	Indicative amount (EUR)
CoE	700 000

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

Index reference in budget table (WPI): 3.05

The cooperation between the European Commission and the OECD aims at joining forces of the two organisations for developing, implementing and disseminating actions which provide best added value for countries in the field of education and training. In 2025, the cooperation between the two organisations will include activities covering the following main areas:

- International studies and assessment tools

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 2025, the Commission contribution will support activities aimed, amongst others, at developing better knowledge on teaching and learning in the 21<sup>st</sup> century throughout the entire cycle of education, analysing education and training systems (e.g. organisation, investment, performance, in/equality and inclusiveness issues), analysis of students' test outcomes and innovation in education and training. The maximum EU contribution will indicatively be EUR 250 000.

- Skills Outlook 2027

The Commission cooperates with the OECD on studies that support countries improving skills governance and skills policy measures, namely designing or implementing national skills strategies, a flagship action of the European Skills Agenda. This cooperation includes the Skills Outlook series, published every two years, focusing each time on a topic relevant for the EU. For instance, the Skills Outlook 2025, supported through the Annual Work Programme 2023, will focus on disparities in the distribution of 21st century skills and the extent to which disparities in skills explain inequalities in economic and social outcomes, a crucial issue as confirmed by the 2022 PISA results. To cover work towards the Skills Outlook 2027, the maximum EU contribution will indicatively be EUR 400 000.

- Action plan on basic skills

Given the sharp decline in basic skills (Literacy, numeracy, and science) across the EU highlighted by the results of the 2022 OECD's PISA survey, an Action Plan on basic skills is currently being developed. The Action Plan, to be endorsed by the new Commission, will comprise a set of new actions on basic skills which complement and enrich ongoing activities, including new multi-country targeted peer learning projects. The maximum EU contribution will indicatively be EUR 300 000.

- National reviews of education and training policy

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

areas will include actions linked for example to the twin challenge of equity and excellence in basic skills, strengthening teaching, increasing access and quality to early childhood education and care, green and digital education, innovations in education, or linked to the initiatives such as the Pathways to School Success aiming to promote inclusive education, tackle early school leaving, and support well-being at school, the Digital Education Action Plan and Recommendations aiming to improve the enabling factors and digital skills for a successful digital education and training. The reviews can also help to promote the evaluation culture in Member States. The EU contribution will indicatively be EUR 250 000.

- Higher Education

In order to support the European Commission initiatives presented in the Communication on a blueprint for a European degree and the two related proposals for Council Recommendations, the European strategy for universities and towards the achievement of a European Education Area, and in line with the Council Recommendation on building bridges for effective European higher education cooperation, the cooperation with OECD will provide analysis, gather evidence and organise actions to implement these initiatives with the involvement of the Member States where appropriate. The maximum EU contribution will indicatively be EUR 250 000.

- Artificial Intelligence (AI) Literacy Framework

The Commission and the OECD will cooperate on developing an Artificial Intelligence (AI) Literacy Framework for primary and secondary level of education to address emerging trends and skills needs stemming from the AI disruption. This work will contribute to delivering on the Council Recommendation on key enabling factors for successful digital education and training<sup>162</sup> where the Commission is invited to work on AI literacy guidelines; it will also support Member States in preparing for PISA 2029, which will feature AI as part of its innovative component. The cooperation will include the development of the AI literacy framework, as well as the development of supporting materials for learners and educators, as well as dissemination activities. The indicative EU contribution will be EUR 1 500 000.

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

Implementation	Indicative amount (EUR)
OECD	2 950 000

**f) Cooperation with UNESCO**

Index reference in budget table (WPI): 3.06

Addressing prejudice, racism and hatred through and in education

The 2023 Council conclusions on the contribution of education and training to strengthening common European values and democratic citizenship and the Communication ‘No place for hate: a Europe united against hatred’ of the Commission and High representative of the Union

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<sup>162</sup> C/2024/1115

for Foreign Affairs and Security Policy<sup>163</sup>, highlight the contribution of Erasmus+ and its further use in support of the relevant priorities and actions outlined in the policy documents.

Recent increase in antisemitic incidents, but also racism, anti-Muslim hatred, violent extremism and polarisation in societies, show it is crucial to act to build resilience in young people to stand against prejudice, different forms of racism and discrimination, and prevent hate acts against individuals and communities in order to strengthen equality, intercultural dialogue, solidarity, tolerance and cohesion in our societies.

Building on the cooperation with UNESCO on addressing antisemitism through education, the European Commission will support a new project on addressing prejudice, racism and hatred through and in education. This initiative will aim to strengthen educational systems across the EU to counter racism, all forms of intolerance and discrimination in and through education by providing tailored guidance and sustainable capacity building programmes. Research will be conducted with the involvement of Ministries of education, researchers and teachers' training institutions in 12 EU Member States to identify and assess the elements of teacher training curricula at pre-service and in-service training level aiming to prepare teachers for inclusive classroom management and be effective in addressing racism in its specificities, prejudice and discrimination more broadly. The project will also contribute to increasing knowledge and analytical capacity to support evidence-based policies in the fields of education and training, facilitate exchanges of good practices and mutual learning among policy makers and practitioners from EU Member States, including on countering and preventing hate speech through education and training. The action also has a potential on strengthening democratic citizenship education and supportive learning environments.

The maximum EU contribution will indicatively be EUR 1 000 000 and covers a 3-year implementation period.

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

Implementation	Indicative amount (EUR)
UNESCO	1 000 000

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

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

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

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

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

<sup>163</sup> 6.12.2023 JOIN(2023) 51 final

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

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

Implementation	Indicative amount (EUR)
EAC	800 000
EMPL	200 000

**b) International Civic and Citizenship Education Study (ICCS)**

Index reference in budget table (WPI): 3.12

This action supports participation of the EU Member States and third countries associated to the programme in the current data collection for the upcoming International Civic and Citizenship Education Study (ICCS) 2027 study. It is also open to third countries not associated to the Erasmus+ programme, under the conditions foreseen by Article 20 of the Erasmus+ Regulation. It is in the Union’s interest in order to support the priorities of the Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, which outlines a comprehensive, long-term strategy for cooperation with the region in these fields, and lays the foundations for evidence-based policymaking. It is also in the Union’s interest to support modernisation, innovation and research capacities in education and training, under the Eastern Partnership priorities<sup>164</sup>.

This study is implemented by the International Association for the Evaluation of Educational Achievement (IEA), based in the EU and sole grant recipient for this action. ICCS reports on students’ knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours with respect to this domain. The study ensures collection of valuable data and provides knowledge on civic and citizenship education in schools, giving essential support for the Commission in its policy implementation and development in that field. It will also allow to contribute to some of the invitations in the 2023 Council Conclusions on the contribution of education and training to strengthening common European values and democratic citizenship. The survey comprises four instruments: a student test measuring cognitive processes, a student questionnaire measuring perceptions and behaviours, a teachers’ survey and a school survey. 150 schools are sampled by country. The overall student sample ranges between 3,000 and 4,500 students per country. By engaging in the initial period of the study, the countries will contribute to both the design and the analysis of the results of the 2027 ICCS. A direct grant will be awarded to IEA to cover a maximum of 75% of the participation fees of the EU Member States and third countries participating in the survey. The maximum EU grant amount is dependent on the total number of EU Member States and third countries participating in the survey. The action will take place from 2025 to 2026.

A direct grant will thus be awarded to the International Association for the Evaluation of Educational Achievement (IEA) on the basis of Article 195(f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence,

its high degree of specialisation or its administrative powers. The International Association for the Evaluation of Educational Achievement (IEA) is the only organisation implementing this international study.

Implementation	Indicative amount (EUR)
EACEA	3 600 000

**c) National Coordinators for Adult Learning - Implementing the priorities for the European Agenda for Adult Learning and EU and national policy priorities on adult learning**

Index reference in budget table (WPI): 3.15

The objective of this activity, in line with Article 7 (a) of the Erasmus+ Regulation, is to support designated national coordinators of national administrations of Member States, third countries associated to the Programme, or third countries not associated to the Programme.

The 2011 Council Resolution on a Renewed European Agenda for Adult Learning established the role of the national coordinator to facilitate cooperation with the other Member States and the Commission in implementing the agenda. The role of adult learning national coordinators has been confirmed by the Council Resolution on a new European agenda for adult learning 2021-2030.

The main objective of the role of National coordinators for adult learning is to develop effective liaison with the relevant ministries and stakeholders, the social partners, businesses, relevant non-governmental organisations and civil society organisations in their countries, with a view to improving coherence between policies on adult learning and broader socio-economic policies.

Through the network of National coordinators for adult learning, they cooperate with their counterparts in other countries to exchange information about the policy landscape, policy challenges and policy measures related to adult learning. Their activities can cover the priorities of the Council Resolution on a new European agenda for adult learning 2021-2030, as well as the EU policy initiatives (such as the EU Skills Agenda and the adult learning related initiatives stemming from it as well as the Council Recommendations on Upskilling Pathways) and the national policy priorities related to adult learning. These are focused on developing skills for the green and digital transitions, notably empowering up- and reskilling of adults, in order to ensure they have the skills they need for their current or future jobs, notwithstanding their current position on the labour market.

Western Balkan countries (except Kosovo<sup>165</sup>) have a national coordinator, who is the sole grant beneficiary under this action. This way, they can facilitate the implementation of EU priorities on adult learning in those countries thereby contributing to broaden support lifelong learning process, in line with the objectives set out in the Council Resolution mentioned below, and to help their workforce to be upskilled and reskilled to remain competitive in the job market. This will help prepare those countries for their prospective EU membership and is therefore a key contribution to implementing the EU's Enlargement Policy.

The Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, and the Communication ‘Eastern

<sup>165</sup> Without prejudice to positions on status, and in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

Partnership policy beyond 2020 Reinforcing Resilience - an Eastern Partnership that delivers for all both underline the key role of the Erasmus+ programme in supporting the modernisation and internationalisation of education and training systems in the countries considered. Against this background it is therefore in the Union's interest to support the implementation of this action in third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation.

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

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

Implementation	Indicative amount (EUR)
EACEA	10 500 000

#### **d) Eurydice - network of National units**

Index reference in budget table (WPI): 3.16

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

The participation of all national units in the work of the network facilitates access to national system level data (including more specific quantitative data collections on for example teacher salaries and student fees) that are necessary for the comparison between countries. The aim is to gather as (territorially) exhaustive information as possible and to produce high quality reports and analyses that support the Commission's policy actions and facilitate cooperation in education. To do so, the national units are beneficiaries of biennial grants which succeed one another without gaps to ensure the continuation in the activities of the units.

The Eurydice national units are network members and designated as such by the ministries of the EU Member States, third countries associated to the Programme, or third countries not associated to the Programme. They are identified in Article 7 (a) of the Regulation and are beneficiaries of the grant in conformity with Article 195 (d) FR.

Under this action, the participation of members from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is in the Union's interest, in order to help inform the process of approximation between education systems in those countries to the European systems. This concerns candidate countries and potential candidates not associated to the Erasmus+ programme. It is in the Union's interest in order to support the priorities of the Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, which outlines a comprehensive, long-term strategy for cooperation with the region in these fields, and lays the foundations for evidence-based policymaking. It is also in the Union's interest to support modernisation, innovation and research capacities in education and training, under the Eastern



Partnership priorities<sup>166</sup>. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	5 629 800

### e) **International Computer and Information Literacy Study (ICILS)**

Index reference in budget table (WPI): 3.18

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

The study measures international differences in pupils’ computer and information literacy (CIL): their ability to use computers to investigate, create, participate and communicate at home, at school, in the workplace and in the community. Participating countries also have an option for their pupils to complete an assessment of computational thinking (CT): the ability to use the concepts of computer science to formulate and solve problems.

The next cycle of the survey, ICILS 2028, will start in January 2025.

This action supports participation of the EU Member States and third countries associated to the programme. It is also open to Western Balkan countries and other candidate countries not associated to the Erasmus+ programme, as foreseen by Article 20 of the Erasmus+ Regulation. It is in the Union’s interest in order to support the priorities of the Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, which outlines a comprehensive, long-term strategy for cooperation with the region in these fields, and lays the foundations for evidence-based policymaking. It is also in the Union’s interest to support modernisation, innovation and research capacities in education and training, under the Eastern Partnership priorities<sup>167</sup>.

A direct grant will be awarded to IEA, based in the EU and sole grant recipient for this action, to cover a maximum of 75% of the participation fees of the EU Member States and third countries participating in the survey. The maximum EU grant amount is dependent on the total number of EU Member States and third countries participating in the survey. The action will take place from 2025 to 2026.

A direct grant will thus be awarded to the International Association for the Evaluation of Educational Achievement (IEA) on the basis of Article 195(f) FR for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative powers. The International Association for the Evaluation of Educational Achievement (IEA) is the only organisation implementing this international study.

<sup>166</sup> [https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/eastern-partnership\\_en](https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/eastern-partnership_en)

Implementation	Indicative amount (EUR)
EACEA	6 600 000

#### **f) Teaching and Learning International Study (TALIS)**

Index reference in budget table (WPI): 3.20

The Teaching and Learning International Survey (TALIS) asks teachers and school principals about issues such as the professional development they have received; their teaching beliefs and practices; the assessment of their work and the feedback and recognition they receive; and various other school leadership, management and workplace issues. TALIS relies on teachers' and school leaders' expertise as professionals to describe their work situation as accurately as possible, as well as their experiences in and feelings about their schools and working conditions. It is not an assessment, but a self-reported survey.

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 early childhood education and care (ECEC) provisions is an important Commission objective and co-financing countries to participate in the Starting Strong survey will be a step towards alleviating the data gap on the ECEC sector.

The European Commission supports the participation in the survey of the EU Member States and of the third countries associated to Erasmus+, so that comparable data on the level of skills of teachers, as well as the determinants and the outcomes of skills becomes available in those countries, to inform national as well as European policy. Each participating country is responsible for running a national survey on the target population, thus national authorities are responsible for carrying out all the key activities of the survey (sampling, interviewing, data processing and in-country analysis). To ensure comparability of data, OECD provides a framework in terms of quality criteria as well as what kind of data needs to be collected and submitted, so that it can be part of the international database, set up by OECD.

Direct grants will be awarded to additional EU Member States and third countries associated to Erasmus+ programme, who participate to the TALIS surveys. Beneficiaries can only be national authorities /designated national bodies in countries that have committed to participate in the surveys.

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	4 800 000

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

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

Index reference in budget table (WPI): 3.32

The main objective of this action is to provide structural support, in the form of annual operating grants, to civil society organisations in the fields of education and training.

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

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

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

In 2025, a new call for proposals for the establishment of a new Framework partnership agreement for 2026-2027 will be launched.

Implementation	Indicative amount (EUR)
EACEA	5 125 000

**4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS**

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

Index reference in budget table (WPI): 3.40

This item covers actions to stimulate and support innovation in education, in line with the European Strategy for Universities and the New European Innovation Agenda. It will in particular allow for the maintenance, further development and improvement of HEInnovate, a self-reflection tool for higher education institutions who wish to explore their innovative potential. In 2025, Erasmus+ will continue to promote the use of the tool among new higher education institutions, the management and further development of an electronic platform for sharing good practices as well as support the organisation of events, webinars or workshops in Brussels, in the EU Member States or in third countries associated to the Programme.

Implementation	Indicative amount (EUR)
EAC	75 000

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

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

This expertise will contribute to an effective and evidence-based implementation of the strategic framework for European cooperation of education and training towards the European Education Area and beyond (2021-2030), by ensuring consultancy services linked to the following operational activities:

- to support the general reporting, evaluation and dissemination of the results of the strategic framework, this also includes the Copenhagen Process on vocational education and training and the European Skills Agenda;
- to support the European-level implementation of the policy objectives set out in the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), covering all education and training categories (formal, non-formal and informal) and levels (pre-primary, primary, secondary and higher education, initial and continuing vocational education and training and adult education);
- to reinforce the European Commission’s capacity to analyse national situations and trends in education and training, including drivers behind trends in student performance in basic skills in both EU Member States, third countries associated to the Programme and third countries not associated to the Programme;
- to reinforce the European Commission’s capacity to analyse EU-wide and international situations and trends in education and training;
- to support the implementation of actions under the European Education Area, the European strategy for universities and the Digital Education Action Plan;
- 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, including by supporting the EQF advisory group.

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

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

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

Exchanges of experience and collection and dissemination of good practice are an integral part of the European Education Area toolbox to implement the European priorities in education and training of the European Education Area and beyond (2021-2030). They take place in the context of peer learning and peer counselling activities, among others, usually part of European Education Area strategic framework Working Groups, which enable Member States sharing similar policy challenges to work in clusters. Peer counselling is a tailor-made, very concrete and country-specific exercise to help a Member State with a particular reform effort by bringing together experts from other Member States who have successfully dealt with similar issues. The themes can include Member States actions linked for example to tackling the twin challenge of equity and excellence in basic skills, strengthening teaching, increasing access and quality to early childhood education and care, green and digital education, innovations in education, or linked to the initiatives such as the Pathways to School Success<sup>168</sup> aiming to promote inclusive education, tackle early school

<sup>168</sup> <https://education.ec.europa.eu/education-levels/school-education/pathways-to-school-success>

leaving, and support well-being at school, the Digital Education Action Plan (2021-2027), and Recommendations aiming to improve the enabling factors and digital skills for a successful digital education and training<sup>169</sup>. Peer reviews in the context of Directors-General meetings, focusing on country specific challenges and implementation of Council Recommendations (such as the Council Recommendation on vocational education and training for sustainable competitiveness, social fairness and resilience<sup>170</sup>, or Council Recommendation on individual learning accounts<sup>171</sup>), support Member States' efforts to improve their education and training systems. The collection and dissemination of good practices and lessons learned, using international evidence when relevant, including the results of the Technical Support Instrument, can be enhanced through thematic events, policy learning exchanges, support to Communities of Practice, and any arrangement for knowledge transfer and exchange on what works in education and training.

Implementation	Indicative amount (EUR)
EAC	250 000
EMPL	800 000

#### d) Activities on foresight

Index reference in budget table (WPI): 3.46

The Commission is committed to building its foresight capacity. To this end, a foresight study stated in 2023 and examining different possible scenarios for the developments in school education in the next decades was concluded. A follow-up study will be carried out to analyse in more detail the most salient and relevant scenarios and drivers of future change, and their connections to supporting the development of education policies that are in line with the objectives of the European Education Area and the Digital Education Action Plan. The results of the study should contribute to a European level debate on the future of education and present possible avenues for future policy developments at Member State level.

Implementation	Indicative amount (EUR)
EAC	250 000

#### e) Studies, surveys and Eurobarometers (partially co-delegated to DG EMPL)

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

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

<sup>169</sup> Council Recommendation on the key enabling factors for successful digital education and training; and Council Recommendation on improving the provision of digital skills and competences in education and training of 23 November 2023

<sup>170</sup> Council Recommendation of 24 November 2020 on vocational education and training for sustainable competitiveness, social fairness and resilience 2020/C 417/01 (OJ C, C/417, 02.12.2020, p. 1)

<sup>171</sup> OJ C 243, 27.6.2022, p. 26–34

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission’s policy action and facilitate cooperation in education, training, and youth. The study themes will be coordinated with work programmes of other relevant EU bodies and networks, such as JRC, EUROSTAT, Eurydice, EAC academic networks ENESET, the IEA, as well as international organisations such as the OECD. In 2025, studies and surveys will be linked to the policy agenda and priorities and contribute to an effective and evidence-based reinforcement of the European Commission's policy proposals.

Implementation	Indicative amount (EUR)
EAC	1 950 000
EMPL	500 000

**f) Academic network (ENESET)**

Index reference in budget table (WPI): 3.49

ENESET (Expert Network on Economic and Sociology of Education and Training) is a new academic network providing substantial scientific support to the European Commission on the economics of education and on the social aspects of education and training in relation to all types and levels of education and training.

The network contributes to the analysis of education and training policies, their reforms and implementation through country reports and cross-country analysis.

In 2025, ENESET will provide expert advice and process relevant evidence and information to support the Commission's work on achieving the EU policy objectives in education and training contributing to the development of the European Education Area and the implementation of the Digital Education Action Plan, the European Green Deal, the Higher education initiatives and the European Skills Agenda.

Implementation	Indicative amount (EUR)
EAC	500 000

**g) Country-specific expertise: network of national experts**

Index reference in budget table (WPI): 3.50

The role of the expert network is to provide independent expertise on the assessment of on-going policy reforms and actions, progress and challenges of education and training systems (including VET and adult learning), on addressing country-specific recommendations and on countries’ actions linked to the implementation of the European Education Area by 2025, the 2030 strategic framework for European cooperation in education and training, as well as on identifying future policy orientations and assessing the impact of the use of the EU funds and instruments, such as the Recovery and Resilience Facility, the Cohesion Policy Funds and the Technical Support Instrument.

Implementation	Indicative amount (EUR)
EAC	1 200 000

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

Index reference in budget table (WPI): 3.53

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

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

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

*Development and support to digital credential for learning and information on qualifications and learning opportunities*

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

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

Implementation	Indicative amount (EUR)
EMPL	1 200 000

**i) Policy-related and policy dialogue conferences**

Index reference in budget table (WPI): 3.54

The amounts allocated will support the organisation of a wide range of events, conferences such as launching an EU Coalition for literacy education, the Education and Innovation Summit, and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the fields of education and training.

Implementation	Indicative amount (EUR)
EAC	900 000

**j) International Policy Dialogue**

Index reference in budget table (WPI): 3.56

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

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

Implementation	Indicative amount (EUR)
EAC	1 500 000

**k) International Student and Alumni Network Erasmus+**

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

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 2 200 000
	H6: 2 200 000



### **l) Meetings with grant-holders and other stakeholders**

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 371 900

### **m) Education Summit**

Index references in budget table (WPI): 3.63

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

Implementation	Indicative amount (EUR)
EAC	650 000

### **n) 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 or actions will be organised, in particular around the European Day of Languages (end of September), promoting language diversity and a comprehensive vision of language acquisition, encompassing the language spoken at home, the language of schooling and additional languages as key elements of a healthy cognitive and intercultural development.

Furthermore, in 2025 the following activities will be co-delegated and implemented by Directorate-General Translations (DGT) of the European Commission:

'Juvenes Translatores', a translation contest for 17-year-olds in schools across Member States, will be organised (like every year) 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 2025 in the Member States by

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

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

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

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

Index reference in budget table (WPI): 3.67

The main objective of this action is to communicate the European Education Area and its building blocks, to wider audiences, at European, national, and local level. The budget will be used for awareness-raising activities, conferences, events and actions communicating the ongoing work. All of these activities will also contribute to building the content on the Area’s Portal, making it more relevant, and thus driving more traffic to it.

Implementation	Indicative amount (EUR)
EAC	250 000

**p) European Higher Education Sector Observatory**

Index reference in budget table (WPI): 3.69

Evidence-based policy-making needs to be built on solid evidence and sound data. As announced in the European strategy for universities a European Higher Education Sector Observatory is under development (under the National Policies Platform), with a consistent indicator framework of data and tools to monitor and support the different dimensions of the European Education Area higher education priorities and to provide evidence on the transformation progress on the priorities identified in the strategy.

As a data-driven and policy-oriented web portal, the Observatory is under development (under the National Policies Platform), with its contents based upon existing tools and datasets for EU-level monitoring (for example ETER, U-Multirank, DEQAR, EuroStudent, Eurograduate) allowing higher education institutions and Member States to monitor and benchmark their performance and for European and international students to find the best institution that suit them.

This work programme will support the recurring institutional data collection activities, in cooperation with national statistical institutes (statistical data) and higher education institutions (survey data). Furthermore, a next development phase of the Observatory concerns the integration of student-oriented data in the context of a European Student Observatory (in synergy with the Study in Europe Portal), integrating Eurostudent and Eurograduate data collection exercises.

Implementation	Indicative amount (EUR)
EACEA	2 500 000

**q) 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 and Central Asia, 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

**r) National policies platform**

Index reference in budget table (WPI): 3.72

The National Policies Platform (hosting Eurydice and the mobility scoreboard, and the European Higher Education Sector Observatory) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on education systems in Europe fully open, reusable and comprehensible to all citizens. Moreover, the structure and user-friendliness of the platform and the publications and databases published through it will be improved. These developments are expected to boost circulation of information and data generated by the Eurydice Network, and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided through the use of an already existing framework contract of the European Commission (hosting) and may also use a different range of IT services with the help of specific contracts under the framework for IT support services.

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

Implementation	Indicative amount (EUR)
EACEA	300 000

**s) Green education: information, awareness-raising, networking and events (incl. implementation of Council Recommendation)**

Index reference in budget table (WPI): 3.77

In 2025, Erasmus+ will continue to support the implementation of the 2022 Council Recommendation on learning for the green transition and sustainable development. The work will involve awareness-raising and outreach activities, including on the usage and uptake of GreenComp, the European Sustainability Competence Framework, through tools such as community of practice. Stakeholder events and seminars on green and sustainability education will be developed on topics such as whole school approaches to sustainability; assessment; collaboration and partnerships; youth engagement; teacher education and curriculum development; and leadership. Networking events will be organised to showcase best practice and exchange experience on successful approaches to mainstreaming sustainability in the various sectors of education, including in particular schools and higher education.

Implementation	Indicative amount (EUR)
EAC	750 000

**t) Supporting implementation of the Digital Education Action Plan 2021-2027 and Digital Education Hub**

Index reference in budget table (WPI): 3.78

In 2025, Erasmus+ will continue to support the implementation of the Digital Education Action Plan. While continuing dedicated measures to mainstream, promote and further develop key activities to tackle disinformation, promote digital literacy through education and training and address the effective and ethical use of artificial intelligence in education, in 2025 work will also focus on the implementation of the two Council Recommendations on the key enabling factors of digital education and on improving the provision of digital skills in education and training adopted in November 2023. This includes for instance further cooperation with experts and stakeholders on specific topics identified in the Council Recommendations: specifically, the Commission will support the work of two informal Commission expert groups to develop guidelines for educators on high-quality informatics and on quality requirements for digital education tools and content. Likewise, work will continue on the emerging policy area of digital well-being with a view to further explore positive learning experiences through the use of digital tools and technologies.

Dedicated communication activities will accompany the ongoing implementation of the Action Plan and demonstrate its results, including through the organisation of the second Digital Education Stakeholder Forum. In addition, this action envisages support to communication and dissemination activities related to the organisation of workshops, seminars and local outreach events on digital education and skills.

For EACEA, in 2025 the implementation of the European Digital Education Hub will continue through specific contracts under the framework contract for stakeholders

engagement and community management, while continuing to ensure a close feedback loop to policy.

Implementation	Indicative amount (EUR)
EAC	1 500 000
EACEA	4 000 000

**u) Support for further implementation of the graduate tracking initiative - Central coordination activities**

Index reference in budget table (WPI): 3.80

The 2017 Council Recommendation on ‘Tracking Graduates’ encourages Member States to develop comprehensive tracking systems for graduates at national level and also to cooperate to improve the availability of comparable data to allow EU-level comparative analyses of graduate outcomes. The European Network on Graduate Tracking provides a platform to EU/EEA countries in their further implementation of the European graduate tracking initiative. This action aims at providing coordination and administrative support to this network.

Implementation	Indicative amount (EUR)
EAC	500 000

**v) European Commission’s Corporate communication (co-delegated to DG COMM)**

Index reference in budget table (WPI): 3.81

In accordance with Article 25 of the Erasmus+ Regulation and in line with the Communication to the Commission on ‘Corporate Communication action in 2024-2027 under the Multiannual Financial Framework 2021-2027’, the Erasmus+ Programme will contribute to the corporate communication of the Union's political priorities to the extent that they are related to the general objective of the Erasmus + Programme.

The corporate communication aims to build confidence, trust and policy ownership among citizens and to increase engagement and interaction with the EU, with a view to encouraging citizens to influence EU policymaking,

This action will cover the production of content, including photos, audio-visual, graphic and written material; provision of other corporate technical services which benefit the institution as a whole such as online services, including the institutional web presence and social media activity; dissemination of information through integrated communication actions including on multi-media platforms; acquisition of media space, including TV and radio air time, outdoor and indoor advertising, web adverts and other online promotion techniques and print media

space; organisation of and participation in events, including exhibitions, forums, dialogues and other activities aimed at citizens; studies and evaluations, where relevant.

Implementation	Indicative amount (EUR)
COMM	895 000

**w) European Degree policy lab and European Degree Forum**

Index reference in budget table (WPI): 3.82

As announced in the Communication on a Blueprint for a European Degree, the Commission proposes to set up a European degree Policy Lab. Its goal will be to foster peer learning and provide guidance, as preparatory steps for moving towards a possible European degree/preparatory European label, on a voluntary basis. It would consist in a series of dedicated in-depth discussions and focused sessions, involving experts from Member States and countries associated to the programme, higher education institutions, quality assurance/accreditation agencies, student representatives, and economic and social partners in synergy with the Bologna Process, with the aim of accelerating any necessary national reforms, where relevant, as well as developing implementation guidelines and action plans to guide the future implementation of a possible European degree/preparatory European label and ensure coordinated actions.

In addition, a European Degree Forum would be set up as a regular event, organised by the Commission, in cooperation with the Council Presidency, for all stakeholders to meet and take stock of the overall progress made towards a possible European degree/ preparatory European label, including through the European degree policy lab. The European Degree Forum would include high-level representatives from Member States and regions, most representative stakeholders' organisations in quality assurance (e.g. ENQA<sup>172</sup>, EQAR<sup>173</sup>), the network of National Academic Recognition Information Centres (NARIC), national qualifications frameworks, education social partners and representatives from economic and social partners.

This action is voluntary and exploratory only and does not pre-empt any discussions in the Council on the blueprint for a European degree.

Implementation	Indicative amount (EUR)
EAC	2 000 000

**x) SELFIE and SELFIE for Teachers**

Index reference in budget table (WPI): 3.83

Currently, EAC and EMPL cooperate with the JRC to manage the SELFIE tools. This includes the SELFIE tool, which supports schools in their use of digital technologies (as well

<sup>172</sup> European Association for Quality Assurance in Higher Education

<sup>173</sup> European Quality Assurance Register for Higher Education

as the SELFIE for Work-based Learning module) and SELFIE for Teachers, that supports teachers' digital skills (currently being extended to Early Childhood Education and Care staff). For both tools, a new operational model is needed to capitalise on the significant growth in user numbers and to improve the overall service for both SELFIE and SELFIE for TEACHERS. A new operational model will be able to accommodate continuing growth in user numbers, support additional technical developments and further implementation of the tools.

For operating the SELFIE tools for schools and teachers, services to be procured include community management, promotion, user support and the technical maintenance and further development of the tools. The estimated budget for four years would be a maximum budget of EUR 18 000 000.

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

**y) Support to the European Alliance for Apprenticeships and Pact for Skills**

Index reference in budget table (WPI): 3.84

Erasmus+ will support the implementation of the 2020 European Skills Agenda, of the 2020 Council Recommendation on vocational education and training and of the 2018 Council Recommendation on a European Framework for Quality and Effective Apprenticeships, through a joint support service for the European Alliance for apprenticeships (EAfA) and the Pact for Skills.

Joint services for the Pact for Skills and the EAfA will cover, among others:

- Sharing of knowledge and experiences through in-person and online events;
- Supporting communities of practice and preparing factsheets, toolkits as well as other resources and activities;
- Management and support of Pact for Skills regional and large-scale partnerships;
- Management of the Pact for Skills and the EAfA commitments and pledges made by organisations such as national, regional and local, authorities, industry stakeholders/businesses, social partners, chambers, VET providers, youth representatives and think tanks;
- Design and implementation of a joint communication strategy, social media campaigns, newsletters etc;
- Design and running of the Pact for Skills and EAfA websites.

Implementation	Indicative amount (EUR)
EMPL	5 000 000

**z) Education for Climate Coalition**

Index reference in budget table (WPI): 3.85

This action will cover the development and management of the Education for Climate Coalition and the support of EAC's policy work on learning for the green transition and

sustainable development. It will mobilise available expertise, commitment and networks in education across the Member States and support the creation, testing and implementation of innovative solutions with pupils and school communities. Through pledges and concrete actions involving youth, schools, higher education institutions, this action will give a face to change in behaviour across the EU.

Implementation	Indicative amount (EUR)
EAC	1 200 000

**aa) Dissemination and communication activities (partially co-delegated to OP)**

Index reference in budget table (WPI): 3.86, 3.87

The amount allocated will support communication actions linked to the Erasmus+ Programme. For example, supported activities include events, meetings workshops with stakeholders, as well as communication materials, including an online version of reference documents and guidelines for applicants and beneficiaries, and communication support for Erasmus+ alumni.

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

Moreover, this action will support the second event fully dedicated to the Learning Lab on Investing in Quality Investment in Education and Training. The event aims at giving concrete examples of the Learning Lab activities, raising interest among policy makers in participating in those activities and facilitating a co-creation process.

This action will also include a consultation event on the future of programme actions beyond 2027.

In addition, this action will include a dissemination activity of the Erasmus+ programme to reach new audiences with the aim of making displaced Ukrainian children aware of Erasmus+ opportunities.

Implementation	Indicative amount (EUR)
EAC	1 150 000
OP	5 000 000

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

**a) Selection and implementation**



Index references in budget table (WPI): 3.88, 3.89

This action relates to the costs linked to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice. This action will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 2 800 000
	H6: 3 108 000

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

### a) Cooperation with Commission's Joint Research Centre (JRC) (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 2025, by means of Administrative Agreements concluded with DG EAC and DG EMPL in the following areas.

Priority will be given to collaboration with JRC in all areas where they have a specific competence and expertise. JRC will provide technical support to EAC's and EMPL's monitoring and analytical capacity, supporting the engagement and innovation in the education and training sectors towards smart-specialisation, including analysis of the contribution of VET to regional eco-systems and smart specialisation strategies and the interplay between skills for the green and digital transitions, transformation, sustainability and transition to climate neutrality, also in line with the European Skills Agenda, the Digital Education Action Plan, the European strategy for universities, the New European Innovation Agenda and the European Education Area. JRC will also provide evidence-based policy support to DG EAC and EMPL on harnessing the potential of digital technologies, including AI, to innovate and open education and training systems (including on non-formal and informal learning), as well as addressing challenges in STEM education such as the underachievement in basic skills along with the gender and diversity gap. This includes the development of new competence reference frameworks e.g. science, technology, engineering, mathematics - STEM competence framework), as well as the improvement, validation and implementation of existing competence reference frameworks (e.g., Entrepreneurship and Digital Competence, environmental issues, clean energy transition and sustainable development), self-assessment tools (notably the SELFIE tools to support digital capacity of education and training stakeholders, including the SELFIE for Work-based learning module and the SELFIE for Teachers tool extended to ECEC staff), and mechanisms for recognition of competences and credentials across countries.

An administrative agreement for 2025 will continue to the support SELFIE tools and ensure continuity in the provision of services including the preparation of a possible transition towards an improved and more sustainable model of coordination, management and further development of the tool. The budget allocated for this purpose will ensure a proper transition and prevent any gaps in service before the new operational model is in place.

JRC will also help EAC in supporting relevant authorities in the Member States to make better-informed investment decisions, through training courses, tailor-made technical support, education policy impact evaluations, a community of practice and analytical work under the

Learning Lab on Investing in Quality Education and Training. The analytical work will mainly focus on in-depth reviews of ‘what works’ in education policy and on the analysis of microdata from large-scale international assessments. A repository of relevant studies that use counterfactual impact evaluation methodologies will be created and collaboration with other international organisations will be strengthened.

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. Regarding studies in particular, in 2025, JRC will carry out a longitudinal study aiming to assess the causal impact of social media use on loneliness in teenagers, which is closely associated with mental health problems. JRC will also exploit information on well-being from PISA microdata and compare it with evidence in other studies such as the WHO ‘Health behaviour in school-aged children’. JRC will also explore the development of the literacy competence (reading and writing) in the digital age to strike the balance between potential opportunities and challenges resulting from the impact of the digital technology. This would help address the challenge of declining reading skills among school students in the EU (PISA 2022). The JRC will continue to provide input for the Education and Training Monitor and the Joint Employment Report.

Implementation	Indicative amount (EUR)
EAC	7 350 000
EMPL	750 000

## I. JEAN MONNET ACTIONS

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

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

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

The action covers Jean Monnet “Teaching and Research” which may take one of the following forms: Modules, Chairs or 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.

Type of applicants targeted by this call: higher education institutions established in an EU Member State, third country associated to the Programme or in a third country non-associated to the Programme. Successful applicants from third countries not associated to the programme having an earmarked budget from Heading 6 will be supported by the specific budget allocation.

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

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

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

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

The action strives to function as a vector of public diplomacy towards third countries not associated to the programme. And it also substantiates the synergies between Erasmus+ support and IPA funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

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

As regards the participating organisations, the action is aimed at increasing the capacity of the Higher Education Institutions to teach European Union subjects, at attracting more and new

learners and teachers interested in acquiring knowledge about the European Union, as well as at creating structured centres providing European Union specific high-level knowledge and advanced research to faculties.

This action is funded based on Article 13(6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>174</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>175</sup>. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	H2: 9 200 000
	H6: 3 150 000

#### **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.

Type of applicants targeted by this call: higher education institutions, teacher-training institutes and other institutions providing initial and/or in service training to teachers of schools and/or VET institutions established in an EU Member State or third country associated to the Programme..

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

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

The Learning EU initiatives will enable teachers in schools and VET institutions to develop activities bringing facts and knowledge on the European Union to a broad spectrum of

<sup>174</sup> OJ L 209, 14.6.2021, p. 27.

<sup>175</sup> OJ L 330, 20.9.2021.

learners, also reaching out to their community (parents and families, local actors and authorities).

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

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

Implementation	Indicative amount (EUR)
EACEA	7 000 000

### c) Jean Monnet policy debate

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

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

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

Indicatively, in 2025 thematic networks are foreseen on:

- Jean Monnet Network on internal policy: EU enlargement as a catalyst for progress
- Jean Monnet Network on external policy: EU-North America (funded with Heading 6 budget)

Targeted applicants:

- for the thematic network on internal policy (EU enlargement as a catalyst for progress): higher education institutions established in an EU Member State or third country associated to the Programme;
- for the thematic network on external policy (EU-North America): applicants must be higher education institutions established in an EU Member State or a third country associated to the Programme, or in a third country not associated to the Programme targeted by this action (Erasmus+ Region 12: Canada and United States).

Under the thematic network on external policy, the participation of higher education institutions from third countries not associated to the Programme pursuant to Article 20 of the Erasmus+ Regulation is in the Union's interest, in order to strengthen the international dimension of the Programme and support international academic cooperation. By connecting academics, researchers and policy-makers from outside Europe around European studies, this action raises their awareness on matters that affect the construction of the European Union, thus stimulating international dialogue and increasing the visibility and knowledge of the European Union across the world. This action ultimately strives to function as a vector of public diplomacy towards third countries not associated to the programme. Through this action, the EU promotes its values and reaffirms its role in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people

dialogue. In 2025, the Union’s interest will lie, in the first place, in promoting excellence in teaching and research in the field of European Union studies in North America.

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>176</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU.

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

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

The indicative budget for Jean Monnet Network on internal policy is EUR 1 000 000. The indicative budget for Jean Monnet Network on external policy is EUR 1 200 000.

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

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

The indicative budget for Jean Monnet 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. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 195 FR

### a) Operating grants to support specific institutions

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

<sup>176</sup> OJ L 209, 14.6.2021, p. 27.

In conformity with Article 195 (d) FR which is applicable to grants to bodies identified as beneficiaries in the basic act 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, including the activities carried out in its Tirana campus<sup>177</sup>;
- European University Institute (EUI), Florence: out of the overall amount of this grant, EUR 9 650 000 will be allocated to the Florence School of European and Transnational Governance;
- the Academy of European Law, Trier;
- the European Institute of Public Administration (EIPA), Maastricht;
- the European Agency for Special Needs and Inclusive Education, Odense;
- the International Centre for European Training (CIFE), Nice;
- College of Europe, Natolin.

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

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 7 976 400
	WPI 4.21: 23 857 200
	WPI 4.22: 2 996 600
	WPI 4.23: 1 142 700
	WPI 4.24: 1 246 900
	WPI 4.25: 2 775 200
	WPI 4.26: 4 992 500

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<sup>177</sup> The opening of the branch campus of the College of Europe, Bruges, in Tirana was confirmed on 16 March 2023, during the EU-Albania Stabilisation and Association Council by Commissioner Oliver Várhelyi and Prime Minister Edi Rama. Thereafter, the decision to establish a branch campus in Tirana was reached at the Administrative Council of the College of Europe, Bruges on 2 October 2023. This branch campus of the Belgian Foundation "Europacollege / Le Collège d'Europe" in Tirana has been registered as a legal entity in the Registry of Non-for-profit Organizations at the Court of First Instance of the General Jurisdiction of Tirana on 24 January 2024. According to the Statutes of the Belgian Foundation "Europacollege / Le Collège d'Europe", the Governing Board of the College of Europe acts as the governing body for the Foundation's establishment in Albania, and the Rector of the College of Europe acts as its legal representative.

## B. YOUTH

### I. KEY ACTION 1

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Mobility projects

Index references in budget table (WPI): 5.01

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

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

Mobility projects in the field of youth are aimed at supporting transnational activities involving organisations and participants from EU Member States and third countries associated to the Programme. Projects can also include mobility activities with organisations and participants from third countries not associated to the Programme neighbouring the EU (regions 1 to 4). The participation of these countries is fully in line with the EU Youth Strategy, which calls “to foster the connectedness between young people in the EU and candidate countries, Eastern-Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements.” “Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility.”

In addition, the Council conclusions of 5 June 2020 on Youth in external action<sup>178</sup> stress the contribution of young generations to building stronger, more legitimate, peaceful and democratic societies. The programme contributes to promoting the meaningful participation and engagement of all young people, and hence to strengthening exchanges and dialogue between young people from the Union and partner countries.

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

##### *Youth mobility projects - Youth exchanges*

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

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

##### *Youth mobility projects - Mobility of youth workers*

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<sup>178</sup> <https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>



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

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

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

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

Implementation	Indicative amount (EUR)
NA	223 380 000

#### **b) Youth participation activities**

Index reference in budget table (WPI): 5.02

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

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

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

Projects can also include activities with organisations and participants from third countries not associated to the Programme neighbouring the EU. The participation of these countries is fully in line with the EU Youth Strategy, which calls 'to foster the connectedness between young people in the EU and candidate countries, Eastern-Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements.' 'Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility.'

In addition, the Council conclusions of 5 June 2020 on Youth in external action<sup>179</sup> stress the contribution of young generations to building stronger, more legitimate, peaceful and democratic societies. The programme contributes to promoting the meaningful participation

<sup>179</sup> <https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>

and engagement of all young people, and hence to strengthening exchanges and dialogue between young people from the Union and partner countries.

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.

Other participating organisations can also be from third countries not associated to the programme neighbouring the EU.

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

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

Implementation	Indicative amount (EUR)
NA	34 000 000

### 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 National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62 (1)(c), 110 (3)(f),154 and 157(1) of the FR.

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

Implementation	Indicative amount (EUR)
NA	7 700 000

#### **d) Accreditation in the field of youth**

Index references in budget table (WPI): 5.04

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

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

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

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

Implementation	Indicative amount (EUR)
NA	N/A

## **2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS**

### **a) DiscoverEU General**

Index reference in budget table (WPI): 5.06

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

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

A new procurement procedure will be launched by EACEA for the conclusion of a new framework contract for DiscoverEU, to ensure the continuous availability of the travel services for young participants, who are 18 years old, in line with the established policy goals. The Framework Contract will be concluded with an indicative total budget of maximum EUR 250 000 000 for the 4 years of implementation and will include services such as the provision of travel passes and related services to the selected DiscoverEU participants.

Implementation	Indicative amount (EUR)
EACEA	42 230 000

### **b) Language learning opportunities**

Index reference in budget table (WPI): 5.07

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

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

This action will be implemented through specific contracts under existing framework contracts.

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

Implementation	Indicative amount (EUR)
EACEA	700 000

## II. KEY ACTION 2

### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

Index reference in budget table (WPI): 5.10

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the field of youth.

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

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

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

#### Priorities in the field of youth:

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

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

The ‘Joint Communication on the Eastern Partnership policy beyond 2020’<sup>180</sup> stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education.

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

The 2021 Joint Communication on a Renewed partnership with the Southern Neighbourhood<sup>129</sup> underlines that opening up and facilitating access to EU programmes for our Southern Partners, as well as to relevant European networks is crucial and specifies that the Southern Mediterranean will remain a priority region under the Erasmus+ programme.

The Council resolution on the EU Youth Strategy<sup>181</sup> underlines that this strategy should also foster the connectedness of young people in the EU and candidate countries, Eastern Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements, with the help of the EU through relevant EU funding programmes such as Erasmus+.

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above-mentioned policy frameworks, it is in the Union’s interest to support participation of third countries not associated to the programme, including entities from candidate countries, potential candidates<sup>182</sup> and other neighbouring countries<sup>183</sup>. This participation shall only be accepted in those cases where an essential added value is shown in the proposal.

Entities from these third countries not associated to the programme can solely participate in supported projects (only as partner) if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation. This is explained in the call for proposals and evaluated by the assessors at quality assessment stage.

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

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

Implementation	Indicative amount (EUR)
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<sup>181</sup> Council Resolution 2018/C 456/01 of 18 December 2018 on a European Union Youth strategy

<sup>182</sup> All EU partners in the Western Balkans involved in the [Stabilisation and Association process](#), which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

<sup>183</sup> Eastern partnership: Armenia, Azerbaidjan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia

NA	64 700 000
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**b) Partnerships for Cooperation: Small-scale partnerships in the field of youth**

Index reference in budget table (WPI): 5.11

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the field of youth.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of youth:

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

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

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

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

Implementation	Indicative amount (EUR)
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NA	25 000 000
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## 2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

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

Index reference in budget table (WPI): 5.13

The action ‘Partnerships for cooperation in the field of youth’ as described in this Work Programme under WPI 5.10 is managed in direct management whenever applications are submitted by European NGOs.

Type of applicants targeted by this action: any participating organisation established in an EU Member State or third country associated to the programme. The coordinator must be an European NGO active in the field of youth.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

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

Index reference in budget table (WPI): 5.14

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

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities in non-associated third countries, especially in organisations targeting young people with fewer opportunities, while ensuring their level of competence, thus enabling them to ensure active participation of young people in society;
- supporting the development of youth work in the eligible third countries not associated to the Programme, improving its quality and recognition;
- fostering the development, testing and launching of schemes and Programmes allowing organisations to enhance non-formal learning mobility in the eligible third countries not associated to the Programme;
- supporting organisations in the eligible third countries not associated to the Programme to contribute to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals, the Youth Action Plan in the EU External Action and to the follow-up of the European Year of Skills launched in 2023;



- fostering cooperation between youth organisations across different eligible regions of the world through joint initiatives.
- enhancing synergies and complementarities of youth organisations working with young people outside formal learning with formal education systems and/or the labour market.

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

As it comes to eligible third countries not associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, notably by exchanging good practices with European Union youth organisations and youth workers.

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

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

The action strives to function as a vector of public diplomacy towards eligible third countries not associated to the programme. And it also substantiates the synergies between Erasmus+ support and NDICI-Global Europe and IPA III funding referred to in article 17 and recital 23 of the Erasmus+ Regulation.

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

Expected outcomes also include promoting strategic cooperation between youth organisations on the one hand and public authorities, promoting the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations active on the labour market, raising the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, and enhancing the management, governance, innovation capacity, leadership and internationalisation of youth organisations in those eligible third countries not associated to the Programme.

Special attention will be paid to improve equitable and gender balanced access to youth activities.

This action is funded based on article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>184</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of

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<sup>184</sup> OJ L 209, 14.6.2021, p. 27.

the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III<sup>185</sup>). The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	14 500 000

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

#### a) European Youth Portal (EYP)

Index reference in budget table (WPI): 5.17

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

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

Implementation	Indicative amount (EUR)
EAC	1 000 000

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<sup>185</sup> OJ L 330, 20.9.2021.

### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Training and Cooperation Activities in the field of youth

Index reference in budget table (WPI): 5.20

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

Training and Cooperation Activities consist of:

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

Exceptionally for 2025, EUR 300 000 are earmarked for the 4<sup>th</sup> Youth Work Convention. The Convention will take stock of the developments in youth work in Europe since the last three Conventions in 2010 (Belgium), 2015 (Belgium) and 2020 (Germany) and will be hosted by Malta in 2025.

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

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

Implementation	Indicative amount (EUR)
NA	20 300 000

##### b) SALTO Resource Centres in the field of youth

Index reference in budget table (WPI): 5.21

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

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

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

Implementation	Indicative amount (EUR)
NA	2 500 000

### c) DiscoverEU - Learning Cycle for DiscoverEU participants

Index reference in budget table (WPI): 5.22

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

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

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

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

Implementation	Indicative amount (EUR)
NA	5 000 000

### d) Eurodesk network

Index reference in budget table (WPI): 5.23

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

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

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

Implementation	Indicative amount (EUR)
NA	2 900 000

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

### a) Presidency events

Index reference in budget table (WPI): 5.30

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

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

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

Implementation	Indicative amount (EUR)
EAC	550 000

### b) 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.

Out of the EUR 4 200 000, EUR 60 000 will be allocated to national working groups of the six countries holding the Presidency of the European Union between 2025 and 2027.

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 grants to be awarded for a 3-year period. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	4 200 000

### c) European Youth Forum

Index reference in budget table (WPI): 5.33

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

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

The European Youth Forum is identified in Article 11 (c) of the Erasmus+ 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	2 900 000

### d) Eurodesk Brussels-link

Index reference in budget table (WPI): 5.34

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

Support to Eurodesk is identified in Article 11 (d) of the Erasmus+ 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)
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EACEA	900 000
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### 3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS

#### a) European Youth Together

Index references in budget table (WPI): 5.40

European Youth Together projects aim to create networks promoting regional partnerships, enabling young people across Europe to set up joint projects, organise exchanges and promote trainings (e.g. for youth leaders) through both physical and online activities. The action will be supporting transnational partnerships for youth organisations either at grassroots level or in large-scale partnerships, aiming to reinforce the European dimension of their activities, including on how to live better together 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 established in an EU Member State or third country associated to the programme. The coordinating organisation submitting an application may not be a for-profit organisation.

Implementation	Indicative amount (EUR)
EACEA	8 000 000

#### b) Civil society cooperation in the field of Youth

Index reference in budget table (WPI): 5.41

The main objective of this action is to provide structural support, in the form of operating grants, to European non-governmental organisations (ENGOS) and EU-wide networks active in the youth field, through a restricted call for proposals offering the opportunity to apply for annual operating grants under the existing framework partnerships agreements awarded in 2023.

Specific Objectives:

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

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

In 2025, a new call for proposals for the establishment of a new Framework partnership agreement for 2026-2027 will be launched.

Implementation	Indicative amount (EUR)
EACEA	8 500 000

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

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

Index reference in budget table (WPI): 5.50

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

Implementation	Indicative amount (EUR)
EAC	250 000

##### b) Studies, surveys and Eurobarometers

Index references in budget table (WPI): 5.51

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

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

Implementation	Indicative amount (EUR)
EAC	280 000

##### c) Policy-related and policy dialogue conferences

Index reference in budget table (WPI): 5.52

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

Implementation	Indicative amount (EUR)
EAC	50 000



**d) Meetings with grant-holders and other stakeholders**

Index references in budget table (WPI): 5.53

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

Implementation	Indicative amount (EUR)
EACEA	80 000

**e) Youth events and outreach**

Index reference in budget table (WPI): 5.54

The action supports the preparation, organisation, communication, engagement, outreach of events and other activities linked to a reinforced visibility of the action of the EU in the youth field, in line with the EU Youth Strategy. The expected result is higher visibility, better outreach and more awareness of the actions offered under the 2021-2027 programme. In addition, the action supports the community management activities of DiscoverEU, such as the daily management of handling the questions of young people asked in the #DiscoverEU Official Facebook Group.

Implementation	Indicative amount (EUR)
EAC	2 000 000

**f) National policies platform**

Index reference in budget table (WPI): 5.56

The National Policies Platform (hosting the YouthWiki) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on youth policies in Europe fully open, reusable and comprehensible to all citizens. These developments are expected to boost circulation of information and data generated by the Youth National Correspondents and favour their use in policy-making and research. The development, running and maintenance of the National Policies Platform will be provided using an already existing framework contract of the European Commission (hosting) and may also use a different range of IT services with the help of specific contracts under the framework for IT support services.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.72).

Implementation	Indicative amount (EUR)
EACEA	300 000

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

**a) Selection and implementation**

Index references in budget table (WPI): 5.60, 5.61

This action relates to costs linked to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice. This action will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 237 FR.

Implementation	Indicative amount (EUR)
EACEA	H2: 450 000
	H6: 948 300

## C. SPORT

### I. KEY ACTION 1

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Mobility projects

Index references in budget table (WPI): 6.01

Projects under this action promote mobility activities targeting sport staff. The action aims at giving the opportunity to staff of sport organisations, primarily in grassroots sports, to improve their competences, qualifications and acquire new skills through learning mobility by spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations.

Type of applicants: public or private organisations active in the sport and physical activity fields and organising sport and physical activities at grassroots level, and non-grassroot sport organisations if their staff participation benefits grassroots sports.

Mobility activities involve participating organisations from EU Member States or third countries associated to the Programme.

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

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

Implementation	Indicative amount (EUR)
NA	12 000 000

## II. KEY ACTION 2

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

#### a) Partnerships for Cooperation: Cooperation Partnerships in the sport field

Index references in budget table (WPI): 6.03

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of Russia’s war of aggression against Ukraine in the sport field.

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

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

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

#### Priorities in the field of sport:

- Encouraging healthy lifestyles for all, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting integrity and values in sport;
- Promoting education in and through sport;
- Promoting equality and European values in and through sport.

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

The ‘Joint Communication on the Eastern Partnership policy beyond 2020’<sup>186</sup> stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions’ involvement in those EU policy areas. The 2021 Joint Communication on a Renewed partnership with the Southern Neighbourhood<sup>187</sup> underlines that opening up and facilitating access to EU programmes for our Southern Partners, as well as to relevant European networks is crucial and specifies that the Southern Mediterranean will remain a priority region under the Erasmus+ programme.

In addition, the objectives of the EU Work Plan for Sport 2024-2027 include “strengthening the international dimension of EU sport policy, especially through exchanges and collaboration with governments and stakeholders outside the EU”.<sup>188</sup>

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above mentioned documents, it is in the Union’s interest to support participation of entities from third countries not associated to the programme, including candidate countries, potential candidates<sup>189</sup> and other neighbouring countries<sup>190</sup>. This participation shall only be accepted in those cases where an essential added value is shown in the proposal.

Entities from these third countries not associated to the programme can solely participate in supported projects (only as partner) if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation. This is explained in the call for proposals and evaluated by the assessors at quality assessment stage.

Implementation	Indicative amount (EUR)
EACEA	40 200 000

**b) Partnerships for Cooperation: Small-scale partnerships**

Index reference in budget table (WPI): 6.04

<sup>186</sup> [https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-03/joint\\_communication\\_on\\_the\\_eap\\_policy\\_beyond\\_2020.pdf](https://neighbourhood-enlargement.ec.europa.eu/system/files/2020-03/joint_communication_on_the_eap_policy_beyond_2020.pdf)  
<sup>187</sup> Joint Communication ‘Renewed partnership with the Southern Neighbourhood - A new Agenda for the Mediterranean, JOIN(2021) 2  
<sup>188</sup> Council Resolution 2020/C 419/01 of 4 December 2020  
<sup>189</sup> All EU partners in the Western Balkans involved in the [Stabilisation and Association process](#), which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.  
<sup>190</sup> Eastern partnership: Armenia, Azerbaidjan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2025 to projects aiming at addressing the consequences of Russia’s war of aggression against Ukraine in the sport field.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of sport:

- Encouraging healthy lifestyles for all, including through awareness raising of the benefits of healthy and active lifestyles, and promoting the participation in sport and physical activity, as well as their contribution to health;
- Promoting integrity and values in sport;
- Promoting education in and through sport;
- Promoting equality and European values in and through sport.

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

Implementation	Indicative amount (EUR)
EACEA	11 000 000

**c) Not-for-profit European sport events**

Index references in budget table (WPI): 6.05

This action aims to support the organisation of “Not-for-profit European sport events” with a European dimension in the following fields: volunteering in sport; social inclusion through sport; non-discrimination; promotion of healthy lifestyles, health-enhancing physical activity.

This action supports the preparation, organisation and follow-up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport.

Applicants targeted by this call are any public body or organisation active in the field of sport. Applicants must be established in an EU Member State or in a third country associated to the programme.

Implementation	Indicative amount (EUR)
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EACEA	10 920 000
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**d) Capacity building in the field of Sports - Heading 6**

Index references in budget table (WPI): 6.06

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

Type of applicants in this action: public or private organisations active in the sport field established in an EU Member State or third country associated to the programme, or a third country not associated to the programme in Western Balkans and East neighbourhood countries.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument<sup>191</sup>. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union’s values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union’s external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. This action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)<sup>192</sup>. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices (‘acquis’) with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

With regards to third countries not associated to the Programme, this action will expectedly result in raising the capacity of grassroots sport organisations, encouraging the practice of sport and physical activity, promoting social inclusion through sport, promoting positive values through sport (such as fair play, tolerance, team spirit), and fostering cooperation across different regions of the world through joint initiatives.

By supporting sport activities and policies in those countries, the action will operate as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities. Creating and developing networks between organisations/countries/regions, developing and implementing exchange of best practices/ideas, and implementing common sport activities and educational side events will all, as outcomes entailed by this action, contribute to building and strengthening the capacities of sport organisations in such countries.

Supported activities are expected to contribute to the promotion of common values, non-discrimination and gender equality through sport, the development of skills (through sport)

<sup>191</sup> OJ L 209, 14.6.2021, p. 27.

<sup>192</sup> OJ L 330, 20.9.2021.

needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.), to a smoother integration of migrants and to post-conflict reconciliation.

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

Implementation	Indicative amount (EUR)
EACEA	2 170 000



### III. KEY ACTION 3

#### 1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

##### a) Cooperation with the Council of Europe in the field of sport

Index reference in budget table (WPI): 6.07

The CoE and the Commission jointly support inclusion and equality and action against discrimination and violence in sport in close cooperation with public authorities responsible for sport in Europe. The cooperation will examine the relevance and effectiveness of actions to promote equality and inclusion, and/or the fight against discrimination and violence in sport focusing on specific topics based on analysis and prioritisation of needs. It will also monitor the implementation of such principles and actions through indicators and evidence, such as surveys and data collection. Other fields of cooperation may be initiated depending on the identified areas of emerging priorities between the two institutions. The production of deliverables such as studies or other support activities to help design evidence-based policies is also planned.

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

Implementation	Indicative amount (EUR)
CoE	400 000

##### b) Cooperation with the World Health Organisation (WHO)

Index reference in budget table (WPI): 6.08

###### Implementation of the Council Recommendation on HEPA

The Council Recommendation on promoting Health-Enhancing Physical Activity (HEPA) across sectors ('the Council Recommendation'), adopted in November 2013, encourages the development of national strategies and action plans to promote physical activity involving all relevant sectors, including but not limited to sport and health. The Recommendation calls for cooperation between the Commission and the World Health Organisation (WHO) to collect relevant data, country-specific overviews and analysis. The Commission will partner with the WHO to support the implementation of the Council Recommendation on HEPA at national level – and to promote the functioning of the associated monitoring framework.

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

Implementation	Indicative amount (EUR)
WHO	400 000

##### c) Training and Cooperation Activities in the field of sport

Index reference in budget table (WPI): 6.09

The Training and Cooperation Activities (TCA) aim to bring added value and increased quality in the overall Erasmus+ Programme implementation in the field of sport 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 in the field of sport;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme in the field of sport, including activities addressing the challenges brought by Russia’s war of aggression against Ukraine;
- Transnational evaluation and analysis of programme results and other formats focusing on the dissemination of programme results or peer-learning activities in the field of sport.

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

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

Implementation	Indicative amount (EUR)
NA	300 000

**d) Cooperation with the United Nations Office on Drugs and Crime (UNODC) in the field of sport**

Index reference in budget table (WPI): 6.10

The aim of this cooperation will be to improve ways to safeguard sport from corruption and economic crime through a number of activities that will strengthen legal, policy and institutional frameworks to counter corruption and crime in sport, increase cooperation among and between governments and sports organisations at national and international level, and enhance understanding and capacities to tackle corruption and crime in sport through research and analysis.

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

Implementation	Indicative amount (EUR)
UNODC	200 000

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

**a) Presidency events**

Index references in budget table (WPI): 6.15

Grants will be awarded to the bodies designated by the governments during their respective Presidencies of the Council of the EU or in preparation thereof, to organise conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of results. The main outcomes expected from Presidency events can include 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) Peer-learning activities**

Index references in budget table (WPI): 6.16

Grants will be awarded to ministries, governmental authorities or other public bodies designated by Member States or third countries associated to the programme, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport. Such a peer learning activity should include no less than seven countries (Member States and/or third countries associated to the programme). These activities aim to provide a framework to discuss, exchange ideas and best practices on the main challenges in the field of sport outlined in the EU Work Plan for Sport.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power (Article 195 (f) FR). Public authorities from Member States and third countries associated to the programme are the only bodies technically competent to carry out these actions aiming at exchanges of good practices and ideas between policy makers.

Implementation	Indicative amount (EUR)
EAC	200 000

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

**a) Evidence-based activities**

Index references in budget table (WPI): 6.20

Good knowledge, information and evidence on social, economic and governance-related aspects of sport and physical activity are a prerequisite for effective policy making in these fields at the EU level and in Member States. EU added value can be achieved by encouraging data collection and evidence reinforcement, spreading good practices from EU Member States or third countries associated to the programme and sport organisations and by reinforcing networks at EU level. The EU can provide both opportunities for cooperation among

stakeholders and synergy with, and between, national, regional and local policies to promote sport-related challenges. The following activities can be covered:

- studies and support services to networks (including communities of practice);
- support for surveys and data gathering, aiming at strengthening the evidence base for policy making.

Studies and networks would allow covering, for instance, the continuation of the works on Sport satellite accounts and sport statistics, sport and innovation, sport participation, health-enhancing physical activity, integrity and values or socio-economic or sustainable development in sport for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)
EAC	1 300 000

#### **b) Conferences, seminars and communication activities**

Index references in budget table (WPI): 6.21

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

Implementation	Indicative amount (EUR)
EAC	2 000 000

#### **c) Meetings with grant-holders and other stakeholders**

Index references in budget table (WPI): 6.22

The costs related to meetings with grant-holders and other stakeholders for supporting Programme implementation. This action will support Sport Info Day, kick-off events and other meetings to promote the Programme.

Implementation	Indicative amount (EUR)
EACEA	250 000

### **4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PRIZES**

#### **a) #BeInclusive EU Sport Awards**

Index reference in budget table (WPI): 6.30

The aim of this initiative is to reward the best projects that have successfully supported social inclusion through sport.

Projects can include examples of activities to break barriers for people with fewer opportunities, including young people with migrant background, ethnic minorities, disadvantaged, marginalised or underprivileged groups, people with a disability, individuals with difficult social backgrounds, etc. The awards can also support other topics of relevance to inclusion, including projects promoting gender equality in sport or using sport as a way to contribute to peace. Besides rewarding specific organisations, the award will also give visibility and support the dissemination of innovative ideas, initiatives and best practices throughout Europe.

Type of applicants targeted by this prize: 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 is to reward the best projects that have successfully promoted physical activity. Besides rewarding specific organisations, this competition aims at rewarding and giving visibility to initiatives and projects which have efficiently contributed to promoting sports and physical activity.

Type of applicants targeted by this prize: any organisation, public authority or individual which has successfully developed a sport project aimed at promoting sport and physical activity in the spirit of the European Week of Sport. The projects will not necessarily be transnational projects nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	60 000

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

#### a) Selection and implementation

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

This action relates 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)
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EACEA	H2: 1 000 000
	H6: 120 000

## **D. MANAGEMENT FEES OF NATIONAL AGENCIES**

### **1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT**

#### **a) Management Fees of National Agencies**

Index reference in budget table (WPI): 7.00, 7.01

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

The allocations from Heading 6 budget are intended for the National Agencies managing the Mobility projects for higher education students and staff from/to third countries not associated to the programme.

A contribution to the management fees will be awarded to 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	H2: 160 000 000
	H6: 10 031 800

## **PART III - BUDGET**

This part of the Work Programme gives an indication of the funds which will be available in 2025 to finance activities supported by the Erasmus+ Programme.

### **1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE**

The total available appropriations foreseen under the 2025 Work Programme for the EU Member States, countries belonging to the European Economic Area, other countries participating to the Programme (North Macedonia, Türkiye, Serbia) amounts to **EUR 4 954 346 300**.

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

- appropriations from the budget of the Union and under Heading 2: **EUR 3 916 254 025**;
- appropriations from the budget of the Union and under Heading 6: **EUR 332 271 724**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 109 040 287** under Heading 2 and **EUR 9 270 381** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 152 894 845** under Heading 2 and **EUR 15 376 222** under Heading 6;
- appropriations corresponding to estimated internal assigned revenues: **EUR 362 157 143** under Heading 2 and **EUR 57 081 673** under Heading 6.



## Tables 1 – Erasmus+ 2025: available appropriations

2025 Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2025 Draft Budget
Heading 2	E&T indirect management	07 03 01 01	2,915,024,505	81,329,184	103,114,895	335,064,417	3,434,533,000
	E&T direct management and JMO action	07 03 01 02	508,654,825	14,191,470	32,099,784	2,222,221	557,168,300
	Youth	07 03 02	408,898,370	11,408,265	14,918,967	24,644,398	459,870,000
	Sport	07 03 03	75,676,325	2,111,369	2,761,199	226,107	80,775,000
	<b>Total Erasmus+ (H2)</b>		<b>3,908,254,025</b>	<b>109,040,287</b>	<b>152,894,845</b>	<b>362,157,143</b>	<b>4,532,346,300</b>
	ESF+	07 02 13	8,000,000				8,000,000
	<b>Total (H2)</b>		<b>3,916,254,025</b>	<b>109,040,287</b>	<b>152,894,845</b>	<b>362,157,143</b>	<b>4,540,346,300</b>
Heading 6	NDICI-Global Europe	14 02 01 50	275,049,724	7,673,887	13,276,389	50,000,000	346,000,000
	IPA III	15 02 01 02	57,222,000	1,596,494	2,099,833	7,081,673	68,000,000
	<b>Total (H6)</b>		<b>332,271,724</b>	<b>9,270,381</b>	<b>15,376,222</b>	<b>57,081,673</b>	<b>414,000,000</b>
<b>TOTAL</b>			<b>4,248,525,749</b>	<b>118,310,668</b>	<b>168,271,067</b>	<b>419,238,816</b>	<b>4,954,346,300</b>

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

The budget and programming tables below show the distribution of available appropriations among the Key Actions and actions funded by budget lines 07 03 01 01, 07 03 01 02, 07 02 13, 07 03 02, 07 03 03, 14 02 01 50 and 15 02 01 02 taking into account the amounts adopted in the EU-Budget, the financial contributions from EFTA/EEA and from other countries for their participation in the Programme, as well as a forecast of internal assigned revenues from recoveries.

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

The thresholds of budget allocation under Erasmus+ are as follows:

		<b>Erasmus+ 2021-2027</b>	
		<b>% of total budget</b>	<b>% of E&amp;T budget</b>
a. Education and Training		83%	
	1) Higher education		Min. 34.6%
	2) Vocational Education and Training		Min. 21.5%
	3) School education		Min. 15.2%
	4) Adult education		Min. 5.8%
	5) Jean Monnet		Min. 1.8%
	Horizontal activities		Min. 17%
	Flexibility margin		4.1%
b. Youth		10.3%	
c. Sport		1.9%	
d. Operational costs of National Agencies		Min. 3.3%	
e. Programme support		1.5%	

It should be noted, however, that in line with the Regulation, these percentages of the total budget are fixed for the entire programming period 2021 – 2027. Therefore, for a given year of implementation of the Programme, they do not need to be respected in full (i.e. because of reprogramming or change in political priorities), while the trend will have to be respected for the overall duration of the Programme.

Legend:	
AA:	Administrative Arrangement
APEL:	Award Procedure For European Label or Charter
CFP:	Grants awarded with a call for proposals
DB:	Grants to bodies identified by a basic act - Art 195 (d) FR
FPA:	Specific grant awarded under a Framework Partnership Agreement
IM:	Indirect management
MF:	Management fees awarded to the National Agencies
MON:	Grants to bodies with a de jure or de facto monopoly - Art 195 (c) FR
NA:	National Agencies
N/A:	not applicable
PP:	Public Procurement
PR:	Prize
SE:	Experts - Art. 237 FR
SPE:	Grants for actions with specific characteristics - Art 195 (f) FR
WPI:	Work Programme Index

Table 2 - Key Action 1 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), 07 02 13 (ESF+), Heading 6: 14 02 01 50, 15 02 01 02

KEY ACTION 1: Learning Mobility					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
	Mobility projects:				
1.01	Higher education students and staff	2	1,342,000,000 8,000,000	IM	NA
1.02	VET learners and staff	2	854,000,000	IM	NA
1.03	School education learners and staff	2	549,983,000	IM	NA
1.04	Adult education learners and staff	2	169,500,000	IM	NA
1.05	Mobility projects for Higher education students and staff from/to third countries not associated to	6	210,000,000	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	7,200,000	CFP	EACEA
1.20	Language learning opportunities	2	5,200,000	PP	EACEA
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	APEL	EACEA
Sub-total KA1 (Heading 2: 07 03 01 01 )			<b>2,920,683,000</b>		
Sub-total KA1 (Heading 2: 07 02 13)			<b>8,000,000</b>		
Sub-total KA1 (Heading 6)			<b>217,200,000</b>		

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

KEY ACTION 2: Cooperation among organisations and institutions					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training				
2.01	Partnerships Higher Education	2	73,000,000	IM	NA
2.02	Partnerships Vocational Education and Training	2	69,000,000	IM	NA
2.03	Partnerships School Education	2	79,000,000	IM	NA
2.04	Partnerships Adult Education	2	49,000,000	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	20,000,000	IM	NA
2.06	Small-scale partnerships School Education	2	20,000,000	IM	NA
2.07	Small-scale partnerships Adult Education	2	20,000,000	IM	NA
2.08	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5,000,000	CFP	EACEA
2.09	Partnerships for Excellence: European Universities	2	14,000,000	CFP	EACEA
2.11	Partnerships for Excellence: Erasmus Mundus action	2	130,000,000	CFP	EACEA
2.12	Erasmus Mundus Joint Master's Degrees-Additional partnerships focused on external priorities for targeted regions of the world - Heading 6	6	22,500,000	CFP	EACEA
2.13	Partnerships for Excellence: Centres for Vocational Excellence	2	60,000,000	CFP	EACEA
2.15	Partnerships for Excellence: Erasmus+ Teacher Academies	2	25,500,000	CFP	EACEA
2.17	Partnerships for Innovation: Alliances	2	62,000,000	CFP	EACEA
2.19	Partnerships for Innovation: Forward-Looking Projects	2	40,000,000	CFP	EACEA
2.22	Capacity building in Higher Education – Heading 6	6	107,000,000	CFP	EACEA
2.23	Capacity building in VET - Heading 6	6	27,000,000	CFP	EACEA
2.24	Support services for eTraining (National Support Organisations)	6	1,000,000	DB	EACEA
2.25		2	26,500,000		
2.30	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	2,000,000	PP	EACEA
2.31	Europass platform and related tools	2	5,536,000	PP	EMPL
2.32	European School Education Platform Central Support Services (ESEP)	2	6,000,000	PP	EACEA
2.33	European Student Card Initiative	2	2,000,000	PP	EAC
2.34			10,000,000		EACEA
2.39	Support to IT developments	2	5,700,000	PP	EAC/DIGIT
2.40	IT services for Erasmus+ platforms	2	670,000	AA	EACEA
Sub-total KA2 (Heading 2)			<b>724,906,000</b>		
Sub-total KA2 (Heading 6)			<b>157,500,000</b>		

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

KEY ACTION 3: Support to policy development and cooperation					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20,000,000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	1,400,000	IM	NA
3.03	National Teams to support the implementation of EU VET tools	2	3,000,000	IM	NA
3.04	Cooperation with the Council of Europe	2	700,000	IM	CoE
3.05	Cooperation with the OECD	2	2,950,000	IM	OECD
3.06	Cooperation with UNESCO	2	1,000,000	IM	UNESCO
3.10	Presidency events	2	800,000	MON	EAC
3.11		2	200,000		EMPL
3.12	International Civic and Citizenship Education Study (ICCS)	2	3,600,000	SPE	EACEA
3.15	National Coordinators for Adult Learning - Implementing the priorities for the European Agenda for Adult Learning and EU and national policy priorities on adult learning	2	10,500,000	SPE	EACEA
3.16	Eurydice - network of National units	2	5,629,800	DB	EACEA
3.18	International Computer and Information Literacy Study (ICILS)	2	6,600,000	SPE	EACEA
3.20	Teaching and Learning International Study (TALIS)	2	4,800,000	MON	EACEA
3.32	Civil Society Cooperation: Education and Training	2	5,125,000	CFP	EACEA
3.40	Innovation in Education (e.g. HEInnovate)	2	75,000	PP	EAC
3.42	Expertise on Education and Training	2	800,000	PP	EAC
3.43			800,000		EMPL
3.44	Exchanges of experience and good practice, and peer counselling	2	250,000	PP	EAC
3.45			800,000		EMPL
3.46	Activities on foresight	2	250,000	PP	EAC
3.47	Studies, surveys and Eurobarometers	2	1,950,000	PP	EAC
3.48		2	500,000		EMPL
3.49	Academic network (ENESET)	2	500,000	PP	EAC

3.50	Country-specific expertise: network of national experts	2	1,200,000	PP	EAC
3.53	Transparency and recognition of skills and qualifications	2	1,200,000	PP	EMPL
3.54	Policy-related and policy dialogue conferences	2	900,000	PP	EAC
3.56	International policy dialogue	2	1,500,000	PP	EAC
3.58	International Student and Alumni Network Erasmus+	2	2,200,000	PP	EACEA
3.59		6	2,200,000		
3.61	Meetings with grant-holders and other stakeholders	2	1,000,000	PP	EACEA
3.62		6	371,900	PP	
3.63	Education Summit	2	650,000	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	DGT
3.67	European Education Area: Communicating through the Portal and other media	2	250,000	PP	EAC
3.69	European Higher Education Sector Observatory	2	2,500,000	PP	EACEA
3.70	Network of National Teams of Higher Education Reform Experts (HEREs) - Heading 6	6	1,500,000	PP	EACEA
3.72	National policies platform	2	300,000	PP	EACEA
3.77	Green education: information, awareness-raising, networking and events	2	750,000	PP	EAC
3.78	Supporting implementation of the Digital Education Action Plan 2021-2027 and Digital Education Hub	2	1,500,000	PP	EAC
3.79		2	4,000,000		EACEA
3.80	Support for further implementation of the graduate tracking initiative-Central coordination activities	2	500,000	PP	EAC
3.81	European Commission's Corporate communication	2	895,000	PP	COMM
3.82	European Degree policy lab and European Degree Forum	2	2,000,000	PP	EAC
3.83	SELFIE and SELFIE for Teachers	2	4,000,000	PP	EAC/EACEA
3.84	Support to the European Alliance for Apprenticeships and Pact for Skills	2	5,000,000	PP	EMPL
3.85	Education for climate coalition	2	1,200,000	PP	EAC
3.86	Dissemination and communication activities	2	1,150,000	PP	EAC
3.87		2	5,000,000		OP
3.88	Selection and implementation	2	2,800,000	SE	EACEA
3.89		6	3,108,000		
3.90	Commission's Joint Research Centre (JRC) Administrative arrangements	2	7,350,000	AA	EAC
3.91			750,000		EMPL
Sub-total KA3 (Heading 2)			<b>121,924,800</b>		
Sub-total KA3 (Heading 6)			<b>7,179,900</b>		

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

Jean Monnet Actions					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	9,200,000	CFP	EACEA
4.02		6	3,150,000		
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	7,976,400	DB	EACEA
4.21	European University Institute, Florence	2	23,857,200	DB	EACEA
4.21	(out of which EUR 9 650 000 for the School of European and Transnational Governance)	2		DB	EACEA
4.22	Academy of European Law , Trier	2	2,996,600	DB	EACEA
4.23	the European Institute of Public Administration , Maastricht	2	1,142,700	DB	EACEA
4.24	European Agency for Special Needs and Inclusive Education, Odense	2	1,246,900	DB	EACEA
4.25	International Centre for European Training, Nice	2	2,775,200	DB	EACEA
4.26	College of Europe, Natolin	2	4,992,500	DB	EACEA
Sub-total Jean Monnet actions (Heading 2)			<b>64,187,500</b>		
Sub-total Jean Monnet actions (Heading 6)			<b>4,350,000</b>		



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

Management Fees					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	160,000,000	IM	NA
7.01		6	10,031,800		

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), 07 02 13 (ESF+), Heading 6: 14 02 01 50, 15 02 01 02

Education & Training Total Budget			
			2025 Draft budget
	<b>TOTAL (HEADING 2: 07 03 01 01, 07 03 01 02)</b>		<b>3,991,701,300</b>
	<b>TOTAL (HEADING 2: 07 02 13)</b>		<b>8,000,000</b>
	<b>TOTAL HEADING 6</b>		<b>396,261,700</b>
	<b>GRAND TOTAL</b>		<b>4,395,963,000</b>

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

Youth						
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body	
<b>KEY ACTION 1: Learning mobility</b>						
5.01	Mobility projects in the field of youth	2	223,380,000	IM	NA	
5.02	Youth participation	2	34,000,000	IM	NA	
5.03	DiscoverEU inclusion action	2	7,700,000	IM	NA	
5.04	Accreditations in the field of youth	2	0	IM	NA	
5.06	DiscoverEU General	2	42,230,000	PP	EACEA	
5.07	Language learning opportunities	2	700,000	PP	EACEA	
<b>Sub-total KA1 (Heading 2)</b>			<b>308,010,000</b>			
<b>KEY ACTION 2: Cooperation among organisations and institutions</b>						
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	64,700,000	IM	NA	
5.11	Partnerships for Cooperation: Small-scale partnerships in the field of youth	2	25,000,000	IM	NA	
5.13	Partnerships for Cooperation in the field of youth – European NGOs	2	2,000,000	CFP	EACEA	
5.14	Capacity building in the field of youth - Heading 6	6	14,500,000	CFP	EACEA	
5.17	European Youth Portal (EYP)	2	1,000,000	PP	EAC	
<b>Sub-total KA 2 (Heading 2)</b>			<b>92,700,000</b>			
<b>Sub-total KA2 (Heading 6)</b>			<b>14,500,000</b>			
<b>KEY ACTION 3: Support to policy development and cooperation</b>						
5.20	Training and Cooperation Activities in the field of youth	2	20,300,000	IM	NA	
5.21	SALTO Resource Centres in the field of youth	2	2,500,000	IM	NA	
5.22	DiscoverEU - Learning Cycle for DiscoverEU participants	2	5,000,000	IM	NA	
5.23	Eurodesk network	2	2,900,000	IM	NA	
5.30	Presidency events	2	550,000	MON	EAC	
5.32	EU Youth dialogue: support to National Working Groups	2	4,200,000	MON	EACEA	
5.33	European Youth Forum	2	2,900,000	DB	EACEA	
5.34	Eurodesk Brussels-link	2	900,000	DB	EACEA	
5.40	European Youth Together	2	8,000,000	CFP	EACEA	
5.41	Civil society cooperation in the field of Youth	2	8,500,000	CFP	EACEA	
5.50	Echanges of experience and good practices in the youth field	2	250,000	PP	EAC	
5.51	Studies, surveys and Eurobarometers	2	280,000	PP	EAC	
5.52	Policy-related and policy dialogue conferences	2	50,000	PP	EAC	
5.53	Meetings with grant-holders and other stakeholders	2	80,000	PP	EACEA	
5.54	Youth events and outreach	2	2,000,000	PP	EAC	
5.56	National policies platform	2	300,000	PP	EACEA	
5.60	Selection and implementation	2	450,000	SE	EACEA	
5.61		6	948,300			
<b>Sub-total KA3 (Heading 2)</b>			<b>59,160,000</b>			
<b>Sub-total KA3 (Heading 6)</b>			<b>948,300</b>			
<b>Youth Total Budget</b>						
<b>TOTAL (Heading 2)</b>			<b>459,870,000</b>			
<b>TOTAL (Heading 6)</b>			<b>15,448,300</b>			

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

SPORT					
WPI	Actions	Heading	2025 Draft budget	Implementation mode	Implementing body
<b>KEY ACTION 1: Learning mobility</b>					
6.01	Mobility projects in the field of sport	2	12,000,000	IM	NA
<b>Sub-total KA 1</b>			<b>12,000,000</b>		
<b>KEY ACTION 2: Cooperation among organisations and institutions</b>					
6.03	Partnerships for Cooperation: Cooperation partnerships in the sport field	2	40,200,000	CFP	EACEA
6.04	Partnerships for Cooperation: Small-scale partnerships	2	11,000,000	CFP	EACEA
6.05	Not-for-profit European sport events	2	10,920,000	CFP	EACEA
6.06	Capacity building in the field of Sports - Heading 6	6	2,170,000	CFP	EACEA
<b>Sub-total KA 2 (Heading 2)</b>			<b>62,120,000</b>		
<b>Sub-total KA2 (Heading 6)</b>			<b>2,170,000</b>		
<b>KEY ACTION 3: Support to policy development and cooperation</b>					
6.07	Cooperation with the Council of Europe	2	400,000	IM	CoE
6.08	Cooperation with the World Health Organisation (WHO)	2	400,000	IM	WHO
6.09	Training and Cooperation Activities in the field of sport	2	300,000	IM	NA
6.10	Cooperation with the United Nations Office on Drugs and Crime (UNODC)	2	200,000	IM	UNODC
6.15	Presidency events	2	500,000	MON	EAC
6.16	Peer-learning activities	2	200,000	SPE	EAC
6.20	Evidence based activities	2	1,300,000	PP	EAC
6.21	Conferences, seminars and communication activities	2	2,000,000	PP	EAC
6.22	Meetings with grant-holders and other stakeholders	2	250,000	PP	EACEA
6.30	#BeInclusive EU Sport Awards	2	45,000	PR	EACEA
6.31	#BeActive Awards	2	60,000	PR	EACEA
6.40	Selection and implementation	2	1,000,000	SE	EACEA
6.41		6	120,000		
<b>Sub-total KA3 (Heading 2)</b>			<b>6,655,000</b>		
<b>Sub-total KA3 (Heading 6)</b>			<b>120,000</b>		
<b>Sport Total Budget</b>					
<b>TOTAL (Heading 2)</b>			<b>80,775,000</b>		
<b>TOTAL (Heading 6)</b>			<b>2,290,000</b>		

### 3. BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES

#### Standard criteria

In application of the Regulation, the 4 criteria used for the allocation of funds for grant support indirectly managed by the National Agencies are the following:

- a) Country Population;
- b) Cost of Living;
- c) Distance between capitals;
- d) Performance.

The relative weight of the criteria is calculated as follows:

#### *Education and Training and Youth:*

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

#### *Sport:*

In 2025, the criterion of past performance will not apply. For this reason, the minimum allocation applied is 20% of the budget. The criteria a) to c) account for the allocation of 80% of funds.

In order to guarantee that there are no excessive imbalances in the annual budget allocated to countries from one year to another, a correction mechanism is applied to the allocations resulting from the pure application of the above-mentioned criteria. In addition, for Key Action 2, minima allocations are applied:

- For Cooperation Partnerships: minimum of EUR 400 000 for each country;
- For Small-scale Partnerships: minimum of EUR 120 000 for each country;
- For Mobility projects in Sport field: minimum of EUR 15 000 for each country.

For those countries participating in the Programme against payment of a financial contribution ('entry ticket'), the allocation of funds under indirect management is calculated on the basis of the financial contribution paid by the countries, coupled with the performance criterion and a correction mechanism.

Heading 6 allocations are calculated on the basis of Higher Education KA1 distributions.

Table 10: Country allocation – Budget lines Heading 2: 07 03 01 01 (E&T), 07 02 13 (ESF+)

Country	Total E&T		
	Total KA1	Total KA2	Total KA1+KA2
BE	84,931,651	8,814,193	93,745,844
BG	53,214,867	6,720,774	59,935,641
CZ	77,158,122	8,536,246	85,694,368
DK	45,629,490	5,329,660	50,959,150
DE*	411,307,292	41,572,196	452,879,488
EE	26,245,671	3,625,418	29,871,089
EL	73,531,120	8,808,205	82,339,325
ES	277,992,479	32,083,941	310,076,420
FR	349,622,853	34,181,389	383,804,242
HR	35,913,009	4,140,252	40,053,261
IE	41,991,828	5,149,579	47,141,407
IT	312,606,711	31,794,395	344,401,106
CY	13,779,983	2,495,091	16,275,074
LV	31,743,358	4,235,401	35,978,759
LT	40,403,100	5,072,182	45,475,282
LU	8,088,047	2,207,381	10,295,428
HU	70,833,229	8,077,428	78,910,657
MT	8,411,925	2,221,763	10,633,688
NL	105,809,368	10,918,285	116,727,653
AT	63,592,550	7,085,776	70,678,326
PL	214,376,550	25,011,508	239,388,058
PT	78,960,229	8,872,444	87,832,673
RO	120,071,960	13,435,931	133,507,891
SI	30,578,546	3,897,509	34,476,055
SK	48,809,867	5,733,891	54,543,758
FI	53,199,601	6,050,156	59,249,757
SE	66,227,418	7,916,018	74,143,436
IS	9,264,219	2,287,060	11,551,279
LI	2,336,816	2,101,282	4,438,098
NO	40,550,700	5,178,055	45,728,755
<b>EU-30</b>	<b>2,797,182,559</b>	<b>313,553,409</b>	<b>3,110,735,968</b>
	-	-	-
TR	106,807,605	12,526,591	119,334,196
MK	4,069,864	1,960,000	6,029,864
RS	7,422,972	1,960,000	9,382,972
<b>EU-33</b>	<b>2,915,483,000</b>	<b>330,000,000</b>	<b>3,245,483,000</b>
*DE	8,000,000	in addition: provisions transferred from ESF+: BL 07 02 13	

Table 11: Country allocation – Budget lines Heading 2: 07 03 01 01 (E&T), 07 02 13 (ESF+) – breakdown by field

Country	Higher Education			VET				School Education				Adult Education			
	KA1	KA2 Cooperation partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2
BE	39,335,627	1,912,576	41,248,203	24,558,915	1,794,764	520,455	26,874,134	16,043,164	2,217,284	551,830	18,812,278	4,993,945	1,279,981	537,303	6,811,229
BG	24,559,397	1,495,724	26,055,121	15,472,466	1,379,066	387,312	17,238,844	10,096,530	1,658,337	420,874	12,175,741	3,086,474	969,788	409,673	4,465,935
CZ	35,062,343	1,858,439	36,920,782	22,702,327	1,733,225	502,610	24,938,162	14,830,343	2,153,822	536,033	17,520,198	4,563,109	1,230,443	521,674	6,315,226
DK	21,038,062	1,161,948	22,200,010	13,352,945	1,116,494	313,567	14,783,006	8,564,641	1,305,696	323,298	10,193,635	2,673,842	785,095	323,562	3,782,499
DE*	189,532,376	9,054,937	198,587,313	120,420,341	8,724,662	2,527,090	131,672,093	77,372,629	9,945,896	2,532,703	89,851,228	23,981,946	6,251,883	2,535,025	32,768,854
EE	12,285,914	889,834	13,175,748	7,519,360	711,660	204,847	8,435,867	4,908,922	855,824	217,180	5,981,926	1,531,475	524,534	221,539	2,277,548
EL	33,860,374	1,935,660	35,796,034	21,616,121	1,821,200	528,123	23,965,444	13,815,673	2,162,593	538,216	16,516,482	4,238,952	1,279,810	542,603	6,061,365
ES	125,705,801	6,982,825	132,688,626	82,223,995	6,526,689	1,892,645	90,643,329	53,792,842	8,043,232	2,001,767	63,837,841	16,269,841	4,688,255	1,948,528	22,906,624
FR	160,969,712	7,456,064	168,425,776	102,564,418	7,184,109	2,080,868	111,829,395	65,685,702	8,149,686	2,075,300	75,910,688	20,403,021	5,147,959	2,087,403	27,638,383
HR	16,627,139	1,098,107	17,725,246	10,401,384	817,862	224,095	11,443,341	6,769,649	964,047	238,701	7,972,397	2,114,837	564,706	232,734	2,912,277
IE	19,143,039	1,118,242	20,261,281	12,292,664	1,057,801	297,085	13,647,550	8,068,333	1,288,740	319,687	9,676,760	2,487,792	756,320	311,704	3,555,816
IT	143,989,271	6,982,408	150,971,679	91,775,602	6,684,141	1,936,053	100,395,796	58,747,284	7,504,531	1,911,014	68,162,829	18,094,554	4,821,300	1,954,948	24,870,802
CY	6,326,398	631,156	6,957,554	4,055,187	505,781	145,586	4,706,554	2,593,628	537,265	136,341	3,267,234	804,770	400,000	138,962	1,343,732
LV	14,634,382	989,416	15,623,798	9,205,187	858,167	247,018	10,310,372	6,029,965	1,023,129	259,638	7,312,732	1,873,824	603,248	254,785	2,731,857
LT	18,525,851	1,160,894	19,686,745	11,741,460	1,023,615	311,830	13,076,905	7,736,042	1,216,988	310,420	9,263,450	2,399,747	730,878	317,557	3,448,182
LU	3,732,683	595,398	4,328,081	2,361,370	438,121	126,112	2,925,603	1,521,894	400,000	120,000	2,041,894	472,100	400,000	127,750	999,850
HU	32,679,043	1,788,387	34,467,430	20,634,056	1,687,914	490,848	22,812,818	13,397,397	1,966,984	489,535	15,853,916	4,122,733	1,161,371	492,389	5,776,493
MT	3,937,117	612,916	4,550,033	2,407,660	436,347	125,602	2,969,609	1,575,632	400,000	120,000	2,095,632	491,516	400,000	126,898	1,018,414
NL	48,833,074	2,373,565	51,206,639	30,929,436	2,315,660	670,728	33,915,824	19,988,099	2,594,373	660,652	23,243,124	6,058,759	1,638,802	664,505	8,362,066
AT	29,251,386	1,546,444	30,797,830	18,672,517	1,463,671	424,443	20,560,631	11,948,526	1,770,259	440,574	14,159,359	3,720,121	1,011,526	428,859	5,160,506
PL	98,725,192	5,539,774	104,264,966	63,029,436	5,203,959	1,509,073	69,742,468	40,278,643	6,031,757	1,501,158	47,811,558	12,343,279	3,690,117	1,535,670	17,569,066
PT	36,456,561	1,980,619	38,437,180	22,952,365	1,862,501	540,098	25,354,964	14,918,537	2,148,330	534,668	17,601,535	4,632,766	1,268,443	537,785	6,438,994
RO	55,360,769	2,929,402	58,290,171	35,224,858	2,686,902	778,257	38,690,017	22,584,334	3,394,907	844,910	26,824,151	6,901,999	1,979,031	822,522	9,703,552
SI	14,315,213	914,121	15,229,334	8,756,888	789,209	227,169	9,773,266	5,721,853	941,099	238,820	6,901,772	1,784,592	553,373	233,718	2,571,683
SK	22,850,610	1,315,517	24,166,127	13,988,667	1,165,490	352,968	15,507,125	9,124,147	1,374,624	352,859	10,851,630	2,846,443	819,658	352,775	4,018,876
FI	24,837,965	1,392,071	26,230,036	15,294,164	1,204,770	363,883	16,862,817	9,957,054	1,461,691	372,837	11,791,582	3,110,418	874,810	380,094	4,365,322
SE	30,245,566	1,744,935	31,990,501	19,522,109	1,661,469	463,688	21,647,266	12,622,472	1,930,734	480,512	15,033,718	3,837,271	1,151,366	483,314	5,471,951
IS	4,336,961	625,559	4,962,520	2,650,174	448,963	129,231	3,228,368	1,735,882	432,792	120,000	2,288,674	541,202	400,000	130,515	1,071,717
LI	1,092,530	541,282	1,633,812	670,683	400,000	120,000	1,190,683	436,919	400,000	120,000	956,919	136,684	400,000	120,000	656,684
NO	18,523,707	1,119,051	19,642,758	11,979,814	1,073,647	301,535	13,354,996	7,704,160	1,294,187	320,445	9,318,792	2,343,019	757,147	312,043	3,412,209
EU-30	1,286,774,063	69,747,271	1,356,521,334	818,976,569	64,777,859	18,742,819	902,497,247	528,570,896	75,568,807	19,089,972	623,229,675	162,861,031	46,539,844	19,086,837	228,487,712
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TR	49,915,751	2,452,729	52,368,480	31,645,661	3,422,141	1,017,181	36,084,983	19,271,912	2,631,193	670,028	22,573,133	5,974,281	1,660,156	673,163	8,307,600
MK	1,902,565	400,000	2,302,565	1,196,911	400,000	120,000	1,716,911	739,531	400,000	120,000	1,259,531	230,857	400,000	120,000	750,857
RS	3,407,621	400,000	3,807,621	2,180,859	400,000	120,000	2,700,859	1,400,661	400,000	120,000	1,920,661	433,831	400,000	120,000	953,831
EU-33	1,342,000,000	73,000,000	1,415,000,000	854,000,000	69,000,000	20,000,000	943,000,000	549,983,000	79,000,000	20,000,000	648,983,000	169,500,000	49,000,000	20,000,000	238,500,000
*DE	8,000,000	in addition :provisions transferred from ESF+: BL 07 02 13													

Table 12: Country allocation - Budget line 07 03 02 (Youth)

Country	Youth allocations									Country
	KA1 Mobility projects	KA1 Youth participation	DiscoverEU inclusion action	Total KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA2	Total KA1+KA2	DiscoverEU learning cycle	
BE	6,508,820	1,014,091	237,311	7,760,222	1,981,055	773,764	2,754,819	10,515,041	152,790	BE
BG	5,900,190	919,267	197,296	7,016,753	1,650,906	638,431	2,289,337	9,306,090	127,329	BG
CZ	5,785,341	883,848	199,912	6,869,101	1,675,405	643,603	2,319,008	9,188,109	128,884	CZ
DK	3,959,156	616,851	146,543	4,722,550	1,226,231	474,201	1,700,432	6,422,982	94,574	DK
DE	28,505,450	4,289,834	834,273	33,629,557	6,817,341	2,733,003	9,550,344	43,179,901	540,431	DE
EE	3,571,251	556,413	131,454	4,259,118	1,099,962	425,371	1,525,333	5,784,451	84,836	EE
EL	5,529,994	832,220	191,819	6,554,033	1,625,038	609,926	2,234,964	8,788,997	119,743	EL
ES	17,430,484	2,623,142	569,395	20,623,021	4,640,998	1,880,649	6,521,647	27,144,668	369,200	ES
FR	18,809,737	2,830,714	707,828	22,348,279	5,784,077	2,318,776	8,102,853	30,451,132	458,524	FR
HR	4,044,088	630,081	141,022	4,815,191	1,180,030	456,335	1,636,365	6,451,556	91,012	HR
IE	4,056,078	631,115	153,250	4,840,443	1,282,348	495,902	1,778,250	6,618,693	98,903	IE
IT	17,405,132	2,619,332	653,104	20,677,568	5,336,894	2,139,505	7,476,399	28,153,967	423,068	IT
CY	2,934,901	457,267	118,450	3,510,618	991,151	383,293	1,374,444	4,885,062	76,444	CY
LV	3,530,928	550,128	130,889	4,211,945	1,095,239	423,546	1,518,785	5,730,730	84,473	LV
LT	3,896,731	607,122	134,338	4,638,191	1,124,098	434,706	1,558,804	6,196,995	86,698	LT
LU	2,267,174	353,232	90,336	2,710,742	755,907	292,321	1,048,228	3,758,970	58,300	LU
HU	5,959,161	928,455	197,939	7,085,555	1,652,398	645,396	2,297,794	9,383,349	127,445	HU
MT	2,332,477	363,408	81,912	2,777,797	685,416	265,060	950,476	3,728,273	52,864	MT
NL	6,770,253	1,018,870	237,287	8,026,410	1,939,012	777,330	2,716,342	10,742,752	153,712	NL
AT	4,957,322	772,366	177,972	5,907,660	1,485,708	580,291	2,065,999	7,973,659	114,588	AT
PL	16,606,779	2,499,184	509,327	19,615,290	4,125,041	1,688,106	5,813,147	25,428,437	328,747	PL
PT	6,338,922	987,624	222,776	7,549,322	1,859,729	726,377	2,586,106	10,135,428	143,435	PT
RO	9,954,435	1,494,019	322,625	11,771,079	2,705,520	1,036,600	3,742,120	15,513,199	201,084	RO
SI	3,783,642	589,501	124,160	4,497,303	1,038,935	401,771	1,440,706	5,938,009	80,130	SI
SK	4,675,625	728,478	158,322	5,562,425	1,324,782	512,313	1,837,095	7,399,520	102,177	SK
FI	4,763,176	742,117	145,844	5,651,137	1,226,274	464,549	1,690,823	7,341,960	93,708	FI
SE	5,354,352	819,766	191,574	6,365,692	1,607,207	614,679	2,221,886	8,587,578	123,093	SE
IS	2,164,776	336,833	81,935	2,583,544	685,606	265,134	950,740	3,534,284	52,879	IS
LI	580,567	90,454	38,409	709,430	400,000	120,000	520,000	1,229,430	22,251	LI
NO	4,007,071	624,317	143,873	4,775,261	1,208,580	459,676	1,668,256	6,443,517	92,973	NO
<b>EU-30</b>	<b>212,384,013</b>	<b>32,410,049</b>	<b>7,271,175</b>	<b>252,065,237</b>	<b>60,210,888</b>	<b>23,680,614</b>	<b>83,891,502</b>	<b>335,956,739</b>	<b>4,684,295</b>	<b>EU-30</b>
	-	-	-	-	-	-	-	-	-	
TR	9,780,009	1,471,810	338,937	11,590,756	3,689,112	1,079,386	4,768,498	16,359,254	271,203	TR
MK	578,053	21,087	44,944	644,084	400,000	120,000	520,000	1,164,084	22,251	MK
RS	637,925	97,054	44,944	779,923	400,000	120,000	520,000	1,299,923	22,251	RS
<b>EU-33</b>	<b>223,380,000</b>	<b>34,000,000</b>	<b>7,700,000</b>	<b>265,080,000</b>	<b>64,700,000</b>	<b>25,000,000</b>	<b>89,700,000</b>	<b>354,780,000</b>	<b>5,000,000</b>	<b>EU-33</b>

Table 13: Country allocation - Budget line 07 03 03 (Sport)

Country	Sport
	KA1
BE	321,649
BG	214,928
CZ	293,858
DK	193,738
DE	1,744,574
EE	105,758
EL	297,387
ES	1,106,760
FR	1,444,593
HR	156,654
IE	185,198
IT	1,270,497
CY	74,708
LV	116,819
LT	136,750
LU	52,082
HU	273,741
MT	42,429
NL	431,732
AT	255,306
PL	840,325
PT	308,357
RO	484,191
SI	120,205
SK	186,668
FI	190,895
SE	290,855
IS	31,829
LI	15,000
NO	188,614
<b>EU-30</b>	<b>11,376,100</b>
	-
TR	459,832
MK	60,545
RS	103,523
<b>EU-33</b>	<b>12,000,000</b>



#### 4. BREAKDOWN OF THE HEADING 6 BUDGET LINES

Table 14: Budget lines Heading 6: 14 02 01 50, 15 02 01 02– breakdown by action

WPI	Actions	NDICI-Global Europe	IPA III	TOTAL Heading 6
<b>KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS</b>				
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	175,000,000	35,000,000	210,000,000
1.12	Virtual Exchanges in Higher Education and Youth	6,200,000	1,000,000	7,200,000
	<b>Sub-total KA1</b>	<b>181,200,000</b>	<b>36,000,000</b>	<b>217,200,000</b>
<b>KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES</b>				
2.10	Partnerships for Excellence: European Universities	0	0	0
2.12	Erasmus Mundus Joint Masters-Additional scholarships for targeted regions of the world - Heading 6	20,300,000	2,200,000	22,500,000
2.22	Capacity building in Higher Education – Heading 6	95,000,000	12,000,000	107,000,000
2.23	Capacity building in VET - Heading 6	18,500,000	8,500,000	27,000,000
2.19	eTwinning National Support Organisations	1,000,000	0	1,000,000
5.14	Capacity building in the field of youth	11,000,000	3,500,000	14,500,000
6.06	Capacity building in the field of Sport	920,000	1,250,000	2,170,000
	<b>Sub-total KA2</b>	<b>146,720,000</b>	<b>27,450,000</b>	<b>174,170,000</b>
<b>KEY ACTION 3: Support to policy development and cooperation</b>				
3.59	International Student and Alumni Network Erasmus+	1,200,000	1,000,000	2,200,000
3.62	Meetings with grant-holders and other stakeholders	311,900	60,000	371,900
3.70	Network of National Teams of Higher Education Reform Experts (HEREs)	1,000,000	500,000	1,500,000
3.86	Selection and implementation	2,700,000	408,000	3,108,000
5.61		638,300	310,000	948,300
6.41		40,000	80,000	120,000
	<b>Sub-total KA3</b>	<b>5,890,200</b>	<b>2,358,000</b>	<b>8,248,200</b>
<b>Jean Monnet Actions</b>				
4.02	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2,650,000	500,000	3,150,000
4.05	Jean Monnet policy debate	1,200,000	0	1,200,000
	<b>Sub-total</b>	<b>3,850,000</b>	<b>500,000</b>	<b>4,350,000</b>
7.1	<b>Management fees of National Agencies</b>	<b>8,339,800</b>	<b>1,692,000</b>	<b>10,031,800</b>
	<b>TOTAL</b>	<b>346,000,000</b>	<b>68,000,000</b>	<b>414,000,000</b>

Table 15: Country allocations – KA1 Mobility projects – Budget lines Heading 6:  
14 02 01 50, 15 02 01 02

Country	KA1 Mobility projects H6			Country
	NDICI-Global Europe	IPA III	Total	
BE	5,129,462	1,025,890	6,155,352	BE
BG	3,202,604	640,521	3,843,125	BG
CZ	4,572,213	914,443	5,486,656	CZ
DK	2,743,413	548,683	3,292,096	DK
DE	24,715,474	4,943,095	29,658,569	DE
EE	1,602,112	320,422	1,922,534	EE
EL	4,415,474	883,095	5,298,569	EL
ES	16,392,336	3,278,467	19,670,803	ES
FR	20,990,834	4,198,167	25,189,001	FR
HR	2,168,219	433,644	2,601,863	HR
IE	2,496,298	499,260	2,995,558	IE
IT	18,776,544	3,755,309	22,531,853	IT
CY	824,977	164,995	989,972	CY
LV	1,908,358	381,672	2,290,030	LV
LT	2,415,815	483,163	2,898,978	LT
LU	486,751	97,350	584,101	LU
HU	4,261,425	852,285	5,113,710	HU
MT	513,409	102,682	616,091	MT
NL	6,367,949	1,273,590	7,641,539	NL
AT	3,814,450	762,890	4,577,340	AT
PL	12,874,001	2,574,800	15,448,801	PL
PT	4,754,022	950,804	5,704,826	PT
RO	7,219,176	1,443,835	8,663,011	RO
SI	1,866,738	373,348	2,240,086	SI
SK	2,979,774	595,955	3,575,729	SK
FI	3,238,930	647,786	3,886,716	FI
SE	3,944,094	788,819	4,732,913	SE
IS	565,550	113,110	678,660	IS
LI	142,468	28,494	170,962	LI
NO	2,415,536	483,107	2,898,643	NO
<b>EU-30</b>	<b>167,798,406</b>	<b>33,559,681</b>	<b>201,358,087</b>	<b>EU-30</b>
	-	-	-	
TR	6,509,133	1,301,827	7,810,960	TR
MK	248,099	49,620	297,719	MK
RS	444,362	88,872	533,234	RS
<b>EU-33</b>	<b>175,000,000</b>	<b>35,000,000</b>	<b>210,000,000</b>	<b>EU-33</b>

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

Table 16: Management Fees - Budget lines Heading 2: 07 03 01 01 (E&T), Heading 6: 14 02 01 50, 15 02 01 02 – breakdown by country

Country	Management Fees					Country
	H2	NDICI-Global Europe	IPA III	Total H6	Grand Total H2+H6	
BE	4,983,192	244,451	49,596	294,047	5,277,239	BE
BG	3,074,693	152,623	30,965	183,588	3,258,281	BG
CZ	4,455,316	217,893	44,207	262,100	4,717,416	CZ
DK	3,430,968	130,740	26,525	157,265	3,588,233	DK
DE	17,075,270	1,177,841	238,963	1,416,804	18,492,074	DE
EE	1,677,347	76,350	15,490	91,840	1,769,187	EE
EL	4,664,326	210,424	42,691	253,115	4,917,441	EL
ES	12,786,561	781,193	158,490	939,683	13,726,244	ES
FR	15,430,286	1,000,339	202,951	1,203,290	16,633,576	FR
HR	1,840,746	103,329	20,964	124,293	1,965,039	HR
IE	2,962,449	118,964	24,136	143,100	3,105,549	IE
IT	13,573,832	894,815	181,542	1,076,357	14,650,189	IT
CY	1,367,773	39,315	7,976	47,291	1,415,064	CY
LV	2,014,067	90,945	18,451	109,396	2,123,463	LV
LT	2,584,522	115,128	23,357	138,485	2,723,007	LT
LU	1,155,557	23,197	4,706	27,903	1,183,460	LU
HU	4,092,603	203,082	41,202	244,284	4,336,887	HU
MT	1,118,221	24,467	4,964	29,431	1,147,652	MT
NL	6,781,015	303,471	61,569	365,040	7,146,055	NL
AT	4,673,839	181,781	36,880	218,661	4,892,500	AT
PL	9,132,734	613,523	124,473	737,996	9,870,730	PL
PT	4,778,328	226,558	45,965	272,523	5,050,851	PT
RO	6,836,875	344,037	69,799	413,836	7,250,711	RO
SI	1,939,367	88,961	18,049	107,010	2,046,377	SI
SK	2,891,909	142,004	28,810	170,814	3,062,723	SK
FI	4,006,770	154,354	31,316	185,670	4,192,440	FI
SE	4,802,016	187,960	38,134	226,094	5,028,110	SE
IS	1,496,359	26,952	5,468	32,420	1,528,779	IS
LI	645,727	6,789	1,377	8,166	653,893	LI
NO	3,231,440	115,115	23,355	138,470	3,369,910	NO
<b>EU-30</b>	<b>149,504,108</b>	<b>7,996,601</b>	<b>1,622,371</b>	<b>9,618,972</b>	<b>159,123,080</b>	<b>EU-30</b>
	-	-	-	-	-	
TR	9,291,585	310,199	62,934	373,133	9,664,718	TR
MK	533,379	11,823	2,399	14,222	547,601	MK
RS	670,928	21,177	4,296	25,473	696,401	RS
<b>EU-33</b>	<b>160,000,000</b>	<b>8,339,800</b>	<b>1,692,000</b>	<b>10,031,800</b>	<b>170,031,800</b>	<b>EU-33</b>

## 6. FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES

The following tables indicate the breakdown of the budget (per country or per structure) aimed at supporting the activities to be implemented by the networks of the Programme as well as by other national bodies supported under Erasmus+.

Table 17: Training and Cooperation Activities in the fields of Education and Training and Youth

Country	TCA			Country
	E&T	Youth	Sport	
BE	528,087	630,766	8,692	BE
BG	387,960	525,650	6,852	BG
CZ	512,088	519,709	7,738	CZ
DK	311,981	390,430	5,268	DK
DE	2,519,664	2,126,528	34,846	DE
EE	213,071	350,228	4,225	EE
EL	529,948	488,777	7,640	EL
ES	1,920,761	1,502,883	25,677	ES
FR	2,071,467	1,804,222	29,068	FR
HR	243,354	375,723	4,643	HR
IE	300,867	408,299	5,319	IE
IT	1,952,020	1,664,732	27,126	IT
CY	144,563	315,581	3,451	CY
LV	252,727	348,723	4,511	LV
LT	305,611	357,912	4,976	LT
LU	125,941	240,681	2,750	LU
HU	481,479	526,122	7,557	HU
MT*	125,516	218,236	2,578	MT*
NL	661,633	604,834	9,499	NL
AT	422,589	473,049	6,717	AT
PL	1,504,205	1,349,016	21,399	PL
PT	530,807	592,137	8,422	PT
RO	808,876	845,029	12,404	RO
SI	232,602	330,796	4,225	SI
SK	339,780	421,810	5,712	SK
FI	362,970	373,148	5,521	FI
SE	469,065	494,736	7,229	SE
IS	132,011	218,296	2,627	IS
LI	116,375	57,792	1,306	LI
NO	302,493	371,462	5,055	NO
<b>EU-30</b>	<b>18,810,511</b>	<b>18,927,307</b>	<b>283,033</b>	<b>EU-30</b>
	-	-		
TR	961,017	890,343	13,885	TR
MK	114,236	91,175	1,541	MK
RS	114,236	91,175	1,541	RS
<b>EU-33</b>	<b>20,000,000</b>	<b>20,000,000</b>	<b>300,000</b>	<b>EU-33</b>
*MT		300,000	for the 4th Youth Work Convention	

Table 18: SALTO Resource Centres – breakdown by structure

SALTO	Youth	E&T
SALTO Participation&Information	435,000	270,000
SALTO Inclusion&Diversity	472,500	320,000
SALTO Training&Cooperation*	742,500	270,000
* out of which 200.000 for Youthpass developments		
SALTO EuroMed	255,000	0
SALTO Eastern Europe and Caucasus Resource Centre	205,000	0
SALTO South East Europe	180,000	0
SALTO Digital dimension	105,000	270,000
SALTO Green dimension	105,000	270,000
<b>TOTAL</b>	<b>2,500,000</b>	<b>1,400,000</b>

**Table 19: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country**

	eTwinning National Support Organisations	National Teams to support the implementation of EU VET tools	National Coordinators EU Agenda for Adult learning	Eurydice - network of National units	Eurodesk network	EU Youth dialogue: support to National Working Groups
BE	666,400	95,892	331,913	488,400	105,365	190,760
BG	462,900	95,892	311,401	85,800	68,366	131,642
CZ	616,000	95,892	296,484	132,000	69,540	131,642
DK	450,800	95,892	145,445	187,000	74,679	141,642
DE	2,630,700	131,396	792,488	297,000	254,995	263,280
EE	297,700	61,578	195,791	66,000	47,646	131,642
EL	855,400	95,892	348,695	156,200	89,577	141,642
ES	2,050,700	131,396	529,568	224,400	175,212	263,280
FR	2,556,600	131,396	633,990	189,200	238,619	263,282
HR	325,800	61,578	294,619	162,800	56,557	131,642
IE	436,100	95,892	296,484	187,000	73,434	141,642
IT	2,605,700	131,396	680,607	244,200	188,297	263,280
CY	288,600	61,578	233,085	74,800	41,811	141,642
LV	351,200	61,578	255,461	110,000	43,403	131,642
LT	411,300	61,578	257,326	83,600	47,545	141,642
LU	229,500	61,578	160,362	129,800	46,165	65,819
HU	475,000	95,892	298,348	66,000	78,685	131,642
MT	229,500	61,578	238,679	81,400	37,570	65,819
NL	674,500	95,892	277,837	193,600	108,533	131,642
AT	545,000	95,892	255,461	187,000	80,105	131,642
PL	1,786,900	131,396	540,757	118,800	147,522	273,280
PT	457,700	95,892	289,025	167,200	90,801	131,642
RO	629,100	95,892	419,552	125,400	99,444	131,642
SI	305,000	61,578	208,844	138,600	49,843	131,642
SK	515,200	95,892	303,942	99,000	52,675	131,642
FI	495,300	95,892	162,227	182,600	73,545	131,642
SE	635,900	95,892	188,332	193,600	84,216	131,642
IS	302,600	61,578	93,234	189,200	43,191	0
LI	38,500	61,578	87,640	129,800	11,398	0
NO	444,900	95,892	225,626	187,000	74,437	0
TR	868,600	131,396	695,525	121,000	226,733	0
MK	165,200	61,578	182,552	70,400	10,046	0
RS	286,700	95,892	89,318	57,200	10,045	0
AL	144,600	0	62,280	59,400	0	0
BA	146,900	0	68,434	37,400	0	0
ME	91,600	0	48,668	77,000	0	0
XK	98,900	0	0	0	0	0
AM	185,900	0	0	0	0	0
AZ	367,000	0	0	0	0	0
GE	265,000	0	0	77,000	0	0
MD	263,800	0	0	77,000	0	0
UA	0	0	0	176,000	0	0
JO	353,600	0	0	0	0	0
LB	157,200	0	0	0	0	0
TN	334,500	0	0	0	0	0
<b>Total</b>	<b>26,500,000</b>	<b>3,000,000</b>	<b>10,500,000</b>	<b>5,629,800</b>	<b>2,900,000</b>	<b>4,200,000</b>