

**Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
establishing 'Erasmus': the Union programme for education, training, youth and sport
and repealing Regulation (EU) No 1288/2013**

EP amendments: changes to COM proposal are indicated in ***bold italics*** for additions and in ~~striketrough~~ for deletions.

Council PGA: changes to COM proposal are indicated in **bold** for additions and in ~~striketrough~~ for deletions.

When the original text was already in bold (titles), changes to COM proposal are indicated in **underlined** for additions.

4th column: Changes to COM proposal are indicated in **bold** for additions and in ~~striketrough~~ for deletions.

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| Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing 'Erasmus': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (Text with EEA relevance) | <p align="center"><u>AM 1</u></p> Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing 'Erasmus' <i>'Erasmus+'</i> : the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (Text with EEA relevance) | Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (Text with EEA relevance) | Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing <i>'Erasmus+'</i> : the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (Text with EEA relevance) | 1 |

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| THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION, | <i>[no change]</i> | <i>[no change]</i> | | 2 |
| <p>Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165(4) and 166(4) thereof,</p> <p>Having regard to the proposal from the European Commission,</p> <p>After transmission of the draft legislative act to the national parliaments,</p> <p>Having regard to the opinion of the European Economic and Social Committee²²,</p> <p>Having regard to the opinion of the Committee of the Regions²³,</p> <p>Acting in accordance with the ordinary legislative procedure,</p> <p>²² OJ C , , p. .</p> <p>²³ OJ C , , p. .</p> <p>Whereas:</p> | <i>[no change]</i> | <i>[no change]</i> | | 3 |
| (1) In a context of rapid and profound changes induced by technological revolution and | <p style="text-align: center;"><u>AM 2</u></p> <p>(1) In a context of rapid and profound changes induced by technological revolution and</p> | <i>[no change]</i> | | 4 |

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| <p>globalisation, investing in learning mobility, cooperation and innovative policy development in the fields of education, training, youth and sport is key to building inclusive, cohesive and resilient societies and sustaining the competitiveness of the Union, while contributing to strengthening European identity and to a more democratic Union.</p> | <p>globalisation, Investing in learning mobility for all, regardless of social or cultural background and irrespective of means, as well as in cooperation and innovative policy development in the fields of education, training, youth and sport is key to building inclusive, democratic, cohesive and resilient societies and sustaining the competitiveness of the Union, while contributing to strengthening European identity, principles and values and to a more democratic Union.</p> | | | |
| <p>(2) In its Communication on Strengthening European Identity through Education and Culture of 14 November 2017, the Commission put forward its vision to work towards a European Education Area by 2025, in which learning would not be hampered by borders; a Union, where spending time in another Member State for purposes of studying and learning in any form or setting would</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | | <p>5</p> |

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| <p>become the standard and where, in addition to one's mother tongue, speaking two other languages would become the norm; a Union in which people would have a strong sense of their identity as Europeans, of Europe's cultural heritage and its diversity. In this context, the Commission emphasised the need to boost the tried-and-tested Erasmus+ programme in all categories of learners that it already covers and reaching out to learners with fewer opportunities.</p> | | | | |
| <p>(3) The importance of education, training and youth for the future of the Union is reflected in the Commission's Communication of 14 February 2018 entitled 'A new, modern Multiannual Financial Framework for a European Union that delivers efficiently on its priorities post-2020'²⁴, which stresses the need to deliver on the commitments made by the Member States at the Gothenburg Social Summit, including through the full implementation of the European Pillar of Social Rights²⁵ and its first</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | | <p>6</p> |

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| <p>principle on education, training and lifelong learning. The Communication stresses the need to step up mobility and exchanges, including through a substantially strengthened, inclusive and extended programme, as had been called for by the European Council in its conclusions of 14 December 2017.</p> <p>²⁴ COM(2018) 98 final. ²⁵ OJ C 428, 13.12.2017, p. 10.</p> | | | | |
| <p>(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.</p> | <p style="text-align: center;"><u>AM 3</u></p> <p>(4) The European Pillar of Social Rights, solemnly proclaimed and signed on 17 November 2017 by the European Parliament, the Council and the Commission, lays down, as its first key principle, that everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market. <i>The European</i></p> | <p><i>[no change]</i></p> | | 7 |

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| | <i>Pillar of Social Rights also makes clear the importance of good quality early childhood education and of ensuring equal opportunities for all.</i> | | | |
| <p>(5) On 16 September 2016 in Bratislava, leaders of twenty-seven Member States stressed their determination to provide better opportunities for youth. In the Rome Declaration signed on 25 March 2017, leaders of twenty-seven Member States and of the European Council, the European Parliament and the European Commission pledged to work towards a Union where young people receive the best education and training and can study and find jobs across the Union; a Union which preserves our cultural heritage and promotes cultural diversity.</p> | <p style="text-align: center;">AM 4</p> <p>(5) On 16 September 2016 in Bratislava, leaders of twenty-seven Member States stressed their determination to provide better opportunities for youth. In the Rome Declaration signed on 25 March 2017, leaders of twenty-seven Member States and of the European Council, the European Parliament and the European Commission pledged to work towards a Union where young people receive the best education and training and can study and find jobs across the Union continent; a Union which preserves our cultural heritage and promotes cultural diversity; a Union which fights unemployment, discrimination, social exclusion and poverty.</p> | <p>[no change]</p> | | 8 |

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| <p>(6) The mid-term evaluation report of the 2014-2020 Erasmus+ programme confirmed that the creation of a single programme on education, training, youth and sport resulted in significant simplification, rationalisation and synergies in the management of the Programme while further improvements are necessary to further consolidate the efficiency gains of the 2014-2020 Programme. In the consultations for the mid-term evaluation and on the future Programme, Member States and stakeholders made a strong call for continuity in the Programme's scope, architecture and delivery mechanisms, while calling for a number of improvements, such as making the Programme more inclusive. They also expressed their full support for keeping the Programme integrated and underpinned by the lifelong learning paradigm. The European Parliament, in its Resolution of 2 February 2017 on the implementation of Erasmus+,</p> | <p style="text-align: center;"><u>AM 5</u></p> <p>(6) The mid-term evaluation report of the 2014-2020 Erasmus+ programme confirmed that the creation of a single programme on education, training, youth and sport resulted in significant simplification, rationalisation and synergies in the management of the Programme while further improvements are necessary to further consolidate the efficiency gains of the 2014-2020 Programme. In the consultations for the mid-term evaluation and on the future Programme, Member States and stakeholders made a strong call for continuity in the Programme's scope, architecture and delivery mechanisms, while calling for a number of improvements, such as making the Programme more inclusive, <i>simpler and more manageable for smaller beneficiaries and smaller projects</i>. They also expressed</p> | <p><i>[no change]</i></p> | | 9 |

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| welcomed the integrated structure of the programme and called on the Commission to exploit fully the lifelong learning dimension of the programme by fostering and encouraging cross-sectoral cooperation in the future programme. Member States and stakeholders also highlighted the need to keep a strong international dimension in the Programme and to extend it to other sectors of education and training. | their full support for keeping the Programme integrated and underpinned by the lifelong learning paradigm. The European Parliament, in its Resolution of 2 February 2017 on the implementation of Erasmus+, welcomed the integrated structure of the programme and called on the Commission to exploit fully the lifelong learning dimension of the programme by fostering and encouraging cross-sectoral cooperation in the future programme. <i>The Commission's Impact Assessment</i> , Member States and stakeholders also highlighted the need to keep a strong <i>further strengthen the</i> international dimension in the Programme and to extend it to other sectors of education and training, <i>as well as to youth and sport.</i> | | | |
| (7) The open public consultation on Union funding in the areas of values and mobility confirmed | <i>[no change]</i> | <i>[no change]</i> | | 10 |

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| these key findings and emphasised the need to make the future programme a more inclusive programme and to continue to focus priorities on modernising education and training systems as well as strengthening priorities on fostering European identity, active citizenship and participation in democratic life. | | | | |
| | <p style="text-align: center;"><u>AM 6</u></p> <p><i>(7a) (new) The European Court of Auditors, in its Special Report No. 22/2018 of 3 July 2018 on Erasmus+^{25a}, underlined that the Programme has delivered demonstrable European added value, but that not all dimensions of that added value, such as a greater sense of European identity or enhanced multilingualism, are being adequately taken into account or measured. The Court considered that the next Programme should ensure that indicators are better aligned with the objectives of the Programme</i></p> | | | 11 |

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| | <p><i>to ensure proper performance assessment. The Court's report also noted that, despite simplification efforts in the 2014-2020 Programme, administrative burdens remain too high and therefore recommended that the Commission further simplify Programme procedures, in particular application procedures and reporting requirements, and that it improve IT tools.</i></p> <p><i>^{25a} Special Report No. 22/2018 of the European Court of Auditors of 3 July 2018 entitled 'Mobility under Erasmus+: Millions of Participants and multi-faceted European Added Value, however performance measurement needs to be further improved'.</i></p> | | | |
| (8) In its Communication on 'A modern budget for a Union that | <p style="text-align: center;"><u>AM 7</u></p> <p>(8) In its Communication on 'A modern budget for a Union</p> | [no change] | | 12 |

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| <p>protects, empowers and defends - the multiannual financial framework for 2021-2027²⁶ adopted on 2 May 2018, the Commission called for a stronger “youth” focus in the next financial framework, notably by more than doubling the size of the 2014-2020 Erasmus+ Programme, one of the Union’s most visible success stories. The focus of the new Programme should be on inclusiveness, and to reach more young people with fewer opportunities. This should allow more young people to move to another country to learn or work.</p> <p>²⁶ COM(2018) 321 final.</p> | <p>that protects, empowers and defends - the multiannual financial framework for 2021-2027²⁶ adopted on 2 May 2018, the Commission called for greater investment in people and a stronger "youth" focus in the next financial framework, notably by more than doubling the size of the 2014-2020 and recognised that the Erasmus+ Programme has been one of the Union’s most visible success stories. The focus of the new Despite that overall success, the 2014-2020 Programme should be on inclusiveness, and to reach more young remained unable to meet the high demand for funding and suffered from low project success rates. To remedy those shortcomings, it is necessary to increase the multiannual budget for the successor Programme to the 2014-2020 Programme. Moreover, the successor Programme aims to be more inclusive by reaching more</p> | | | |

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| | <p>people with fewer opportunities. This should allow more young people to move to another country to learn or work, and <i>incorporates a number of new and ambitious initiatives. Therefore, as underlined by the European Parliament in its resolution of 14 March 2018 on the next multiannual financial framework, it is necessary to triple the budget, in constant prices, for the successor Programme as compared to the multiannual financial framework for the 2014-2020 period.</i></p> <p>²⁶ COM(2018) 321 final.</p> | | | |
| <p>(9) In this context, it is necessary to establish the successor programme for education, training, youth and sport (the 'Programme') of the 2014-2020 Erasmus + programme established by Regulation (EU) No 1288/2013 of the European Parliament and the Council²⁷. The integrated nature of the 2014-2020</p> | <p><u>AM 8</u></p> <p>(9) In this context, it is necessary to establish the successor programme for education, training, youth and sport (the 'Programme') of the 2014-2020 Erasmus + programme established by Regulation (EU) No 1288/2013 of the European</p> | <p><i>[no change]</i></p> | | <p>13</p> |

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| <p>programme covering learning in all contexts - formal, non-formal and informal, and at all stages of life - should be maintained to boost flexible learning paths allowing individuals to develop those competences that are necessary to face the challenges of the twenty-first century.</p> <p>²⁷ Regulation (EU) No 1288/2013 of the European Parliament and the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (OJ L 347, 20.12.2013, p. 50).</p> | <p>Parliament and the Council²⁷. The integrated nature of the 2014-2020 programme covering learning in all contexts - formal, non-formal and informal, and at all stages of life - should be maintained reinforced in order to ensure a lifelong learning approach and to boost flexible learning paths allowing individuals to develop those people to acquire and improve the knowledge, skills and competences that are necessary to develop as individuals and to face the challenges and make the most of the opportunities of the twenty-first century. Such an approach should also recognise the value of non-formal and informal education activities and the links between them.</p> <p>²⁷ Regulation (EU) No 1288/2013 of the European Parliament and the Council of 11 December 2013</p> | | | |

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| | <p>establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (OJ L 347, 20.12.2013, p. 50).</p> | | | |
| <p>(10) The Programme should be equipped to become an even greater contributor to the implementation of the Union's policy objectives and priorities in the field of education, training, youth and sport. A coherent lifelong learning approach is central to managing the different transitions that people will face over the course of their life cycle. In taking this approach forward, the next Programme should maintain a close relationship with the overall strategic framework for Union policy cooperation in the field of education, training and youth, including the policy agendas for schools, higher education, vocational education and training</p> | <p><u>AM 9</u></p> <p>(10) The Programme should be equipped to become an even greater contributor to the implementation of the Union's policy objectives and priorities in the field of education, training, youth and sport. A coherent lifelong learning approach is central to managing the different transitions that people will face over the course of their life cycle, <i>in particular older people who need to learn new life skills or skills for an evolving labour market. Such an approach should be encouraged through effective cross-sectoral cooperation and through greater</i></p> | <p><i>[no change]</i></p> | | <p>14</p> |

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| and adult learning, while reinforcing and developing new synergies with other related Union programmes and policy areas. | <i>interaction among different forms of education.</i> In taking this approach forward, the next Programme should maintain a close relationship with the overall strategic framework for Union policy cooperation in the field of education, training and youth, including the policy agendas for schools, higher education, vocational education and training and adult learning, while reinforcing and developing new synergies with other related Union programmes and policy areas. | | | |
| | <i>AM 10</i> <i>(10a) (new) Organisations operating in a cross-border context provide an important contribution to the transnational and international dimension of the Programme. Therefore, where applicable, the Programme should provide support to relevant Union-level networks and European and international organisations</i> | | | 15 |

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| | <i>whose activities relate to and contribute to the objectives of the Programme.</i> | | | |
| <p>(11) The Programme is a key component of building a European Education Area. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda for Europe²⁸ with a shared commitment to the strategic importance of skills and competences for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education²⁹.</p> <p>²⁸ COM(2016) 381 final. ²⁹ [Reference].</p> | <p style="text-align: center;"><u>AM 11</u></p> <p>(11) The Programme is a key component of building a European Education Area and of developing the key competences for lifelong learning, as set out in the Council Recommendation of 22 May 2018 on key competences for lifelong learning^{27a}, by 2025. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda for Europe²⁸ with a shared commitment to the strategic importance of skills, and competences and knowledge for sustaining and creating jobs, growth and, competitiveness, innovation and social cohesion. It should support Member States in reaching the goals of the Paris Declaration on promoting</p> | <p>(11) The Programme is a key component of building a European Education Area. It should be equipped to contribute to the successor of the strategic framework for cooperation in education and training and the Skills Agenda for Europe²⁸ with a shared commitment to the strategic importance of skills and key competences^{28a} for sustaining jobs, growth and competitiveness. It should support Member States in reaching the goals of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education²⁹.</p> <p>²⁸ COM(2016) 381 final. ^{28a} Council Recommendation of 22 May 2018 on key competences for lifelong</p> | | 16 |

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| | <p>citizenship and the common values of freedom, tolerance and non-discrimination through education²⁹.</p> <p>^{27a} <i>OJ C 189, 4.6.2018, p. 1.</i></p> <p>²⁸ COM(2016) 381 final.</p> <p>²⁹ [Reference].</p> | <p>learning (OJ C 189, 4.6.2018, p.1).</p> <p>²⁹ [Reference].</p> | | |
| <p>(12) The Programme should be coherent with the new European Union youth strategy³⁰, the framework for European cooperation in the youth field for 2019-2027, based on the Commission's Communication of 22 May 2018 on 'Engaging, connecting and empowering young people: a new EU Youth Strategy'³¹.</p> <p>³⁰ [Reference - to be adopted by the Council by the end of 2018].</p> <p>³¹ COM(2016) 381 final.</p> | <p style="text-align: center;"><u>AM 12</u></p> <p>(12) The Programme should be coherent with the new European Union youth strategy³⁰, the framework for European cooperation in the youth field for 2019-2027, based on the Commission's Communication of 22 May 2018 on 'Engaging, connecting and empowering young people: a new EU Youth Strategy'³¹, including the Strategy's aim of supporting high-quality youth work and non-formal learning.</p> <p>³⁰ [Reference - to be adopted by the Council by the end of 2018].</p> <p>³¹ COM(2016) 381 final.</p> | <p>(12) The Programme should be coherent with the new European Union youth strategy³⁰, the framework for European cooperation in the youth field for 2019-2027, based on the Commission's Communication of 22 May 2018 on 'Engaging, connecting and empowering young people: a new EU Youth Strategy'³¹-, including as regards the strategy's aspirations to support quality youth work. This entails attention for mobility, capacity building, innovation and recognition of youth work within the context of the 2012 Council Recommendation on the validation of non-formal and informal learning. This</p> | | 17 |

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| | | <p>also calls for the promotion of quality tools and systems that should be used in the training of youth workers and that correspond to the changing circumstances of young people’s lives. These should be embedded in a broader quality approach to empower youth organisations.</p> <p>³⁰ [Reference - <i>to be adopted by the Council by the end of 2018</i>]. ³¹ COM(2016) 381 final.</p> | | |
| <p>(13) The Programme should take into account the Union work plan for sport which is the cooperation framework at Union level in the field of sport for the years [...] ³². Coherence and complementarity should be ensured between the Union work plan and actions supported under the Programme in the field of sport. There is a need to focus in particular on grassroots sports, taking into account the important role that sports play in promoting physical activity and healthy lifestyle, social inclusion</p> | <p>AM 13</p> <p>(13) The Programme should take into account the Union work plan for sport which is the cooperation framework at Union level in the field of sport for the years [...] ³². Coherence and complementarity should be ensured between the Union work plan and actions supported under the Programme in the field of sport. There is a need to focus in particular on grassroots sports, taking into account the</p> | <p>(13) The Programme should take into account the relevant Union EU Work Plan for Sport which is the cooperation framework at Union level in the field of sport for the years [...] ³². Coherence and complementarity should be ensured between the relevant Union EU Work Plan for Sport and actions supported under the Programme in the field of sport. There is a need to focus in particular on grassroots sports, taking into account the important role that sports play in promoting</p> | | 18 |

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| <p>and equality. The Programme should contribute to promote European common values through sport, good governance and integrity in sport, as well as education, training and skills in and through sport.</p> <p>³² [Reference].</p> | <p>important role that sports play in promoting physical activity and <i>a</i> healthy lifestyle, <i>interpersonal relations</i>, social inclusion and equality. The Programme should <i>support mobility actions only in the context of grassroots sport, both for young people practising organised sport on a regular basis and sport staff. It is also important to recognise that sport staff can be professionals, in the sense that they earn a living through sport, and yet still be engaged in grassroots sport. Mobility actions should therefore also be open to this group. The Programme should contribute to promote promoting common</i> European common values through sport, good governance and integrity in sport, <i>sustainability and good environmental practices in sport</i>, as well as education, training and skills in and through sport. <i>It should be possible for all relevant</i></p> | <p>physical activity and healthy lifestyle, social inclusion and equality. The Programme should contribute to promote European common values through sport, good governance and integrity in sport and sustainable development, as well as education, training and skills in and through sport.</p> <p>³² [Reference].</p> | | |

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| | <p><i>stakeholders, including education and training institutions, to participate in partnerships, cooperation and policy dialogue in the field of sport.</i></p> <p>³² [Reference].</p> | | | |
| <p>(14) The Programme should contribute to strengthening the Union's innovation capacity notably by supporting mobility and cooperation activities that foster the development of competences in forward-looking study fields or disciplines such as science, technology, engineering and mathematics, climate change, the environment, clean energy, artificial intelligence, robotics, data analysis and arts/design, to help people develop knowledge, skills and competences needed for the future.</p> | <p>AM 14</p> <p>(14) The Programme should contribute to strengthening the Union's innovation capacity notably by supporting mobility and cooperation activities that foster the development of skills and competences in forward-looking study fields or disciplines such as science, technology, arts, engineering and mathematics (STEAM), climate change, the environment environmental protection, sustainable development, clean energy, artificial intelligence, robotics, data analysis and arts/design, design and architecture, and digital and media literacy, to help people develop</p> | <p>(14) The Programme should contribute can be used to support any field of study, and in particular contributes to strengthening the Union's innovation capacity notably by supporting mobility and cooperation activities that foster help people develop knowledge, skills and attitudes needed for the development of competences future in forward-looking study fields or disciplines such as science, technology, engineering and mathematics, climate change, the environment, clean energy, artificial intelligence, robotics, data analysis and arts/design, to help people develop knowledge,</p> | | 19 |

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| | knowledge, skills and competences needed for the future. | skills and competences needed for the future. Innovation can be fostered through all mobility and cooperation activities, whether directly or indirectly managed. | | |
| | <i>AM 15 (14a) (new) In line with its mission to drive innovation in education and training, the Programme should support the development of educational and learning strategies targeted at gifted and talented children, irrespective of their nationality, socio-economic status or gender.</i> | | | 20 |
| | <i>AM 16 (14b) (new) The Programme should contribute to the follow-up of the European Year of Cultural Heritage by supporting activities designed to develop skills needed to protect and preserve European cultural heritage and to exploit fully the educational opportunities the cultural and creative sector</i> | | | 21 |

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| | <i>offers.</i> | | | |
| <p>(15) Synergies with Horizon Europe should ensure that combined resources from the Programme and the Horizon Europe Programme³³ are used to support activities dedicated to strengthening and modernising European higher education institutions. Horizon Europe will, where appropriate, complement the Programme's support for the European Universities initiative, in particular its research dimension as part of developing new joint and integrated long term and sustainable strategies on education, research and innovation. Synergies with Horizon Europe will help to foster the integration of education and research in higher education institutions.</p> <p>³³ COM(2018) [].</p> | <p style="text-align: center;"><u>AM 17</u></p> <p>(15) Synergies with Horizon Europe should ensure that combined resources from the Programme and the Horizon Europe Programme³³ are used to support activities dedicated to strengthening and modernising European higher education institutions. Horizon Europe will, where appropriate, where appropriate, complement the Programme's support for <i>actions and initiatives that demonstrate a research dimension, such as</i> the European Universities initiative, in particular its research dimension as part of developing new joint and integrated long-term and sustainable strategies on education, research and innovation. Synergies with Horizon Europe will help to foster the integration of education and research, in particular in higher education</p> | <p><i>[no change]</i></p> | | 22 |

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| | institutions. _____ | | | |
| <p>(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.</p> | <p style="text-align: center;">AM 18</p> <p>(16) The Programme should be more inclusive by improving its outreach to those <i>participation rates among people</i> with fewer opportunities. <i>It is important to recognise that low levels of participation among people with fewer opportunities could stem from different causes and depend on different national contexts. Therefore, within a Union-wide framework, national agencies should develop inclusion strategies with measures to improve outreach, simplify procedures, offer training and support and monitor effectiveness. Other mechanisms for enhancing inclusion should be used, including through by providing</i> more flexible learning mobility formats <i>in line with the needs</i></p> | <p>(16) The Programme should be more inclusive by improving its outreach to those with fewer opportunities, including through more flexible learning mobility formats, and by fostering participation of small organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. In addition to physical learning mobility, virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.</p> | | 23 |

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| | <p><i>of people with fewer opportunities, and by fostering the participation of small and local organisations, in particular newcomers and community-based grassroots organisations that work directly with disadvantaged learners of all ages. Virtual formats, such as virtual cooperation, blended and virtual mobility, should be promoted to reach more participants, in particular those with fewer opportunities and those for whom moving physically to a country other than their country of residence would be an obstacle.</i></p> | | | |
| | <p><u>AM 19</u> <i>(16a) (new) Where people with fewer opportunities are unable to participate in the Programme for financial reasons, whether because of their economic situation or because of the higher Programme participation costs that their specific situation generates, as is often</i></p> | | | 24 |

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| | <p><i>the case for people with disabilities, the Commission and the Member States should ensure that adequate financial support measures are put in place. Such measures can include other Union instruments, such as the European Social Fund Plus, national schemes or grant adjustments or top-ups through the Programme. In assessing whether people with fewer opportunities are unable to participate in the Programme for financial reasons and the level of support they require, objective criteria should be used. The additional costs of measures to facilitate inclusion should never constitute grounds for rejection of an application.</i></p> | | | |
| | <p><u>AM 20</u> <i>(16b) (new) The Programme should continue to focus its support on physical learning mobility and should open up greater opportunities for people with fewer</i></p> | | | 25 |

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| | <p><i>opportunities to benefit from physical learning mobility actions. At the same time, it should be recognised that virtual formats, such as virtual cooperation, blended learning and virtual learning, can effectively complement physical learning mobility and maximise its effectiveness. In exceptional cases, where people are unable to participate in mobility actions and activities, virtual formats may enable them to enjoy many of the benefits of the Programme in a cost-effective and innovative way. Therefore, the Programme should also provide support for such virtual formats and tools. Such formats and tools, in particular those used for language learning, should be made as widely available as possible to the public.</i></p> | | | |
| | <p><u>AM 21</u> (16c) (new) <i>In line with the obligations of the Union and the Member States under the</i></p> | | | 26 |

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| | <p><i>United Nations Convention on the Rights of Persons with Disabilities, in particular Article 9 thereof on accessibility and Article 24 thereof on education, special attention should be given to ensuring that people with disabilities enjoy non-discriminatory and barrier-free access to the Programme. To that end, additional support, including financial support, should be provided, where required.</i></p> | | | |
| | <p><u>AM 22</u> <i>(16d) (new) Legal and administrative obstacles, such as difficulties in obtaining visas and residence permits and in accessing support services, in particular health services, can impede access to the Programme. Therefore, Member States should adopt all necessary measures to remove such obstacles, in full compliance with Union law, and to facilitate cross-border exchanges, for example by</i></p> | | | 27 |

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| | <i>issuing the European Health Insurance Card.</i> | | | |
| <p>(17) In its Communication on Strengthening European identity through education and culture, the Commission highlighted the pivotal role of education, culture and sport in promoting active citizenship and common values amongst the youngest generations. Strengthening European identity and fostering the active participation of individuals in the democratic processes is crucial for the future of Europe and our democratic societies. Going abroad to study, learn, train and work or to participate in youth and sport activities contributes to strengthening this European identity in all its diversity and the sense of being part of a cultural community as well as to fostering such active citizenship, among people of all ages. Those taking part in mobility activities should get involved in their local communities as well as engage in their host country local</p> | <p style="text-align: center;"><u>AM 23</u></p> <p>(17) In its Communication on Strengthening European identity through education and culture, the Commission highlighted the pivotal role of education, culture and sport in promoting active citizenship, and common values and a sense of solidarity amongst the youngest generations. Strengthening European identity and fostering the active participation of individuals and civil society in the democratic processes is crucial for the future of Europe and our democratic societies. Going abroad to study, learn, train and work or to participate in youth and sport activities contributes to strengthening this European identity in all its diversity and the sense of being part of a cultural community as well as to fostering such active citizenship, social cohesion</p> | <p><i>[no change]</i></p> | | 28 |

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| communities to share their experience. Activities linked to reinforcing all aspects of creativity in education, training and youth and enhancing individual key competencies should be supported. | <i>and critical thinking</i> among people of all ages. Those taking part in mobility activities should get involved in their local communities as well as engage <i>engaging</i> in their host country local communities to share their experience. Activities linked to reinforcing all aspects of creativity in education, training and youth and enhancing individual key competencies <i>competences</i> should be supported. | | | |
| | <u><i>AM 24</i></u> <i>(17a) (new) It is important that the Programme deliver European added value. Therefore, actions and activities should only be eligible for funding under the Programme if they can demonstrate potential European added value. It should be possible to demonstrate European added value in a number of ways, for example through the transnational character of the</i> | | | 29 |

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| | <p><i>actions, their complementarity and synergies with other Union programmes and policies, their contribution to the effective use of Union transparency and recognition tools, their contribution to the development of Union-wide quality assurance standards, their contribution to the development of Union-wide common standards in education and training programmes, their promotion of multilingualism and intercultural and interfaith dialogue, their fostering of a European sense of belonging and their strengthening of European citizenship.</i></p> | | | |
| <p>(18) The international dimension of the Programme should be boosted aiming at offering a greater number of opportunities for mobility, cooperation and policy dialogue with third countries not associated to the Programme. Building on the successful implementation of international higher education and</p> | <p>AM 25 (18) The international dimension of the Programme should be boosted aiming at <i>by</i> offering a greater number of opportunities for both individuals and organisations for mobility, cooperation and policy dialogue with third countries not associated to the</p> | <p>(18) The international dimension of the Programme should be boosted aiming at offering a greater number of opportunities for mobility, cooperation and policy dialogue with third countries not associated to the Programme. Building on the successful implementation of</p> | | 30 |

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| youth activities under the predecessor programmes in the fields of education, training and youth, the international mobility activities should be extended to other sectors, such as in vocational education and training. | Programme, <i>in particular developing countries. The international dimension should support skills development and people-to-people exchanges and, for nationals of developing countries in particular, should support the transfer of knowledge back to their countries of origin at the end of their periods of study. It should also strengthen capacity-building of education systems in developing countries.</i> Building on the successful implementation of international higher education and youth activities under the predecessor programmes in the fields of education, training and youth, the international mobility activities should be extended to other sectors, such as in vocational education and training <i>and sport.</i> | international higher education and youth activities under the predecessor programmes in the fields of education, training and youth, the international mobility activities should be extended to other sectors, such as in vocational education and training and sport. | | |
| | <u>AM 26</u> <i>(18a) (new) To enhance the impact of activities in developing countries, it is</i> | | | 31 |

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| | <i>important to enhance synergies between Erasmus+ and instruments for Union external action, such as the Neighbourhood, Development and the International Cooperation Instrument and the Instrument for Pre-Accession Assistance.</i> | | | |
| (19) The basic architecture of the 2014-2020 programme in three chapters - education and training, youth and sport – structured around three key actions has proved successful and should be maintained. Improvements to streamline and rationalise the actions supported by the Programme should be introduced. | [no change] | (19) The basic architecture of the 2014-2020 programme in three chapters - education and training, youth and sport – structured around three key actions has proved successful and should be maintained. Improvements to streamline and rationalise the actions supported by the Programme should be introduced. Stability and continuity should also be ensured in terms of management and implementing modes. In the overall, at least 75% of the Erasmus+ budget should be under indirect management by the national agencies. This includes flagship actions like mobility in all fields of | | 32 |

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| | | education, training, youth and sport as well as cooperation partnerships, including small-scale partnerships in the field of education, training and youth. | | |
| <p>(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils and learners in vocational education and training. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced,</p> | <p style="text-align: center;"><u>AM 27</u></p> <p>(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students <i>and staff, including pre-school teachers and early-years education and care staff and learners in and staff in vocational education with targeted measures that take into account the specific educational needs of the intended beneficiaries. Mobility opportunities for</i></p> | <p>(20) The Programme should reinforce existing learning mobility opportunities, notably in those sectors where the Programme could have the biggest efficiency gains, to broaden its reach and meet the high unmet demand. This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils, including school exchanges, and learners in vocational education and training, such as apprentices and trainees. Mobility of low-skilled adult learners should be embedded in partnerships for cooperation. Mobility opportunities for youth participating in non-formal learning activities should also be</p> | | 33 |

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| <p>considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.</p> | <p>vocational education and training. Mobility of low-skilled adult learners <i>in border regions</i> should be embedded in partnerships for cooperation <i>further promoted in order to prepare them for the specific cross-border labour market context. The Programme should also offer mobility opportunities for adult education learners and staff. The main objectives of adult education are the transfer of knowledge, competences and skills and the promotion of social inclusion, active citizenship, personal development and well-being.</i> Mobility opportunities for youth participating in non-formal learning activities should also be extended to reach more young people, <i>especially newcomers, those with fewer opportunities and hard-to-reach population groups.</i> Mobility of staff in education, training, youth and sport should also be</p> | <p>extended to reach more young people. Mobility of staff in education, training, youth and sport should also be reinforced, considering its leverage effect. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural activities by supporting digitalisation of processes, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad.</p> | | |

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| | <p>reinforced, considering its leverage effect, <i>with a particular focus on reskilling and upskilling and promoting skills development for the labour market</i>. In line with the vision of a true European Education Area, the Programme should also boost mobility and exchanges and promote student participation in educational and cultural <i>and sport</i> activities by supporting digitalisation of <i>digitalising</i> processes <i>to facilitate application procedures and participation in the Programme, by developing user-friendly online systems based on best practice and by creating new tools</i>, such as the European Student Card. This initiative can be an important step in making mobility for all a reality first by enabling higher education institutions to send and receive more exchange students while still enhancing quality in student mobility and also by</p> | | | |

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| | facilitating students' access to various services (library, transport, accommodation) before arriving at the institution abroad. | | | |
| | <p style="text-align: center;"><u>AM 28</u></p> <p><i>(20a) (new) The Programme should ensure quality mobility experiences based on the principles laid down in the Recommendation of the European Parliament and of the Council of 18 December 2006 on transnational mobility within the Community for education and training purposes: European Quality Charter for Mobility^{33a}, which makes clear that the quality of information, preparation, support and recognition of experience and qualifications, as well as clear learning plans and learning outcomes drawn up in advance, have a demonstrable impact on the benefits of mobility. Mobility activities should be properly prepared in advance. Such</i></p> | | | 34 |

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| | <p><i>preparation can frequently be done efficiently with the use of information and communication technologies. Where appropriate, it should also be possible for the Programme to provide support for preparatory visits for mobility activities.</i></p> <p>^{33a} OJ L 394, 30.12.2006, p. 5.</p> | | | |
| | <p><u>AM 29</u> <i>(20b) (new) The Programme should support and encourage the mobility of teachers and educational staff at all levels in order to enhance working practices and contribute to professional development. Given the vital role that pre-school and early-years education plays in preventing social and economic inequalities, it is important that teachers and staff at this level can participate in learning mobility under the Programme. With respect to teaching, the Programme</i></p> | | | 35 |

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| | <p><i>should also encourage the piloting of policy innovations to address some of the common challenges facing education systems in the Union, such as attracting new talent into teaching for the most marginalised children and developing teacher training to help them in teaching disadvantaged learners. In order to maximise the benefits of Programme participation for teachers and educational staff, every effort should be made to ensure that they enjoy a supportive environment for mobility whereby it is part of their work programme and regular workload, they have access to proper training opportunities and they receive appropriate financial support based on the country and, where relevant, region in which the learning mobility is to take place.</i></p> | | | |
| | <p><u>AM 30</u> <i>(20c) (new) In recognition of the vital role that vocational</i></p> | | | 36 |

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| | <p><i>education and training plays in improving job prospects and promoting social inclusion, the Programme should help to reinforce the inclusiveness, quality and relevance of vocational education and training in line with the communication of the Commission of 10 June 2016 on a New Skills Agenda for Europe: Working together to strengthen human capital, employability and competitiveness^{33b}. The Programme should promote stronger links between vocational education and training providers and employers, both private and public. It should also help to address vocational education and training sector-specific issues, such as language training, the fostering of high-quality mobility partnerships and competence recognition and certification, and encourage vocational education and training</i></p> | | | |

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| | <p><i>providers to apply for the Vocational Education and Training Mobility Charter as a mark of quality.</i></p> <p>^{33b} COM(2016)0381.</p> | | | |
| <p>(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, bringing together young people and decision makers at local, national and Union level, as well as contributing to the European integration process.</p> | <p>AM 31</p> <p>(21) The Programme should encourage youth participation in Europe's democratic life, including by supporting participation projects for young people to engage and learn to participate in civic society, raising awareness about European common values including fundamental rights, <i>European history, culture and citizenship</i>, bringing together young people and decision-makers <i>decision-makers</i> at local, national and Union level, as well as contributing to the European integration process. <i>The Programme should raise awareness about e-democracy tools, including the European Citizens' Initiative. It should also promote</i></p> | <p><i>[no change]</i></p> | | <p>37</p> |

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| | <p><i>intergenerational exchange between younger and older people. In light of the key role played by youth organisations and youth work in achieving those objectives, the Programme should support the development of the youth sector in the Union.</i></p> | | | |
| <p>(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad. Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural diversity. The Programme should identify bodies in charge of reaching out and selecting the participants and support activities to foster the learning dimension of the</p> | <p style="text-align: center;"><u>AM 32</u></p> <p>(22) The Programme should offer young people more opportunities to discover Europe through learning experiences abroad <i>under the new initiative entitled DiscoverEU</i>. Eighteen year olds <i>Young people aged between 18 and 20</i>, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an <i>as part of a non-formal or</i> informal educational activity aimed at fostering their sense of belonging to the</p> | <p>[(22) Building on the evaluation and further development of DiscoverEU launched as a preparatory action in 2018, the Programme should offer young people more opportunities to discover Europe through learning experiences abroad. Eighteen year olds, in particular those with fewer opportunities, should be given the chance to have a first-time, short-term individual or group experience travelling throughout Europe in the frame of an informal educational activity aimed at fostering their sense of belonging to the European Union and discovering its cultural</p> | | 38 |

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| experience. | <p>European Union and discovering its cultural <i>and linguistic</i> diversity. <i>The initiative should have a robust and verifiable learning component and should ensure that experiences are properly disseminated and lessons shared in order to assess and improve the initiative on an ongoing basis.</i> The Programme should identify bodies in charge of reaching out and selecting the participants <i>with due regard for geographical balance</i> and support activities to foster the learning dimension of the experience. <i>Those bodies should also be involved, where appropriate, in providing pre- and post-mobility training and support, including with respect to language and intercultural skills. The DiscoverEU initiative should build links with the European Capitals of Culture, the European Youth Capitals, the European</i></p> | <p>diversity. The Programme should identify bodies in charge of reaching out, offering support and selecting the participants, based on clear and transparent criteria. It should be ensured that DiscoverEU is inclusive, geographically balanced and supports activities to foster the with a strong learning dimension of the experience.]</p> | | |

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| | <i>Volunteering Capitals and the European Green Capitals.</i> | | | |
| (23) The Programme should also enhance the learning of languages, in particular through widened use of online tools, as e-learning offers additional advantages for language learning in terms of access and flexibility. | <p style="text-align: center;">AM 33</p> <p>(23) <i>The learning of languages contributes to mutual understanding and mobility within and outside the Union. At the same time, language competences are essential life and job skills. Therefore, the Programme should also enhance the learning of languages, in particular through on-site language courses and through widened use of accessible online tools, as e-learning offers can offer additional advantages for language learning in terms of access and flexibility. The language learning support provided through the Programme should pay attention to the needs of users, with a focus on the languages used in the receiving country and, in border regions, on the languages of neighbouring</i></p> | [no change] | | 39 |

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| | <i>countries. Language learning support should also cover national sign languages. The Erasmus+ Online Linguistic Support tool should be tailored to the specific needs of Programme participants and open to everybody.</i> | | | |
| | <u>AM 34</u> <i>(23a) (new) The Programme should make use of language technologies, such as automatic translation technologies, with the aim of facilitating exchanges between authorities and improving intercultural dialogue.</i> | | | 40 |
| (24) The Programme should support measures that enhance the cooperation between institutions and organisations active in education, training, youth and sport, recognising their fundamental role in equipping individuals with the knowledge, skills and competences needed in a changing world as well as to adequately fulfil the potential for | <u>AM 35</u> (24) The Programme should support measures that enhance the cooperation between institutions and organisations active in education, training, youth and sport, recognising their fundamental role in equipping individuals with the knowledge, skills and competences needed in a changing world as well as to | <i>[no change]</i> | | 41 |

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| innovation, creativity and entrepreneurship, in particular within the digital economy. | adequately fulfil the potential for innovation, creativity and entrepreneurship, in particular within the digital economy. <i>To that end, effective cooperation between all relevant stakeholders at all levels of the Programme's implementation should be ensured.</i> | | | |
| (25) In its Conclusions of the 14 of December 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives to elevate European cooperation in education and training to a new level, including by encouraging the emergence by 2024 of 'European Universities', consisting in bottom-up networks of universities across the Union. The Programme should support these European Universities. | AM 36 (25) In its Conclusions of the 14 of December 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives to elevate European cooperation in education and training to a new level, including by encouraging the emergence by 2024 of 'European Universities', consisting in bottom-up networks of universities across the Union. The Programme should support these European Universities, <i>which should be excellence-driven and are intended to increase the</i> | (25) In its Conclusions of the 14 of December 2017, the European Council called on Member States, the Council and the Commission to take forward a number of initiatives to elevate European cooperation in education and training to a new level, including by encouraging the emergence by 2024 of 'European Universities', consisting in bottom-up networks of universities across the Union. In its conclusions of 28 June 2018, the European Council stated that "cooperation between research, innovation and education should be encouraged, including through | | 42 |

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| | <p><i>attractiveness of higher education institutions in the Union and to improve cooperation between research, innovation and education. The notion of 'excellence' is to be understood broadly, for example also in relation to the ability to enhance inclusion. Programme support should aim for wide geographical coverage of 'European Universities'.</i></p> | <p>the European Universities initiative". The Programme should support these European Universities.</p> | | |
| <p>(26) The 2010 Bruges Communiqué called for support of vocational excellence for smart and sustainable growth. The 2017 Communication on Strengthening Innovation in Europe's Regions points to linking vocational education and training to innovation systems, as part of smart specialisation strategies at regional level. The Programme should provide the means to respond to these calls and support the development of transnational platforms of Centres of vocational</p> | <p style="text-align: center;"><u>AM 37</u></p> <p>(26) The 2010 Bruges Communiqué called for support of vocational excellence for smart and sustainable growth. The 2017 Communication on Strengthening Innovation in Europe's Regions points to linking vocational education and training to innovation systems, as part of smart specialisation strategies at regional level. The Programme should provide the means to respond to these calls and</p> | <p><i>[no change]</i></p> | | 43 |

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| excellence closely integrated in local and regional strategies for growth, innovation and competitiveness. These centres of excellence should act as drivers of quality vocational skills in a context of sectorial challenges, while supporting overall structural changes and socio-economic policies in the Union. | support the development of transnational platforms of Centres of vocational excellence closely integrated in local and regional strategies for growth, innovation, and competitiveness, sustainable development and social inclusion . These centres of excellence should act as drivers of quality vocational skills in a context of sectorial challenges, while supporting overall structural changes and socio-economic policies in the Union. | | | |
| (27) To increase the use of virtual cooperation activities, the Programme should support a more systematic use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal and the online platform for higher education. | AM 38 (27) To increase the use of virtual cooperation activities, the Programme should support more systematic use of the existing online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal and the online platform for higher education. The Programme should also encourage, where | (27) To increase the use of virtual cooperation activities, the Programme should support a more systematic and coherent use of the online platforms such as eTwinning, the School Education Gateway, the Electronic Platform for Adult Learning in Europe, the European Youth Portal and the online platform for higher education and, if necessary, any further online platform that | | 44 |

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| | <p><i>appropriate, the development of new online platforms to strengthen and modernise the delivery of education, training, sport and youth policy at European level. Such platforms should be user-friendly and accessible within the meaning of Directive (EU) 2016/2102 of the European Parliament and of the Council^{33c}.</i></p> <p>^{33c} <i>Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies (OJ L 327, 2.12.2016, p. 1).</i></p> | <p>may be set up in the fields of education, training and youth.</p> | | |
| <p>(28) The Programme should contribute to facilitating transparency and recognition of skills and qualifications, as well as the transfer of credits or units of learning outcomes, to foster quality assurance and to support validation</p> | <p>AM 39</p> <p>(28) The Programme should contribute to facilitating transparency and <i>automatic mutual</i> recognition of skills, and <i>competences</i>, qualifications <i>and diplomas</i>, as well as the transfer of credits</p> | <p>(28) The Programme should contribute to facilitating transparency and recognition of skills and qualifications, as well as the transfer of credits or units of learning outcomes, to foster quality assurance and to support</p> | | 45 |

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| of non-formal and informal learning, skills management and guidance. In this regard, the Programme should also provide support to contact points and networks at national and Union level that facilitate cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings. | or units other proof of learning outcomes, to foster quality assurance and to support validation of non-formal and informal learning, skills management and guidance. In this regard, the Programme should also provide support to contact points and networks at national and Union level that facilitate provide information and assistance to prospective participants, thus facilitating cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings. | validation of non-formal and informal learning, skills management and guidance. In this regard, the Programme should also provide support to contact points and networks at national and Union level that facilitate cross-European exchanges as well as the development of flexible learning pathways between different fields of education, training and youth and across formal and non-formal settings. Support should also be provided to the Bologna process. | | |
| (29) The Programme should mobilise the potential of former Erasmus+ participants and support activities in particular of Alumni networks, ambassadors and Europeers, by encouraging them to act as multipliers of the Programme. | <i>[no change]</i> | <i>[no change]</i> | | 46 |
| | <u>AM 40</u> | | | 47 |

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| | <p><i>(29a) (new) The Programme should put special emphasis on the validation and recognition of education and training periods abroad, including in secondary school education. In that regard, the award of grants should be linked to quality assessment procedures and to a description of the learning outcomes and to the full application of the Council Recommendation of 15 March 2018 on European Framework for Quality and Effective Apprenticeships^{33d}, the Council Recommendation of 20 December 2012 on Validation of Informal and Non-Formal learning^{33e} and European tools which contribute to the recognition of learning abroad and ensure quality learning, such as the European Qualifications Framework (EQF), the European Quality Assurance Register for Higher Education (EQAR), the</i></p> | | | |

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| | <p><i>European Credit System for Vocational Education and Training (ECVET) and the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).</i></p> <p>^{33d} OJ C 153, 2.5.2018, p. 1. ^{33e} OJ C 398, 22.12.2012, p. 1.</p> | | | |
| <p>(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an awareness of their European identity and an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational mobility schemes with a strong</p> | <p style="text-align: center;">AM 41</p> <p>(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public <i>and private</i> sector, agriculture and enterprise, to have a <i>training, internship or</i> learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an awareness of their European identity and an understanding of European cultural diversity, <i>and</i></p> | <p>(30) As a way to ensure cooperation with other Union instruments and support to other policies of the Union, mobility opportunities should be offered to people in various sectors of activity, such as the public sector, agriculture and enterprise, to have a learning experience abroad allowing them, at any stage of their life, to grow and develop professionally but also personally, in particular by developing an awareness of their European identity and an understanding of European cultural diversity. The Programme should offer an entry point for Union transnational</p> | | 48 |

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| learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus projects should be facilitated; specific measures should be put in place to help promoters of Erasmus projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture. | <i>professionally, in particular by acquiring labour market-relevant skills.</i> The Programme should offer an entry point for Union transnational mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus Erasmus+ projects should be facilitated; specific measures should be put in place to help promoters of Erasmus Erasmus+ projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health, <i>media</i> and culture, <i>as well as the European Solidarity Corps.</i> | mobility schemes with a strong learning dimension, simplifying the offer of such schemes for beneficiaries and those taking part in these activities. The scaling-up of Erasmus+ projects should be facilitated; specific measures should be put in place to help promoters of Erasmus+ projects to apply for grants or develop synergies through the support of the European Structural and Investment Funds and the programmes relating to migration, security, justice and citizenship, health and culture, as well as with the European Solidarity Corps. | | |
| (31) It is important to stimulate teaching, learning and research in European integration matters, as | <u>AM 42</u> (31) It is important to stimulate teaching, learning and research in European integration | (31) It is important to stimulate teaching, learning and research in European integration matters, | | 49 |

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| <p>well as to promote debates on these matters through the support of Jean Monnet actions in the fields of higher education but also in other fields of education and training. Fostering a sense of European identity and commitment is particularly important at times when the common values on which the Union is founded, and which form part of our European identity, are put to the test, and when citizens show low levels of engagement. The Programme should continue to contribute to the development of excellence in European integration studies.</p> | <p>matters <i>and the Union's future challenges and opportunities</i>, as well as to promote debates <i>debate</i> on these matters through the support of Jean Monnet actions in the fields of higher education but also in other <i>across all</i> fields of education and training. Fostering a <i>European</i> sense of European identity <i>belonging</i> and commitment is particularly important at times when <i>given the challenges to</i> the common values on which the Union is founded, and which form part of our <i>a common</i> European identity, are put to the test, and when <i>and considering that</i> citizens show <i>are showing</i> low levels of engagement. The Programme should continue to contribute to the development of excellence in European integration studies <i>and, at the same time, to enhance the engagement of the wider learning community and the general public with European</i></p> | <p>as well as to promote debates on these matters through the support of Jean Monnet actions in the fields of higher education but also in other fields of education and training, in particular through teacher and staff training. Fostering a sense of European identity and commitment is particularly important at times when the common values on which the Union is founded, and which form part of our European identity, are put to the test, and when citizens show low levels of engagement. The Programme should continue to contribute to the development of excellence in European integration studies. The progress of the institutions financed under the Jean Monnet actions in delivering on the programme objectives will be monitored and evaluated regularly. Exchange between these institutions and other institutions at national or transnational level should be encouraged, in full respect of</p> | | |

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| <p>(32) Reflecting the importance of tackling climate change in line with the Union's commitments to implement the Paris Agreement and achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream climate action in the Union's policies and to the achievement of an overall target of 25% of the Union budget expenditures supporting climate objectives. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.</p> | <p><i>integration.</i></p> <p>AM 43</p> <p>(32) Reflecting the importance of tackling <i>The Programme should be in line with the central aim of the Paris Agreement to strengthen the global response to</i> climate change. In line with the Union's commitments to implement the Paris Agreement and <i>to</i> achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream <i>mainstreaming</i> climate action <i>and sustainable development</i> in the Union's policies and to the achievement of an overall target of 25% of the Union budget expenditures <i>expenditure</i> supporting climate objectives <i>over the period covered by the 2021-2027 Multiannual Financial Framework, and an annual target of 30 % to be introduced as quickly as possible, and at the latest in</i></p> | <p>their academic freedom.</p> <p>(32) Reflecting the importance of tackling climate change in line with the Union's commitments to implement the Paris Agreement and achieve the United Nations' Sustainable Development Goals, this Programme will contribute to mainstream climate action in the Union's policies and to the achievement of an overall target of [25%] of the Union budget expenditures supporting climate objectives. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.</p> | | 50 |

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| | <p>2027. Relevant actions will be identified during the Programme's preparation and implementation and reassessed in the context of the relevant evaluations and review process.</p> | | | |
| | <p><u>AM 44</u> <i>(32a) (new) Given the Union's role as a global actor and in line with the United Nations 2030 Agenda for Sustainable Development and commitments made by Member States at the Rio+20 Conference, the Programme should mainstream inclusive, equitable and quality education and lifelong learning, including in recognition of the vital role that education plays in tackling poverty. The Programme should also contribute to the sustainable development agenda by supporting efforts to develop the necessary skills for sustainable development and to educate people about</i></p> | | | 51 |

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| | <i>sustainability, environmental protection and climate change through formal, non-formal and informal education.</i> | | | |
| <p>(33) This Regulation lays down a financial envelope for the Programme which is to constitute the prime reference amount, within the meaning of <i>[reference to be updated as appropriate Point 17 of the Interinstitutional Agreement between the European Parliament, the Council and the Commission on budgetary discipline, on cooperation in budgetary matters and on sound financial management³⁴]</i>, for the European Parliament and the Council during the annual budgetary procedure.</p> <p>³⁴ OJ L [...], [...], p. [...].</p> | <p>AM 45</p> <p>(33) This Regulation lays down a financial envelope for <i>the entire duration of</i> the Programme which is to constitute the prime reference amount, within the meaning of <i>[reference to be updated as appropriate Point 17 of the Interinstitutional Agreement between the European Parliament, the Council and the Commission on budgetary discipline, on cooperation in budgetary matters and on sound financial management³⁴]</i>, for the European Parliament and the Council during the annual budgetary procedure. <i>It should be ensured that, from 2021, there is a significant increase in the annual budget for the Programme, in comparison to the final year of the 2014-2020 multiannual financial framework, followed</i></p> | <i>[no change]</i> | | 52 |

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| | <p><i>by linear and gradual growth in annual allocations. Such a budgetary profile would help to ensure wider access from the very beginning of the 2021-2027 multiannual financial framework period and avoid disproportionate increases in the final years that might be difficult to absorb.</i></p> <p>³⁴ OJ L [...], [...], p. [...].</p> | | | |
| <p>(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, a breakdown of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors.</p> | <p>AM 46</p> <p>(34) Within a basic envelope for actions to be managed by the national agencies in the field of education and training, a breakdown of minimum allocation per sector (higher education, school education, vocational education and training and adult education) should be defined in order to guarantee a critical mass of appropriations to reach the intended output and results in each of these sectors. <i>The exact budget allocation by action and initiative should be</i></p> | <p><i>[no change]</i></p> | | <p>53</p> |

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| | <i>laid down in the work programme.</i> | | | |
| <p>(35) Regulation (EU, Euratom) No [the new FR] (the 'Financial Regulation')³⁵ applies to this Programme. It lays down rules on the implementation of the Union budget, including the rules on grants, prizes, procurement and indirect implementation.</p> <p>³⁵ OJ L [...], [...], p. [...].</p> | [no change] | <p>(35) Regulation (EU, Euratom) No [the new FR] 2018/1046 (the 'Financial Regulation')³⁵ applies to this Programme. It lays down rules on the implementation of the Union budget, including the rules on grants, prizes, procurement and indirect implementation.</p> <p>³⁵ OJ L [...], [...], p. [...]. 193, 30.7.2018, p.1.</p> | | 54 |
| <p>(36) The types of financing and the methods of implementation under this Regulation should be chosen on the basis of their ability to achieve the specific objectives of the actions and to deliver results, taking into account, in particular, the costs of controls, the administrative burden, and the expected risk of non-compliance. This should include consideration of the use of lump sums, flat rates and unit costs, as well as financing not linked to costs as referred to in Article [125(1)] of the Financial</p> | <p style="text-align: center;"><u>AM 47</u></p> <p>(36) The types of financing and the methods of implementation under this Regulation should be chosen on the basis of their ability to achieve the specific objectives of the actions and to deliver results, taking into account, in particular, the costs of controls, the administrative burden, and the expected risk of non-compliance. This should include consideration of the use of lump sums, flat rates and unit costs, as well as</p> | <p>(36) The types of financing and the methods of implementation under this Regulation should be chosen on the basis of their ability to achieve the specific objectives of the actions and to deliver results, taking into account, in particular, the costs of controls, the administrative burden, and the expected risk of non-compliance. This should include consideration of the use of lump sums, flat rates and unit costs, as well as financing not linked to costs as referred to in</p> | | 55 |

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| Regulation. | financing not linked to costs as referred to in Article [125(1)] of the Financial Regulation. <i>The principles of transparency, equal treatment and non-discrimination as set out in the Financial Regulation should be respected in the implementation of the Programme.</i> | Article [125(1)] of the Financial Regulation. For the actions managed by the national agencies, the budgetary allocations to implement the actions should be accompanied by an adequate support for the operating costs of national agencies, in the form of a management fee, to ensure effective and sustainable implementation of the delegated management tasks. The principles of transparency, equal treatment and non-discrimination as set out in the Financial Regulation should be respected in the implementation of the Programme. | | |
| (37) Third countries which are members of the European Economic Area (EEA) may participate in the Programme in the framework of the cooperation established under the European Economic Area (EEA) agreement, | AM 48 (37) Third countries which are members of the European Economic Area (EEA) may participate in the Programme in the framework of the cooperation established under the European Economic Area | [(37) Third countries which are members of the European Economic Area (EEA) may participate in the Programme in the framework of the cooperation established under the European Economic Area (EEA) | | 56 |

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| <p>which provides for the implementation of Union programmes by a decision under that agreement. Third countries may also participate on the basis of other legal instruments. This Regulation should grant the necessary rights for and access to the authorising officer responsible, the European Anti-Fraud Office (OLAF) as well as the European Court of Auditors to comprehensively exert their respective competences. The full participation of third countries in the Programme should be subject to the conditions laid down in specific agreements covering the participation of the third country concerned to the Programme. Full participation entails, moreover, the obligation to set up a national agency and managing some of the actions of the Programme at decentralised level. Individuals and entities from third countries that are not associated to the Programme should be able to participate in some of the actions of the Programme, as defined in the</p> | <p>(EEA) agreement, which provides for the implementation of Union programmes by a decision under that agreement. Third countries may also participate on the basis of other legal instruments. This Regulation should grant the necessary rights for and access to the authorising officer responsible, the European Anti-Fraud Office (OLAF) as well as the European Court of Auditors to comprehensively exert their respective competences. The full participation of third countries in the Programme should be subject to the conditions laid down in specific agreements covering the participation of the third country concerned to the Programme. Full participation entails, moreover, the obligation to set up a national agency and managing some of the actions of the Programme at decentralised level. Individuals and entities from</p> | <p>agreement, which provides for the implementation of Union programmes by a decision under that agreement. Third countries may also participate on the basis of other legal instruments. This Regulation should grant the necessary rights for and access to the authorising officer responsible, the European Anti-Fraud Office (OLAF) as well as the European Court of Auditors to comprehensively exert their respective competences. The full participation of third countries in the Programme should be subject to the conditions laid down in specific agreements covering the participation of the third country concerned to the Programme. Full participation entails, moreover, the obligation to set up a national agency and managing some of the actions of the Programme at decentralised level under indirect management. Individuals and entities from third countries that are not associated to the Programme should be able to</p> | | |

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| work programme and the calls for proposals published by the Commission. When implementing the Programme, specific arrangements could be taken into account with regard to individuals and entities from European microstates. | third countries that are not associated to the Programme should be able to participate in some of the actions of the Programme, as defined in the work programme and the calls for proposals published by the Commission. When implementing the Programme, specific arrangements could be taken into account with regard to individuals and entities from European microstates. | participate in some of the actions of the Programme, as defined in the work programme and the calls for proposals published by the Commission. When implementing the Programme, specific arrangements could be taken into account with regard to individuals and entities from European microstates.] | | |
| (38) In line with the Commission's communication on 'A stronger and renewed strategic partnership with the Union's outermost regions' ³⁶ , the Programme should take into account the specific situation of these regions. Measures will be taken to increase the outermost regions' participation in all actions. Mobility exchanges and cooperation between people and organisations from these regions and third countries, in particular their neighbours, should be fostered. Such measures will be monitored and evaluated regularly. | AM 49 (38) In line with <i>Article 349 of the Treaty on the Functioning of the European Union (TFEU)</i> and the Commission's communication on 'A stronger and renewed strategic partnership with the Union's outermost regions' ³⁶ (<i>the 'strategic partnership communication'</i>), the Programme should take into account the specific situation of these regions. Measures will be taken to increase the outermost regions' participation in all actions. | (38) In view of Article 349 of the Treaty on the Functioning of the European Union and in line with the Commission's communication on 'A stronger and renewed strategic partnership with the Union's outermost regions' ³⁶ , the Programme should take into account the specific situation of these regions. Measures will be taken to increase the outermost regions' participation in all actions. Mobility exchanges and cooperation between people and organisations from these regions | | 57 |

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| ³⁶ COM(2017) 623 final. | <p>Mobility exchanges and cooperation between people and organisations from these regions and third countries, in particular their neighbours, should be fostered. Such measures will be monitored and evaluated regularly.</p> ³⁶ COM(2017) 623 final. | <p>and third countries, in particular their neighbours, should be fostered. Such measures will be monitored and evaluated regularly.</p> ³⁶ COM(2017) 623 final. | | |
| | <p><i>AM 50 (38a) (new) In the strategic partnership communication, the Commission recognised that increased mobility of learners and staff in education and training, in particular under the Erasmus+ programme, would be highly beneficial for the outermost regions and undertook to further adjust financial support to participants travelling from and to the outermost regions by maintaining specific funding rules for those regions under Erasmus+, to explore the possibilities of extending regional Erasmus+</i></p> | | | 58 |

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| | <i>cooperation to further stimulate mobility between the outermost regions and neighbouring third countries, and to use the European Social Fund+ as a complement to Erasmus+.</i> | | | |
| <p>(39) Pursuant to [reference to be updated as appropriate according to a new Decision on OCTs Article 94 of the Council Decision 2013/755/EC³⁷], individuals and entities established in overseas countries or territories are eligible for funding subject to the rules and objectives of the Programme and possible arrangements applicable to the Member State to which the relevant overseas country or territory is linked. The constraints imposed by the remoteness of these countries or territories should be taken into account when implementing the Programme, and their participation in the Programme monitored and regularly evaluated.</p> <p>³⁷ Council Decision 2013/755/EU</p> | [no change] | [no change] | | 59 |

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| of 25 November 2013 on the association of the overseas countries and territories with the European Union ('Overseas Association Decision') (OJ L 344, 19.12.2013, p. 1). | | | | |
| <p>(40) In compliance with the Financial Regulation, the Commission should adopt work programmes and inform the European Parliament and the Council thereof. The work programme should set out the measures needed for their implementation in line with the general and specific objectives of the Programme, the selection and award criteria for grants, as well as all other elements required. Work programmes and any amendments to them should be adopted by implementing acts in accordance with the examination procedure.</p> | <p style="text-align: center;"><u>AM 51</u></p> <p><i>(40) The Programme should maintain continuity in terms of its objectives and priorities. Nevertheless, given that it is to be implemented over a seven-year period, it is necessary to provide for a certain degree of flexibility in order to enable it to adapt to changing realities and political priorities within the field of education, training, youth and sport. Therefore, this Regulation does not define in detail how specific initiatives are to be designed and it does not prejudge all political priorities and respective budgetary priorities for the next seven years. Instead, the secondary policy choices and priorities, including details of specific new initiatives, should be</i></p> | <p><i>[no change]</i></p> | | 60 |

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| | <p><i>determined by means of work programmes</i> in compliance with the Financial Regulation; the Commission. <i>The design of the new initiatives</i> should adopt work programmes and inform the <i>draw lessons from past and ongoing pilot initiatives in this field and should take due account of European Parliament and the Council thereof</i> <i>added value both in the substance and structure of the initiative.</i> The work programme should <i>also</i> set out the measures needed for their implementation in line with the general and specific objectives of the Programme, the selection and award criteria for grants, as well as all other elements required. Work programmes and any amendments to them should be adopted by implementing acts <i>means of a delegated act. It is of particular importance that the Commission carry out appropriate consultations during its preparatory work,</i></p> | | | |

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| | <p><i>including at expert level and in consultation with national agencies and stakeholders, and that those consultations be conducted</i> in accordance with the examination procedure <i>principles laid down in the Interinstitutional Agreement on Better Law-Making. In particular, to ensure equal participation in the preparation of delegated acts, the European Parliament and the Council receive all documents at the same time as Member States' experts, and their experts systematically have access to meetings of Commission expert groups dealing with the preparation of delegated acts.</i></p> | | | |
| | <p><u>AM 52</u> <i>(40a) (new) The Commission, in conjunction with the national agencies, should monitor and report on the implementation of the Programme, both during the Programme's lifetime and after its completion. The final</i></p> | | | 61 |

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| | <p><i>evaluation of the Programme should be carried out in a timely fashion such that it can feed into the mid-term review of the successor programme as relevant. In particular, the Commission should carry out a mid-term review of the Programme accompanied, where appropriate, by a legislative proposal to amend this Regulation.</i></p> | | | |
| <p>(41) Pursuant to paragraph 22 and 23 of the Inter-institutional agreement for Better Law-Making of 13 April 2016³⁸, there is a need to evaluate the Programme on the basis of information collected through specific monitoring requirements, while avoiding overregulation and administrative burdens, in particular on Member States. Such requirements should include specific, measurable and realistic indicators which can be measured over time as a basis for evaluating the effects of the Programme on the ground.</p> | <p>AM 53</p> <p>(41) Pursuant to paragraph 22 and 23 of the Inter-institutional agreement for Better Law-Making of 13 April 2016³⁸, there is a need to evaluate the Programme on the basis of information collected through specific monitoring requirements, while avoiding overregulation and administrative burdens, in particular on Member States beneficiaries. Such requirements should include specific, measurable and realistic indicators which can be measured over time as a</p> | <p><i>[no change]</i></p> | | 62 |

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| <p>³⁸ Interinstitutional Agreement between the European Parliament, the Council of the European Union and the European Commission on Better Law-Making of 13 April 2016 (OJ L 123, 12.5.2016, p. 1).</p> | <p>basis for evaluating the effects of the Programme on the ground.</p> <p>³⁸ Interinstitutional Agreement between the European Parliament, the Council of the European Union and the European Commission on Better Law-Making of 13 April 2016 (OJ L 123, 12.5.2016, p. 1).</p> | | | |
| <p>(42) Appropriate outreach, publicity and dissemination of the opportunities and results of the actions supported by the Programme should be ensured at European, national and local level. The outreach, publicity and dissemination activities should rely on all the implementing bodies of the Programme, including, when relevant, with the support of other key stakeholders.</p> | <p>AM 54</p> <p>(42) Appropriate outreach, publicity and dissemination of the opportunities and results of the actions supported by the Programme should be ensured at European, national and local level. The outreach, publicity and dissemination activities should rely on all the implementing bodies of the Programme, including, when relevant where applicable, with the support of other key relevant stakeholders.</p> | <p>(42) Appropriate outreach, publicity and dissemination of the opportunities and results of the actions supported by the Programme should be ensured at European, national and local level and may take into account various target groups and sectors. The outreach, publicity and dissemination activities should rely on all the implementing bodies of the Programme, including, when relevant, with the support of other key stakeholders.</p> | | 63 |
| | <p>AM 55</p> | | | 64 |

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| (43) In order to ensure greater efficiency in communication to the public at large and stronger synergies between the communication activities undertaken at the initiative of the Commission, the resources allocated to communication under this Regulation should also contribute to covering the corporate communication of the political priorities of the Union, provided that these are related to the general objective of this Regulation. | (43) In order to ensure greater efficiency in communication to the public at large and stronger synergies between the communication activities undertaken at the initiative of the Commission, the resources allocated to communication under this Regulation should also contribute to covering the corporate communication of the political priorities of the Union, provided that these are related to the general objective of this Regulation. | [no change] | | |
| (44) In order to ensure efficient and effective implementation of this Regulation, the Programme should make maximum use of delivery mechanisms already in place. The implementation of the Programme should therefore be entrusted to the Commission, and to national agencies. Where feasible, and in order to maximise efficiency, the national agencies should be the same as the one designated for the management of the predecessor programme. The scope of the ex- | AM 56 (44) In order to ensure efficient, and effective implementation of this Regulation, the Programme should make maximum use of delivery mechanisms already in place. The implementation of the Programme should therefore be entrusted to the Commission, and to national agencies, <i>which should ensure consistent and straightforward application of the Programme rules across</i> | [no change] | | 65 |

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| <p>ante compliance assessment should be limited to the requirements that are new and specific to the Programme, unless justified, such as in case of serious shortcomings or underperformance on the part of the national agency concerned.</p> | <p><i>the Union and over time. To that end and in order to ensure effective Programme implementation, the Commission and the national agencies should work together, and in consultation with stakeholders, to develop consistent, simple and high-quality procedures and to facilitate the exchange of good practices that can improve the quality of projects under the Programme.</i> Where feasible, and in order to maximise efficiency, the national agencies should be the same as the one designated for the management of the predecessor programme. The scope of the ex-ante compliance assessment should be limited to the requirements that are new and specific to the Programme, unless justified, such as in case of serious shortcomings or underperformance on the part of the national agency concerned.</p> | | | |

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| | <p align="center"><u>AM 57</u></p> <p><i>(44a) (new) In order to encourage project organisers with no experience of Union funding programmes to apply for funding, the Commission and the national agencies should provide advice and support and should ensure that application procedures are as clear and simple as possible. The Programme guide should be further improved to make it user-friendly and clear and application forms should be simple and made available in a timely manner. In order to further modernise and harmonise the application process, a common, multilingual, one-stop-shop tool should be developed for Programme beneficiaries and those involved in the management of the Programme.</i></p> | | | 66 |
| | <p align="center"><u>AM 58</u></p> <p><i>(44b) (new) As a general rule,</i></p> | | | 67 |

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| | <i>grant requests and project applications should be submitted to, and managed by, the national agency of the country where the applicant is based. However, by way of derogation, grant requests and project applications for activities organised by Union-wide networks and European and international organisations should be submitted to, and directly managed by, the Commission.</i> | | | |
| (45) In order to ensure sound financial management and legal certainty in each participating country, each national authority should designate an independent audit body. Where feasible, and in order to maximise efficiency, the independent audit body should be the same as the one designated for the actions referred to in the previous programme. | <i>[no change]</i> | <i>[no change]</i> | | 68 |
| (46) Member States should endeavour to adopt all appropriate measures to remove legal and administrative obstacles to the | <u>AM 59</u> (46) Member States should endeavour to adopt all appropriate measures to remove legal and | <i>[no change]</i> | | 69 |

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| <p>proper functioning of the Programme. This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council³⁹, Member States are encouraged to establish fast-track admission procedures.</p> <p>³⁹ Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).</p> | <p>administrative obstacles <i>that could prevent access to, or impede</i> the proper functioning of the Programme. This includes resolving, where possible, and without prejudice to Union law on the entry and residence of third-country nationals issues that create difficulties in obtaining visas and residence permits. In line with Directive (EU) 2016/801 of the European Parliament and of the Council³⁹, Member States are encouraged to establish fast-track admission procedures.</p> <p>³⁹ Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purposes of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (OJ L 132, 21.5.2016, p. 21).</p> | | | |

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| (47) The performance reporting system should ensure that data for monitoring programme implementation and evaluation are collected efficiently, effectively and in a timely manner, and at the appropriate level of granularity. Such data should be communicated to the Commission in a way that complies with relevant data protection rules. | <i>[no change]</i> | <i>[no change]</i> | | 70 |
| (48) In order to ensure uniform conditions for the implementation of this Regulation, implementing powers should be conferred on the Commission. Those powers should be exercised in accordance with Regulation (EU) No 182/2011 of the European Parliament and of the Council ⁴⁰ . ⁴⁰ Regulation (EU) No 182/2011 of the European Parliament and of the Council of 16 February 2011. Laying down the rules and general principles concerning mechanisms for control by Member States of the Commission's exercise of | AM 60 (48) In order to ensure uniform conditions for the implementation of this Regulation, implementing powers should be conferred on the Commission. Those powers should be exercised in accordance with Regulation (EU) No 182/2011 of the European Parliament and of the Council⁴⁰. ⁴⁰ Regulation (EU) No 182/2011 of the European Parliament and of the Council of 16 February 2011. Laying | <i>[no change]</i> | | 71 |

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| implementing powers (OJ L 55 28.2.2011 p.13). | down the rules and general principles concerning mechanisms for control by Member States of the Commission's exercise of implementing powers (OJ L 55 28.2.2011 p.13). | | | |
| (49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account the living and subsistence costs of the host country. The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes | AM 61 (49) In order to simplify requirements for beneficiaries, simplified grants in the form of lump-sums, unit-costs and flat-rate funding should be used to the maximum possible extent. <i>In accordance with the principle of sound financial management and in order to simplify the Programme's administration, flat-rate payments based on the relevant project should be used for mobility activities across all sectors.</i> The simplified grants to support the mobility actions of the Programme, as defined by the Commission, should take into account <i>be regularly reviewed and adjusted to</i> the living and subsistence costs of the host | <i>[no change]</i> | | 72 |

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| and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned. | country <i>and region</i> . The Commission and national agencies of the sending countries should have the possibility to adjust these simplified grants on the basis of objective criteria, in particular to ensure access to people with fewer opportunities. In accordance with national law, Member States should also be encouraged to exempt those grants from any taxes and social levies. The same exemption should apply to public or private entities awarding such financial support to the individuals concerned. | | | |
| (50) In accordance with the Financial Regulation, Regulation (EU, Euratom) No 883/2013 of the European Parliament and the Council ⁴¹ , Council Regulation (Euratom, EC) No 2185/96 ⁴² and Council Regulation (EU) 2017/1939 ⁴³ , the financial interests of the Union are to be protected through proportionate measures, | <i>[no change]</i> | [(50) In accordance with the Financial Regulation, Regulation (EU, Euratom) No 883/2013 of the European Parliament and the Council ⁴¹ , Council Regulation (Euratom, EC) No 2185/96 ⁴² and Council Regulation (EU) 2017/1939 ⁴³ , the financial interests of the Union are to be protected through proportionate | | 73 |

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| <p>including the prevention, detection, correction and investigation of irregularities and fraud, the recovery of funds lost, wrongly paid or incorrectly used and, where appropriate, the imposition of administrative sanctions. In particular, in accordance with the Regulation (EU, Euratom) No 883/2013 and Regulation (Euratom, EC) No 2185/96, the European Anti-Fraud Office (OLAF) may carry out investigations, including on-the-spot checks and inspections, with a view to establishing whether there has been fraud, corruption or any other illegal activity affecting the financial interests of the Union. In accordance with Regulation (EU) 2017/1939, the European Public Prosecutor's Office (EPPO) may investigate and prosecute Union fraud and other illegal activities affecting the financial interests of the Union, as provided for in Directive (EU) 2017/1371 of the European Parliament and of the Council⁴⁴. In accordance with the Financial Regulation, any person or</p> | | <p>measures, including the prevention, detection, correction and investigation of irregularities and fraud, the recovery of funds lost, wrongly paid or incorrectly used and, where appropriate, the imposition of administrative sanctions. In particular, in accordance with the Regulation (EU, Euratom) No 883/2013 and Regulation (Euratom, EC) No 2185/96, the European Anti-Fraud Office (OLAF) may carry out investigations, including on-the-spot checks and inspections, with a view to establishing whether there has been fraud, corruption or any other illegal activity affecting the financial interests of the Union. In accordance with Regulation (EU) 2017/1939, the European Public Prosecutor's Office (EPPO) may investigate and prosecute Union fraud and other illegal activities affecting the financial interests of the Union, as provided for in Directive (EU) 2017/1371 of the European Parliament and of the Council⁴⁴. In accordance with the</p> | | |

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| <p>entity receiving Union funds is to fully cooperate in the protection of the Union's financial interests and grant the necessary rights and access to the Commission, the European Anti-Fraud Office, the European Public Prosecutor's Office and the European Court of Auditors, and to ensure that any third parties involved in the implementation of Union funds grant equivalent rights.</p> <p>⁴¹ Regulation (EU, Euratom) No 883/2013 of the European Parliament and the Council of 11 September 2013 concerning investigations conducted by the European Anti-Fraud Office (OLAF), OJ L 248 (18.9.2013, p. 1).</p> <p>⁴² Council Regulation (Euratom, EC) No 2185/96 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests against fraud and other irregularities (OJ L 292, 15.11.1996, p. 2).</p> | | <p>Financial Regulation, any person or entity receiving Union funds is to fully cooperate in the protection of the Union's financial interests and grant the necessary rights and access to the Commission, the European Anti-Fraud Office, the European Public Prosecutor's Office and the European Court of Auditors, and to ensure that any third parties involved in the implementation of Union funds grant equivalent rights.]</p> <p>⁴¹ Regulation (EU, Euratom) No 883/2013 of the European Parliament and the Council of 11 September 2013 concerning investigations conducted by the European Anti-Fraud Office (OLAF), OJ L 248 (18.9.2013, p. 1).</p> <p>⁴² Council Regulation (Euratom, EC) No 2185/96 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests</p> | | |

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| <p>⁴³ Council Regulation (EU) 2017/1939 of 12 October 2017 implementing enhanced cooperation on the establishment of the European Public Prosecutor's Office ('the EPPO') (OJ L 283, 31.10.2017, p. 1).</p> <p>⁴⁴ Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L198, 28.7.2017, p. 29).</p> | | <p>against fraud and other irregularities (OJ L 292, 15.11.1996, p. 2).</p> <p>⁴³ Council Regulation (EU) 2017/1939 of 12 October 2017 implementing enhanced cooperation on the establishment of the European Public Prosecutor's Office ('the EPPO') (OJ L 283, 31.10.2017, p. 1).</p> <p>⁴⁴ Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L198, 28.7.2017, p. 29).</p> | | |
| <p>(51) It is necessary to ensure the complementarity of the actions carried out within the Programme with activities undertaken by the Member States and with other Union activities, in particular those in the fields of education, culture and the media, youth and solidarity, employment and social inclusion, research and innovation, industry and enterprise, agriculture and rural development with a focus on young farmers, cohesion,</p> | <p><i>[no change]</i></p> | <p>(51) It is necessary to ensure the complementarity of the actions carried out within the Programme with activities undertaken by the Member States and with other Union activities, in particular those in the fields of education, culture and the media, youth and solidarity, employment and social inclusion, research and innovation, industry and enterprise, agriculture and rural</p> | | 74 |

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| regional policy and international cooperation and development. | | development with a focus on young farmers, cohesion, regional policy and international cooperation and development. In this regard, consistency and complementarity with relevant policies and instruments at national level should be sought when implementing Erasmus+ actions without a transnational or international character. | | |
| (52) While the regulatory framework already allowed Member States and regions to establish synergies in the previous programming period between Erasmus+ and other Union instruments, such as the European structural and investment funds, which also support the qualitative development of education, training and youth systems in the Union, this potential has so far been underexploited, thus limiting the systemic effects of projects and impact on policy. Effective communication and cooperation should take place at national level between the national bodies in | AM 62 (52) While the regulatory framework already allowed Member States and regions to establish synergies in the previous programming period between Erasmus+ and other Union instruments, such as the European structural and investment funds, which also support the qualitative development of education, training and youth systems in the Union, this potential has so far been underexploited, thus limiting the systemic effects of projects and impact on policy. Effective communication and cooperation should take place | <i>[no change]</i> | | 75 |

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| charge of managing these various instruments to maximise their respective impact. The programme should allow for active cooperation with these instruments. | at national level between the national bodies in charge of managing these various instruments to maximise their respective impact. The Programme should allow for active cooperation with these instruments, <i>in particular by ensuring that a high-quality application that cannot be financed under the Programme, owing to insufficient funds, can be considered for financing, through a simplified procedure, under the European structural and investment funds. In order to simplify the procedure for such actions, it should be possible to award them with a 'Seal of Excellence' in recognition of their high quality. Such cross-programme complementarity should enable increased overall project success rates.</i> | | | |
| | <u>AM 63</u> (52a) (new) <i>In order to maximise the effectiveness of</i> | | | 76 |

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| | <p><i>Union funding and policy support, it is important to foster synergies and complementarity across all relevant programmes in a coherent manner. Such synergies and complementarity should not lead to funds allocated to the Erasmus+ Programme being managed outside the Programme structure, nor should they lead to funds being used to pursue objectives other than those set out in this Regulation. Any synergies and complementarity should result in simplified application procedures at the implementation level.</i></p> | | | |
| <p>(53) In order to review or complement the performance indicators of the Programme, the power to adopt acts in accordance with Article 290 of the Treaty on the Functioning of the European Union (TFEU) should be delegated to the Commission in respect of the Annex. It is of particular</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | | <p>77</p> |

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| <p>importance that the Commission carries out appropriate consultations during its preparatory work, including at expert level, and that those consultations are conducted in accordance with the principles laid down in the Interinstitutional Agreement on Better Law-Making. In particular, to ensure equal participation in the preparation of delegated acts, the European Parliament and the Council should receive all documents at the same time as Member States' experts, and their experts systematically have access to meetings of Commission expert groups dealing with the preparation of delegated acts.</p> | | | | |
| <p>(54) It is appropriate to ensure the correct closure of the predecessor programme, in particular as regards to the continuation of multi-annual arrangements for its management, such as the financing of technical and administrative assistance. As from 1 January 2021, the technical and administrative assistance should ensure, if necessary, the management of actions that have</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | | <p>78</p> |

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| not yet been finalised under the predecessor programme by 31 December 2020. | | | | |
| <p>(55) This Regulation respects the fundamental rights and observes the principles recognised in particular by the Charter of Fundamental Rights of the European Union. In particular, this Regulation seeks to ensure full respect for the right to equality between men and women and the right to non-discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, and to promote the application of Articles 21 and 23 of the Charter of Fundamental Rights of the European Union.</p> | <p style="text-align: center;"><u>AM 64</u></p> <p>(55) This Regulation respects the fundamental rights and observes the principles recognised in particular by the Charter of Fundamental Rights of the European Union. In particular, this Regulation seeks to ensure full respect for the right to equality between men and women and the right to non-discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, and to promote the application of Articles 21 and 23 of the Charter of Fundamental Rights of the European Union. <i>Therefore, the Programme should actively support initiatives that seek to raise awareness and promote positive perceptions of any of the groups that might be subject to discrimination and to foster gender equality. It</i></p> | <p><i>[no change]</i></p> | | 79 |

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| | <p><i>should also support efforts to tackle the educational gap and specific difficulties facing Roma by facilitating their full and active participation in the Programme. Respect for the rights and principles recognised in particular by the Charter of Fundamental Rights should be mainstreamed throughout the Programme’s planning, implementation, monitoring and evaluation process.</i></p> | | | |
| <p>(56) Horizontal financial rules adopted by the European Parliament and the Council on the basis of Article 322 TFEU apply to this Regulation. These rules are laid down in the Financial Regulation and determine in particular the procedure for establishing and implementing the budget through grants, procurement, prizes and indirect implementation, and provide for checks on the responsibility of financial actors. Rules adopted on the basis of Article 322 TFEU also concern the protection of the</p> | <p><i>[no change]</i></p> | <p>(56) Horizontal financial rules adopted by the European Parliament and the Council on the basis of Article 322 TFEU apply to this Regulation. These rules are laid down in the Financial Regulation and determine in particular the procedure for establishing and implementing the budget through grants, procurement, prizes and indirect implementation, and provide for checks on the responsibility of financial actors. [Rules adopted on the basis of Article 322 TFEU also concern</p> | | 80 |

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| Union's budget in case of generalised deficiencies as regards the rule of law in the Member States, as the respect for the rule of law is an essential precondition for sound financial management and effective Union funding. | | the protection of the Union's budget in case of generalised deficiencies as regards the rule of law in the Member States, as the respect for the rule of law is an essential precondition for sound financial management and effective Union funding.] | | |
| (57) Since the objective of this Regulation cannot be sufficiently achieved by the Member States but can rather, by reason of its transnational character, the high volume and wide geographical scope of the mobility and cooperation activities funded, its effects on access to learning mobility and more generally on Union integration, as well as its reinforced international dimension, be better achieved at Union level, the Union may adopt measures, in accordance with the principle of subsidiarity, as set out in Article 5 of the Treaty on European Union. In accordance with the principle of proportionality, as set out in that Article, this Regulation does not go beyond what is necessary in order to achieve that objective. | <i>[no change]</i> | <i>[no change]</i> | | 81 |

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| (58) Regulation (EU) No 1288/2013 should be repealed with effect from 1 January 2021. | <i>[no change]</i> | <i>[no change]</i> | | 82 |
| (59) In order to ensure continuity in the funding support provided under the Programme, this Regulation should apply from 1 January 2021, | <i>[no change]</i> | <i>[no change]</i> | | 83 |
| HAVE ADOPTED THIS REGULATION: | <i>[no change]</i> | <i>[no change]</i> | | 84 |

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| CHAPTER I GENERAL PROVISIONS | [no change] | [no change] | CHAPTER I GENERAL PROVISIONS | 85 |
| Article 1 Subject matter | [no change] | [no change] | Article 1 Subject matter | 86 |
| This Regulation establishes Erasmus, the programme for Union action in the field of education, training, youth and sport ('Programme'). | This Regulation establishes Erasmus Erasmus+ , the programme for Union action in the field of education, training, youth and sport ('Programme'). | This Regulation establishes Erasmus+, the programme for Union action in the field of education, training, youth and sport ('Programme'). The Programme shall be implemented for the period from [...] to [...]. | <i>Horizontal question under discussion.</i> | 87 |
| It lays down the objectives of the Programme, the budget for the period 2021-2027, the forms of Union funding and the rules for providing such funding. | [no change] | [no change] | It lays down the objectives of the Programme, the budget for the period 2021-2027, the forms of Union funding and the rules for providing such funding. | 88 |
| Article 2 Definitions | [no change] | [no change] | Article 2 Definitions | 89 |
| For the purposes of this Regulation, the following definitions apply: | [no change] | [no change] | For the purposes of this Regulation, the following definitions apply: | 90 |
| (1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in | AM 65 (1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in | (1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general | (1) 'lifelong learning' means learning in all its forms (formal, non-formal and informal learning) taking place at all stages in life, including early childhood education and care, general | 91 |

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| life, including early childhood education and care, general education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services; | life, including early childhood education and care, general education, vocational education and training, higher education, and adult education, and resulting in an improvement <i>or update</i> in knowledge, skills, competences and attitudes or participation in society in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services; | education, vocational education and training, higher education, and adult education, and resulting in an improvement in knowledge, skills and attitudes or participation in society in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services. It includes early childhood education and care, general education, vocational education and training, higher education, adult education and other learning settings outside formal education and training, such as youth work; | education, vocational education and training, higher education, and adult education, and resulting in an improvement <i>or update</i> in knowledge, skills, competences and attitudes or participation in society in a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services; it includes early childhood education and care, general education, vocational education and training, higher education, adult education, youth work and other learning settings outside formal education and training and it typically promotes cross-sectoral cooperation and flexible learning pathways; <i>'cross-sectoral (...) and flexible pathways' from line 129</i> | |
| (2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning; It may | AM 66 (2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training, including reskilling or upskilling, or | (2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training such as traineeships and apprenticeships, or non-formal or informal learning; It may be accompanied by measures | (2) 'learning mobility' means moving physically to a country other than the country of residence, in order to undertake study, training, non-formal or informal learning; It may be accompanied by measures such as language support and training and/or | 92 |

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| <p>be accompanied by measures such as language support and training and/or be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;</p> | <p>non-formal or informal learning; <i>it may take the form of traineeships, apprenticeships, youth exchanges, teaching or participation in a professional development activity</i>; it may be accompanied by measures such as language support, <i>including for national sign languages</i>, and training and/or be complemented by <i>accessible</i> online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;</p> | <p>such as language support and training and/or be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;</p> | <p>be complemented by online learning and virtual cooperation. In some specific cases, it may take the form of learning through the use of information technology and communications tools;</p> <p><i>See lines 147.1, 178.1 and 194.2.</i></p> <p>Line 33, recital 20 <i>(20) The Programme should reinforce existing learning mobility opportunities (...) This should be done notably by increasing and facilitating mobility activities for higher education students, school pupils, and learners in vocational education and training, such as apprentices and trainees, also for purposes of upskilling and reskilling. Mobility opportunities may take various forms including traineeships, apprenticeships, youth exchanges, school exchanges teaching or participation in a professional development activity. (...)</i></p> <p><i>'national sign languages' into recital 23</i></p> | |
| | <u><i>AM 67</i></u> | | (2a) (new) 'virtual learning' means | 93 |

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| | <i>(2a) (new) 'virtual learning' means the acquisition of skills and knowledge through the use of accessible information and communication tools;</i> | | the acquisition of knowledge, skills and competences through the use of information and communication tools for the purpose of giving a meaningful transnational or international learning experience; <i>See also lines 147.1, 178.1 and 194.2.</i> | |
| | <u>AM 68</u> <i>(2b) (new) 'blended learning' means the acquisition of skills and knowledge through a combination of virtual education and training tools and traditional education and training methods;</i> | | <i>EP to drop AM</i> | 94 |
| (3) 'non-formal learning' means voluntary learning which takes place outside formal education and training through purposive activities (in terms of objectives, methods and time) and with some form of learning support; | <i>[no change]</i> | (3) 'non-formal learning' means voluntary learning which takes place outside formal education and training through purposive planned activities (in terms of learning objectives, methods and learning time) and with where some form of learning support is present ; | (3) 'non-formal learning' means voluntary learning which takes place outside formal education-and training through purposive planned activities (in terms of learning objectives, methods and learning time) and with where some form of learning support is present ; | 95 |
| (4) 'informal learning' means learning resulting | <i>[no change]</i> | <i>[no change]</i> | (4) 'informal learning' means learning resulting from daily activities and | 96 |

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| from daily activities and experiences which is not organised or structured in terms of objectives, time or learning support. It may be unintentional from the learner's perspective; | | | experiences which is not organised or structured in terms of objectives, time or learning support. It may be unintentional from the learner's perspective; | |
| (5) 'young people' means individuals aged between 13 and 30; | <i>[no change]</i> | <i>[no change]</i> | (5) 'young people' means individuals aged between 13 and 30; | 97 |
| (6) 'grassroots sport' means organised sport practised at local level by amateur sports people, and sport for all; | AM 69 (6) 'grassroots sport' means organised sport practised at local level regularly by amateur sports people, and sport for all sportspeople of all ages for health, educational or social purposes; | (6) 'grassroots sport' means physical leisure activity , organised sport and non-organised , practised regularly at local non-professional level by amateur sports people, and sport for all for health, educational or social purposes; | <i>To be discussed later</i> | 98 |
| (7) 'higher education student' means any person enrolled at a higher education institution, including at short-cycle, bachelor, master or doctoral level or equivalent. It also covers recent graduates; | AM 70 (7) 'higher education student' means any person enrolled at a higher education institution, including at short-cycle, bachelor, master or doctoral level or equivalent. It also covers recent graduates or any person who has graduated | <i>[no change]</i> | (7) 'higher education student' means any person enrolled at a higher education institution, including at short-cycle, bachelor, master or doctoral level or equivalent. It also covers recent graduates; Line 33 - Recital 20: (...) Learning mobility activities should be open to recent graduates and to people who | 99 |

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| | <i>from such an institution within the previous 24 months;</i> | | <i>have recently obtained a vocational education and training qualification. The participation of recent graduates should be based on objective criteria and ensure equal treatment.</i> | |
| (8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers, sport coaches, non-educational staff and other practitioners involved in promoting learning; | <u>AM 71</u> (8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education at all levels , training or non-formal learning, and may include professors, teachers, trainers, researchers , school leaders, youth workers, sport coaches , non-educational staff and other practitioners involved in promoting learning; | (8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning, and may include professors, teachers, trainers, school leaders, youth workers, sport coaches staff , non-educational staff and other practitioners involved on a regular basis in promoting learning; | (8) 'staff' means any person who, on either a professional or a voluntary basis, is involved in education, training or non-formal learning at all levels , and may include professors, teachers, including pre-school teachers , trainers, school leaders, youth workers, sport coaches staff , early childhood education and care staff , non-educational staff and other practitioners involved on a regular basis in promoting learning; | 100 |
| | <u>AM 72</u> <i>(8a) (new) 'sport staff' means persons involved in the management, instruction or training of a sports team or of several individual sportspeople, either on a paid basis or</i> | (8a) 'sport staff' means persons involved in the direction, instruction, training and management of a sports team or individual sports people, both on a paid or voluntary basis; | To be discussed later | 101 |

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| | <i>on a voluntary basis;</i> | | | |
| (9) 'vocational education and training learner' means any person enrolled in an initial or continuous vocational education or training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently graduated from such programmes; | <u>AM 73</u> (9) 'vocational education and training learner' means any person enrolled in an initial or continuous vocational education or training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently <i>or any person who has</i> graduated from such programmes <i>a programme within the previous 24 months;</i> | (9) 'vocational education and training learner' means any person enrolled in an initial or continuous vocational education or and training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently graduated or have obtained a qualification from such programmes; | (9) 'vocational education and training learner' means any person enrolled in an initial or continuous vocational education or and training programme at any level from secondary up to post-secondary level. It includes the participation of individuals who have recently graduated or obtained a qualification from such programmes; <i>See also recital 20 on line 99.</i> | 102 |
| (10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, considered by the national authorities as eligible to participate in the Programme, in their | <u>AM 74</u> (10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, <i>or any person schooled outside an institutional setting</i> considered by the national <i>competent</i> | <i>[no change]</i> | 10) 'school pupil' means any person enrolled in a learning capacity at an institution providing general education at any level from early childhood education and care to upper secondary education, or any person schooled outside an institutional setting considered by the national competent authorities as eligible to participate in the Programme, in their respective territories; | 103 |

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| respective territories; | authorities as eligible to participate in the Programme, in their respective territories; | | | |
| (11) 'adult education' means any form of non-vocational education for adults after initial education, whether of a formal, non-formal or informal nature; | <i>[no change]</i> | <i>[no change]</i> | (11) 'adult education' means any form of non-vocational education for adults after initial education, whether of a formal, non-formal or informal nature; | 104 |
| (12) 'third country not associated to the Programme' means a third country which does not participate fully in the Programme but whose legal entities may exceptionally benefit from the Programme in duly justified cases in the Union's interest; | <u>AM 75</u> (12) 'third country not associated to the Programme' means a third country which does not participate fully in the Programme but whose legal entities may exceptionally benefit from the Programme in duly justified cases in the Union's interest; | <i>[no change]</i> | <i>Horizontal issue</i> | 105 |
| (13) 'third country' means a country that is not a Member State; | <i>[no change]</i> | <i>[no change]</i> | <i>Horizontal issue.</i> | 106 |
| (14) 'partnership' means an agreement between a group of institutions and/or organisations to carry out | <i>[no change]</i> | <i>[no change]</i> | (14) 'partnership' means an agreement between a group of institutions and/or organisations to carry out joint activities and projects; | 107 |

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| joint activities and projects; | | | | |
| (15) 'joint master degree' means an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located; | <u>AM 76</u> (15) 'joint master <i>or doctoral</i> degree' means an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located; | (15) 'joint master degree' means an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate or multiple degree certificates issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located; | (15) 'joint master degree' means an integrated study programme offered by at least two higher education institutions resulting in a single degree certificate or multiple degree certificates issued and signed by all the participating institutions jointly and recognised officially in the countries where the participating institutions are located; | 108 |
| (16) 'international' relates to any action involving at least one third country not associated to the Programme; | <i>[no change]</i> | (16) 'international' relates to means any action involving at least one third country not associated to the Programme; | (16) 'international' relates to any action involving at least one third country not associated to the Programme; | 109 |
| (17) 'virtual cooperation' means any form of cooperation using information technology and communications tools; | <i>[no change]</i> | (17) 'virtual cooperation' means any form of cooperation using information technology and communications tools facilitating and supporting learning objectives ; | (17) 'virtual cooperation' means any form of cooperation using information technology and communication tools to facilitate and support any relevant actions of the programme. <i>Addressed also in recital 16, see line 149</i> | 110 |
| | <u>AM 77</u> | | | 111 |

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| (18) 'higher education institution' means any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called as well as any other type of higher education institution which is considered by the national authorities as eligible to participate in the Programme, in their respective territories; | (18) 'higher education institution' means any type of higher education institution entity which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called as well as any other type of higher education institution comparable entity which is considered by the national authorities as eligible to participate in the Programme, in their respective territories; | <i>[no change]</i> | (18) 'higher education institution' means any type of higher education institution institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called as well as any other type of higher education institution comparable institution at tertiary level which is considered by the national authorities as eligible to participate in the Programme, in their respective territories; | |
| (19) 'transnational' relates to any action involving at least two countries which are either Member States or third countries associated to the Programme; | <i>[no change]</i> | (19) 'transnational' relates to means any action involving at least two countries which are either Member States or third countries associated to the Programme; | (19) 'transnational' relates to any action involving at least two countries which are either Member States or third countries associated to the Programme; | 112 |
| (20) 'youth participation activity' means an out-of-school activity carried out | AM 78 (20) 'youth participation activity' means an out-of-school activity carried out | (20) 'youth participation activity' means an out-of-school activity outside formal education and | (20) 'youth participation activity' means an out-of-school activity outside formal education and | 113 |

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| by informal groups of young people and/or youth organisations, and characterised by a non-formal learning approach; | by informal groups of young people and/or youth organisations, and characterised by a non-formal <i>or informal</i> learning approach <i>and by support for accessibility and inclusion</i> ; | training carried out by informal groups of young people and/or youth organisations, and characterised by a non-formal learning approach. It includes activities contributing to citizenship education ; | training carried out by informal groups of young people and/or youth organisations, and characterised by a non-formal or informal learning approach. <i>Recital 21, line 37: "The Programme should encourage youth participation (...) by supporting activities contributing to citizenship education, (...)"</i> | |
| (21) 'youth worker' means a professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development; | AM 79 (21) 'youth worker' means a professional or a volunteer involved in non-formal <i>or informal</i> learning who supports young people in their personal <i>development, including their</i> socio-educational and professional development <i>and the development of their competences</i> ; | (21) 'youth worker' means a professional or an experienced volunteer involved in non-formal learning who supports young people in their personal socio-educational and professional development and the development of their competences. It includes persons who plan, steer, coordinate and implement activities in the field of youth ; | (21) 'youth worker' means any person, who, on either a professional or a voluntary basis, is involved in non-formal learning and who supports young people in their personal socio-educational and professional development and the development of their competences; it includes persons who plan, steer, coordinate and implement activities in the field of youth ; | 114 |
| (22) 'EU Youth dialogue' means the dialogue with young people and youth organisations which serves as a forum for continuous | AM 80 (22) 'EU Youth dialogue' means the dialogue <i>between policy-makers, decision-makers, experts,</i> | (22) 'EU Youth dialogue' means the dialogue with young people and youth organisations which involving policy and decision makers, as well as experts, researchers and other | (22) EU Youth dialogue means the dialogue with between young people and youth organisations and policy-and decision-makers, as well as experts, researchers and other civil | 115 |

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| joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field; | <i>researchers or civil society stakeholders, as appropriate, and</i> young people and youth organisations which; <i>it</i> serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field all fields of relevance to young people; | relevant civil society actors, as appropriate. It serves as a forum for continuous joint reflection and consultation on the priorities, implementation and follow-up of European cooperation in the field of youth-field; | society actors, as appropriate. It serves as a forum for continuous joint reflection and consultation on the priorities, implementation and follow-up of European cooperation in the youth field and all fields of relevance to young people. <i>Line 17 - Recital 12: The Programme should support an inclusive and broad EU Youth Dialogue whose priorities are driven by young people's needs.</i> | |
| (23) 'third country associated to the Programme' means a third country which is party to an agreement with the Union allowing for its participation in the Programme and which fulfils all the obligations laid down in this Regulation in relation to Member States; | <u>AM 81</u> (23) 'third country associated to the Programme' means a third country which is party to an agreement with the Union allowing for its participation in the Programme and which fulfils all the obligations laid down in this Regulation in relation to Member States; | [no change] | Horizontal issue | 116 |
| (24) 'legal entity' means any natural or legal person created and recognised as such under national law, | [no change] | [no change] | (24) 'legal entity' means any natural or legal person created and recognised as such under national law, Union law or international law, which has legal | 117 |

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| Union law or international law, which has legal personality and which may, acting in its own name, exercise rights and be subject to obligations, or an entity without legal personality in accordance with Article [197(2)(c)] of the Financial Regulation; | | | personality and which may, acting in its own name, exercise rights and be subject to obligations, or an entity without legal personality in accordance with Article [197(2)(c)] of the Financial Regulation; | |
| (25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, a migrant background or for reasons such as disability and educational difficulties; | AM 82 (25) 'people with fewer opportunities' means people facing obstacles that prevent them from having effective who are disadvantaged in their access to opportunities under the Programme for economic, social, cultural, geographical or health reasons, a migrant background or for reasons such as because of various obstacles arising from, for example, disability and, health problems, educational difficulties, their migrant background, cultural differences, their | [no change] | (25) 'people with fewer opportunities' means people who for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can 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. | 118 |

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| | <i>economic, social and geographical situation, including people from marginalised communities or at risk of facing discrimination based on any of the grounds enshrined in Article 21 of the Charter of Fundamental Rights of the European Union;</i> | | | |
| (26) 'national authority' means the authority in charge, at national level, of monitoring and supervising the management of the Programme in a Member State or in a third country associated to the Programme; | <i>[no change]</i> | (26) 'national authority' means the authority one or more authorities in charge, at national level, of monitoring and supervising the management of the Programme in a Member State or in a third country associated to the Programme; | (26) 'national authority' means the authority one or more authorities in charge, at national level, of monitoring and supervising the management of the Programme in a Member State or in a third country associated to the Programme; | 119 |
| (27) 'national agency' means one or more bodies in a given Member State or third country associated to the Programme in charge of managing the implementation of the Programme at national level. There may be more than one national agency in | <i>[no change]</i> | <i>[no change]</i> | (27) 'national agency' means one or more bodies in a given Member State or third country associated to the Programme in charge of managing the implementation of the Programme at national level. There may be more than one national agency in a given Member State or third country associated to the Programme. | 120 |

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| a given Member State or third country associated to the Programme. | | | | |
| | AM 83 <i>(27a) (new) 'Seal of Excellence' means the high-quality label awarded to projects submitted to the Programme, which are deemed to deserve funding but do not receive it due to budget limits; it recognises the value of the proposal and supports the search for alternative funding.</i> | | <i>To be discussed with Article 29.</i> | 121 |
| | | (27a) 'newcomer organisation' means any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner. | <i>To be discussed with indicators.</i> | 122 |
| Article 3 Programme objectives | | | Article 3 Programme objectives | 123 |
| 1. The general objective of the Programme is to support the educational, | AM 84 1. The general objective of the Programme is to support the educational, | 1. The general objective of the Programme is to support the educational, professional and personal | 1. The general objective of the Programme is to support, through lifelong learning , the educational, | 124 |

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| <p>professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.</p> | <p>professional and personal development of people in education, training, youth activities and sport through lifelong learning, in Europe and beyond, thereby contributing to sustainable growth, jobs and quality jobs, social cohesion and inclusion, to promoting active citizenship and to strengthening European identity. As such, the Programme shall be a key instrument for building a European education area, for driving innovation in education and training, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in</p> | <p>development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, jobs and social cohesion and to strengthening European identity and citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport. The programme shall support actions and activities with European added value.</p> | <p>professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas, advancing youth policy cooperation under the Union Youth Strategy 2019-2027 and developing the European dimension in sport.</p> <p><i>European added value: see line 137</i></p> | |

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| | sport. | | | |
| 2. The Programme has the following specific objectives: | <i>[no change]</i> | <i>[no change]</i> | 2. The Programme has the following specific objectives: | 125 |
| (a) promote learning mobility of individuals, as well as cooperation, inclusion, excellence, creativity and innovation at the level of organisations and policies in the field of education and training; | AM 85 (a) promote learning mobility of individuals, as well as cooperation, inclusion, equity , excellence, creativity and innovation at the level of organisations and policies in the field of education and training; | (a) promote learning mobility of individuals and groups , as well as cooperation, quality , inclusion, excellence, creativity, and innovation at the level of organisations and policies in the field of education and training; | (a) promote learning mobility of individuals and groups , as well as cooperation, quality , inclusion and equity , excellence, creativity, and innovation at the level of organisations and policies in the field of education and training; | 126 |
| (b) promote non-formal learning mobility and active participation among young people, as well as cooperation, inclusion, creativity and innovation at the level of organisations and policies in the field of youth; | AM 86 (b) promote non-formal and informal learning mobility, intercultural learning, critical thinking and active participation among young people, as well as cooperation, inclusion, quality , creativity and innovation at the level of organisations and policies in the field of youth; | (b) promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality , inclusion, creativity and innovation at the level of organisations and policies in the field of youth, including youth work ; | (b) promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality , inclusion, creativity and innovation at the level of organisations and policies in the field of youth; <i>Line 28, Recital 17: [...] It reinforces the sense of being part of a cultural community and fosters intercultural learning, critical thinking, (...)</i> <i>Youth work: reflected on line 91</i> | 127 |
| | AM 87 | | | 128 |

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| (c) promote learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies. | (c) promote learning mobility, <i>within grassroots sport</i> , of sport coaches and staff <i>and young people regularly practising a sport in an organised setting</i> , as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies; | (c) promote learning mobility of sport coaches and staff, as well as cooperation, quality , inclusion, creativity and innovation at the level of sport organisations and sport policies. | <i>To be discussed later.</i> <i>Cross-reference to Article 11 (mobility in sport). Needs to be adjusted accordingly.</i> | |
| | <u>AM 88</u> <i>(ca) (new) promote lifelong learning through a cross-sectoral approach across formal, non-formal and informal settings and by supporting flexible learning pathways.</i> | | <i>EP to drop AM, reflected on line 91</i> | 129 |
| | <u>AM 89</u> <i>(2a) (new) The Programme shall include a reinforced international dimension aimed at supporting the Union's external action and development objectives through cooperation between the Union and</i> | | <i>[Linked to third countries]. In principle ok for EP to drop AM.</i> <i>To be added into Recital 18 (line 30) (...) To enhance the impact of these activities, it is important to enhance synergies between Erasmus+ and the Union instruments for external action, such as the Neighbourhood, Development and the International</i> | 130 |

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| | <i>third countries.</i> | | <i>Cooperation Instrument and the Instrument for Pre-Accession Assistance. The Union instruments for external action should aim to increase opportunities for individuals and organisations from countries not associated to the Programme, supporting in particular capacity building in these countries, skills development and people-to-people exchanges, while offering a greater number of opportunities for cooperation and mobility.</i> | |
| 3. The objectives of the Programme shall be pursued through the following three key actions: | <i>[no change]</i> | 3. The objectives of the Programme shall be pursued through the following three key actions which mainly have either a transnational or an international character: | 3. The objectives of the Programme shall be pursued through the following three key actions which mainly have either a transnational or an international character: | 131 |
| (a) learning mobility ('key action 1'); | <i>[no change]</i> | <i>[no change]</i> | (a) learning mobility ('key action 1'); | 132 |
| (b) cooperation among organisations and institutions ('key action 2'); and | <i>[no change]</i> | <i>[no change]</i> | (b) cooperation among organisations and institutions ('key action 2'); and | 133 |
| (c) support to policy development and cooperation ('key action 3'); | <i>[no change]</i> | <i>[no change]</i> | (c) support to policy development and cooperation ('key action 3'); | 134 |

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| The objectives shall also be pursued through Jean Monnet actions as set out in Article 7. | <i>[no change]</i> | <i>[no change]</i> | The objectives shall also be pursued through Jean Monnet actions as set out in Article 7. | 135 |
| The description of the actions supported under each key action is set out in Chapter II (education and training), Chapter III (youth) and Chapter IV (sport). | <p align="center"><u>AM 90</u></p> <p><i>All Programme actions shall contain a strong learning component that contributes to the fulfilment of the objectives of the Programme laid down in this Article.</i> The description of the actions supported under each key action is set out in Chapter II (education and training), Chapter III (youth) and Chapter IV (sport). <i>The operational objectives and corresponding policy priorities for each action shall be specified in detail in the work programme referred to in Article 19.</i></p> | <i>[no change]</i> | <p><i>First part subject to discussion on DiscoverEU.</i></p> <p><i>Second part subject to discussion on governance.</i></p> | 136 |
| | <p align="center"><u>AM 91</u></p> <p align="center"><i>Article 3a (new)</i> <i>European added value</i></p> | | <p align="center">Article 2a (new) European added value</p> | 137 |
| | <i>1. The Programme shall support only those actions</i> | | 1. The Programme shall support only those actions and activities | 138 |

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| | <i>and activities which deliver potential European added value and which contribute to the achievement of the objectives referred to in Article 3.</i> | | which present a potential European added value and which contribute to the achievement of the programme objectives referred to in Article 3. | |
| | <p>2. The European added value of the actions and activities of the Programme shall be ensured, for example, through their:</p> <p><i>(a) transnational character, particularly with regard to mobility and cooperation aimed at achieving a sustainable systemic impact;</i></p> <p><i>(b) complementarity and synergies with other programmes and policies at national, Union and international level;</i></p> <p><i>(c) contribution to the effective use of Union transparency and recognition tools;</i></p> <p><i>(d) contribution to the</i></p> | | <p>2. The European added value of the actions and activities of the Programme shall be ensured, for example, through their:</p> <p>(a) transnational character, particularly with regard to mobility and cooperation aimed at achieving a sustainable systemic impact;</p> <p>(b) complementarity and synergies with other programmes and policies at national, Union and international level;</p> <p>(c) contribution to the effective use of Union transparency and recognition tools;</p> <p><i>Text in current Regulation. Recital should make clear that European Added Value is understood broadly, e.g. by adapting EP AM 24 (line 29)</i></p> | 139 |

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| | <p><i>development of Union-wide quality assurance standards, including charters;</i></p> <p><i>(e) contribution to the development of Union-wide common standards in education and training programmes;</i></p> <p><i>(f) fostering of intercultural and interfaith dialogue across the Union;</i></p> <p><i>(g) fostering of multilingualism across the Union; or</i></p> <p><i>(h) promotion of a European sense of belonging and strengthening a common European citizenship.</i></p> | | | |
| CHAPTER II EDUCATION AND TRAINING | <i>[no change]</i> | <i>[no change]</i> | CHAPTER II EDUCATION AND TRAINING | 140 |
| Article 4 Key action 1 Learning mobility | <i>[no change]</i> | <i>[no change]</i> | Article 4 Key action 1 Learning mobility | 141 |
| In the field of education and training, the | <i>[no change]</i> | <i>[no change]</i> | In the field of education and training, the Programme shall support the | 142 |

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| Programme shall support the following actions under key action 1: | | | following actions under key action 1: | |
| (a) the mobility of higher education students and staff; | <i>[no change]</i> | <i>[no change]</i> | (a) the learning mobility of higher education students and staff; | 143 |
| (b) the mobility of vocational education and training learners and staff; | <i>[no change]</i> | <i>[no change]</i> | (b) the learning mobility of vocational education and training learners and staff; | 144 |
| (c) the mobility of school pupils and staff; | AM 92 (c) the mobility of school pupils and staff, including pre-school teachers and early-years education and care staff ; | <i>[no change]</i> | (c) the learning mobility of school pupils and staff; <i>See line 100</i> | 145 |
| (d) the mobility of adult education staff; | AM 93 (d) the mobility of adult education staff and adult learners ; | <i>[no change]</i> | To be discussed later | 146 |
| (e) language learning opportunities, including those supporting mobility activities. | <i>[no change]</i> | (e) language learning opportunities, including those supporting mobility activities. | (e) language learning opportunities, including those supporting mobility activities. <i>(covered by 147.1)</i> | 147 |
| | | | (f) (new) Learning mobility under this article may be accompanied by virtual learning and measures such as language support, preparatory visits, training and virtual | 147.1 |

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| | | | <p>cooperation. Learning mobility may be replaced by virtual learning for those persons who are unable to participate in learning mobility.</p> <p><i>See lines 92, 93, 148</i></p> <p><i>'preparatory visits' from line 150</i></p> <p>Line 23, Recital 16 <i>(...) In addition to physical learning mobility, which remains the core activity of the Programme, virtual formats, [...] should be promoted [...] to complement or support physical mobility, to offer meaningful learning opportunities to those for whom moving physically to a country other than their country of residence would be an obstacle, or to foster exchanges through innovative learning formats.</i></p> | |
| | <p><u>AM 94</u> <i>(new)</i></p> <p><i>The Programme shall support virtual learning and blended learning measures to accompany the mobility activities set</i></p> | | <p><i>EP to drop AM. Reflected on lines 147.1, 178.1, 194.2</i></p> | 148 |

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| | <i>out in paragraph 1. It shall also support such measures for those persons who are unable to participate in such mobility activities.</i> | | | |
| | <i>The Commission shall ensure, where appropriate, that virtual and blended learning tools developed under the Programme are made available to the wider public.</i> | | <i>EP to drop AM. To be addressed in recital 16, line 23: (...) Where relevant, virtual cooperation should be promoted under the programme. The Commission should ensure that, where possible and appropriate, virtual learning tools developed under the Programme are made available to the wider public.</i> | 149 |
| | <u>AM 95</u> <i>(new)</i> <i>Support may be awarded for the preparation of the mobility activities set out in this Article, including, as required, for preparatory visits.</i> | | <i>EP to drop AM. Taken into account on lines 147.1, 178.1, 194.2</i> | 150 |
| Article 5 Key action 2 Cooperation among organisations and institutions | <i>[no change]</i> | <i>[no change]</i> | Article 5 Key action 2 Cooperation among organisations and institutions | 151 |

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| In the field of education and training, the Programme shall support the following actions under key action 2: | <i>[no change]</i> | <i>[no change]</i> | In the field of education and training, the Programme shall support the following actions under key action 2: | 152 |
| (a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme; | AM 96 (a) <i>strategic</i> partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme; | (a) partnerships for cooperation and exchanges of practices which might develop innovative approaches , including small-scale partnerships to foster a wider and more inclusive access to the Programme; | (a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme; | 153 |
| (b) partnerships for excellence, in particular European universities, Centres of vocational excellence and joint master degrees; | AM 97 (b) partnerships for excellence, in particular European universities, Centres of vocational excellence and <i>Erasmus Mundus</i> joint master <i>or doctoral</i> degrees; <i>European universities and Centres of vocational excellence shall involve at least one entity established in a Member State</i> ; | (b) partnerships for excellence, in particular such as European universities, platforms of Centres of vocational excellence and Erasmus Mundus joint master degrees; | <i>Article not to be discussed until DiscoverEU can be discussed.</i> | 154 |
| (c) partnerships for innovation to strengthen Europe's innovation | AM 98 (c) partnerships for innovation, <i>such as adult education alliances</i> , to | <i>[no change]</i> | <i>To be discussed later</i> | 155 |

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| capacity; | strengthen Europe's innovation capacity; | | | |
| (d) online platforms and tools for virtual cooperation, including the support services for eTwinning and for the electronic platform for adult learning in Europe. | <u>AM 99</u> (d) <i>accessible and user-friendly</i> online platforms and tools for virtual cooperation, including the support services for eTwinning and for the electronic platform for adult learning in Europe, <i>tools to promote the use of Universal Design for Learning methods, as well as tools to facilitate mobility, such as the European Student Card referred to in Article 25(7c);</i> | <i>[no change]</i> | d) accessible and user-friendly online platforms and tools for virtual cooperation, including the support services for eTwinning and for the electronic platform for adult learning in Europe, tools to promote the use of Universal Design for Learning methods , as well as tools to facilitate mobility, such as the European Student Card (referred to in Article 25(7c)); <i>[Student Card to discussed later in context of Article 25.]</i> | 156 |
| | <u>AM 100</u> (da) (new) <i>targeted capacity-building in the field of higher education in third countries not associated to the Programme.</i> | | <i>EP to drop AM, to be addressed in recital 18, presented on line 130</i> | 157 |
| <i>Article 6 Key Action 3 Support to policy development and</i> | <i>[no change]</i> | <i>[no change]</i> | <i>Article 6 Key Action 3 Support to policy development and cooperation</i> | 158 |

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| <i>cooperation</i> | | | | |
| In the field of education and training, the Programme shall support the following actions under key action 3: | <i>[no change]</i> | <i>[no change]</i> | In the field of education and training, the Programme shall support the following actions under key action 3: | 159 |
| (a) the preparation and implementation of the Union general and sectoral policy agendas in education and training, including with the support of the Eurydice network or activities of other relevant organisations; | <i>[no change]</i> | (a) the preparation and implementation of the Union general and sectoral policy agendas in education and training, including with the support of the Eurydice network or activities of other relevant organisations or the support to the Bologna Process; | (a) the preparation and implementation of the Union general and sectoral policy agendas in education and training, including with the support of the Eurydice network or activities of other relevant organisations, as well as the support to the Bologna Process; | 160 |
| (b) the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications ⁴⁵ ; ⁴⁵ In particular the single Union framework for the transparency of qualifications and competences; the European Qualifications Framework; | AM 101 (b) the support to Union tools and measures that foster the quality, transparency and , recognition and update of competences, skills and qualifications ⁴⁵ ; ⁴⁵ In particular Europass - the single Union framework for the transparency of qualifications and competences; the European | (b) the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications ⁴⁵ ; ⁴⁵ In particular the single Union common framework for the transparency provision of better services for skills and qualifications and competences (Europass); the European Qualifications Framework; the European Quality Assurance Reference Framework for Vocational | (b) the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications ⁴⁵ ; ⁴⁵ In particular the single Union common framework for the transparency provision of better services for skills and qualifications and competences (Europass); the European Qualifications Framework; the European Quality Assurance Reference Framework for Vocational | 161 |

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| the European Quality Assurance Reference Framework for Vocational Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks. | Qualifications Framework; the European Quality Assurance Reference Framework for Vocational Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks. | Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks. | Education and Training; the European Credit System for Vocational Education and Training; the European Credit Transfer and Accumulation System; the European Quality Assurance Register for Higher Education; the European Association for Quality Assurance in Higher Education; the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union; and the Euroguidance networks. | |
| (c) policy dialogue and cooperation with key stakeholders, including Union-wide networks, European non- | AM 102 (c) policy dialogue and cooperation with key, and support for, relevant stakeholders, including Union-wide networks, | <i>[no change]</i> | (c) policy dialogue and cooperation with key relevant stakeholders, including Union-wide networks, European non-governmental organisations and international organisations in the field of education | 162 |

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| governmental organisations and international organisations in the field of education and training; | European non-governmental organisations and international organisations in the field of education and training; | | and training; | |
| (d) measures that contribute to the qualitative and inclusive implementation of the Programme; | AM 103 (d) <i>targeted</i> measures that contribute to the qualitative high-quality and inclusive implementation of the Programme; | [no change] | (d) measures that contribute to the qualitative high-quality and inclusive implementation of the Programme; | 163 |
| (e) cooperation with other Union instruments and support to other Union policies; | [no change] | [no change] | (e) cooperation with other Union instruments and support to other Union policies; | 164 |
| (f) dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme. | [no change] | [no change] | (f) dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme. | 165 |
| Article 7 Jean Monnet actions | [no change] | [no change] | Article 7 Jean Monnet actions | 166 |
| The Programme shall support teaching, learning, | AM 104 The Programme shall support teaching, learning, | [no change] | The Programme shall support teaching, learning, research and | 167 |

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| research and debates on European integration matters through the following actions: | research and debates on European integration matters <i>and on the Union's future challenges and opportunities</i> through the following actions: | | debates on European integration matters, including on the Union's future challenges and opportunities , through the following actions: | |
| (a) Jean Monnet action in the field of higher education; | <u>AM 105</u> (a) Jean Monnet action in the field of higher education; | <i>[no change]</i> | (a) Jean Monnet action in the field of higher education; | 168 |
| (b) Jean Monnet action in other fields of education and training; | <u>AM 106</u> (b) Jean Monnet action in other all fields of education and training; | <i>[no change]</i> | (b) Jean Monnet action in other fields of education and training; | 169 |
| (c) support to the following institutions pursuing an aim of European interest: the European University Institute, Florence, including its School of Transnational Governance; the College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration, Maastricht; the Academy of European Law, Trier; the European Agency for | <i>[no change]</i> | <i>[no change]</i> | (c) support to the following institutions pursuing an aim of European interest: the European University Institute, Florence, including its School of Transnational Governance; the College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration, Maastricht; the Academy of European Law, Trier; the European Agency for Special Needs and Inclusive Education, Odense and the International Centre for European Training, Nice. <i>A recital to be added in line with the</i> | 170 |

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| Special Needs and Inclusive Education, Odense and the International Centre for European Training, Nice. | | | <i>statement to the Council minutes on the evaluation of the institutions (doc. 14797/18 ADD 1, p.2). See PGA on recital (31), line 49.</i> | |
| CHAPTER III YOUTH | <i>[no change]</i> | <i>[no change]</i> | CHAPTER III YOUTH | 171 |
| Article 8 Key action 1 Learning mobility | <i>[no change]</i> | <i>[no change]</i> | Article 8 Key action 1 Learning mobility | 172 |
| In the field of youth, the Programme shall support the following actions under key action 1: | <i>[no change]</i> | <i>[no change]</i> | In the field of youth, the Programme shall support the following actions under key action 1: | 173 |
| (a) the mobility of young people; | <i>[no change]</i> | <i>[no change]</i> | (a) the learning mobility of young people; | 174 |
| (b) youth participation activities; | <i>[no change]</i> | <i>[no change]</i> | (b) youth participation activities; | 175 |
| (c) DiscoverEU activities; | <i>[no change]</i> | <i>[(c) DiscoverEU activities;]</i> | | 176 |
| (d) the mobility of youth workers. | <i>[no change]</i> | <i>[no change]</i> | (d) the learning mobility of youth workers. | 177 |
| | | (e) language learning opportunities. | (e) language learning opportunities. <i>(covered by 178.1)</i> | 178 |
| | | | (f) (new) The actions under (a) to (d) under this article may be accompanied by virtual learning | 178.1 |

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| | | | <p>and measures such as language support, preparatory visits, training and virtual cooperation. Learning mobility may be replaced by virtual learning for those persons who are unable to participate in learning mobility.</p> <p><i>See lines 92, 93, 148 'preparatory visits' from line 150 See also recital 16 on line 147.1.</i></p> | |
| <p>Article 9 Key action 2 Cooperation among organisations and institutions</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | <p>Article 9 Key action 2 Cooperation among organisations and institutions</p> | <p>179</p> |
| <p>In the field of youth, the Programme shall support the following actions under key action 2:</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | <p>In the field of youth, the Programme shall support the following actions under key action 2:</p> | <p>180</p> |
| <p>(a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme;</p> | <p>AM 107 (a) strategic partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme;</p> | <p><i>[no change]</i></p> | <p>(a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme;</p> | <p>181</p> |
| <p>(b) partnerships for</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | <p>(b) partnerships for innovation to</p> | <p>182</p> |

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| innovation to strengthen Europe's innovation capacity; | | | strengthen Europe's innovation capacity; | |
| (c) online platforms and tools for virtual cooperation. | AM 108 (c) accessible and user-friendly online platforms and tools for virtual cooperation. | [no change] | c) user-friendly online platforms and tools for virtual cooperation. | 183 |
| Article 10 Key action 3 Support to policy development and cooperation | [no change] | [no change] | Article 10 Key action 3 Support to policy development and cooperation | 184 |
| In the field of youth, the Programme shall support the following actions under key action 3: | [no change] | [no change] | In the field of youth, the Programme shall support the following actions under key action 3: | 185 |
| (a) the preparation and implementation of the Union policy agenda on youth, with the support of the Youth Wiki network; | AM 109 (a) the preparation and implementation of the Union policy agenda on youth, with the support, as relevant , of the Youth Wiki network; | (a) the preparation and implementation of the Union policy agenda on youth, inter alia with the support of the Youth Wiki network; | (a) the preparation and implementation of the Union policy agenda on youth, with the support, as relevant , of the Youth Wiki network; | 186 |
| (b) Union tools and measures that foster the quality, transparency and recognition of competences and skills, in | [no change] | [no change] | (b) Union tools and measures that foster the quality, transparency and recognition of competences and skills, in particular through Youthpass; | 187 |

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| particular through Youthpass; | | | | |
| (c) policy dialogue and cooperation with relevant key stakeholders, including Union-wide networks, European non-governmental organisations, and international organisations in the field of youth, the EU Youth dialogue as well as support to the European Youth Forum; | AM 110 (c) policy dialogue and cooperation with, and support for , relevant key stakeholders, including Union-wide networks, European non-governmental organisations , and international organisations in the field of youth, the EU Youth dialogue as well as support to the European Youth Forum; | [no change] | (c) policy dialogue and cooperation with relevant key stakeholders, including Union-wide networks, European non-governmental organisations , and international organisations in the field of youth, the EU Youth dialogue as well as support to the European Youth Forum; | 188 |
| (d) measures that contribute to the qualitative and inclusive implementation of the Programme; | AM 111 (d) measures that contribute to the qualitative high-quality and inclusive implementation of the Programme; | [no change] | (d) measures that contribute to the qualitative high-quality and inclusive implementation of the Programme; | 189 |
| (e) cooperation with other Union instruments and support to other Union policies; | [no change] | [no change] | (e) cooperation with other Union instruments and support to other Union policies; | 190 |
| (f) dissemination and awareness-raising activities about European policy outcomes and | [no change] | [no change] | (f) dissemination and awareness-raising activities about European policy outcomes and priorities as well as on the Programme. | 191 |

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| priorities as well as on the Programme. | | | | |
| CHAPTER IV SPORT | <i>[no change]</i> | <i>[no change]</i> | CHAPTER IV SPORT | 192 |
| Article 11 Key action 1 Learning mobility | <i>[no change]</i> | <i>[no change]</i> | Article 11 Key action 1 Learning mobility | 193 |
| In the field of sport, the Programme shall support, under key action 1, the mobility of sport coaches and staff. | AM 112 In the field of sport, the Programme shall support, under key action 1, the mobility of young people practising, and sport coaches and staff engaged in, grassroots sport. | In the field of sport, the Programme shall support, under key action 1, the mobility of sport coaches and staff, in particular in the framework of organised sport. | In the field of sport, the Programme shall support the following actions under key action 1: | 194 |
| | | | To be discussed later | 194.1 |
| | | | b) (new) Learning mobility under this article may be accompanied by virtual learning and measures such as language support, preparatory visits, training and virtual cooperation. Learning mobility may be replaced by virtual learning for those persons who are unable to participate in learning mobility. | 194.2 |

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| | | | See lines 92, 93, 148 'preparatory visits' from line 150 See also recital 16 on line 147.1. | |
| Article 12 Key action 2 Cooperation among organisations and institutions | [no change] | [no change] | Article 12 Key action 2 Cooperation among organisations and institutions | 195 |
| In the field of sport, the Programme shall support the following actions under key action 2: | [no change] | [no change] | In the field of sport, the Programme shall support the following actions under key action 2: | 196 |
| (a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme; | [no change] | [no change] | (a) partnerships for cooperation and exchanges of practices, including small-scale partnerships to foster a wider and more inclusive access to the Programme; | 197 |
| (b) not for profit sport events aiming at further developing the European dimension of sport. | AM 113 (b) not for profit not-for-profit grassroots sport events aiming , including small-scale events, aimed at further developing the European dimension of sport. | [no change] | <i>To be discussed later.</i> <i>(EP can drop reference to small-scale events)</i> | 198 |
| Article 13 Key action 3 | [no change] | [no change] | Article 13 Key action 3 | 199 |

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| <i>Support to policy development and cooperation</i> | | | <i>Support to policy development and cooperation</i> | |
| In the field of sport, the Programme shall support the following actions under key action 3: | <i>[no change]</i> | <i>[no change]</i> | In the field of sport, the Programme shall support the following actions under key action 3: | 200 |
| (a) the preparation and implementation of the Union policy agenda on sport and physical activity; | <i>[no change]</i> | <i>[no change]</i> | (a) the preparation and implementation of the Union policy agenda on sport and physical activity; | 201 |
| (b) policy dialogue and cooperation with relevant key stakeholders, including European non-governmental organisations and international organisations in the field of sport; | <u>AM 114</u> (b) policy dialogue and cooperation with relevant key stakeholders, including European non-governmental organisations and international organisations in the field of sport; | <i>[no change]</i> | (b) policy dialogue and cooperation with relevant key stakeholders, including European non-governmental organisations and international organisations in the field of sport; | 202 |
| | <u>AM 115</u> <i>(ba) (new) measures that contribute to the high-quality and inclusive implementation of the Programme;</i> | | (ba) (new) measures that contribute to the high-quality and inclusive implementation of the Programme; | 203 |
| | <u>AM 116</u> <i>(bb) (new) cooperation with other Union</i> | | (bb) (new) cooperation with other Union instruments and support to | 204 |

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| | <i>instruments and support to other Union policies;</i> | | other Union policies; | |
| (c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the Programme, including sport prizes and awards. | <i>[no change]</i> | (c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the Programme, including sport prizes and awards. | (c) dissemination and awareness-raising activities about European policy outcomes and priorities and about the Programme, including sport prizes and awards. | 205 |
| | <u>AM 117</u> CHAPTER IVa (new) Inclusion | | CHAPTER IVa (new) Inclusion | 206 |
| | <u>AM 118</u> Article 13a (new) Inclusion strategy 1. The Commission shall, by 31 March 2021, develop a framework of inclusion measures, as well as guidance for their implementation. Based on that framework and with particular attention to the specific Programme access challenges within the national context, the national agencies shall | | Article 13a (new) Inclusion strategy 1. The Commission shall, by [30 June 2021], develop a framework of inclusion measures to increase participation rates among people with fewer opportunities, as well as guidance for their implementation. That guidance shall be updated as necessary over the duration of the Programme. Based on that framework, and with particular attention to the specific Programme access challenges within the national | 207 |

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| | <p><i>develop a multiannual national inclusion strategy. That strategy shall be made public by 30 June 2021 and its implementation shall be monitored on a regular basis.</i></p> <p><i>2. The framework and strategy referred to in paragraph 1 shall pay particular attention to the following elements:</i></p> <p><i>(a) cooperation with social partners, national and local authorities and civil society;</i></p> <p><i>(b) support for grassroots, community-based organisations working directly with the target groups;</i></p> <p><i>(c) outreach and communication to the target groups, including through the dissemination of user-friendly information;</i></p> <p><i>(d) the simplification of</i></p> | | <p>contexts, inclusion action plans shall be developed and form an integral part of the national agencies' work programmes; their implementation shall be monitored on a regular basis by the Commission.</p> | |

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| | <p><i>application procedures;</i> <i>(e) the provision of specific advice, training and support services to the target groups, both prior to their applications and to prepare them for their actual participation in the Programme;</i> <i>(f) best practices in accessibility and support services for people with disabilities;</i> <i>(g) the collection of appropriate qualitative and quantitative data to evaluate the effectiveness of the strategy;</i> <i>(h) the application of financial support measures in accordance with Article 13b.</i></p> | | | |
| | <p><u>AM 119</u></p> <p><i>Article 13 b (new)</i> <i>Financial support measures for inclusion</i></p> <p><i>1. The Commission and</i></p> | | <p>Article 13b (new) Financial support measures for inclusion</p> <p>1. The Commission shall, where</p> | 208 |

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| | <p><i>the Member States shall cooperate to ensure that adequate financial support measures, including pre-financing, where relevant, are put in place to support people with fewer opportunities for whom participation in the Programme is impeded for financial reasons, either because they suffer economic disadvantage or because the additional costs of Programme participation owing to their specific situation represent a significant obstacle. The assessment of the financial reasons and of the level of support shall be based on objective criteria.</i></p> <p><i>2. The financial support measures referred to in paragraph 1 may include:</i> <i>(a) support available from other Union instruments, such as the European</i></p> | | <p>relevant, ensure that financial support measures, including pre-financing, are put in place to facilitate the participation of people with fewer opportunities, notably of those impeded for financial reasons. The level of support shall be based on objective criteria.</p> <p>2. In order to improve access for people with fewer opportunities and ensure the smooth implementation of the Programme, the Commission shall, where necessary, adjust or authorise the national agencies to adjust the grants to support mobility actions under the Programme.</p> <p><i>(unbolded text from PGA, line 258)</i></p> <p>3. The costs of measures to facilitate or support inclusion shall not justify the rejection of an application under the Programme.</p> <p><u>Recital 52 - line 75</u> <i>(...) in particular to ensure that, where relevant, adequate financial support measures are put in place to support people with fewer</i></p> | |

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| | <p><i>Social Fund+;</i> <i>(b) support available under national schemes;</i> <i>(c) adjustment and top-up of support for mobility actions available under the Programme.</i></p> <p><i>3. In order to comply with point (c) of paragraph 2 of this Article, the Commission shall, where necessary, adjust or authorise the national agencies to adjust the grants to support mobility actions under the Programme. The Commission shall also establish, in compliance with the provisions set out in Article 14, a dedicated budget to finance additional financial support measures under the Programme.</i></p> <p><i>4. The costs of measures to facilitate or support inclusion shall not, under</i></p> | | <i>opportunities.</i> | |

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| | <i>any circumstances, justify the rejection of an application under the Programme.</i> | | | |

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| CHAPTER V FINANCIAL PROVISIONS | | | | 209 |
| <i>Article 14 Budget</i> | | | | 210 |
| 1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR 30 000 000 000 in current prices. | AM 120 1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be EUR 30 000 000 000 41 097 000 000 in constant 2018 prices (EUR 46 758 000 000 in current prices). | 1. The financial envelope for the implementation of the Programme for the period 2021-2027 shall be [EUR 30 000 000 000] in [current prices]. | | 211 |

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| | | | | |
| | <u>AM 121</u> <i>The annual appropriations shall be authorised by the European Parliament and the Council within the limits of the multiannual financial framework.</i> | | | 212 |
| 2. The Programme shall be implemented according to the following indicative distribution: | [no change] | [no change] | | 213 |
| (a) EUR 24 940 000 000 for actions in the field of education and training, from which: | <u>AM 122</u> (a) EUR 24 940 000 000 83 % of the amount referred to in paragraph 1 for actions in the field of education and training, from of which: | (a) EUR [24 940 000 000, representing 83,1% of the amount in paragraph 1] for actions in the field of education and training, from which: | | 214 |
| (1) at least EUR 8 640 000 000 should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5; | <u>AM 123</u> (1) at least EUR 8 640 000 000 34,66 % shall be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5; | (1) at least EUR [8 640 000 000, representing 34,6% of the total amount in this paragraph] should be allocated to higher education actions referred to in point (a) of Article 4 and point (a) of Article 5; | | 215 |
| (2) at least EUR 5 230 000 000 to actions in vocational education and | <u>AM 124</u> (2) at least EUR 5 230 000 000 23 % shall be allocated to actions in | (2) at least EUR [5 230 000 000, representing 21% of | | 216 |

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| training referred to in point (b) of Article 4 and point (a) of Article 5; | vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5; | the total amount in this paragraph] to actions in vocational education and training referred to in point (b) of Article 4 and point (a) of Article 5; | | |
| (3) at least EUR 3 790 000 000 to school education actions referred to in point (c) of Article 4 and point (a) of Article 5; | <u>AM 125</u> (3) at least EUR 3 790 000 000 15,63 % shall be allocated to school, including pre-school and early-years education, actions referred to in point (c) of Article 4 and point (a) of Article 5; | (3) at least EUR [3 790 000 000, representing 15,2% of the total amount this paragraph] to school education actions referred to in point (c) of Article 4 and point (a) of Article 5; | | 217 |
| (4) at least EUR 1 190 000 000 to adult education actions referred to in point (d) of Article 4 and point (a) of Article 5; | <u>AM 126</u> (4) at least EUR 1 190 000 000 6 % shall be allocated to adult education actions referred to in point (d) of Article 4 and point (a) of Article 5; | (4) at least EUR [1 190 000 000, representing 4,8% of the total amount in this paragraph] to adult education actions referred to in point (d) of Article 4 and point (a) of Article 5; | | 218 |
| (5) EUR 450 000 000 for Jean Monnet actions referred to in Article 7; | <u>AM 127</u> (5) EUR 450 000 000 1,8 % shall be allocated to Jean Monnet actions referred to in Article 7; | (5) EUR [450 000 000, representing 1,8% of the total amount in this paragraph] for Jean Monnet actions referred to in Article 7; | | 219 |
| | <u>AM 128</u> | | | 220 |

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| | <i>(5a) (new) 13,91 % of the amount referred to in point (a) of this paragraph shall be allocated to actions that are primarily directly managed, including those set out in point (e) of Article 4, points (b) to (d) of Article 5 and points (a) to (f) of Article 6;</i> | (6) an indicative amount of EUR [4 000 000 000, representing 16 % of the total amount in this paragraph] to actions that are primarily directly managed and for horizontal activities in point (e) of Article 4, points (b) to (d) of Article 5 and points (a) to (f) of Article 6. | | |
| | <u>AM 129</u> <i>(5b) (new) the remaining 5 % may be used to finance any actions within Chapter II;</i> | (7) an indicative amount of EUR [1 640 000 000, representing 6,6% of the total amount in this paragraph] for a margin of flexibility that can be used to support any actions in Chapter II. | | 221 |
| (b) EUR 3 100 000 000 for actions in the field of youth referred to in Articles 8 to 10; | <u>AM 130</u> (b) EUR 3 100 000 000 10,3 % of the amount referred to in paragraph 1 for actions in the field of youth referred to in Articles 8 to 10; | (b) EUR [3 100 000 000 representing 10,3% of the amount in paragraph 1] for actions in the field of youth referred to in Articles 8 to 10; | | 222 |
| (c) EUR 550 000 000 for actions in the field of sport referred to in Articles 11 to 13; and | <u>AM 131</u> (c) EUR 550 000 000 2 % of the amount referred to in paragraph 1 for actions in the field of sport referred to | (c) EUR [550 000 000 representing 1,8% of the amount in paragraph 1] for | | 223 |

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| | in Articles 11 to 13; and | actions in the field of sport referred to in Articles 11 to 13; and | | |
| (d) at least EUR 960 000 000 as a contribution to the operational costs of the national agencies. | <u>AM 132</u> (d) at least EUR 960 000 000 3,2 % of the amount referred to in paragraph 1 as a contribution to the operational costs of the national agencies. | (d) at least EUR [960 000 000 representing 3,2% of the amount in paragraph 1] as a contribution to the operational costs of the national agencies. | | 224 |
| | <u>AM 133</u> <i>The remaining 1,5 % that is not allocated under the indicative distribution set out in the first subparagraph may be used for programme support.</i> | (e) an indicative amount of EUR [450 000 000, representing 1,5% of the amount in paragraph 1] for programme support. | | 225 |
| 3. In addition to the financial envelope as indicated in paragraph 1, and in order to promote the international dimension of the Programme, an additional financial contribution shall be made available from Regulation .../... [Neighbourhood Development and International Cooperation Instrument] ⁴⁶ and from Regulation .../... [IPA III] ⁴⁷ , to support actions implemented and managed in accordance with this Regulation. This | <u>AM 134</u> 3. In addition to the financial envelope as indicated in paragraph 1, and in order to promote the international dimension of the Programme, an additional financial contribution shall be made available from Regulation .../... [Neighbourhood Development and International Cooperation Instrument] ⁴⁶ and from Regulation .../... [IPA III] ⁴⁷ shall provide financial contributions to support actions established and implemented and managed in accordance with under this Regulation. | [no change] | | 226 |

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| <p>contribution shall be financed in accordance with the Regulations establishing those instruments.</p> <p>⁴⁶ [Reference]. ⁴⁷ [Reference].</p> | <p>This contribution <i>Regulation</i> shall be financed in accordance with the Regulations establishing those instruments <i>apply to the use of those funds, while ensuring conformity</i> with the Regulations governing respectively the NDICI and IPA III.</p> <p>⁴⁶ [Reference]. ⁴⁷ [Reference].</p> | | | |
| | | <p>3a. The funds that are to be managed by national agencies shall be allocated on the basis of population and cost of living in the Member State, distance between capitals of Member States and performance. These criteria and their underlying formulae shall be further specified by the Commission in the work programme, as referred to in Article 19 of this Regulation. Those formulae shall, as far as possible, and, from the first year of the implementation of the programme, avoid substantial reductions in</p> | | 227 |

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| | | <p>the annual budget allocated to Member States from one year to the next and shall minimise excessive imbalances in the level of funds allocated. Allocation of funds based on performance shall apply in order to promote an efficient and effective use of resources. The criteria used to measure performance shall be based on the most recent data available.</p> | | |
| <p>4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems.</p> | <p style="text-align: center;"><u>AM 135</u></p> <p>4. The amount referred to in paragraph 1 may be used for technical and administrative assistance for the implementation of the Programme such as preparatory, monitoring, control, audit and evaluation activities, including corporate information technology systems <i>and accessibility advice and training.</i></p> | <p><i>[no change]</i></p> | | 228 |
| <p>5. Without prejudice to the Financial Regulation, expenditure for actions resulting from projects included in the first work programme may be eligible as from 1 January 2021.</p> | <p><i>[no change]</i></p> | <p><i>[no change]</i></p> | | 229 |

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| 6. Resources allocated to Member States under shared management may, at their request, be transferred to the Programme. The Commission shall implement those resources directly in accordance with [point (a) of Article 62(1)] of the Financial Regulation or indirectly in accordance with [point (c)] of that Article. Where possible those resources shall be used for the benefit of the Member State concerned. | <i>[no change]</i> | <i>[bracketed]</i> | | 230 |
| | <u>AM 136</u> <i>(6a) (new) The priorities for budgetary allocation by action provided for in paragraph 2 shall be determined in the work programme referred to in Article 19.</i> | | | 231 |
| <i>Article 15</i> <i>Forms of EU funding and methods of implementation</i> | <i>[no change]</i> | <i>[no change]</i> | | 232 |
| 1. The Programme shall be implemented, in a consistent manner, in direct management in accordance with the Financial Regulation or in indirect management with bodies referred to in Article [61(1)(c)] of the Financial Regulation. | <i>[no change]</i> | 1. The Programme shall be implemented, in a consistent manner, in direct management in accordance with the Financial Regulation or in indirect management with bodies referred to in | | 233 |

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| | | Article 61 62(1)(c) of the Financial Regulation. | | |
| 2. The Programme may provide funding in any of the forms laid down in the Financial Regulation, in particular grants, prizes and procurement. | <i>[no change]</i> | <i>[no change]</i> | | 234 |
| 3. Contributions to a mutual insurance mechanism may cover the risk associated with the recovery of funds due by recipients and shall be considered a sufficient guarantee under the Financial Regulation. The provisions laid down in [Article X of] Regulation X <i>[successor of the Regulation on the Guarantee Fund]</i> shall apply. | <i>[no change]</i> | <i>[no change]</i> | | 235 |
| CHAPTER VI PARTICIPATION IN THE PROGRAMME | <i>[no change]</i> | <i>[no change]</i> | | 236 |
| Article 16 Third countries associated to the Programme | <i>[no change]</i> | <i>[The whole Article bracketed]</i> | | 237 |
| 1. The Programme shall be open to the participation of the following third countries: | <i>[no change]</i> | <i>[bracketed]</i> | | 238 |
| (a) members of the European Free Trade Association, which are members of the European Economic | <i>[no change]</i> | <i>[bracketed]</i> | | 239 |

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| Area (EEA), in accordance with the conditions laid down in the European Economic Area agreement; | | | | |
| (b) acceding countries, candidate countries and potential candidates, in accordance with the general principles and general terms and conditions for the participation of those countries in Union programmes established in the respective framework agreements and Association Council decisions, or similar agreements, and in accordance with the specific conditions laid down in agreements between the Union and those countries; | <i>[no change]</i> | <i>[bracketed]</i> | | 240 |
| (c) countries covered by the European Neighbourhood Policy, in accordance with the general principles and general terms and conditions for the participation of those countries in Union programmes established in the respective framework agreements and Association Council decisions, or similar agreements, and in accordance with the specific conditions laid down in agreements between the Union and those countries; | <i>[no change]</i> | <i>[bracketed]</i> | | 241 |
| (d) other third countries, in accordance with the conditions laid | <i>[no change]</i> | <i>[bracketed]</i> | | 242 |

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| down in a specific agreement covering the participation of the third country to any Union programme, provided that the agreement: | | | | |
| – ensures a fair balance as regards the contributions and benefits of the third country participating in the Union programmes; | <i>[no change]</i> | <i>[bracketed]</i> | | 243 |
| – lays down the conditions of participation in the programmes, including the calculation of financial contributions to individual programmes and their administrative costs. These contributions shall constitute assigned revenues in accordance with Article [21(5)] of the Financial Regulation; | <i>[no change]</i> | <i>[bracketed]</i> | | 244 |
| – does not confer to the third country a decisional power on the programme; | <i>[no change]</i> | <i>[bracketed]</i> | | 245 |
| – guarantees the rights of the Union to ensure sound financial management and to protect its financial interests. | <i>[no change]</i> | <i>[bracketed]</i> | | 246 |
| 2. The countries referred to in paragraph 1 shall fully take part in the Programme only insofar as they fulfil all the obligations which this Regulation imposes on Member States. | <i>[no change]</i> | <i>[bracketed]</i> | | 247 |

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| <i>Article 17</i> <i>Third countries not associated to the Programme</i> | [no change] | [The whole Article bracketed] | | 248 |
| As regards the actions referred to in Articles 4 to 6, points (a) and (b) of Article 7, and Articles 8 to 10, 12 and 13, the Programme may be open to the participation of the following third countries: | AM 137 As regards the actions referred to in Articles 4 to 6, points (a) and (b) of Article 7, and Articles 8 to 10, 12 and 13, the Programme may be open to the participation of the following <i>legal entities from any third country in duly justified cases in the Union's interest.</i> | [As regards the actions referred to in Articles 4 to 6, points (a) and (b) of Article 7, and Articles 8 to 10, 12 and 13, the Programme may be open to the participation of the following third countries:] | | 249 |
| (a) third countries referred to in Article 16 which do not fulfil the condition set out in paragraph 2 of that Article; | (a) third countries referred to in Article 16 which do not fulfil the condition set out in paragraph 2 of that Article; | [bracketed] | | 250 |
| (b) any other third country. | (b) any other third country. | [bracketed] | | 251 |
| <i>Article 18</i> <i>Rules applicable to direct and indirect management</i> | [no change] | [no change] | | 252 |
| 1. The Programme shall be open to public and private legal entities active in the fields of education, training, youth and sport. | [no change] | [no change] | | 253 |
| 2. When implementing the | AM 138 2. When implementing the Programme, | [no change] | | 254 |

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| Programme, inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities. | inter alia in the selection of participants and the award of grants, the Commission and the Member States shall ensure that efforts are made to promote social inclusion and improve outreach to people with fewer opportunities. | | | |
| 3. For selections under both direct and indirect management, the evaluation committee referred to in Article [145(3), third indent] of the Financial Regulation may be composed of external experts. | <i>[no change]</i> | <i>[no change]</i> | | 255 |
| 4. Public entities, as well as institutions and organisations in the fields of education, training, youth and sport that have received over fifty percent 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. | <i>[no change]</i> | <i>[no change]</i> | | 256 |
| | <u>AM 139</u> <i>(4a) (new) The levels of financial support, such as grants, lump sums, flat rates and unit costs, shall be</i> | | | 257 |

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| | <i>regularly reviewed and adjusted to the living and subsistence costs of the host country or region based on Eurostat figures. The adjustment of living and subsistence costs shall duly take into account the travel costs to and from the host country or region.</i> | | | |
| 5. To improve access to people with fewer opportunities and ensure the smooth implementation of the Programme, the Commission may adjust or may authorise the national agencies referred to in Article 23 to adjust, on the basis of objective criteria, the grants to support mobility actions of the Programme. | <u>AM 140</u> 5. To improve access to people with fewer opportunities and ensure the smooth implementation of the Programme, the Commission may adjust or may authorise the national agencies referred to in Article 23 to adjust, on the basis of objective criteria, the grants to support mobility actions of the Programme. | 5. To improve access to people with fewer opportunities and ensure the smooth implementation of the Programme, the Commission may adjust or may authorise the national agencies referred to in Article 23 24 to adjust, on the basis of objective criteria, the grants to support mobility actions of the Programme. | | 258 |
| 6. The Commission may launch joint calls with third countries not associated to the Programme or their organisations and agencies to finance projects on the basis of matching funds. Projects may be evaluated and selected through joint evaluation and selection procedures to be agreed upon by the funding organisations or agencies involved, in compliance with | <i>[no change]</i> | <i>[no change]</i> | | 259 |

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| the principles set out in the Financial Regulation. | | | | |
| CHAPTER VII PROGRAMMING, MONITORING AND EVALUATION | <i>[no change]</i> | <i>[no change]</i> | | 260 |
| Article 19 Work programme | <i>[no change]</i> | <i>[no change]</i> | | 261 |
| The Programme shall be implemented by work programmes referred to in Article [108] of the Financial Regulation. In addition, the work programme shall give an indication of the amount allocated to each action and of the distribution of funds between the Member States and third countries associated to the Programme for the actions to be managed through the national agency. The work programme shall be adopted by the Commission by means of an implementing act. Those implementing acts shall be adopted in accordance with the examination procedure referred to in Article 31. | AM 141 The <i>secondary policies and priorities, including details of the specific initiatives outlined in Articles 4 to 13, shall be determined by means of a work programme</i> shall be implemented by work programmes as referred to in Article [108] 110 of the Financial Regulation. The work programme shall also set out how the Programme is to be implemented. In addition, the work programme shall give an indication of the amount allocated to each action and of the distribution of funds between the Member States and third countries associated to the Programme for the actions to be managed through the national agency. The work programme shall be adopted by the Commission by means of an implementing act. Those implementing acts shall be adopted is | <i>[no change]</i> | | 262 |

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| | <i>empowered to adopt delegated acts</i> in accordance with the examination procedure referred to in Article 31 30 in order to supplement this Regulation by adopting the work programme. | | | |
| Article 20 Monitoring and reporting | [no change] | [no change] | | 263 |
| 1. Indicators to report on the progress of the Programme towards the achievement of the general and specific objectives laid down in Article 3 are set out in the Annex. | [no change] | [no change] | | 264 |
| 2. To ensure effective assessment of the Programme towards the achievement of its objectives, the Commission shall be empowered to adopt delegated acts in accordance with Article 30 to amend the Annex to review or complement the indicators where considered necessary and to supplement this Regulation with provisions on the establishment of a monitoring and evaluation framework. | [no change] | 2. To ensure effective assessment of the Programme towards the achievement of its objectives, the Commission shall be empowered to adopt delegated acts in accordance with Article 30 to amend where necessary the Annex to review or complement the indicators where considered necessary in line with the objectives of the Programme and to supplement this Regulation with provisions on the establishment of a monitoring and evaluation framework. | | 265 |

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| | | 2a. The delegated acts referred to in paragraph 2 shall not lead to significant additional burden for Member States in the implementation of the Programme. | | 266 |
| 3. The performance reporting system shall ensure that data for monitoring Programme implementation and evaluation are collected efficiently, effectively, in a timely manner and at the appropriate level of detail by beneficiaries of Union funds within the meaning of Article [2(5)] of the Financial Regulation. To that end, proportionate reporting requirements shall be imposed on beneficiaries of Union funds and Member States. | <i>[no change]</i> | <i>[no change]</i> | | 267 |
| Article 21 Evaluation | <u>AM 142</u> Article 21 Evaluation <u>Evaluations,</u> <u>mid-term review and revision</u> | <i>[no change]</i> | | 268 |
| 1. Evaluations shall be carried out in a timely manner to feed into the decision-making process. | <u>AM 143</u> 1. Any evaluations shall be carried out in a timely manner to feed into the decision-making process. | <i>[no change]</i> | | 269 |
| | <u>AM 144</u> | | | 270 |

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| 2. The interim evaluation of the Programme shall be performed once there is sufficient information available about the implementation of the Programme, but no later than four years after the start of the programme implementation. It shall also be accompanied by a final evaluation of the predecessor programme. | 2. The interim evaluation <i>The mid-term review</i> of the Programme shall be performed once there is sufficient information available about the implementation of the Programme, but <i>in any event</i> no later than four years <i>after the start of the programme implementation 31 December 2024</i> . It shall also be accompanied by a final evaluation of the predecessor programme, <i>which shall feed into the mid-term review. The mid-term review, in addition to assessing the overall effectiveness and performance of the Programme, shall evaluate, in particular, the delivery of the inclusion measures laid down in Chapter IVa, efforts made to simplify the Programme for beneficiaries and the implementation of the new initiatives referred to in point (b) of Article 5 and in point (c) of Article 8. In so doing, it shall examine the breakdown of Programme participation, in particular with respect to people with fewer opportunities.</i> | 2. The interim evaluation of the Programme shall be performed once there is sufficient information available about the implementation of the Programme, but no later than four years after the start of the programme implementation [by 31 December 2024] . It shall also be accompanied by a final evaluation of the predecessor programme. | | |
| 3. Without prejudice to the requirements set out in Chapter IX | <u>AM 145</u> 3. Without prejudice to the requirements set out in Chapter IX and | 3. Without prejudice to the requirements set out in | | 271 |

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| and the obligations of national agencies as referred to in Article 24, Member States shall submit to the Commission, by 30 April 2024, a report on the implementation and the impact of the Programme in their respective territories. | the obligations of national agencies as referred to in Article 24, Member States shall submit to the Commission, by 30 April 2024, a report on the implementation and the impact of the Programme in their respective territories. <i>The EEAS shall submit a similar report on the implementation and the impact of the Programme in participating developing countries.</i> | Chapter IX and the obligations of national agencies as referred to in Article 24, Member States shall submit to the Commission, by 30 April 31 May 2024, a report on the implementation and the impact of the Programme in their respective territories. | | |
| | <u>AM 146</u> <i>(3a) (new) The Commission shall, where necessary and on the basis of the mid-term review, put forward appropriate legislative proposals to amend this Regulation. The Commission shall appear before the competent committee of the European Parliament and the competent body of the Council to report on the mid-term review, including with respect to its decision on whether an amendment of this Regulation is required.</i> | | | 272 |
| 4. At the end of the implementation period, but no later than four years after the end of the period specified in Article 1, a final evaluation of the Programme shall be carried out by the Commission. | <u>AM 147</u> 4. At the end of the implementation period, but no later than four <i>three</i> years after the end of the period specified in Article 1, a final evaluation of the Programme shall be carried out by the Commission. | 4. At the end of the implementation period, but no later than four years after the end of the period specified in Article 1, a final evaluation on the results and | | 273 |

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| | | impact of the Programme shall be carried out by the Commission. | | |
| 5. The Commission shall communicate the conclusions of the evaluations accompanied by its observations to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. | <u>AM 148</u> 5. The Commission shall communicate transmit any the conclusions of the evaluations and the mid-term review accompanied by its observations to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. | 5. The Commission shall communicate the conclusions results of the evaluations accompanied by its observations to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. | | 274 |
| CHAPTER VIII INFORMATION, COMMUNICATION AND DISSEMINATION | <i>[no change]</i> | <i>[no change]</i> | | 275 |
| <i>Article 22</i> <i>Information, communication and dissemination</i> | <i>[no change]</i> | <i>[no change]</i> | | 276 |
| 1. National agencies referred to in Article 24 shall develop a consistent strategy with regard to the effective outreach as well as dissemination and exploitation of results of activities | <u>AM 149</u> 1. In cooperation with the Commission and on the basis of a Union-wide framework, the national agencies referred to in Article 24 shall develop a consistent strategy with regard to the | <i>[no change]</i> | | 277 |

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| supported under the actions they manage within the Programme, shall assist the Commission in its general task of disseminating information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and shall inform relevant target groups about the actions and activities undertaken in their country. | effective outreach, as well as dissemination and exploitation of results of activities supported under the actions they manage within the Programme, <i>and</i> shall assist the Commission in its general task of disseminating information concerning the Programme, including information in respect of actions and activities managed at national and Union level, and its results, and . <i>National agencies</i> shall inform relevant target groups about the actions and activities undertaken in their country, <i>with a view to improving cooperation among stakeholders and supporting a cross-sectoral approach to the Programme's implementation. In carrying out communication and outreach activities and in disseminating information, the Commission and national agencies shall, in accordance with Chapter IVa, pay particular attention to people with fewer opportunities with a view to increasing their participation in the Programme.</i> | | | |
| | <u>AM 150</u> <i>(1a) (new) All essential Programme documents for beneficiaries, including application forms, instructions and</i> | | | 278 |

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| | <i>essential information, shall be made available at least in all the official languages of the Union.</i> | | | |
| 2. The recipients of Union funds shall acknowledge the origin and ensure the visibility of the Union funding, in particular when promoting the actions and their results, by providing coherent, effective and proportionate targeted information to multiple audiences, including the media and the public. | [no change] | [no change] | | 279 |
| 3. The legal entities within the sectors covered by the Programme shall use the brand name 'Erasmus' for the purpose of communication and dissemination of information relating to the Programme. | 3. The legal entities within the sectors covered by the Programme shall use the brand name ' Erasmus ' ' Erasmus+ ' for the purpose of communication and dissemination of information relating to the Programme. | 3. The legal entities within the sectors covered by the Programme shall use the brand name 'Erasmus+' for the purpose of communication and dissemination of information relating to the Programme. | | 280 |
| 4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they | AM 151 4. The Commission shall implement information and communication actions relating to the Programme, and its actions and results. Financial resources allocated to the Programme shall also contribute to the corporate communication of the political priorities of the Union, as far as they are related | [no change] | | 281 |

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| are related to the objectives referred to in Article 3. | to the objectives referred to in Article 3 <i>in an accessible way.</i> | | | |
| | <u>AM 152</u> <i>(4a) (new) National agencies shall also disseminate information on the Programme to career guidance services in education and training institutions and to employment services.</i> | | | 282 |
| CHAPTER IX MANAGEMENT AND AUDIT SYSTEM | <i>[no change]</i> | <i>[no change]</i> | | 283 |
| <i>Article 23</i> <i>National authority</i> | <i>[no change]</i> | <i>[no change]</i> | | 284 |
| 1. By [...], the Member States shall notify the Commission, by way of a formal notification transmitted by their Permanent Representation, of the person(s) legally authorised to act on their behalf as the national authority for the purposes of this Regulation. In the event of replacement of the national authority during the course of the Programme's lifetime, the Member State concerned shall notify the Commission thereof immediately, in accordance with the same procedure. | <i>[no change]</i> | <i>[no change]</i> | | 285 |
| | <u>AM 153</u> | | | 286 |

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| 2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at resolving issues that give rise to difficulties in obtaining visas. | 2. The Member States shall take all necessary and appropriate measures to remove any legal and administrative obstacles to the proper functioning of the Programme, including, where possible, measures aimed at avoiding the taxation of grants, ensuring portability of rights among Union social systems and resolving issues that give rise to difficulties in obtaining visas or residence permits . | <i>[no change]</i> | | |
| 3. By [...], the national authority shall designate a national agency or national agencies. In cases where there is more than one national agency, Member States shall establish an appropriate mechanism to coordinate the management of the implementation of the Programme at national level, particularly with a view to ensuring coherent and cost-efficient implementation of the Programme and effective contact with the Commission in this respect, and to facilitating the possible transfer of funds between agencies, thereby allowing for flexibility and better use of funds allocated to Member States. Each Member State shall determine how it organises the relationship | <i>[no change]</i> | <i>[no change]</i> | | 287 |

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| <p>between its national authority and the national agency, including tasks such as the establishment of the national agency's work programme. The national authority shall provide the Commission with an appropriate ex-ante compliance assessment that the national agency complies with points (c)(v) and (vi) of Article [58(1)] and Article [60(1), (2) and (3)] of the Financial Regulation, and with the Union requirements for internal control standards for national agencies and rules for the management of programme funds for grant support.</p> | | | | |
| <p>4. The national authority shall designate an independent audit body as referred to in Article 26.</p> | <i>[no change]</i> | <i>[no change]</i> | | 288 |
| <p>5. The national authority shall base its ex-ante compliance assessment on its own controls and audits, and/or on controls and audits undertaken by the independent audit body referred to in Article 26. Where the national agency designated for the Programme is the same as the national agency designated for the predecessor Programme, the scope of the ex-ante compliance assessment shall be</p> | <i>[no change]</i> | <i>[no change]</i> | | 289 |

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| limited to the requirements that are new and specific to the Programme. | | | | |
| 6. In the event that the Commission rejects the designation of the national agency based on its evaluation of the ex-ante compliance assessment, or if the national agency does not comply with the minimum requirements set by the Commission, the national authority shall ensure that the necessary remedial steps are taken to ensure that the national agency complies with the minimum requirements, or shall designate another body as national agency. | <i>[no change]</i> | <i>[no change]</i> | | 290 |
| 7. The national authority shall monitor and supervise the management of the Programme at national level. It shall inform and consult the Commission in due time prior to taking any decision that may have a significant impact on the management of the Programme, in particular regarding its national agency. | <i>[no change]</i> | <i>[no change]</i> | | 291 |
| 8. The national authority shall provide adequate co-financing for the operations of its national agency to ensure that the Programme is managed in compliance with the | <i>[no change]</i> | <i>[no change]</i> | | 292 |

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| applicable Union rules. | | | | |
| 9. Based on the national agency's yearly management declaration, the independent audit opinion thereon and the Commission's analysis of the national agency's compliance and performance, the national authority shall, each year, provide the Commission, with information concerning its monitoring and supervision activities in relation to the Programme. | <u>AM 154</u> 9. Based on the national agency's yearly management declaration, the independent audit opinion thereon and the Commission's analysis of the national agency's compliance and performance, the national authority shall, each year, provide the Commission, with information concerning its monitoring and supervision activities in relation to the Programme. <i>Where possible, such information shall be made available to the public.</i> | <i>[no change]</i> | | 293 |
| 10. The national authority shall take responsibility for the proper management of the Union funds transferred by the Commission to the national agency in the framework of the Programme. | <i>[no change]</i> | <i>[no change]</i> | | 294 |
| 11. In the event of any irregularity, negligence or fraud attributable to the national agency, or any serious shortcomings or underperformance on the part of the national agency, where this gives rise to claims by the Commission against the national agency, the national authority shall be liable to reimburse to the Commission | <i>[no change]</i> | <i>[no change]</i> | | 295 |

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| the funds not recovered. | | | | |
| 12. In the circumstances referred to in paragraph 11, the national authority may, on its own initiative or upon request from the Commission, revoke the mandate of the national agency. Where the national authority wishes to revoke that mandate for any other justified reason, it shall notify the Commission of the revocation at least six months before the envisaged date of termination of the mandate of the national agency. In such cases, the national authority and the Commission shall formally agree on specific and timed transition measures. | <i>[no change]</i> | <i>[no change]</i> | | 296 |
| 13. In the event of revocation, the national authority shall carry out the necessary controls regarding the Union funds entrusted to the national agency whose mandate has been revoked, and shall ensure an unimpeded transfer to the new national agency of those funds and of all documents and management tools required for the management of the Programme. The national authority shall provide the national agency whose mandate has been revoked | <i>[no change]</i> | <i>[no change]</i> | | 297 |

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| with the necessary financial support to continue to meet its contractual obligations vis-à-vis the beneficiaries of the Programme and the Commission pending the transfer of those obligations to a new national agency. | | | | |
| 14. If so requested by the Commission, the national authority shall designate the institutions or organisations, or the types of such institutions and organisations, to be considered eligible to participate in specific Programme actions in their respective territories. | <i>[no change]</i> | <i>[no change]</i> | | 298 |
| Article 24 National agency | <i>[no change]</i> | <i>[no change]</i> | | 299 |
| 1. The national agency shall: (a) have legal personality or be part of an entity having legal personality, and be governed by the law of the Member State concerned; a ministry may not be designated as a national agency; | <i>[no change]</i> | <i>[no change]</i> | | 300 |
| (b) have the adequate management capacity, staff and infrastructure to fulfil its tasks satisfactorily, ensuring efficient and effective management of the Programme and sound financial | <i>[no change]</i> | <i>[no change]</i> | | 301 |

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| management of Union funds; | | | | |
| | <u>AM 155</u> <i>(ba) (new) have the requisite expertise to cover all sectors of the Programme;</i> | | | 302 |
| (c) have the operational and legal means to apply the administrative, contractual and financial management rules laid down at Union level; | <i>[no change]</i> | <i>[no change]</i> | | 303 |
| (d) offer adequate financial guarantees, issued preferably by a public authority, corresponding to the level of Union funds it shall be called upon to manage; | <i>[no change]</i> | <i>[no change]</i> | | 304 |
| (e) be designated for the duration of the Programme. | <i>[no change]</i> | <i>[no change]</i> | | 305 |
| 2. The national agency shall be responsible for managing all stages of the project lifecycle of the actions that shall be described in the work programme referred to in Article [19], in conformity with [points (c)(v) and (vi) of Article 58(1)] of the Financial Regulation. | <i>[no change]</i> | <i>[no change]</i> | | 306 |
| 3. The national agency shall issue grant support to beneficiaries within the meaning of Article [2(5)] of the Financial Regulation by way of a grant agreement as specified by the Commission for the Programme | <i>[no change]</i> | <i>[no change]</i> | | 307 |

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| action concerned. | | | | |
| 4. The national agency shall report each year to the Commission and to its national authority in accordance with Article [60(5)] of the Financial Regulation. The national agency shall be in charge of implementing the observations issued by the Commission following its analysis of the yearly management declaration and of the independent audit opinion thereon. | <i>[no change]</i> | 4. The national agency shall report each year to the Commission and to its national authority and the Commission in accordance with Article [60(5)] of the Financial Regulation. The national agency shall be in charge of implementing the observations issued by the Commission following its analysis of the yearly management declaration and of the independent audit opinion thereon. | | 308 |
| 5. The national agency may not without prior written authorisation from the national authority and the Commission delegate to a third party any task of Programme or budget implementation conferred on it. The national agency shall retain sole responsibility for any tasks delegated to a third party. | <i>[no change]</i> | <i>[no change]</i> | | 309 |
| 6. Where the mandate of a national agency is revoked, that national agency shall remain legally responsible for meeting its contractual obligations vis-à-vis the beneficiaries | <i>[no change]</i> | <i>[no change]</i> | | 310 |

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| of the Programme and the Commission pending the transfer of those obligations to a new national agency. | | | | |
| 7. The national agency shall be in charge of managing and winding up the financial agreements relating to the predecessor programme that are still open at the beginning of the Programme. | <i>[no change]</i> | <i>[no change]</i> | | 311 |
| | <u>AM 156</u> <i>(7a) (new) In cooperation with the Commission, the national agencies shall ensure that procedures put in place to implement the Regulation are consistent and simple and that information is of high quality, including by developing common standards for project applications and evaluation. The national agencies shall regularly consult Programme beneficiaries to ensure compliance with this requirement.</i> | | | 312 |
| Article 25 European Commission | <i>[no change]</i> | <i>[no change]</i> | | 313 |
| 1. On the basis of the compliance requirements for national agencies referred to in Article 23(3), the Commission shall review the national | <i>[no change]</i> | <i>[no change]</i> | | 314 |

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| management and control systems, in particular on the basis of the ex-ante compliance assessment provided to it by the national authority, the national agency's yearly management declaration and the opinion of the independent audit body thereon, taking due account of the yearly information provided by the national authority on its monitoring and supervision activities with regard to the Programme. | | | | |
| 2. Within two months of receipt from the national authority of the ex-ante compliance assessment referred to in Article 23(3), the Commission shall accept, conditionally accept or reject the designation of the national agency. The Commission shall not enter into a contractual relationship with the national agency until it has accepted the ex-ante compliance assessment. In the event of conditional acceptance, the Commission may apply proportionate precautionary measures to its contractual relationship with the national agency. | <i>[no change]</i> | <i>[no change]</i> | | 315 |
| 3. The Commission shall each year make the following Programme funds | <i>[no change]</i> | <i>[no change]</i> | | 316 |

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| available to the national agency: | | | | |
| (a) funds for grant support in the Member State concerned for the actions of the Programme the management of which is entrusted to the national agency; | <i>[no change]</i> | <i>[no change]</i> | | 317 |
| (b) a financial contribution in support of the Programme management tasks of the national agency which shall be established on the basis of the amount of Union funds for grant support entrusted to the national agency; | <i>[no change]</i> | <i>[no change]</i> | | 318 |
| (c) if relevant, additional funds for measures under point (d) of Article 6 and point (d) of Article 10. | AM 157 (c) if relevant, additional funds for measures under point (d) of Article 6, point (d) of Article 10 and point (ba) of Article 13. | <i>[no change]</i> | | 319 |
| | AM 158 <i>(3a) (new) The Commission shall be responsible for the implementation of actions it manages directly. It shall therefore manage all stages of grant and project applications for Programme actions listed in Chapters II, III and IV when they are submitted by Union-wide networks, European and international organisations.</i> | | | 320 |
| 4. The Commission shall set the | <i>[no change]</i> | <i>[no change]</i> | | 321 |

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| requirements for the national agency work programme. The Commission shall not make Programme funds available to the national agency until the Commission has formally approved the national agency's work programme. | | | | |
| 5. After assessing the yearly management declaration and the opinion of the independent audit body thereon, the Commission shall address its opinion and observations thereon to the national agency and the national authority. | <i>[no change]</i> | <i>[no change]</i> | | 322 |
| 6. In the event that the Commission cannot accept the yearly management declaration or the independent audit opinion thereon, or in the event of unsatisfactory implementation by the national agency of the Commission's observations, the Commission may implement any precautionary and corrective measures necessary to safeguard the Union's financial interests in accordance with Article [60(4)] of the Financial Regulation. | <i>[no change]</i> | <i>[no change]</i> | | 323 |
| 7. Regular meetings shall be organised with the network of national agencies in order to ensure | AM 159 7. Regular meetings shall be organised with the network of national agencies in order to ensure coherent consistent | <i>[no change]</i> | | 324 |

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| coherent implementation of the Programme across all Member States and all third countries referred to in Article 17. | implementation of the Programme across all Member States and all third countries referred to in Article 17 <i>and to ensure the exchange of best practice. External experts, including representatives of civil society, of social partners and of third countries associated to the Programme, shall be invited to participate in such meetings. The European Parliament shall be invited as an observer to such meetings.</i> | | | |
| | <u>AM 160</u> <i>(7a) (new) In order to simplify and harmonise the application process, the Commission shall, by 30 June 2024, provide a common, multilingual, one-stop-shop tool for the Programme. That tool shall be made available, both online and on mobile devices, to any entity either benefiting from the Programme or involved in the management of the Programme. The tool shall also provide information about possible partners for prospective beneficiaries.</i> | | | 325 |
| | <u>AM 161</u> <i>(7b) (new) The Commission shall ensure that project results are publicly</i> | | | 326 |

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| | <i>available and widely disseminated in order to promote the exchange of best practice among national agencies, stakeholders and Programme beneficiaries.</i> | | | |
| | <u>AM 162</u> <i>(7c) (new) By 31 December 2021, the Commission shall develop a European Student Card for all students participating in the Programme. By 31 December 2025, the Commission shall make the European Student Card available to all students in the Union.</i> | | | 327 |
| Article 26 Independent audit body | <i>[no change]</i> | <i>[no change]</i> | | 328 |
| 1. The independent audit body shall issue an audit opinion on the yearly management declaration as referred to in Article [60(5)] of the Financial Regulation. It shall form the basis of the overall assurance pursuant to Article [123] of the Financial Regulation. | <i>[no change]</i> | <i>[no change]</i> | | 329 |
| 2. The independent audit body shall: (a) have the necessary professional competence to carry out public sector audits; | <i>[no change]</i> | <i>[no change]</i> | | 330 |

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| (b) ensure that its audits take account of internationally accepted audit standards; | <i>[no change]</i> | <i>[no change]</i> | | 331 |
| (c) not be in a position of conflict of interest with regard to the legal entity of which the national agency forms part. In particular, it shall be independent, in terms of its functions, of the legal entity of which the national agency forms part. | <i>[no change]</i> | <i>[no change]</i> | | 332 |
| 3. The independent audit body shall give the Commission and its representatives, as well as the Court of Auditors, full access to all documents and reports in support of the audit opinion that it issues on the national agency's yearly management declaration. | <i>[no change]</i> | <i>[no change]</i> | | 333 |
| CHAPTER X CONTROL SYSTEM | <i>[no change]</i> | <i>[no change]</i> | | 334 |
| <i>Article 27 Principles of the control system</i> | <i>[no change]</i> | <i>[no change]</i> | | 335 |
| 1. The Commission shall take appropriate measures ensuring that, when actions financed under this Regulation are implemented, the financial interests of the Union are | <i>[no change]</i> | <i>[no change]</i> | | 336 |

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| protected by the application of measures to prevent fraud, corruption and any other illegal activities, by effective controls and, if irregularities are detected, by the recovery of the amounts wrongly paid and, where appropriate, by effective, proportionate and dissuasive penalties. | | | | |
| 2. The Commission shall be responsible for the supervisory controls with regard to the Programme actions and activities managed by the national agencies. It shall set the minimum requirements for the controls by the national agency and the independent audit body. | AM 163 2. The Commission shall be responsible for the supervisory controls with regard to the Programme actions and activities managed by the national agencies. It shall set the minimum requirements for the controls by the national agency and the independent audit body, <i>taking account of the internal control systems for national public finances.</i> | <i>[no change]</i> | | 337 |
| 3. The national agency shall be responsible for the primary controls of grant beneficiaries for the Programme actions referred to in Article 24(2). Those controls shall give reasonable assurance that the grants awarded are used as intended and in compliance with the applicable Union rules. | <i>[no change]</i> | <i>[no change]</i> | | 338 |
| 4. With regard to the Programme funds transferred to the national | <i>[no change]</i> | <i>[no change]</i> | | 339 |

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| agencies, the Commission shall ensure proper coordination of its controls with the national authorities and the national agencies, on the basis of the single audit principle and following a risk-based analysis. This provision shall not apply to investigations carried out by the European Anti-Fraud Office (OLAF). | | | | |
| Article 28 Protection of the financial interests of the Union | <i>[no change]</i> | <i>[bracketed]</i> | | 340 |
| Where a third country participates in the Programme by a decision under an international agreement or by virtue of any other legal instrument, the third country shall grant the necessary rights and access required for the authorizing officer responsible, the European Anti-Fraud Office (OLAF), the European Court of Auditors to comprehensively exert their respective competences. In the case of the European Anti-Fraud Office, such rights shall include the right to carry out investigations, including on-the-spot checks and inspections, provided for in Regulation (EU, Euratom) No 883/2013. | <i>[no change]</i> | <i>[bracketed]</i> | | 341 |

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| CHAPTER XI COMPLEMENTARITY | [no change] | [no change] | | 342 |
| <i>Article 29</i> <i>Complementarity with other Union policies, programmes and funds</i> | [no change] | [no change] | | 343 |
| 1. The Programme shall be implemented so as to ensure its overall consistency and complementarity with other relevant Union policies, programmes and funds, in particular those relating to education and training, culture and the media, youth and solidarity, employment and social inclusion, research and innovation, industry and enterprise, digital policy, agriculture and rural development, environment and climate, cohesion, regional policy, migration, security and international cooperation and development. | [no change] | [no change] | | 344 |
| 2. An action that has received a contribution from the Programme may also receive a contribution from any other Union programme, provided that the contributions do not cover the same costs. | AM 164 2. An action that has received a contribution from the Programme may also receive a contribution from any other Union programme, provided that the contributions do not cover the same costs. <i>The cumulative financing shall not exceed the total eligible costs of the</i> | [no change] | | 345 |

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| | <i>action.</i> | | | |
| 3. Where the Programme and the European Structural and Investment (ESI) Funds referred to in Article 1 of Regulation (EU)XX [CPR] provide jointly financial support to a single action, that action shall be implemented in accordance with the rules set out in this Regulation, including rules on recovery of amounts unduly paid. | <i>[no change]</i> | <i>[no change]</i> | | 346 |
| 4. Actions eligible under the Programme which have been assessed in a call for proposals under the Programme and which comply with the minimum quality requirements of that call for proposals, but which are not financed due to budgetary constraints, may be selected for funding by the European Structural and Investment (ESI) funds. In this case the co-financing rates and the eligibility rules based on this Regulation shall apply. These actions shall be implemented by the managing authority referred to in Article [65] of Regulation (EU)XX [CPR] in accordance with the rules set out in that Regulation and fund | <p style="text-align: center;"><u>AM 165</u></p> <p>4. Actions eligible under the Programme, which <i>comply with the following cumulative, comparative conditions:</i></p> <ul style="list-style-type: none"> - <i>they</i> have been assessed in a call for proposals under the Programme and which; - <i>they</i> comply with the minimum quality requirements of that call for proposals, but which are not; - <i>they cannot be</i> financed <i>under that call for proposals</i> due to budgetary constraints;; <p>may be selected <i>awarded a Seal of Excellence in recognition of their high quality, thereby facilitating their application for funding from other sources or enabling their selection</i> for</p> | <i>[no change]</i> | | 347 |

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| specific regulations, including rules on financial corrections. | funding by the European Structural and Investment (ESI) funds <i>without a new application process</i> . In this case the co-financing rates and the eligibility rules based on this Regulation shall apply. These actions shall be implemented by the managing authority referred to in Article [65] of Regulation (EU)XX [CPR] in accordance with the rules set out in that Regulation and fund specific regulations, including rules on financial corrections. | | | |
| CHAPTER XII TRANSITIONAL AND FINAL PROVISIONS | <i>[no change]</i> | <i>[no change]</i> | | 348 |
| <i>Article 30</i> <i>Exercise of the delegation</i> | <i>[no change]</i> | <i>[no change]</i> | | 349 |
| 1. The power to adopt delegated acts is conferred on the Commission subject to the conditions laid down in this Article. | <i>[no change]</i> | <i>[no change]</i> | | 350 |
| 2. The power to adopt delegated acts referred to in Article 20 shall be conferred on the Commission until 31 December 2028. | AM 166 2. The power to adopt delegated acts referred to in Article Articles 19 and 20 shall be conferred on the Commission until 31 December 2028. | 2. The power to adopt delegated acts referred to in Article 20 shall be conferred on the Commission until 31 December 2028 for the | | 351 |

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| | | duration of the programme. | | |
| 3. The delegation of power referred to in Article 20 may be revoked at any time by the European Parliament or by the Council. A decision to revoke shall put an end to the delegation of the power specified in that decision. It shall take effect the day following the publication of the decision in the <i>Official Journal of the European Union</i> or at a later date specified therein. It shall not affect the validity of any delegated acts already in force. | AM 167 3. The delegation of power referred to in Article Articles 19 and 20 may be revoked at any time by the European Parliament or by the Council. A decision to revoke shall put an end to the delegation of the power specified in that decision. It shall take effect the day following the publication of the decision in the Official Journal of the European Union or at a later date specified therein. It shall not affect the validity of any delegated acts already in force. | <i>[no change]</i> | | 352 |
| 4. Before adopting a delegated act, the Commission shall consult experts designated by each Member State in accordance with the principles laid down in the Interinstitutional Agreement on Better Law-Making of 13 April 2016. | <i>[no change]</i> | <i>[no change]</i> | | 353 |
| 5. As soon as it adopts a delegated act, the Commission shall notify it simultaneously to the European Parliament and to the Council. | <i>[no change]</i> | <i>[no change]</i> | | 354 |
| 6. A delegated act adopted pursuant to Article 20 shall enter into force only if no objection has been expressed either by the European Parliament or | <i>[no change]</i> | <i>[no change]</i> | | 355 |

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| the Council within a period of two months of notification of that act to the European Parliament and the Council or if, before the expiry of that period, the European Parliament and the Council have both informed the Commission that they will not object. That period shall be extended by two months at the initiative of the European Parliament or of the Council. | | | | |
| <i>Article 31 Committee procedure</i> | AM 168 Article 31 <i>Committee procedure</i> | <i>[no change]</i> | | 356 |
| 1. The Commission shall be assisted by a committee within the meaning of Regulation (EU) No 182/2011. | 1. The Commission shall be assisted by a committee within the meaning of Regulation (EU) No 182/2011. | <i>[no change]</i> | | 357 |
| 2. The committee may meet in specific configurations to deal with sectoral issues. Where appropriate, in accordance with its rules of procedure and on an ad hoc basis, external experts, including representatives of the social partners, may be invited to participate in its meetings as observers. | 2. The committee may meet in specific configurations to deal with sectoral issues. Where appropriate, in accordance with its rules of procedure and on an ad hoc basis, external experts, including representatives of the social partners, may be invited to participate in its meetings as observers. | <i>[no change]</i> | | 358 |
| 3. Where reference is made to this paragraph, Article 5 of Regulation | 3. Where reference is made to this paragraph, Article 5 of Regulation (EU) | <i>[no change]</i> | | 359 |

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| (EU) No 182/2011 shall apply. | No 182/2011 shall apply. | | | |
| Article 32 Repeal | <i>[no change]</i> | <i>[no change]</i> | | 360 |
| Regulation (EU) No 1288/2013 is repealed with effect from 1 January 2021. | <i>[no change]</i> | <i>[no change]</i> | | 361 |
| Article 33 Transitional provisions | <i>[no change]</i> | <i>[no change]</i> | | 362 |
| 1. This Regulation shall not affect the continuation or modification of the actions initiated under Regulation (EU) No 1288/2013, which shall continue to apply to the actions concerned until their closure. | <i>[no change]</i> | <i>[no change]</i> | | 363 |
| 2. The financial envelope for the Programme may also cover technical and administrative assistance expenses necessary to ensure the transition between the Programme and the measures adopted under Regulation (EU) No 1288/2013. | <i>[no change]</i> | <i>[no change]</i> | | 364 |
| 3. By way of derogation from Article [130(2)] of the Financial Regulation, and in duly justified cases, the Commission may consider the costs directly linked to the implementation of the supported activities and incurred during the first six months of 2021 as eligible for financing from 1 | <i>[no change]</i> | <i>[no change]</i> | | 365 |

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| January 2021, even if they were incurred by the beneficiary before the grant application was submitted. | | | | |
| 4. If necessary, appropriations may be entered in the budget beyond 2027 to cover the expenses provided for in Article 14(5), to enable the management of actions and activities not completed by [31 December 2027]. | <i>[no change]</i> | <i>[no change]</i> | | 366 |
| 5. Member States shall ensure at national level the unimpeded transition between the actions carried out in the context of the Erasmus+ programme (2014-2020) and those to be implemented under this Programme. | <i>[no change]</i> | <i>[no change]</i> | | 367 |
| <i>Article 34 Entry into force</i> | <i>[no change]</i> | <i>[no change]</i> | | 368 |
| This Regulation shall enter into force on the [...] [twentieth] day following that of its publication in the <i>Official Journal of the European Union</i> . | <i>[no change]</i> | <i>[no change]</i> | | 369 |
| This Regulation shall be binding in its entirety and directly applicable in all Member States. | <i>[no change]</i> | <i>[no change]</i> | | 370 |
| | | | | |
| ANNEX | <u>AM 169</u> | <i>[no change]</i> | | 371 |

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| Indicators | (see AM 170, Annex 1a) | | | |
| (1) High quality learning mobility for people from diverse backgrounds | (1) High quality learning mobility for people from diverse backgrounds | [no change] | | 372 |
| (2) Europeanisation and internationalisation of organisations and institutions | (2) Europeanisation and internationalisation of organisations and institutions | (2) Europeanisation and internationalisation of Organisations and institutions with a reinforced European and international dimension | | 373 |
| What to measure? | What to measure? | [no change] | | 374 |
| (3) Number of people taking part in mobility activities under the Programme | (3) Number of people taking part in mobility activities under the Programme | [no change] | | 375 |
| (4) Number of people with fewer opportunities taking part in learning mobility activities under the Programme | (4) Number of people with fewer opportunities taking part in learning mobility activities under the Programme | [no change] | | 376 |
| (5) Share of participants that consider having benefitted from their participation in learning mobility activities under the Programme | (5) Share of participants that consider having benefitted from their participation in learning mobility activities under the Programme | [no change] | | 377 |
| (6) Number of institutions and organisations supported by the Programme under key action 1 (learning mobility) and key action 2 (cooperation) | (6) Number of institutions and organisations supported by the Programme under key action 1 (learning mobility) and key action 2 (cooperation) | [no change] | | 378 |
| (7) Number of newcomer organisations supported by the | (7) Number of newcomer organisations supported by the Programme under the | [no change] | | 379 |

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| Programme under the key action 1 (learning mobility) and key action 2 (cooperation) | key action 1 (learning mobility) and key action 2 (cooperation) | | | |
| (8) Share of institutions and organisations supported by the Programme who have developed high quality practices as a result of their participation in the Programme | (8) Share of institutions and organisations supported by the Programme who have developed high quality practices as a result of their participation in the Programme | [no change] | | 380 |
| | <p style="text-align: center;"><u>AM 170</u></p> <p><i>Annex Ia (new)</i></p> <p><i>All quantitative indicators shall be disaggregated at least according to Member State and to gender.</i></p> | | | 381 |
| | <p><i>Objective to measure: Key Action 1 – Learning mobility</i></p> <p><i>Indicators:</i></p> <p><i>Number of people taking part in mobility actions and activities under the Programme;</i></p> <p><i>Number of individuals using virtual or blended learning tools in support of mobility under the Programme;</i></p> <p><i>Number of individuals using blended or virtual learning tools because they are unable to participate in mobility</i></p> | | | 382 |

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| | <p><i>activities;</i></p> <p><i>Number of organisations/ institutions taking part in mobility actions and activities under the Programme;</i></p> <p><i>Number of organisations/ institutions using virtual or blended learning tools in support of mobility under the Programme;</i></p> <p><i>Number of organisations/ institutions using blended or virtual learning tools because they are unable to participate in mobility activities;</i></p> <p><i>Share of participants that consider they have benefited from their participation in Key Action 1 activities;</i></p> <p><i>Share of participants that consider they have an increased European sense of belonging after participation in the Programme;</i></p> <p><i>Share of participants that consider they have improved foreign language proficiency after participation in the Programme;</i></p> | | | |
| | <i>Objective to measure: Key Action 2 -</i> | | | 383 |

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| | <p><i>Cooperation among organisations and institutions</i></p> <p><i>Indicators:</i></p> <p><i>Number of organisations/institutions supported by the Programme under Key Action 2;</i></p> <p><i>Share of organisations/institutions that consider they have benefited from their participation in Key Action 2 activities;</i></p> <p><i>Number of organisations/institutions making use of Union tools and platforms for cooperation;</i></p> | | | |
| | <p><i>Objective to measure: Key Action 3 - Support to policy development and cooperation</i></p> <p><i>Indicators:</i></p> <p><i>Number of individuals or organisations/institutions benefiting from actions under Key Action 3;</i></p> | | | 384 |
| | <p><i>Objective to measure: Inclusion</i></p> <p><i>Indicators:</i></p> <p><i>Number of people with fewer opportunities taking part in mobility actions and activities;</i></p> | | | 385 |

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| | <p><i>Number of people with fewer opportunities using virtual or blended learning tools in support of mobility under the Programme;</i></p> <p><i>Number of people with fewer opportunities using blended or virtual learning tools because they are unable to participate in mobility activities;</i></p> <p><i>Number of newcomer organisations supported by the Programme under Key Action 1 and Key Action 2;</i></p> <p><i>Share of people with fewer opportunities that consider they have benefited from their participation in the Programme;</i></p> | | | |
| | <p><i>Objective to measure: Simplification Indicators:</i></p> <p><i>Number of small-scale partnerships supported under Key Action 2;</i></p> <p><i>Share of participants that consider that the application, participation and evaluation procedures are proportionate and simple;</i></p> <p><i>Average time taken to complete each</i></p> | | | 386 |

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| | <i>application by action compared to the previous programme.</i> | | | |