



Corrigendum to the 2020 Erasmus+ Programme Guide

Version 1 (2020): 26/02/2020

This Corrigendum comprises two parts:

- Changes related to the status of the United Kingdom for the purpose of this Erasmus+ 2020 Call for Proposals
- Changes related to the introduction of an additional priority for the field of adult education under KA2-Strategic Partnerships

All the changes listed above are reflected in the version 2 of the 2020 Erasmus+ Programme Guide, available on the Erasmus+ website of the European Commission.

1. Changes related to the status of the United Kingdom for the Erasmus+ 2020 Call for Proposals:

Page 22 – List of eligible countries

ELIGIBLE COUNTRIES

The Erasmus+ Programme is open to the following countries:

PROGRAMME COUNTRIES

The following countries can fully take part in all the Actions of the Erasmus+ Programme:

| Member States of the European Union (EU) | | | |
|--|---------|-------------|------------------------------|
| Belgium | Greece | Lithuania | Portugal |
| Bulgaria | Spain | Luxembourg | Romania |
| Czech Republic | France | Hungary | Slovenia |
| Denmark | Croatia | Malta | Slovakia |
| Germany | Italy | Netherlands | Finland |
| Estonia | Cyprus | Austria | Sweden |
| Ireland | Latvia | Poland | United Kingdom ¹⁰ |

Footnote 10 modified:

Under the current Multiannual Financial Framework (MFF 2014-2020), the ongoing Erasmus+ programme will be implemented in relation to the UK or entities or persons established in the UK as if the UK remained a Member State, without disruption until the closure of the programme, in accordance with the provisions of the Withdrawal Agreement between the EU and the UK (<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:L:2020:029:TOC>)

Page 251 - Step 2: Check the compliance with the Programme criteria

When developing their project and before applying for EU support, participating organisations must verify that the project respects the following criteria: eligibility, exclusion, selection and award.

ELIGIBILITY CRITERIA

[...]

For UK applicants: Please be aware that following the entry into force of the EU-UK Withdrawal Agreement²³⁴ on 1 February 2020 and in particular Articles 127(6), 137 and 138, the references to natural or legal persons residing or established in a Member State of the European Union are to be understood as including natural or legal persons residing or established in the United Kingdom. UK residents and entities are therefore eligible to participate in all actions under this programme until the closure of the programme.

Footnote 234: Agreement on the withdrawal of the United Kingdom of Great Britain and Northern Ireland from the European Union and the European Atomic Energy Community

2. Changes related to the introduction of an additional priority for the field of adult education under KA2-Strategic Partnerships

Page 102-105 - Field-specific priorities

[...]

In the field of **adult education** priority will be given to:

- Improving and extending the supply of high quality learning opportunities for adults by making available flexible learning offers adapted to their learning needs (e.g. blended learning, digital learning applications), and by the validation of skills acquired through informal and non-formal learning.
- Supporting the setting up of and access to upskilling pathways for adults with a low level of skills, knowledge and competences allowing them to enhance their literacy, numeracy and digital competences, as well as other key competences, and to progress towards higher qualifications, including through skills identification and screening or tailored learning offers.
- Increasing learning demand and take-up through effective outreach, guidance and motivation strategies which support the Upskilling Pathways by encouraging and supporting low-skilled and/or low-qualified adults or through developing guidance as a service to ensure that adults have access to relevant learning throughout life.
- Extending and developing the competences of educators and other personnel who support adult learners, in particular in assessing their prior knowledge and skills and in motivating them to learn; improve teaching methods and tools through effective use of innovative solutions and digital technologies.
- Developing mechanisms to monitor the effectiveness and improve quality assurance of adult learning policies and provision, and to track the progress of adult learners.
- Promoting Erasmus+ among all citizens and generations, including by offering activities of education and exchanges of experiences to seniors, with view to building and adding solidity to the European identity.