



Amendment of 2026 annual work programme

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

C(2026)2250 of 10 April 2026



Brussels, 10.4.2026
C(2026) 2250 final

COMMISSION IMPLEMENTING DECISION

of 10.4.2026

**amending Implementing Decision C(2025)7358 on the financing of Erasmus+: the Union
Programme for Education, Training, Youth and Sport and the adoption of the work
programme for 2026**

COMMISSION IMPLEMENTING DECISION

of 10.4.2026

amending Implementing Decision C(2025)7358 on the financing of Erasmus+: the Union Programme for Education, Training, Youth and Sport and the adoption of the work programme for 2026

THE EUROPEAN COMMISSION,

Having regard to the Treaty on the Functioning of the European Union ('TFEU').

Having regard to Regulation (EU, Euratom) 2018/1046¹ of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012, (the 'Financial Regulation'), and in particular Article 110 thereof,

Having regard to Regulation (EU) No 2021/817² of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 and Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (the 'Erasmus+ Regulation'), and in particular Article 22 thereof,

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

Having regard to Regulation (EU) No 2021/947⁴ of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe (the 'NDICI – Global Europe'), amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009, and in particular Article 16 thereof,

Having regard to Regulation (EU) 2021/1060⁵ of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, and in particular Article 26 thereof,

¹ OJ L 193, 30.7.2018, p.1

² OJ L 189, 28.5.2021, p.1

³ OJ L 330, 20.9.2021, p.1

⁴ OJ L 209, 14.6.2021, p.1

⁵ OJ L 231, 30.6.2021, p. 159

Whereas:

- (1) Commission Implementing Decision C(2025)7358⁶ was adopted on 5th November 2025 for a Union budget contribution of EUR 5 202 247 800
- (2) In order to allocate the additional voted EU budget and the revised amounts of the internal and external assigned revenues, it is necessary to revise the work programme and its financing.
- (3) The changes to the work programme 2026 and the financing should cover mainly the funding to boost mobility action under indirect management and to adjust the financing of other supporting activities under direct management.
- (4) Implementing Decision C(2025)7358 should therefore be amended accordingly.
- (5) The measures provided for in this Decision are in accordance with the opinion of the Committee established by Article 34 of Regulation (EU) 2021/817,

HAS DECIDED AS FOLLOWS:

Sole article

Implementing Decision C(2025)7358 is amended as follows:

- (1) Article 2 is replaced by the following:

'Article 2
Union contribution

The maximum Union contribution for the implementation of the programme for 2026 is set at EUR **5 284 925 700** and shall be financed from the appropriations entered in the following budget lines of the general budget of the Union:

- **07 02 13** - Erasmus+ - Contribution from the ESF+: **EUR 7 000 000**;
- **07 03 01 01** - Promoting 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– indirect management: **EUR 3 542 000 000**;
- **07 03 01 02** - Promoting 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 – direct management: **EUR 694 342 000**;
- **07 03 02** - Promoting 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: **EUR 506 249 000**;

⁶ <https://erasmus-plus.ec.europa.eu/document/commission-implementing-decision-of-5112025-on-the-financing-of-erasmus-the-union-programme-for-education-training-youth-and-sport-and-the-adoption-of-the-work-programme-for-2026>

- **07 03 03** - Promoting learning mobility of sport coaches and staff, as well as cooperation, inclusion, creativity and innovation at the level of sport organisations and sport policies: **EUR 88 565 000**;
- **14 02 01 50** - Erasmus+ - NDICI - Global Europe contribution: **EUR 371 988 700**
- **15 02 01 02** - Erasmus+ - contribution from IPA III: **EUR 74 781 000**.

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

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

(2) The Annex is replaced by the text set out in the Annex to this Decision.

Done at Brussels, 10.4.2026

For the Commission
Roxana MÎNZATU
Executive Vice-President



COMMISSION
EUROPÉENNE

Bruxelles, le 10.4.2026
C(2026) 2250 final

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 10.4.2026

**modifiant la décision d'exécution C(2025) 7358 de la Commission relative au
financement d'Erasmus+: le programme de l'Union pour l'éducation, la formation, la
jeunesse et le sport, et à l'adoption du programme de travail pour 2026**

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 10.4.2026

modifiant la décision d'exécution C(2025) 7358 de la Commission relative au financement d'Erasmus+: le programme de l'Union pour l'éducation, la formation, la jeunesse et le sport, et à l'adoption du programme de travail pour 2026

LA COMMISSION EUROPÉENNE,

vu le traité sur le fonctionnement de l'Union européenne (TFUE),

vu le règlement (UE, Euratom) 2018/1046¹ du Parlement européen et du Conseil du 18 juillet 2018 relatif aux règles financières applicables au budget général de l'Union, modifiant les règlements (UE) n° 1296/2013, (UE) n° 1301/2013, (UE) n° 1303/2013, (UE) n° 1304/2013, (UE) n° 1309/2013, (UE) n° 1316/2013, (UE) n° 223/2014, (UE) n° 283/2014 et la décision n° 541/2014/UE, et abrogeant le règlement (UE, Euratom) n° 966/2012 (ci-après le «règlement financier»), et notamment son article 110,

vu le règlement (UE) 2021/817² du Parlement européen et du Conseil du 20 mai 2021 établissant Erasmus+, le programme de l'Union pour l'éducation et la formation, la jeunesse et le sport, et abrogeant le règlement (UE) n° 1288/2013 et les décisions n° 1719/2006/CE, n° 1720/2006/CE et n° 1298/2008/CE (ci-après le «règlement Erasmus+»), et notamment son article 22,

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

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

vu le règlement (UE) 2021/1060⁵ du Parlement européen et du Conseil du 24 juin 2021 portant dispositions communes relatives au Fonds européen de développement régional, au Fonds social européen plus, au Fonds de cohésion, au Fonds pour une transition juste et au Fonds européen pour les affaires maritimes, la pêche et l'aquaculture, et établissant les règles financières applicables à ces Fonds et au Fonds «Asile, migration et intégration», au Fonds pour la sécurité intérieure et à l'instrument de soutien financier à la gestion des frontières et à la politique des visas, et notamment son article 26,

¹ JO L 193 du 30.7.2018, p. 1.

² JO L 189 du 28.5.2021, p. 1.

³ JO L 330 du 20.9.2021, p. 1.

⁴ JO L 209 du 14.6.2021, p. 1.

⁵ JO L 231 du 30.6.2021, p. 159.

considérant ce qui suit:

- (1) La décision d'exécution C(2025) 7358 de la Commission⁶ adoptée le 5 novembre 2025 prévoit une contribution budgétaire de l'Union d'un montant de 5 202 247 800 EUR.
- (2) Afin d'allouer le budget supplémentaire de l'UE qui a été voté et les montants révisés des recettes affectées internes et externes, il est nécessaire de réviser le programme de travail et son financement.
- (3) Les modifications apportées au programme de travail 2026 et au financement devraient porter principalement sur le financement visant à stimuler les actions de mobilité en gestion indirecte et à adapter le financement d'autres activités de soutien en gestion directe.
- (4) Il y a donc lieu de modifier la décision d'exécution C(2025) 7358 en conséquence.
- (5) Les mesures prévues par la présente décision sont conformes à l'avis du comité institué par l'article 34 du règlement (UE) 2021/817,

DÉCIDE:

Article unique

La décision d'exécution C(2025) 7358 est modifiée comme suit:

- (1) L'article 2 est remplacé par le texte suivant:

«Article 2 Contribution de l'Union

Le montant maximal de la contribution de l'Union destinée à la mise en œuvre du programme pour 2026 est fixé à **5 284 925 700 EUR**, à financer sur les crédits inscrits aux lignes suivantes du budget général de l'Union:

- **07 02 13 - Erasmus+ - Contribution du FSE+: 7 000 000 EUR;**
- **07 03 01 01 – Promouvoir la mobilité des individus à des fins d'éducation et de formation, ainsi que la coopération, l'inclusion, l'excellence, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de l'éducation et de la formation – Gestion indirecte: 3 542 000 000 EUR;**
- **07 03 01 02 – Promouvoir la mobilité des individus à des fins d'éducation et de formation, ainsi que la coopération, l'inclusion, l'excellence, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de l'éducation et de la formation – Gestion directe: 694 342 000 EUR;**
- **07 03 02 – Promouvoir la mobilité à des fins d'apprentissage non formel et la participation active des jeunes, ainsi que la coopération, l'inclusion, la créativité et l'innovation au niveau des organisations et des politiques dans le domaine de la jeunesse: 506 249 000 EUR;**

⁶ <https://erasmus-plus.ec.europa.eu/document/commission-implementing-decision-of-5112025-on-the-financing-of-erasmus-the-union-programme-for-education-training-youth-and-sport-and-the-adoption-of-the-work-programme-for-2026>

- **07 03 03** – Promouvoir la mobilité à des fins d'éducation et de formation des entraîneurs et du personnel sportifs, ainsi que la coopération, l'inclusion, la créativité et l'innovation au niveau des organisations sportives et des politiques sportives: **88 565 000 EUR**;
- **14 02 01 50** - Erasmus+ - Contribution de l'IVCDI - Europe dans le monde: **371 988 700 EUR**;
- **15 02 01 02** - Erasmus+ - Contribution de l'IAP III: **74 781 000 EUR**;

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

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

(2) L'annexe est remplacée par le texte figurant en annexe de la présente décision.

Fait à Bruxelles, le 10.4.2026

Par la Commission
Roxana MÎNZATU
Vice-présidente exécutive



EUROPÄISCHE
KOMMISSION

Brüssel, den 10.4.2026
C(2026) 2250 final

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 10.4.2026

zur Änderung des Durchführungsbeschlusses C(2025) 7358 über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2026

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 10.4.2026

zur Änderung des Durchführungsbeschlusses C(2025) 7358 über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2026

DIE EUROPÄISCHE KOMMISSION —

gestützt auf den Vertrag über die Arbeitsweise der Europäischen Union (im Folgenden „AEUV“),

gestützt auf die Verordnung (EU, Euratom) 2018/1046 des Europäischen Parlaments und des Rates¹ vom 18. Juli 2018 über die Haushaltsordnung für den Gesamthaushaltsplan der Union, zur Änderung der Verordnungen (EU) Nr. 1296/2013, (EU) Nr. 1301/2013, (EU) Nr. 1303/2013, (EU) Nr. 1304/2013, (EU) Nr. 1309/2013, (EU) Nr. 1316/2013, (EU) Nr. 223/2014, (EU) Nr. 283/2014 und des Beschlusses Nr. 541/2014/EU sowie zur Aufhebung der Verordnung (EU, Euratom) Nr. 966/2012 (im Folgenden „Haushaltsordnung“), insbesondere auf Artikel 110,

gestützt auf die Verordnung (EU) 2021/817 des Europäischen Parlaments und des Rates² vom 20. Mai 2021 zur Einrichtung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Aufhebung der Verordnung (EU) Nr. 1288/2013 und der Beschlüsse Nr. 1719/2006/EG, Nr. 1720/2006/EG und Nr. 1298/2008/EG (im Folgenden „Erasmus+-Verordnung“), insbesondere auf Artikel 22,

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

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

gestützt auf die Verordnung (EU) 2021/1060 des Europäischen Parlaments und des Rates⁵ vom 24. Juni 2021 mit gemeinsamen Bestimmungen für den Europäischen Fonds für regionale Entwicklung, den Europäischen Sozialfonds Plus, den Kohäsionsfonds, den Fonds für einen gerechten Übergang und den Europäischen Meeres-, Fischerei- und Aquakulturfonds sowie mit Haushaltsvorschriften für diese Fonds und für den Asyl-, Migrations- und Integrationsfonds, den Fonds für die innere Sicherheit und das Instrument für finanzielle Hilfe im Bereich Grenzverwaltung und Visumpolitik, insbesondere auf Artikel 26,

¹ ABl. L 193 vom 30.7.2018, S. 1.

² ABl. L 189 vom 28.5.2021, S. 1.

³ ABl. L 330 vom 20.9.2021, S. 1.

⁴ ABl. L 209 vom 14.6.2021, S. 1.

⁵ ABl. L 231 vom 30.6.2021, S. 159.

in Erwägung nachstehender Gründe:

- (1) Der Durchführungsbeschluss C(2025) 7358 der Kommission⁶ wurde am 5. November 2025 mit einem Beitrag aus dem Unionshaushalt in Höhe von 5 202 247 800 EUR angenommen.
- (2) Um die zusätzlich verabschiedeten EU-Haushaltsmittel und die geänderten Beträge der internen und externen zweckgebundenen Einnahmen zuzuweisen, müssen das Arbeitsprogramm und seine Finanzierung überarbeitet werden.
- (3) Die Änderungen des Arbeitsprogramms 2026 und der Finanzierungsmodalitäten betreffen hauptsächlich Mittel für den Ausbau von Mobilitätsmaßnahmen (indirekte Mittelverwaltung) sowie Anpassungen bei der Finanzierung anderer unterstützender Aktivitäten (direkte Mittelverwaltung).
- (4) Der Durchführungsbeschluss C(2025) 7358 sollte daher entsprechend geändert werden.
- (5) Die in diesem Beschluss vorgesehenen Maßnahmen entsprechen der Stellungnahme des nach Artikel 34 der Verordnung (EU) 2021/817 eingesetzten Ausschusses —

BESCHLIEßT:

Einziger Artikel

Der Durchführungsbeschluss C(2025) 7358 wird wie folgt geändert:

1. Artikel 2 erhält folgende Fassung:

„Artikel 2 **Beitrag der Union**

Der Höchstbeitrag der Union für die Durchführung des Programms für 2026 beläuft sich auf **5 284 925 700 EUR** und wird aus Mitteln finanziert, die unter den folgenden Haushaltslinien des Gesamthaushaltsplans der Union eingestellt wurden:

- **07 02 13** – Erasmus+ – Beitrag aus dem ESF+: **7 000 000 EUR**;
- **07 03 01 01** – Förderung der Lernmobilität von Einzelpersonen sowie der Zusammenarbeit, Inklusion, Exzellenz, Kreativität und Innovation auf Ebene von Organisationen der allgemeinen und beruflichen Bildung und der Bildungspolitik – Indirekte Mittelverwaltung: **3 542 000 000 EUR**;
- **07 03 01 02** – Förderung der Lernmobilität von Einzelpersonen sowie der Zusammenarbeit, Inklusion, Exzellenz, Kreativität und Innovation auf Ebene von Organisationen der allgemeinen und beruflichen Bildung und der Bildungspolitik – Direkte Mittelverwaltung: **694 342 000 EUR**;

⁶ <https://erasmus-plus.ec.europa.eu/document/commission-implementing-decision-of-5112025-on-the-financing-of-erasmus-the-union-programme-for-education-training-youth-and-sport-and-the-adoption-of-the-work-programme-for-2026>.

- **07 03 02** – Förderung der nichtformalen Lernmobilität und der aktiven Teilnahme junger Menschen sowie der Zusammenarbeit, Inklusion, Kreativität und Innovation auf der Ebene von Jugendorganisationen und der Jugendpolitik: **506 249 000 EUR**;
- **07 03 03** – Förderung der Lernmobilität von Personal im Sportbereich und der Zusammenarbeit, Inklusion, Kreativität und Innovation auf der Ebene von Sportorganisationen und der Sportpolitik: **88 565 000 EUR**;
- **14 02 01 50** – Erasmus+ – Beitrag von NDICI/Europa in der Welt: **371 988 700 EUR**
- **15 02 01 02** – Erasmus+ – Beitrag aus Mitteln von IPA III: **74 781 000 EUR**.

Die in Absatz 1 genannten Haushaltsmittel können auch Verzugszinsen abdecken.

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

2. Der Anhang erhält die Fassung des Anhangs dieses Beschlusses.

Brüssel, den 10.4.2026

*Für die Kommission
Roxana MÎNZATU
Exekutiv-Vizepräsidentin*

EN

ANNEX

**The 2026 annual work programme for the implementation of Erasmus+: the Union
Programme for Education, Training, Youth and Sport**

Contents

PART I – GENERAL OVERVIEW.....	5
1. OVERVIEW	5
1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME	5
1.2. PARTICIPATING COUNTRIES.....	5
1.3. INTERNATIONAL DIMENSION OF ERASMUS+ ACTIVITIES	6
1.4 BODIES IMPLEMENTING THE PROGRAMME.....	8
2. ERASMUS+ IN 2026	9
2.1 POLICY FRAMEWORK.....	9
2.2 Erasmus+ main priorities in 2026.....	21
2.2.1 Overarching priorities	21
2.2.2. Sectoral priorities.....	30
2.3 Synergies with other EU instruments	46
PART II - GRANTS, PROCUREMENTS AND OTHER ACTIONS.....	48
1. BUDGET LINES AND BASIC ACT.....	48
2. METHODS OF INTERVENTION	48
A) ACTIONS IMPLEMENTED THROUGH INDIRECT MANAGEMENT AND GRANTS IMPLEMENTED UNDER DIRECT MANAGEMENT	49
B) PROCUREMENT	50
C) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS.....	50
3. OBJECTIVES PURSUED AND EXPECTED RESULTS.....	51
A. EDUCATION AND TRAINING.....	54
I. KEY ACTION 1	54
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	54
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	58
3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS	59
4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS....	60
II. KEY ACTION 2	61
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	61
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	66
3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION	80
4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS ...	82
5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS	84
III. KEY ACTION 3	86
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	86
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION	89
3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	93
4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS ..	108

5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	122
6.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS ..	123
IV.	JEAN MONNET ACTIONS.....	124
1.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	124
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION	127
B.	YOUTH.....	129
I.	KEY ACTION 1	129
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	129
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS ..	132
II.	KEY ACTION 2	134
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	134
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	136
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS ..	139
III.	KEY ACTION 3	140
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	140
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION	142
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	145
4.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS ..	146
5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	148
C.	SPORT	149
I.	KEY ACTION 1	149
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	149
II.	KEY ACTION 2	150
1.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY MEANS OF CALLS FOR PROPOSALS.....	150
III.	KEY ACTION 3	154
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	154
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION	155
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS ..	157
4.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PRIZES	158
5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	158
D.	MANAGEMENT FEES OF NATIONAL AGENCIES	159
PART III - BUDGET		160
1.	AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE....	160
2.	DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES	162
3.	BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES	172

4.	BREAKDOWN OF THE HEADING 6 BUDGET LINES	177
5.	FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:	179
6.	FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES	180

1. OVERVIEW

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

According to the Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education, training, youth and sport and repealing Regulation No 1288/2013¹ ('the Erasmus+ Regulation'), the **general objective** of the Erasmus+ Programme (the 'Programme') is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, driving innovation, and to strengthening European identity and active citizenship. **The Programme shall be a key instrument for building a European Education Area; it shall support the implementation of the European strategic framework for European cooperation in education and training towards the European Education Area and beyond, with its underlying sectoral agendas², advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.**

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

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

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

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

As far as the **programme architecture** is concerned, Sport activities are streamlined and follow the same structure as the Education and training and Youth chapters, including under key action 1. In terms of **scope**, the Programme covers all education and training sectors (i.e. school education, vocational education and training, higher education and adult learning), as well as youth and sport. The programme also offers a strong international dimension, contributing to the delivery of the Global Gateway strategy for a stronger voice of Europe in the world.

1.2. PARTICIPATING COUNTRIES

EU Member States take part in the Erasmus+ Programme. In accordance with Article 33(2) and (3) of the Council Decision (EU) 2021/1764 on the association of the Overseas Countries

¹ OJ L 189, 28.5.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/817/oj>.

² Such as the European strategy for universities.

and Territories (OCTs) with the European Union³, the Union has to ensure that individuals and organisations from OCTs can take part in educational and vocational training related initiatives of the Union on the same basis as Member States.

In addition, in accordance with Article 19 of the Erasmus+ Regulation, the following third countries are associated to the Programme in 2026:

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

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

1.3. INTERNATIONAL DIMENSION OF ERASMUS+ ACTIVITIES

Building a European Education Area, a Union of Skills, pursuing the EU Youth Strategy 2019-2027⁴ and implementing the European Union Work Plan for Sport⁵ implies, inter alia, reinforcing international cooperation and dialogue between Europe and the rest of the world. The EU has a twofold strategic interest in promoting the external dimension of the European Education Area:

- on the one hand, international cooperation is key to raising the quality of the European national education and training systems, to make them more attractive and competitive on a global scale. The goal is to equip European learners, students and staff with those necessary competences to succeed in today's highly globalised economy.
- on the other hand, the EU is an important inspirational and innovative model for the education, training, youth and sport systems of third countries worldwide. Sharing European best practices means not only to cooperate with third countries not associated to the programme but whose entities can participate in some actions in duly justified cases in the Union's interest, pursuant to Article 20 of the Erasmus+ Regulation - in transforming their systems in these areas, but also to work together to tackle existing and emerging global challenges that affect both Europe and other regions of the world (such as climate change, digitalisation, threats to democracy and inclusion).

The international dimension of the 2021-2027 Erasmus+ programme plays a key role in achieving the above-mentioned goals. As recommended in the Erasmus+ Regulation, the international dimension of the Programme should be boosted and aim to offer more opportunities for learning mobility and to enhance cooperation and policy dialogue with third countries not associated to the Programme. To increase the impact of those activities, Article 4(2)(b) of the Erasmus+ Regulation calls for enhancing synergies between Erasmus+ and other programmes and policies at national, Union and international level. In this context, the

³ Council Decision (EU) 2021/1764 of 5 October 2021 on the association of the Overseas Countries and Territories with the European Union including relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other (Decision on the Overseas Association, including Greenland,) OJ L 355, 7.10.2021, p. –134, ELI: <http://data.europa.eu/eli/dec/2021/1764/oj>.

⁴ Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027, OJ C 456, 18.12.2018, p. 1–22.

⁵ Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport (1 July 2024 – 31 December 2027) OJ C, C/2024/3527, 3.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3527/oj>.

Neighbourhood, Development and International Cooperation Instrument – Global Europe ⁶, and the Instrument for Pre-accession Assistance ⁷ (IPA III) are particularly relevant.

For this purpose, over the period 2021-2027, a total amount of around EUR 2.1 billion has been allocated for Erasmus+ under the reviewed framework of the Multiannual Indicative Programme for the external dimension of the Erasmus+ Programme for the period 2021-2027 for Heading 6 funded NDICI/IPA international actions⁸, with the purpose of supporting education, training, youth and sport partnerships between the Member States and/or associated countries on the one hand, and countries worldwide on the other⁹. Given the complementarity and synergies of Erasmus+ actions supported by these funds with the NDICI/IPA international actions, they present a clear European added value as defined by Article 4 of the Erasmus+ Regulation.

Under the Erasmus+ Regulation, legal entities¹⁰ from non-associated third countries may in duly justified cases in the Union's interest participate in some of the Erasmus+ actions, as defined in the work programmes and the calls for proposals published by the Commission. At operational level, and as mentioned above, in accordance with Article 20 of the Erasmus+ Regulation, participation of legal entities established in non-associated third countries is possible for actions referred to in Articles 5 to 7, Article 8(a) and (b) and Articles 9 to 14 of the Erasmus+ Regulation.

Based on the rationale highlighted above, the international dimension of Erasmus+ is in the interest of the EU as an essential tool to promote people-to-people connectivity worldwide and to support EU role as global actor with its fundamental values¹¹. Pursuant to Article 20 of the Erasmus+ Regulation, a justification for opening an action to participation of legal entities from third countries not associated to the programme is provided specifically for each action concerned; such justifications are provided under Part II of this annual work programme. Furthermore, where the actions are funded by NDICI/IPA (Heading 6), the considerations of due justification in the Union's interest are also included in the Multiannual indicative programme for the external dimension of the Erasmus+ Programme for the period 2021-2027 of NDICI-Global Europe, through the specification of priorities and the respective geographical regional envelopes. The specific - and often limited - conditions of participation of these entities are set out in detail in the calls for proposals resulting from this annual work programme. Such specific conditions imply also geographic restrictions, as most actions are only open to certain regions of the world (e.g. countries neighbouring the EU).

⁶ Regulation (EU) 2021/947 of the European Parliament and of the Council of 9 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument – Global Europe, amending and repealing Decision No 466/2014/EU of the European Parliament and of the Council and repealing Regulation (EU) 2017/1601 of the European Parliament and of the Council and Council Regulation (EC, Euratom) No 480/2009, OJ L 209, 14.6.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

⁷ Regulation (EU) 2021/1529 of the European Parliament and of the Council of 15 September 2021 establishing the Instrument for Pre-Accession assistance (IPA III), OJ L 330, 20.9.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

⁸ Commission Implementing Decision amending the multiannual indicative programme for the external dimension of the Erasmus+ programme for the period 2021-2027, C(2024)7509, 31.10.2024

⁹ See [Addendum No. 1 to the multiannual indicative programme for the external dimension of the Erasmus+ Programme for the period 2021-2027](#)

¹⁰ Under Article 2(24) of Erasmus+ Regulation, a legal entity means a natural person or a legal person created and recognised as such under national law, 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 which does not have legal personality as referred to in point (c) of Article 197(2) of the Financial Regulation.

¹¹ See [Addendum No. 1 to the multiannual indicative programme for the external dimension of the Erasmus+ Programme for the period 2021-2027](#)

1.4 BODIES IMPLEMENTING THE PROGRAMME

The European Commission (Directorate-General Education, Youth, Sport and Culture – DG EAC) is responsible for the implementation of the Erasmus+ Programme. It manages the budget in accordance with the Financial Regulation¹² and sets priorities, targets and criteria for the Programme on an on-going basis. For actions funded by the EU external action instruments, the Directorate-General for International Partnerships (DG INTPA), the Directorate General for Enlargement and Eastern Partnership (DG ENEST) and the Directorate-General for Middle East, North Africa and Gulf (DG MENA) set the priorities in accordance with the EU's external policy. Furthermore, the Commission guides and monitors the general implementation, follow-up and evaluation of the Programme at the European level. The European Commission also bears overall responsibility for the supervision and coordination of the structures in charge of implementing the Programme at national level (indirect management). It also directly manages certain actions of the Programme. At European level, the European Education and Culture Executive Agency (EACEA) is responsible for the implementation of certain actions of the Erasmus+ Programme (direct management).

Implementation by the EACEA is carried out according to the Commission Decision C(2022) 5057¹³ delegating powers to the EACEA, comprising, in particular, implementation of appropriations entered in the general budget of the Union.

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

The Erasmus+ Programme is mainly implemented through indirect management. The European Commission entrusts budget implementation tasks to designated National Agencies¹⁴ established in each Member State and in third countries associated to the Programme, in line with Article 62(1), first subparagraph, point (c) and Article 157 of the Financial Regulation. National authorities¹⁵ monitor and supervise the management of the Programme at national level.

In accordance with Articles 62(1), first subparagraph, point (c)(ii) and 159(1) of the Financial Regulation, with reference to Pillar Assessed International Organisations, the Commission may entrust them budget implementation tasks via the conclusion of Contribution Agreements under the indirect management mode.

¹² Regulation (EU, Euratom) 2024/2509 of the European Parliament and of the Council of 23 September 2024 on the financial rules applicable to the general budget of the Union (recast), OJ L, 2024/2509, 26.09.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>.

¹³ Commission Decision C(2022) 5057 final of 22.07.2022 delegating powers to the European Education and Culture Executive Agency with a view to the performance of tasks linked to the implementation of Union programmes in the field of education, audiovisual and culture, citizenship and solidarity comprising, in particular, implementation of appropriations entered in the general budget of the Union and repealing Decision C(2021)951 final, as amended by Commission Decisions C(2022) 9296, C(32022) 4617 and C(2024)8304.

¹⁴ Article 27 of Erasmus+ Regulation.

¹⁵ Article 26 of Erasmus+ Regulation.

2. ERASMUS+ IN 2026

2.1 POLICY FRAMEWORK

Education, training, youth and sport have a crucial role to play in helping the Union in developing its economic and social dimension, emphasising competitiveness, social inclusion and democratic participation, and promote greater sustainability, with green and digital transitions as its transformative drivers. In her political guidelines for 2024-2029, President von der Leyen committed to strengthen Erasmus+ - including for vocational training - so that more people can benefit: “this is key for people to develop skills and create shared experiences and a better understanding of each other. This will be part of a wider commitment to giving young people greater freedom and responsibility within our societies and democracies.”

Erasmus+ also remains true to its mission of close to four decades, i.e. being the **Union’s main instrument to support young people’s mobility**, offering **increased opportunities for high quality level formal and non-formal learning mobility for learners and staff**, and enabling the pursuit of studies and learning paths in different stages of life. In this respect, the Programme will pursue its long-standing mission to support transnational learning mobility in 2026, and is continuously reinforcing its support to these actions, with a view to boost inclusion and to address growing demand.

In 2026, in line with the Erasmus+ regulation, the Programme will continue being a key instrument for building a **European Education Area** and supporting the implementation of the European strategic framework for European cooperation in education and training towards the European Education Area and beyond, with its underlying sectoral agendas, advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

European Education Area and sectoral policy agendas

President von der Leyen committed to making the **European Education Area (EEA)**¹⁶ a reality. To achieve this, the objective is to make quality and borderless learning available for all, everywhere in Europe, to change the culture of education towards lifelong learning, and to get Europe up to speed on digital skills for young people and adults alike.

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

The **Council Resolution on a strategic framework for European cooperation in education and training towards the EEA and beyond (2021-2030)** sets out a framework to enable cooperation with Member States and engagement with relevant stakeholders, including a reporting and analysis structure, with targets to encourage and track reforms in education and training. The **Council Resolution on the governance structure of the strategic framework for European cooperation in education and training towards the EEA and beyond**¹⁷ sets

¹⁶ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on achieving the European Education Area by 2025, COM (2020) 625 final.

¹⁷ OJ C 497, 10.12.2021, p. 1.

out a reformed governance to support the achievement of the Area. The **Council Resolution on the EEA: Looking to 2025 and beyond**¹⁸ sets out issues on which particular focus needs to be put to achieve the Area.

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

The interim evaluation of the progress on the European Education Area provides the evidence base for the 2025 Commission report¹⁹ that will be the basis for the Council to review the EEA strategic framework - including EU-level targets and priorities, governance structure and working methods – and make any necessary adjustments for the 2026-2030 period.

The European Education Area will be achieved through the **cooperation framework**²⁰ with Member States and engagement with stakeholders. At Member State-level, the countries participating in the Erasmus+ Programme continue implementing reforms of their education and training systems, in accordance with their needs, and benefiting from the policy support of the framework.

The **Council Recommendation ‘Europe on the Move’ - learning mobility opportunities for everyone**²¹ adopted in May 2024 aims for the deeper integration of the European Education Area by promoting seamless movement of all learners, educators and staff within it and by moving towards learning periods abroad as a real opportunity for everyone.

An overarching focus of the Erasmus+ Programme is to contribute to a **holistic** approach to education and training through developing key competences including transversal skills in a *lifelong learning perspective*, as described in the **European Reference Framework on key competences for lifelong learning**²². The framework highlights the relevance of 8 key competences, which intersect with each other: literacy competence; multilingual competence; mathematical competence and competence in science, technology, engineering; digital competence; personal, social and learning to learn competence; citizenship competence; entrepreneurship competence; and cultural awareness and expression competence.

School Education

One of the main priorities of the Programme is to help Member States in their efforts to foster the development of basic skills and other key competences, in line with the objectives of the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) and the Union of Skills, as well as initiatives such as the Basic Skills Action Plan, the STEM Education Strategic Plan, and the 2022 Council Recommendation on Pathways to School Success²³. This Recommendation aims to further strengthen the inclusive dimension of education by reducing low achievement in basic skills, increasing secondary education attainment and placing a special focus on well-being at

¹⁸ 2023/C 185/08, OJ C 185, 26.5.2023, p. 35.

¹⁹ <https://op.europa.eu/en/publication-detail/-/publication/92c1dc40-57b9-11f0-a9d0-01aa75ed71a1/language-en>

²⁰ Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), 2021/C 66/01, OJ C 66, 26.2.2021, p. 1.

²¹ Council Recommendation of 13 May 2024 ‘Europe on the Move’ - learning mobility opportunities for everyone, OJ C, C/2024/3364, 14.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3364/oj>

²² <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

²³ Council Recommendation of 28 November 2022 on Pathways to School Success and replacing the Council Recommendation of 28 June 2011 on policies to reduce early school leaving, OJ C 469, 9.12.2022, p. 1.

school²⁴. The Programme supports whole-school approaches to school success through the **initial and continuous professional development of school leaders, teachers, trainers and other staff**, including early childhood education and care (ECEC) staff, **and youth workers/youth leaders**. It also provides support to school leaders **through cooperation and mobility activities** in order to enhance competences and foster their wellbeing and mental health, as well as to stimulate and pool their expertise for future policy design.

In 2026, the programme will support for the first time **European partnerships for school development**, in order to encourage better cross-border cooperation and mobility between schools across Europe. They will contribute to the implementation of policy recommendations adopted in the context of the EEA, notably the Council recommendation “Europe on the Move – learning mobility opportunities for everyone”²⁵ in order to have learning mobility activities implemented by schools in a more systemic and systematic way.

This action will build on existing achievements of Erasmus+ cooperation and mobility projects in school education and will aim to tackle challenges to more strategic and sustainable European cooperation between institutions in the school education sector.

Higher Education

In line with the **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe**²⁶, with the **Council Recommendation on building bridges for effective European Higher Education cooperation**²⁷, with the **Council Resolution on a joint European degree label and the next steps towards a possible joint European degree**²⁸, with the **Council Recommendation on a European quality assurance and recognition system in higher education**²⁹, the **2024 Council Recommendation on attractive and sustainable careers in higher education**³⁰ as well as with the Commission Communication on a **European strategy for universities**³¹ and the **Commission Communication on a Blueprint for a European degree**³², Erasmus+ aims at supporting and enabling higher education institutions to adapt to changing conditions, and to thrive and contribute to Europe’s global role, resilience and recovery. As such, Erasmus+ is a key contributor to the implementation of the higher education dimension of the EEA, in synergy with the European Higher Education Area and the European Research Area. 65 European Universities alliances are operational and supported under Erasmus+, encompassing more than 570 higher education institutions from all across Europe. The Programme is instrumental in providing support to higher education institutions, accreditation and quality assurance agencies and the competent national and regional authorities to progress **work towards a joint European degree label and a possible European degree** and more fit for purpose **quality assurance and recognition systems**. Also, the Programme can help **ensuring attractive and sustainable academic careers at all levels**.

In addition, ample other opportunities for **transnational cooperation between higher education institutions** will continue to be supported, fostering the Union’s innovation capacity

²⁴ Pathways to school success – A new framework for action, 2022, <https://data.europa.eu/doi/10.2766/374587>

²⁵ <http://data.europa.eu/eli/C/2024/3364/oj>.

²⁶ 2022/C 167/03, [OJ C, C/167, 21.04.2022, p. 9](https://eur-lex.europa.eu/eli/oj/2022/C_167_03/01/20220421).

²⁷ 2022/C 160/01, [OJ C 160, 13.4.2022, p. 1](https://eur-lex.europa.eu/eli/oj/2022/C_160_01/01/20220413).

²⁸ OJ C, C/2025/2939, 22.5.2025, ELI: <http://data.europa.eu/eli/C/2025/2939/oj>

²⁹ OJ C, C/2025/3006, 28.5.2025, ELI: <http://data.europa.eu/eli/C/2025/3006/oj>

³⁰ OJ C, C/2024/7282, 5.12.2024, ELI: <http://data.europa.eu/eli/C/2024/7282/oj>.

³¹ [COM\(2022\)16 final of 18 January 2022](https://eur-lex.europa.eu/eli/comm/communication/2022/16/1/20220118).

³² COM(2024) 144 final of 27 March 2024.

and contributing, inter alia, to progressing the work on micro-credentials³³, quality assurance and automatic recognition. Also, synergies with the European Institute of Innovation and Technology (EIT)'s HEI (Higher education institutions) Initiative³⁴ will continue through the HEInnovate self-assessment tool supporting higher education institutions, notably European Universities alliances, to build capacity for entrepreneurship education and innovation transfer. These opportunities will contribute to Erasmus+ support to the **New European Innovation Agenda and the Digital Decade** recognising the key role of higher education in driving innovation. The Programme will continue to contribute boosting an entrepreneurial and innovation culture in education and fostering entrepreneurial skills in lifelong learning.

Vocational Education and Training

The Union of Skills Communication announced the **European Strategy on vocational education and training (VET)** with the aim to increase its attractiveness, excellence and inclusiveness. The Strategy will focus on the role of VET in supporting EU sustainable competitiveness and innovation, economic, territorial and social cohesion, and generational renewal by addressing skills shortages and mismatches, enhancing the attractiveness, quality and labour market relevance of VET and supporting mobility and internationalisation. The Strategy will also address gender and other stereotypes in making study choices and build on benefits and labour market outcomes of VET, so that it becomes an equally valued learning pathway as higher education, including for women.

Aimed at facilitating the mobility of VET learners and workers, the Union of Skills initiated working towards the development of a **potential European VET diploma/label**. The diploma could cover initial VET at upper-secondary and post-secondary level.

The 2020 Council Recommendation on **vocational education and training for sustainable competitiveness, social fairness and resilience**³⁵ defines key principles for ensuring that vocational education and training is agile in that it adapts swiftly to labour market needs and provides quality learning opportunities for young people and adults alike. It places a strong focus on the increased flexibility of vocational education and training, reinforced opportunities for work-based learning and apprenticeships, and improved quality assurance. Vocational education and training serves many long-term economy objectives: it develops citizen skills and long-term ability to remain employable and respond to the needs of the labour market.

Erasmus+ provides continued support to the **Centres of Vocational Excellence initiative**, which aims to be a driving force for reforms in the VET sector. The main objective is to ensure high quality skills that lead to quality employment and career-long opportunities, swiftly responding to the needs of an innovative, inclusive, and sustainable economy as well as to social needs, and contributing to increasing the attractiveness of VET. The initiative supports 'upward convergence' on excellence through transnational partnerships, increasing the quality and effectiveness of VET in the participating regions and setting inspiring standards in the broader international community. Partnerships can involve countries with well-developed vocational excellence systems, as well as others in the process of developing similar approaches. The Union of Skills announces strengthening of transnational cooperation under the Centres of Vocational Excellence.

³³ Council Recommendation of 16 June 2022 on a European Approach to micro-credentials for lifelong learning and employability, 2022/C 243/02, [OJ C 243, 27.6.2022, p. 10](#).

³⁴ Innovation Capacity Building for Higher Education, <https://eit-hei.eu/>

³⁵ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, 2020/C 417/01 ([OJ C /417, 2.12.2020, p. 1](#)), for which countries have submitted National Implementation Plans.

Adult education

The Council Resolution on a new **European agenda for adult learning 2021-2030** (NEAAL 2030) adopted by the Council on 29 November 2021³⁶, building upon the agenda implemented in the period 2011-2020, invites Member States and the Commission to take specific actions to ensure that all adults can, and are actively supported to access formal, non-formal and informal learning opportunities. The agenda makes clear that adult learning should be understood in its wider sense, not only restricted to upskilling the workforce. While there is a strong continuity with the previous agenda in priority areas such as improving governance, increasing supply and take-up of accessible and flexible opportunities, ensuring quality, equity, inclusion and success in adult learning, there is an additional focus on the challenges related to the green and digital transitions.

Upskilling and reskilling of adults is one of the major strands of action presented in the **Union of Skills** Communication. New initiatives will include a **Skills Guarantee** pilot, focusing on the skills of workers in sectors undergoing restructuring or at risk of unemployment, which will be launched as part of an EaSI funded call. Several existing actions will be brought forward and reinforced, namely the **Pact for Skills**, supporting skills development in strategic sectors and improving linkages with other EU initiatives, such as the European Alliance for Apprenticeships, the Centres of Vocational Excellence and European Universities alliances, and the **Individual Learning Accounts (ILA)** to empower all adults, workers or not, to develop their skills. The European approach to **micro-credentials**, which are very effective in recognising the flexible learning solutions typical in adult learning will continue to be promoted.

Digital Education and Training

One of the objectives of Erasmus+ is to support the successful digital transition of education and training systems, and in particular to contribute to the achievement of the priorities and actions of the **Digital Education Action Plan 2021-2027**³⁷, the EU framework for high-quality, inclusive and accessible digital education.

The Action Plan has two strategic priorities: (1) developing a **high performing digital education ecosystem**; and (2) enhancing **digital skills and competences for the digital transformation**. It covers all formal sectors of education and training, including lifelong learning and all levels (from basic to advanced digital skills), as well as informal and non-formal learning, including the support of youth work for digital skills development.

A **review of the Digital Education Action Plan 2021-2027** consisting of evidence gathering and consultations with digital education stakeholders, was launched in 2024 to assess its outreach and impact. **The 2030 Roadmap on the future of digital education and skills** will build on the outcomes of the review of the Digital Education Action Plan and provide an overall framework for digital education and skills up to 2030.

As part of the implementation of the Digital Education Action Plan, on 23 November 2023 the Council adopted two Recommendations which correspond to the two strategic priorities of the Action Plan.

³⁶ 2021/C 504/02, [OJ C 504, 14.12.2021, p. 9](#).

³⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Digital Education Action Plan 2021-2027, Resetting education and training for the digital age, [COM/2020/624 final](#).

- 1) The **Council Recommendation on the key enabling factors for successful digital education and training**³⁸ presents a vision for universal access to inclusive and high-quality digital education and training. It proposes a coherent approach towards whole-of-government coordination investment, governance, and capacity building to address the substantial gaps that exist in many Member States in terms of connectivity, infrastructure, investments and data availability on the state of digital education and training.
- 2) The **Council Recommendation on improving the provision of digital skills and competences in education and training**³⁹ aims to support Member States in raising the level of digital skills through education and training in a lifelong learning perspective. The Recommendation addresses the digital skills gap at each level of education and training, from early childhood education and care to schools, universities, vocational and adult education. It aims to make the provision more effective and accessible to all and ensure high-quality provision for all, including through quality education in informatics or computational thinking.

The European Commission supports the implementation of the two Council Recommendations via European Union instruments and funding, including Erasmus+ programme, European Solidarity Corps, Digital Europe, Horizon Europe, the European Social Fund+ and European Regional Development Fund, Recovery and Resilience Facility and the Technical Support Instrument.

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

The programme will also continue to support innovation in teaching and learning through **EU-based education technology (EdTech)**, interoperability of educational IT systems; work around promoting digital well-being, creation and innovative use of digital education content; effective pedagogical approaches on high-quality **informatics**; teacher training and practice in **tackling disinformation**, promoting digital literacy and digital citizenship through education and training⁴⁰ and the effective adaptation of education and training systems to **artificial intelligence**, including the ethical use of **AI and data** in teaching and learning⁴¹.

Responding to the need to establish a more effective and efficient way to exchange on digital education at EU level, the Erasmus+ Programme supports the implementation of the **European Digital Education Hub**. The Hub's aim is to enhance cooperation as a key element to achieve systemic impact and identify sustainable and circular solutions, supporting digital education and training in the long term. The Hub seeks to create an inclusive space for exchanges; it aims at providing guidance and support, focusing on peer-learning and networking, bringing together existing research, studies, and communities; it is a space for co-creation and experimentation.

³⁸ OJ C, C/2024/1115, 24.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1115/oj>.

³⁹ OJ C, C/2024/1030, 23.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1030/oj>

⁴⁰ The European Commission 2022 *Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training* cover primary and secondary education and aim to further to generate a broader understanding of digital literacy achieved through education and training, to promote responsible and safe use of digital technologies, and to foster a better public awareness and knowledge regarding disinformation, <https://data.europa.eu/doi/10.2766/28248>

⁴¹ The European Commission 2022 *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators* aim to support educators in managing data effectively, inform them about the contribution of AI systems in educational settings and the use of predictive analytics and promote the use of emerging technologies in education, <https://data.europa.eu/doi/10.2766/153756>

In line with the Digital Education Action Plan priorities and the two related Council Recommendations, the Programme seeks to foster the **development of digital skills and competences**, including digital literacy and AI, develop **accessible and high quality digital learning**, enhance **teachers' capacity to use digital tools, services, and content to enhance student learning and develop student digital skills**, to test and **promote blended learning**⁴² (combination of more than one approach to the learning process, blending school site and distance learning environments; and digital and non-digital learning tools), and to increase long-standing support and investment in **European online platforms** for virtual cooperation and digital education, such as the European School Education Platform, including eTwinning, and the Electronic Platform for Adult Learning in Europe (EPALE).

The Programme will also support further work on the digital competence frameworks, including DigComp and DigCompEdu⁴³ to take account of technologies such as AI and phenomena, including disinformation, as well as on the AI literacy framework for primary and secondary education, developed in cooperation with the OECD. Erasmus+ will continue to promote the development, improvement and uptake of the **SELFIE tools**⁴⁴ for self-reflection (SELFIE tool for whole school planning and the SELFIE for Teachers tool for early childhood, primary and secondary educators) which assesses schools' and teachers' strengths and gaps in their use of technology.

The Programme will also contribute to raising public awareness about the societal value of STEM education, by increasing understanding of integrated STEM and STEAM and their link to current challenges like climate change, environmental sustainability. It will also support overcoming gender stereotypes and cultural biases linked to STEM education and careers, improving students' interest and participation in STEM through, e.g. role models, "open door" activities at companies, researchers and professionals from industry visiting schools.

It will contribute to strengthening cooperation between STEM education stakeholders to showcase and share good practices and educational innovation in STEM, encourage participation of women and girls in STEM fields of study, especially in engineering, ICT and advanced digital skills, through a STEAM approach⁴⁵. In addition, accompanying guidance and mentorship programmes will be set up, focusing on transitions to the labour market, making them more attractive for women. Such curricula will be co-designed and co-delivered with STEM employment sectors and will integrate education for sustainability, creativity, financial literacy, entrepreneurship and work-based learning, as well as contact with leading female role models. In this context, the **Commission Communication on a financial literacy strategy for the EU**⁴⁶ highlights the need to support non-legislative actions such as funding financial literacy projects via e.g. Erasmus+, facilitate training and research opportunities, and strengthen cooperation on financial literacy.

Complementing physical mobility under Erasmus+, the Programme offers **digital learning opportunities and virtual exchanges** on an unprecedented scale, also with entities from third countries not associated to the Programme.

⁴² In line with the Council Recommendation of 29 November 2021 on blended learning approaches for high-quality and inclusive primary and secondary education, 2021/C 504/03, [OJ C 504, 14.12.2021, p. 21.](#)

⁴³ https://joint-research-centre.ec.europa.eu/digcompedu_en

⁴⁴ <https://education.ec.europa.eu/selfie>

⁴⁵ The use of multidisciplinary pedagogies (teaching of science in political, environmental, socio-economic, and cultural contexts) is a powerful vehicle for making STEM subjects and careers more attractive. This is also known as the STEAM approach to science education and embraces the creative potential of connecting STEM education with the arts, the humanities, and the social sciences.

⁴⁶ COM/2025/681 final of 30 September 2025.

Youth

Young people are at the heart of the European project. Youth participation and youth exchanges continue to be a priority during the period, based on article 165 of the TFEU, which provides for Union action in order to encourage the development of youth exchanges and exchanges between youth workers, and to encourage the participation of young people in democratic life in Europe. Efforts to strengthen youth participation were boosted during the European Year of Youth 2022.

The political guidelines for the 2024-2029 European Commission further underline the EU's commitment to empowering young people and addressing their concerns. The EU Youth Strategy 2019-2027⁴⁷ - framework for EU cooperation in the youth field which promotes Article 165 of the TFEU - is at the centre of this work. The Strategy supports the social and civic engagement of young people and aims to ensure that all young people can participate in society. It promotes youth participation, youth mainstreaming and cross-sectoral cooperation to address the needs of young people in various policy areas, such as employment, climate, environment, digitalisation, and health. The EU Youth Strategy and the Youth Action Plan in European Union External Action⁴⁸ encourage action to engage, connect and empower young people.

The EU Youth Strategy includes **11 European Youth Goals**, which were developed jointly with young people. Erasmus+ is a key enabler of the EU Youth Strategy. Common priorities within the EU Youth Strategy have fed into the **EU Youth Strategy Work Plan 2025-2027**⁴⁹. The EU Youth Report for 2022-2024⁵⁰ and the 2024 Commission report on the interim evaluation of the 2019-2027 EU Youth Strategy⁵¹ will feed into further reflections on the future.

The **EU Youth Dialogue** is one of the main instruments for the implementation of the EU Youth Strategy. The 11th cycle of the EU Youth Dialogue (1 January 2025-30 June 2026) focuses on 'Connecting EU with youth' and the 12th cycle of the EU Youth Dialogue (1 July 2026 – 31 December 2027) focuses on 'Space and participation for all as well as information and constructive dialogue'.

The **Communication on the European Year of Youth 2022**⁵² adopted in January 2024 takes forward 60 actions to give the young Europeans greater influence on EU policies by giving them a greater say in the decisions that affect them. As of 2025, when designing EU policies, the Commission applies a 'youth check' to ensure that their impact on young people is taken into account, where relevant. This is done by making sure that the existing Better Regulation tools, including consultations and impact assessments, are used to their maximum potential. These tools are complemented with several youth-specific instruments under the 2019-2027 EU Youth Strategy. The Commission has in particular strengthened the EU Youth Dialogue, the largest youth participation mechanism in Europe and supported by Erasmus+, by aligning the dialogue's focus more closely with the Commission's work programme and supporting the new youth focused initiatives launched under the new Commission mandate, such as the president's Youth Advisory Board and the Youth Policy Dialogues with Commissioners.

⁴⁷ Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027, 2018/C 456/01.

⁴⁸ https://international-partnerships.ec.europa.eu/policies/youth/youth-action-plan_en

⁴⁹ https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202407438

⁵⁰ COM(2025)117 - <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52025DC0117>

⁵¹ COM(2024)162.

⁵² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the European Year of Youth 2022, [COM/2024/1 final](#).

The **Council Resolution on the Framework for establishing a European Youth Work Agenda**⁵³ is a strong confirmation and recognition of youth work by the European Union. It introduces the European Youth Work Agenda as a strategic framework to strengthen and develop youth work policy and practice in Europe. The **2024 Council Resolution on Youth Work in an empowering Europe**⁵⁴ calls for the further development of youth work. In 2025, the **4th European Youth Work Convention** took place in Malta. The implementation of the European Youth Work Agenda⁵⁵ and the follow-up of the European Youth Work Convention may be supported by Erasmus+ in line with the programme objectives.

Sport

The **EU Work Plan for Sport**⁵⁶ sets out guiding objectives in this field for the period 2024 to 2027, in particular as it pertains to protecting integrity and values in sport, to promoting the socio-economic and sustainable dimensions of sport, and to fostering the participation in sport and health-enhancing physical activity. The rollout of this Work Plan is supported as appropriate by the sport strand of the Erasmus+ Programme. The revamped SHARE 2.0 initiative — with its 4 communities of practice focusing on access to EU funding, health, innovation, and sustainability in the field of sport — will especially build upon the HealthyLifestyle4all initiative, offering a new platform for practitioners in sport and health to further develop the work undertaken in previous years on this subject and to promote well-being.

The Union of Skills

The Commission political guidelines for 2024-2029⁵⁷ announced building a **Union of Skills** for all skill levels and for all types of training and education. This key strategic initiative presented by the Commission in March 2025⁵⁸ aims to support the development of quality, inclusive and adaptable education, training and skills systems to increase the EU's sustainable competitiveness and builds upon previous achievements of the EU policy agendas in the education, training, youth and sport areas. It puts forward the contribution of education and training to the Union's sustainable competitiveness and preparedness, as already underlined by the Commission Communication '**A Competitiveness Compass for the EU**'⁵⁹ and the **European Preparedness Union Strategy**.

The Union of Skills promotes four strands of action across: building skills for quality lives and jobs, upskilling and reskilling agile workforce for the digital and clean transition, circulating skills with the free movement across the EU, and attracting, developing and retaining talent. It can also leverage non-formal and informal learning, such as youth work or sport participation, which can offer valuable opportunities for people to develop knowledge, skills, attitudes and behaviours to grow and become active citizens.

Knowledge, skills, and attitudes are needed by all for personal fulfilment and development, employability, social inclusion and active citizenship. However, **one in three 15-year-olds in the EU** does not reach a minimum proficiency level in mathematics and nearly a quarter of the

⁵³Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the Framework for establishing a European Youth Work Agenda 2020/C 415/01, [OJ C 415, 1.12.2020, p. 1](#).

⁵⁴ Resolution of the Council and of the representatives of the governments of the Member States meeting within the Council on youth work policy in an empowering Europe, OJ C, C/2024/3526, 3.6.2024.

⁵⁵ <https://www.bonn-process.net/context/bonn-process/>

⁵⁶ Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union, Work Plan for Sport (1 July 2024 — 31 December 2027), OJ C, C/2024/3527, 3.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3527/oj>.

⁵⁷ https://commission.europa.eu/document/e6cd4328-673c-4e7a-8683-f63ffb2cf648_en

⁵⁸ COM(2025) 90.

⁵⁹ COM(2025) 30.

15-year-olds in the EU are functionally illiterate in the basic skills of reading, mathematics and science, as shown in the PISA 2022 survey⁶⁰. At the same time, the top performance rate (i.e. the share of students reaching a high level of competence) has declined across the board in mathematics and reading compared to PISA 2018. Performance has deteriorated across the EU between 2018 and 2022, especially in mathematics and reading. Socioeconomic background continues to be a strong predictor of student performance, with one in two learners from a disadvantaged background not reaching a minimum proficiency level in mathematics. A similar picture emerges for digital skills, with nearly half of young Europeans lacking them, and most countries stagnating or deteriorating in their performance⁶¹. Addressing these challenges is even more important in light of the increasing role of Artificial Intelligence (AI) in our society and the need for all citizens and especially for young people and workers to be AI literate and technology adept, as mentioned in the AI Continent Action Plan⁶².

Building on this, **the AI Continent Action Plan** focuses on measures to enlarge the EU's pool of AI specialists in the use of AI by educating and training the next generation of AI experts. This will be particularly important across all economic sectors and will be further strengthened in the context of the Apply AI Strategy⁶³, fostering the uptake of AI in industry and the public sector and promoting AI literacy.

To address the worrying decline in basic skills, the Commission launched an **Action Plan on Basic Skills**⁶⁴ as part of the **Union of Skills** to support Member States to strengthen basic skills levels from early years to school education and adult learning. Supporting people's personal fulfilment and development, further learning, employability, social inclusion and active citizenship, the Action Plan lays strong foundations for Europe's competitiveness and preparedness. It takes a comprehensive and systemic approach to improve educational outcomes, promote equity and excellence from early years through all stages of school education, training and adult learning. It will steer relevant measures directed at learners, educators, policy makers, parents and the wider community. The Action Plan proposes that the first steps towards European School Alliances will be piloted through the Erasmus+ programme in 2026, in order to increase **pupil and teacher mobility, cross-border cooperation between schools and school authorities and innovation**.

The **STEM Education Strategic Plan**⁶⁵ is another flagship initiative under the **Union of Skills** aiming to raise students' interest, participation and achievement in STEM (science, technology, technology, engineering and mathematics) from early years, throughout the entire education path. This initiative aims to boost cooperation between EU countries and support policies, strategies and actions to ensure greater access to high quality STEM education and training, reduce gender and diversity gaps, increase the supply of qualified STEM teachers and trainers and raise awareness of the value of STEM education and careers, including through early and effective career guidance to inspire young learners. Science, technology engineering and mathematics, the so-called STEM competences, are crucial to successfully master the green and digital transitions and thrive in the fast-changing world. However, Europe faces many challenges in STEM education and training which contributed to shortages of STEM skilled people in Europe – particularly ICT specialists and AI specialists, as part of the priorities of the Digital Decade and the AI Continent Action Plan. The Erasmus+ programme will support the implementation of some of the actions outlined in the plan. In 2026, it will support the pilot on the STEM education centres for school education, which include VET schools and aim to

⁶⁰ OECD (2023), PISA 2022 Results (Volume I): The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/53f23881-en>.

⁶¹ ICILS study - <https://op.europa.eu/en/publication-detail/-/publication/59721dc6-a0aa-11ef-85f0-01aa75ed71a1>

⁶² COM(2025) 165.

⁶³ COM(2025) 723 of 8 October 2025.

⁶⁴ COM (2025) 88.

⁶⁵ COM (2025) 89. STEM is the acronym for science, technology, engineering and mathematics.

improve how STEM is delivered and experienced in primary and secondary education. It will also support the setting up of STEM Skills Foundries, to create transnational and sustainable cooperation between higher education institutions, VET providers and businesses in strategic sectors. The objective will be to foster new, innovative and multidisciplinary approaches to teaching and learning by providing young student entrepreneurs with real business-insights and mentoring opportunities tailored to their talents, needs and objectives.

The programme will also fund an exploratory action to encourage the design and implementation of joint higher education programmes that match the criteria for a joint European degree label and a possible future joint European degree, including in STEM areas.

STEM Education Centres for school education are also put forward by the STEM Education Strategic Plan. The programme will fund policy experimentations with the goal to test innovative STEM teaching and learning, based on the whole-school approach learning model, combining formal, non-formal and informal learning environments. This is expected to foster transdisciplinary STEM education, making the learning experience more real-world, collaborative, experiential and hands-on, through e.g. inquiry-based or project-based approaches.

Overall, Erasmus+ will contribute to achieving the policy priorities of the STEM Education strategic Plan by boosting innovation through cooperation both at school, higher education and VET level, by allowing closer collaboration with labour market and entrepreneurial actors. In the case of the STEM skills Foundries, this will include a possible collaboration with the Knowledge and Innovation Communities (KICs) of the European Institute of Technology and Innovation (EIT).

The Programme also keeps contributing to put in practice the principles of the **European Pillar of Social Rights**⁶⁶, and to implement the flagship initiatives started under **the European Skills Agenda**⁶⁷, to help individuals and businesses develop more and better skills and to put them to use. The Skills Agenda covered several building blocks for which Erasmus+ is instrumental, i.e. the “Pact for Skills” which aims to **mobilise and incentivise relevant private and public stakeholders to partner up and take action for lifelong skills development**.

The **Council Recommendation on individual learning accounts**⁶⁸ is aimed at promoting direct financial support to individuals accompanied by appropriate forms of non-financial assistance, in particular guidance as well as skills profiling and validation. The **Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**⁶⁹ aims at making small credentials, typically issued after short courses, better quality assured and more reliable and trusted.

The Pact for Skills, the individual learning accounts and the European approach to micro-credentials launched in the framework of the Skills Agenda will be brought forward under the Union of Skills.

The Pact for Skills will be reinforced with a view to tackle the fragmentation of initiatives and improve linkages between them, such as the EU Skills Academies, European Alliance for Apprenticeships, the Centres of Vocational Excellence and European Universities alliances, and bring improvements to cross-sectoral synergies among Pact members, knowledge and

⁶⁶ In particular the first principle (everyone has the right to quality and inclusive education, training and lifelong learning) and the fourth principle (everyone has the right to timely and tailor-made assistance to improve employment or self-employment prospects, including to receive support for training and re-qualification).

⁶⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, European Skills Agenda for sustainable competitiveness, social fairness and resilience, [COM/2020/274 final](#)

⁶⁸ 2022/C 243/03, [OJ C 243, 27.06.2022, p. 26](#).

⁶⁹ 2022/C 243/02, [OJ C 243, 27.6.2022, p. 10](#).

resource sharing along the value chain (e.g. skills intelligence, occupational profiles, curricula, training modules).

As part of the Union of Skills, the Commission also announced an **EU Teachers and Trainers Agenda** in 2026, to help improve teachers' working conditions, training and career prospects. It will build on Erasmus+ Teacher Academies, Erasmus+ online communities for teachers and trainers (European School Education Platform including eTwinning, Electronic Platform for Adult Learning in Europe), and the new European School Alliances.

Under this Annual Work Programme, Erasmus+ activities/pilots linked to the Communication on the Union of Skills are exploratory only and do not pre-empt any decision by the Council.

The European Preparedness Union Strategy

Based on a report from former Finnish President Sauli Niinistö, the European Commission and the EU High Representative for Foreign Affairs and Security Policy launched in March 2025 the **European Preparedness Union Strategy**⁷⁰ to support Member States and enhance Europe's capability to prevent and respond to emerging threats. The EU needs to be ready to protect its citizens and the key societal functions that are crucial for democracy and daily life. One of the strategy's key actions includes a reference to the European Solidarity Corps and Erasmus+, with a view to promoting preparedness, resilience, participation in democratic life and civic engagement. The strategy indicates that this will be based on a bottom-up approach, encouraging organisations and institutions (universities, schools, vocational education and training organisations, adult education centres, youth and sport organisations, etc) to apply for funding.

In 2026, the Programme will therefore continue investing in mobility and cooperation in education and training, youth and sport, to foster skills and competences development contributing to the preparedness and resilience of the Union.

Erasmus+ in the world

Significant is the impact of **Erasmus+ in the world**: the international dimension of education and training, youth and sport in third countries is a key factor in **promoting the Union's action globally, as well as its external action objectives, geopolitical priorities and principles**. The actions with an international scope (in line with the provisions of Article 20 of the Erasmus+ Regulation) benefit both the EU and third countries, especially the candidate countries and potential candidates⁷¹ in a transition phase towards their association to the programme.

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

Erasmus+ is instrumental in fostering the international dimension of education and training, youth and sport by promoting international cooperation and by expanding mobility

⁷⁰ JOIN(2025) 130 final.

⁷¹ All EU partners in the Western Balkans involved in the Stabilisation and Association process which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

opportunities beyond Europe, and by fostering capacity-building, including with international actions financed by the EU's external action programmes.

Furthermore, in line with the 2019 Council Conclusions *Towards an ever more sustainable Union by 2030*⁷², education, the development of knowledge and skills, as well as the development of a sense of responsibility for a **more sustainable world, environmental protection and global citizenship** are key drivers for sustainable development. Investment in education and strengthening people-to-people connections through mobility and cooperation in the field of education by Erasmus+ is a key priority of the December 2021 Global Gateway Strategy⁷³.

In this regard, the **strong international dimension of the programme** reinforces cooperation ties between Erasmus+ participating countries and other countries of the world through learning mobility, education exchanges and capacity building, thereby nurturing social resilience, human development, employability, active participation and ensuring regular channels for people-to-people contacts and connectivity worldwide. This includes cooperation between the EU outermost regions⁷⁴ -which can serve as an outpost of the EU in different parts of the world- and neighbouring third countries. In so doing, Erasmus+ helps to build a **positive image of Europe in the world, spreading its fundamental values** enshrined in the Treaties and in the EU Charter of Fundamental Rights, thus also facilitating **international policy dialogue and EU public diplomacy** actions. The international dimension of the Erasmus+ programme plays a key role in the delivery of the geopolitical dimension of the EEA as well as the Global Gateway Strategy, by reinforcing mobility and exchanges between the EEA and Member States, third countries associated and third countries non-associated to the programme, with a view to develop more inclusive and sustainable education and training systems, and by increasing management and governance capacities at all levels of the education sector.

In this general framework, utmost efforts will be continued to be made to ensure that Erasmus+ continues to provide **strong support to address the consequences on learning due to Russia's war of aggression against Ukraine**. The Programme can play a significant role in addressing the educational challenges brought in by this dramatic situation and by a fast-changing geopolitical context, especially as regards Ukraine and other affected countries in the East neighbouring region. The **important inflow of displaced persons fleeing Russia's war of aggression against Ukraine**, and the consequent need to ensure continued learning and education for pupils and students, still **calls for strong action and support** from the Erasmus+ Programme, in coordination with other initiatives in support of people fleeing from the war.

2.2 ERASMUS+ MAIN PRIORITIES IN 2026

2.2.1 Overarching priorities

Four **overarching priorities** are underpinning the Erasmus+ implementation in 2026.

Inclusive Erasmus+

Inclusion is at the core of Erasmus+ implementation; as a Union's flagship Programme, Erasmus+ will increase investment in initiatives that **support learning opportunities for all, improve educational equity and increase participation rates of people with fewer**

⁷² <https://data.consilium.europa.eu/doc/document/ST-8286-2019-INIT/en/pdf>

⁷³ Joint Communication to the European Parliament, the Council, the European Economic and Social Committee, the Committee of the Regions and the European Investment Bank, The Global Gateway, [JOIN/2021/30 final](#).

⁷⁴ These regions are in the most remote parts of the EU, located in the Atlantic Ocean, the Caribbean basin, South America and the Indian Ocean.

opportunities⁷⁵ through flexible and simple participation formats, increased help to prepare and accompany participants in their Erasmus+ learning adventure, and also through financial support for those who think Erasmus+ is not for them.

A Commission implementing decision adopted in October 2021 outlines general measures to be implemented over the 7-year period for the Erasmus+ Programme and the European Solidarity Corps⁷⁶; a **strategy for inclusion and diversity**⁷⁷ covering all fields of the Programmes has been devised to increase the qualitative impact of the Programme actions and to ensure equal opportunities by reaching out more and better to people with fewer opportunities, including people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote areas, such as in the EU outermost regions⁷⁸ in the context of the May 2022 Communication ‘Putting people first, securing sustainable and inclusive growth, unlocking the potential of the EU’s outermost regions’⁷⁹ and the June 2022 Council Conclusions⁸⁰ on this Communication. The thematic SALTO Resource Centres for Inclusion and Diversity also contribute to high-quality and inclusive implementation for this dimension of the Programme.

The Programme offers more mobility opportunities to learners in school classes, in higher education, vocational education and training, in adult education and training, young people, youth workers and sport organisations, **reaching out to new and more diverse groups** of learners. More **diversified learning and training formats** (e.g. more short-term, group mobility, virtual learning and blended activities) provide enhanced flexibility to the needs of staff and learners who face obstacles in participation. Additionally, since 2024, the programme **offers participants a higher level of grant support in mobility**⁸¹.

The Council recommendation ‘Europe on the Move’ invited to assist mobile learners by addressing student housing shortages in collaboration with relevant national, regional and local authorities to make learning mobility more inclusive and accessible. The increase of housing rental cost and scarcity of student accommodation is also stressed in the European Parliament resolution on the implementation of Erasmus+, who calls on the Commission and the Member States to help address the problems of accommodation for Erasmus+ mobility students. The Danish presidency conclusions of 1 December 2025 on the future European Affordable Housing Plan invite the European Commission to consider ways to support Member States’ efforts, including at regional and local levels, on addressing the housing challenges particularly related to the different stages of citizens’ life, notably regarding housing for students and young families. The presidency conclusions also recall that regions, cities, as well as local governments and authorities play a key role in implementing measures under the national frameworks, and underline that the EU could play a supporting role in alleviating housing challenges.

⁷⁵ According to Article 2(25) of the Erasmus+ Regulation ‘people with fewer opportunities’ means: “people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme”.

⁷⁶ [https://ec.europa.eu.sharepoint.com/teams/GRP-AnnualWorkProgrammeErasmus/SharedDocuments/ErasmusPlus Annual Work Programmes/ANNUAL WORK PROGRAMME 2026/7](https://ec.europa.eu.sharepoint.com/teams/GRP-AnnualWorkProgrammeErasmus/SharedDocuments/ErasmusPlus%20Annual%20Work%20Programmes/ANNUAL%20WORK%20PROGRAMME%202026/7) Commission Implementing Decision (EU) 2021/1877 of 22 October 2021 on the framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027, C/2021/7493, OJ L 378, 26.10.2021, p. 15–21, ELI: http://data.europa.eu/eli/dec_impl/2021/1877/oj.

⁷⁷ [Implementation guidelines, Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#).

⁷⁸ Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

⁷⁹ COM(2022) 198 final.

⁸⁰ <https://data.consilium.europa.eu/doc/document/ST-9514-2022-INIT/en/pdf>

⁸¹ Call for proposals 2025 – EAC/A08/2024 – Erasmus+ Programme, OJ C, C/2024/6983, 19.11.2024, ELI: <http://data.europa.eu/eli/C/2024/6983/oj>; <https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

To address this barrier to participation in Erasmus+, the Commission is reflecting together with relevant stakeholders on ways to increase availability of affordable and innovative housing solutions for mobile students from disadvantaged backgrounds, in line with the European Affordable Housing Plan adopted on 16 December 2025⁸².

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

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

The **DiscoverEU Inclusion Action**⁸³ provides support to young people with fewer opportunities to explore Europe in a sustainable way, with the objectives of helping them discover opportunities for their future education and life choices, equipping them with knowledge, life skills and competences of value to them, encouraging connection and intercultural dialogue between young people, and fostering their sense of belonging to the European Union.

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

Erasmus+ will also contribute to the objectives of the **Council Recommendation ‘Europe on the Move’ adopted in May 2024**, in which the Member States aspire to collectively reach a share of **at least 20% for people with fewer opportunities** among all learners benefiting from learning mobility abroad by 2027.

The March 2025 **Commission Communication on the Union of Skills** underlines the need to “strengthen Erasmus+ to make it more inclusive and accessible for all, with a particular focus on learners with fewer opportunities”.

In line with the Union of Skills, particular attention will be given to promoting gender equality, for example the participation of girls and women in STEM, including through the STEAM approach, and addressing differences in relation to the access and use by underrepresented groups. Inclusiveness and addressing gender stereotypes will also be one of the focus points of the European VET Strategy.

The Programme will also contribute to delivering on **the twin green and digital transitions** through horizontal priorities as well as through dedicated actions offering fora to exchange, collaborate, mobilise expertise and develop creative approaches.

Green Erasmus+

The Erasmus+ Programme remains instrumental in achieving the objectives of quality and inclusive education, training and lifelong learning, and in preparing the Union to face the digital and green transitions. More sustainable mobility, cooperation, shared good practices and collaboration opportunities which foster the development of competences and skills needed for the green transition will enhance career prospects and engage participants to contribute, on an individual and collective level, to a green and sustainable Europe and world.

⁸² COM(2025) 1025 final of 16 December 2025.

⁸³ <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/discovereu-action>

The actions supported by the Programme contribute to the 2030 climate and environmental objectives, as presented below, both by the **prioritisation of the green transition in the cooperation activities**, and by the **promotion of green practices at the level of the projects** throughout the Programme.

Environment and climate action are key political priorities for the EU. The European Green Deal indicated that ‘Europe should strive for being the first climate-neutral continent’ and “reduce emissions by at least 55% by 2030’ and decouple economic growth from resource use, protect, conserve and enhance the natural capital as protect the health and well-being of citizens, as well as leave no person or place behind⁸⁴ The European Green Deal and European Climate Pact recognise the key role of schools, training institutions and higher education institutions to engage with pupils, parents, students and the wider community on the changes needed for a successful transition. The **Education for Climate Coalition** as a flagship initiative of the European Education Area mobilises practitioners from all education sectors to support a green transition for all, by providing resources for networking and supporting creative approaches with teachers, pupils and students with the aim of creating a strong link between bottom-up initiatives and EU level action. Concrete actions and projects developed by the community members promote sustainable behaviour across the EU around its priorities: skills development; teacher training; bridging education and science; change in behaviour and awareness raising.

The 2022 **Council Recommendation on learning for the green transition and sustainable development**⁸⁵ and the 2023 **Council Conclusions on skills and competences for the green transition**⁸⁶ aim to support Member States by equipping learners with understanding and skills on sustainability, climate change and the environment. The **European competence framework on sustainability (GreenComp)** maps out the competences needed for the green transition, including systems-thinking, initiative-taking, respect for nature and understanding the impact everyday actions and decisions have on the environment and the global climate. The recommendation calls on Member States to provide learners of all ages access to high-quality, equitable and inclusive education and training on climate change, biodiversity, environmental protection, circular economy and sustainability; establish learning for the green transition and sustainable development as a priority area in education and training policies and programmes; encourage and facilitate whole-institution approaches to sustainability; support teacher professional development and mobilise national and EU funds for investment in infrastructure, training, tools and resources to increase resilience and preparedness of education and training for the green transition.

The **New European Bauhaus**, launched in 2020⁸⁷, has the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. The recent Communication ‘New European Bauhaus: From vision to implementation’⁸⁸ and its accompanying proposal for a Council Recommendation⁸⁹, adopted in January 2026, set out the key actions to scale up the initiative and strengthen its role as a driver of the clean transition and innovation in Europe and beyond. Through its broad lifelong learning dimension and cross-disciplinary collaborative

⁸⁴ Both of these targets have been made legally binding in the Regulation (EU) 2021/1119 of the European Parliament and of the Council of 30 June 2021 establishing the framework for achieving climate neutrality and amending Regulations (EC) No 401/2009 and (EU) 2018/1999 (‘European Climate Law’), OJ L 243, 9.7.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1119/oj>.

⁸⁵ 2022/C 243/01, OJ C 243, 27.6.2022, p. 1.

⁸⁶ 2023/C 95/03, OJ C 95, 14.3.2023, p. 3.

⁸⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, New European Bauhaus Beautiful, Sustainable, Together, COM(2021) 573 final.

⁸⁸ COM(2025) 1026 final of 16.12.2025.

⁸⁹ Proposal for a Council Recommendation on the New European Bauhaus, COM/2025/1027 final

approaches across the sectors, Erasmus+ contributes to equipping Europeans with the necessary skills and developing innovative practices to bring about change. The Education for Climate Coalition supports the aims of New European Bauhaus through particular community challenges of its members.

The 2023 **Green Deal Industrial Plan** to enhance the competitiveness of Europe's net-zero industry and support the fast transition to climate neutrality included a pillar on skills - green and digital, at all levels and for all people, with inclusiveness of women and youth at the heart of the Plan. The **Clean Industrial Deal**⁹⁰ put forward in 2025 further aims to help reduce carbon emissions, especially for energy intensive companies, and facilitate their transition to low carbon technologies.

Climate change and environment are also a key priority for the young generation. According to a 2024 Eurobarometer survey on “Youth and Democracy”, ‘promoting environmentally friendly policies and fighting climate change’ was one of the main expectations of the youth from the EU, and as seen in the 2025 Eurobarometer on climate change⁹¹, the younger the respondent, the more likely they are to mention climate change as a serious problem for the world. Young people made it also clear when devising the European youth goals in the EU Youth dialogue process in 2018 i.e. “*Sustainable Green Europe aims to achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives*”. The **Council Conclusions on fostering engagement among young people as actors of change in order to protect the environment** also promote the use of European opportunities for mobility and initiatives in the environmental sector in the context of Erasmus+⁹².

Within this context, the Programme can help develop knowledge, skills and attitudes on climate change and sustainable development and support whole-institution approaches to learning for sustainability. Young people should be equipped with relevant skills and knowledge to act on environmental and climate change challenges with creative and innovative solution⁹³. **Erasmus+ will increase the number of mobility opportunities in green forward-looking fields**, i.e. those study periods abroad, traineeships, youth or classrooms exchanges, etc. which foster the development of competences, enhance career prospects and engage participants in subject areas which are strategic for the sustainable growth of our planet, with special attention to areas such as circular economy, bioeconomy, rural development, sustainable farming, management of natural resources, soil protection, bio agriculture, and healthy oceans.

Environment and fight against climate change is a horizontal priority for the selection of projects.

Projects will **support the creation of networks and partnerships** of various actors in the field of education and training, youth and sport, including schools, higher education institutions and the local communities and industries. These actors will be able to work together on projects promoting awareness, understanding and positive action on sustainability, the climate crisis, biodiversity loss, circular economy, bioeconomy and related issues, including whole institution approaches to sustainability and developing the sustainability competences of educators and education leadership teams. This will not only involve learning and understanding of these issues, but also practicing what is taught (for example social responsibility; waste reduction; sustainable transport etc.). **Young people and NGOs are expected to play a significant role as agents of change and co-creators of project ideas.**

⁹⁰ COM(2025) 85 final.

⁹¹ Eurobarometer on Climate Change 2025 (<https://europa.eu/eurobarometer/surveys/detail/3472>).

⁹² Conclusions of the Council and the representatives of the governments of the Member States, meeting within the Council – Fostering engagement among young people as actors of change in order to protect the environment 2022/C 159/07, OJ C 159, 12.4.2022, p. 9.

⁹³ Communication on the European Year of Youth 2022, COM(2024) 1 final of 10 January 2024.

Platforms such as **eTwinning, the European School Education Platform and EPAL** will continue to produce support materials and facilitate the exchange of effective educational practices and policies on environmental and sustainability matters. Erasmus+ is also a powerful instrument to reach out to and engage with a wide spectrum of players in our society (schools, higher education institutions, VET providers, youth and sport organisations, NGOs, local and regional authorities, civil society organisations, etc.).

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

Moreover, Erasmus+, with mobility at its core, should strive for carbon-neutrality by promoting sustainable transport modes and more responsible behaviour. Activities such as DiscoverEU are leading by example, promoting environmental sustainability in transport means and as a recurrent theme in the campaigns organised around the scheme, offering activities (including opportunities to participate in initiatives outside the Programme, such as for instance the 3 billion Tree Planting pledge) and learning opportunities. Since 2024, **sustainable travel for participants in learning mobility activities has become the default option**, and the programme offers stronger incentives for those who travel in a sustainable way⁹⁴, while taking into account the specific circumstances of participants in rural, remote, peripheral and less developed areas and outermost regions.

The thematic **green SALTO Resource Centre** contributes to high-quality and inclusive implementation of the green dimension of the Programme. It did, in particular, jointly with the Commission, prepare a green strategy⁹⁵ to support the programme implementation in this regard.

Digital Erasmus+

Digital education remains a key priority for the programme, in line with the 2023 Council Recommendations on the key enabling factors for successful digital education and training⁹⁶ and on improving the provision of digital skills and competences in education and training⁹⁷. Access to high quality digital education and blended learning opportunities,⁹⁸ fostering learners’, teachers’, youth leaders’ and youth workers’ digital skills and capacity to use digital tools and content, or increasing investment in **European online platforms** for virtual cooperation and digital education are among the key actions the Programme is supporting.

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

The Programme will contribute to the achievement of the policy priorities and actions of the Digital Education Action Plan 2021-2027, in particular its two strategic priorities (i) developing a high performing digital education ecosystem and (ii) enhancing digital skills and competences for the digital transformation as well as the two related Council Recommendations⁹⁹, which

⁹⁴ Call for proposals 2025 – EAC/A08/2024 – Erasmus+ Programme, OJ C, C/2024/6983, 19.11.2024, ELI: <http://data.europa.eu/eli/C/2024/6983/oj>

⁹⁵ <https://op.europa.eu/en/publication-detail/-/publication/fddb0dff-e38d-11ef-be2a-01aa75ed71a1/language-en>

⁹⁶ Council Recommendation of 23 November 2023 on the key enabling factors for successful digital education and training, OJ C/2024/1115, 24.01.2024, ELI: <http://data.europa.eu/eli/C/2024/1115/oj>

⁹⁷ Council Recommendation of 23 November 2023 on improving the provision of digital skills and competences in education and training, OJ C, C/2024/1030, 23.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1030/oj>

⁹⁸ Council Recommendation of 29 November 2021 on Blended Learning for high-quality and inclusive Primary and Secondary Education, [OJ C, 504, 14.12.2021, p. 21](#).

⁹⁹ [Council Recommendation of 23 November 2023 on the key enabling factors for successful digital education and training, OJ C, C/2024/1115, 24.1.2024, ELI: http://data.europa.eu/eli/C/2024/1115/oj](#)

Council Recommendation of 23 November 2023 on improving the provision of digital skills and competences in education and training, OJ C, C/2024/1030, 23.01.2024, ELI: <http://data.europa.eu/eli/C/2024/1030/oj>

identify Artificial Intelligence as a topic of key strategic priority for further cooperation at EU level.

Initiatives and pilot actions on STEM education will be launched in 2026 as part of the STEM Education Strategic Plan and the Union of Skills. Within STEM skills, digital skills play a key role as a STEM field in their own right, but also as an enabler to pursue studies and careers in other STEM fields. In this context, the digital priority of Erasmus+, with its focus on education and skills will contribute to achieving the objectives of the STEM Education Strategic Plan and the Union of Skills.

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

The Programme will also contribute to fight cyberbullying, which is a significant issue for children and young people across Europe¹⁰⁰.

The Programme will complement physical mobility under Erasmus+, core activity of Erasmus+, by promoting **distance and blended learning**. It will broaden and reinforce its offer of learning opportunities focusing on basic and advanced digital competence development, virtual exchanges and support digital education focused cooperation projects, also with priority regions neighbouring the EU.

It will do so through fostering, inter alia:

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

The cooperation projects will continue to support the development of innovative practices and digital methods for education, vocational education and training and youth work. **Flagship initiatives such as the European Universities alliances, the Centres for Vocational Excellence or the Erasmus+ Teacher Academies, as well as the Digital Education Hub, will have a leading role in the digital transformation of education and training systems.** In addition, the Programme will continue to increase long-standing support and investment in European online platforms for virtual cooperation and digital education such as the European School Education Platform, including eTwinning, EPALE, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and

¹⁰⁰ [https://www.europarl.europa.eu/RegData/etudes/BRIE/2024/762331/EPRS_BRI\(2024\)762331_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2024/762331/EPRS_BRI(2024)762331_EN.pdf)

professional/individual development, including for communities of practice in the area of youth work.

The Programme will also help to further develop and adapt successful tools such as the SELFIE tool for whole school digital planning and the SELFIE for Teachers tool, Europass or the Youthpass. The Programme will further support the development and rollout of the European Digital Credentials for Learning. The Programme implementation will be significantly digitalised through the scaling up of the European Student Card initiative (ESCI) in the field of higher education including Erasmus Without Paper. The ESCI will continue to increase the digitalisation of the mobility management processes and improve the efficiency and security of digital exchanges of information related to mobility.

Finally, the thematic digital SALTO Resource Centre will continue contributing to high-quality and inclusive implementation for the digital priority in the Programme in line with the Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy¹⁰¹.

Participation in democratic life, preparedness, common values and civic engagement

The 2017 Commission Communication¹⁰² ‘Strengthening European identity through education and culture’ highlighted the pivotal role that education, culture and sport play in promoting active citizenship and EU values among the youngest generations.

The Erasmus+ Regulation recalls the Programme key role in strengthening European identity and values and in contributing to a more democratic Union. The Programme should also support Member States in reaching the goals of the Paris Declaration of 17 March 2015 on promoting citizenship and the EU values of freedom, tolerance and non-discrimination through education, as well as those of the 2018 **Council Recommendation on common values, inclusive education and the European dimension of teaching**. The 2023 **Council Conclusions on the contribution of education and training to strengthening common European values and democratic citizenship**¹⁰³ also recall and underline the vital role of education and training in shaping the future of Europe. This means enhancing the European dimension of teaching and providing learners with an insight to what Europe and the European Union represent in their daily lives, including during mobility or cooperation partnerships in the context of the Erasmus+ programme. It recognises that education for democratic citizenship contributes to strengthening Europe resilience in times of crises and rapid changes, and is to be enhanced in all levels of education and training. This text also acknowledges that enhancing critical thinking and promoting civic, intercultural and social competences, mutual understanding and respect, ownership of democratic values and fundamental and human rights is crucial for the society as a whole, and should be linked to education for global citizenship, education for sustainable development and education for digital citizenship. As for the Erasmus+ programme, the Conclusions stress the need to give further impetus to the fourth of the overarching priorities of the implementation of the programme, ‘participation in democratic life, common values and civic engagement’, as well as knowledge of the EU.

Moreover, the Erasmus+ programme’s implementation, and therefore, the programme beneficiaries and the activities implemented under this Annual Work Programme must abide by the EU values of respect for human dignity, freedom, democracy, equality, the rule of law

¹⁰¹ [Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy - Erasmus+](#)

¹⁰² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Strengthening European Identity through Education and Culture, The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017, [COM/2017/0673 final](#).

¹⁰³ Council conclusions on the contribution of education and training to strengthening common European values and democratic citizenship, OJ C, C/2023/1339, 29.11.2023, ELI: <http://data.europa.eu/eli/C/2023/1339/oj>. C/2023/1339, 29 November 2023.

and respect for human rights, including the rights of persons belonging to minorities, in full compliance with the values and rights enshrined in the Treaties and in the EU Charter of Fundamental Rights, reaffirmed in the five key strategies adopted in 2020 and 2021 to build a Union of Equality¹⁰⁴.

As underlined by the Commission Communication ‘No place for hate: a Europe united against hatred’¹⁰⁵, the values set out in the EU treaties are not theoretical or optional: they are the essential conditions upon which our democratic societies exist.

Both formal education and non-formal learning as well as youth work can enhance the development of social and intercultural competences, critical thinking and media literacy. Furthermore, the Programme can reach out and engage many different actors in our societies through its activities and sectors, in order to raise awareness of European common values (such as freedom, tolerance and non-discrimination), as well as European history and culture. In this context, the Programme can thus as well contribute to prevent and counter disinformation and fake news.

The Erasmus+ Regulation also emphasises the objective of encouraging the participation of young people in Europe's democratic life. This can be achieved inter alia by supporting activities that contribute to citizenship education and participation projects for young people, such as activities raising awareness about and promoting participation in the European elections.

In order to empower young people and to encourage their participation in democratic life, a Youth Participation Strategy¹⁰⁶ has been designed to provide a common framework and support the use of the Programme to foster youth participation in democratic life.

Under this priority, the programme will provide its contribution to the **European Preparedness Union Strategy**, by helping to foster the ability of education and training systems to anticipate, withstand and recover from crises while maintaining their core mission of delivering inclusive, high-quality education and training, to support active and democratic citizenship that is prepared and resilient in the face of emerging threats and potential crisis. This requires:

- adaptive governance that ensures continuity and a rapid response in times of crisis,
- resilient education and training institutions capable of providing learning opportunities despite external threats,
- inclusive policies that protect vulnerable learners from the risk of educational exclusion,
- forward-looking strategies to ensure that education and training remains relevant in an era of uncertainty and transformation.

In an increasingly volatile and interconnected world, the EU must reinforce its commitment to resilient education and training. It is imperative to equip learners not only with the knowledge, skills and competences they need today, but also with the ability to navigate uncertainty, think critically, and adapt to unpredictable futures.

In line with the Commission political guidelines 2024-2029, the Commission will prepare a **Strategy on Intergenerational Fairness** to map out how to strengthen communication between generations and ensure that interests of present and future generations are respected throughout our policy and law making.

The Programme will support active citizenship and ethics in lifelong learning for all age groups, foster the development of social and intercultural competences, critical thinking and media

¹⁰⁴ https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/union-equality_en

¹⁰⁵ Joint Communication to the European Parliament and the Council, No place for hate: a Europe united against hatred, [JOIN/2023/51 final](#) 6.12.2023.

¹⁰⁶ <https://www.salto-youth.net/rc/participation/ypstrategy/>

literacy, and promote intergenerational fairness and learning. Priority will also be given to projects that offer opportunities for people's participation in democratic life, enable social and civic engagement through formal or non-formal learning activities and support networks of ambassadors.

Further, priority will be given to projects focused on understanding the EU, notably in regard to common EU values, the principles of unity and diversity, European cultural identity, cultural awareness and social and historical heritage with a view to strengthen European identity. The Programme also supports organisations, institutions and staff in all fields in contributing to population preparedness efforts and building resilience by playing a key role in fostering digital and media literacy and critical thinking, promoting civic engagement and democratic citizenship.

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

.....

2.2.2. Sectoral priorities

In addition to the overarching transversal priorities, **field-specific priorities** are to be reflected in the actions supported by the Programme in 2026.

Higher education

In the field of higher education, the **priorities** of Erasmus+ implementation in 2026 are underpinned by the **Union of Skills**¹⁰⁷, as well as by previous **Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe**¹⁰⁸, the **Council Recommendation on building bridges for effective European Higher Education cooperation**¹⁰⁹, the **Council Resolution on a joint European degree label and the next steps towards a possible joint European degree**, and the **Council Recommendation on a European quality assurance and recognition system in higher education**, the **Commission Communication on a European strategy for universities**¹¹⁰ and the **Commission Communication on a blueprint for a European degree**¹¹¹.

Higher education plays a crucial role in the implementation of the Union of Skills, the overarching policy framework “to support and prepare [the EU’s] people with the skills and competences needed for success in learning, work, and life”. The Communication announces an initiative to **increase the accessibility of higher education** to a wider range of learners, and reiterates the importance of initiatives announced in earlier communications. The higher education dimension of the **European Education Area** as well as the initiatives outlined in the Union of Skills operate in synergy with the **Bologna Process** and the European Research Area, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path. The European strategy for universities remains a key reference, seeking to take transnational cooperation to a new level of intensity and scope and to develop a genuinely European dimension in the higher education sector, built on shared values. The strategy **relies upon the experience of more than 35 years of Erasmus, 25 years of the Bologna Process**, and the implementation of the **European Universities Initiative**.

¹⁰⁷ COM(2025) 90 final.

¹⁰⁸ 2022/C 167/03, [OJ C 167, 21.4.2022, p. 9](#).

¹⁰⁹ 2022/C 160/01, [OJ C 160, 13.4.2022, p. 1](#).

¹¹⁰ [COM\(2022\)16 final](#).

¹¹¹ [COM/2024/144 final](#).

Based on this strategy, the **Council conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe** and the **Council recommendation on building bridges for effective European higher education cooperation** support the implementation of **4 flagship initiatives** for transnational cooperation which are under development and require further action:

- The **European Universities alliances, currently 65 alliances gathering more than 500 universities and** with an Erasmus+ indicative budget totalling EUR 1.1 billion for 2021-2027;
- Exploring the development of a possible **legal status for alliances of higher education institutions in line with political guidelines provided by the Council on the way forward**;
- Implementing the joint European degree label in a step-by-step approach – in close cooperation with Member States and associated countries, higher education institutions, student organisations and stakeholders – the possible launch and implementation of a joint **European degree, i.e. a joint degree based on co-created European criteria**. This is in line with the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree, the Council Recommendation on a European quality assurance and recognition system in higher education and the Commission's **Communication on a blueprint for a European degree**;
- Widening the implementation of the **European Student Card initiative**: with a digital infrastructure that can scale up digitalisation of mobility processes in the field of higher education, integrate the Erasmus Without Paper tools, the European Student Card and the Erasmus+ app in a seamless digital environment.

Improving the articulation between higher education and Research & Innovation within the European Research Area (ERA) is also the subject of a **structural policy** included in the new **ERA Policy Agenda 2025-2027**¹¹². This action aims to link and combine higher education's four missions – education, research, innovation and service to society – to create a more systematic EU-level approach that would strengthen connection between research and education. Expected outcomes include the development of joint recommendations for common strategies and for consolidation of European Higher Education Institutions (HEIs) at the forefront of global R&I; the identification of mechanisms and incentives for more robust cooperation between HEIs and R&I actors and the adoption of a roadmap for ERA/EEA strategic alignment.

The **2022 Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**¹¹³ contributes to implementing Principle 1 of the European Pillar of Social Rights by widening learning opportunities for all and facilitating more flexible and accessible learning pathways throughout life. They can also be used to foster continuous professional development of staff, including institutional leaders. The Erasmus+ programme will continue to support the development of micro-credentials eco-systems. Also relevant for the policy priorities in the field of higher education are the 2022 Council Recommendation on **learning for the green transition and sustainable development** and the subsequent Council Conclusions on skills and competences for the green transition.

These actions will need to be underpinned with high quality data for evidence-based policy making, inter alia through the **European Higher Education Sector Observatory**. Erasmus+ is instrumental to reaching these goals through its support for **policy cooperation**, for ambitious

¹¹² Council Recommendation on the European Research Area Policy Agenda 2025-2027, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CONSIL%3AST_8469_2025_INIT

¹¹³ 2022/C 243/02, OJ C 243, 27.6.2022, p. 10.

and **innovative cooperation settings between higher education institutions and with their knowledge and innovation ecosystems**, as well as for **evidence-building**.

Different strands of the Erasmus+ Programme will support cooperation at national and institutional level throughout the Member States and the third countries associated to the Programme. The Programme will support the implementation of these initiatives' objectives through sectorial priorities under the **partnerships for cooperation** and policy related actions.

Specifically, the Erasmus+ programme will support National Academic Recognition Information Centres (NARICs) in implementing the key EU and EHEA commitments in recognition, in particular automatic mutual recognition and fair recognition practices for the qualifications of third-country nationals.

Erasmus+ can continue helping **higher education students and staff among the displaced learners from Ukraine**, and the higher education systems of the countries receiving them. Erasmus+ will support the education of these students, integrate as much as possible staff who are displaced themselves, and support the institutions and staff of host countries in dealing with this endeavour. The Programme will also support the promotion of **European common values**, including academic values, or the fight against disinformation and fake news.

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

Through its various actions relevant to the **higher education field**, the **Programme** will aim at the following in 2026:

Promoting inter-connected higher education systems: this priority aims to strengthen the connection between higher education systems across Europe, making it easier for students to acquire knowledge, skills and competences beyond national borders. It empowers higher education students and staff to study, train, and develop their potential wherever opportunities arise in the EU. This priority supports (a) strengthening the strategic and structured cooperation between higher education institutions, for example through developing joint administrative processes, sharing resources and joint student support, (b) the implementation of Erasmus Without Paper (EWP), (c) the deployment of the European Student Identifier, and (d) the European Student Card — all core components of the European Student Card Initiative.

Supporting STEM and the participation of women in STEM: this priority supports (a) the development and implementation of STEM curricula in line with national competences, (b) the development of basic and advanced STEM skills, (c) fostering preparedness in the face of crises and democratic resilience in the context of STEM, following a STEAM approach, (d) promoting participation of women in STEM fields of study and especially in engineering, ICT and advanced digital skills, (e) development of guidance and mentoring programmes for students to pursue STEM and ICT fields of study and occupations, and (f) eliminating gender stereotypes in STEM.

Rewarding high-quality learning, teaching and skills development: To help the development of highly qualified talent, this priority supports the development and implementation of strategies and a quality culture to reward and incentivise excellence in teaching and skills development. This priority covers support for (a) flexible and attractive academic careers, the training of academics in new and innovative pedagogies, and new curriculum design, delivery and assessment. The priority also supports (b) the development of small learning units in line with the European approach to micro-credentials, and lifelong learning in higher education, (c) innovation and entrepreneurship in higher education, (d) financial literacy, and encouraging (e) partnerships with the private sector to foster students' exposure to innovation and entrepreneurship, (f) parity of esteem between teaching, research and (g) methods linking education with research and innovation where relevant. The priority

will also support (h) higher education institutions in implementing the Bologna key commitments and priorities of the Tirana communique, including by promoting fundamental academic values and the standards and guidelines for quality assurance.

Supporting higher education institutions in their cooperation with Ukrainian counterparts to respond to the Russia's war of aggression against Ukraine: This priority will aim at supporting Ukraine in reshaping and re-building its higher education system, through cooperation with higher education institutions in Europe, on, among others, (a) quality and relevance of teaching and learning accessible to a wide range of learners; (b) innovative pedagogical approaches; (c) student-centred, challenge-based and interdisciplinary approaches; (d) digital and green skills; (e) lifelong learning practices; (f) system of qualifications; (g) effective management practices; (h) protection of academic values; (i) cooperation with the innovation ecosystem; (j) development and implementation of joint educational activities and programmes; (k) implementation of the key commitment of the Bologna Process and the priorities of the Tirana communique.

School education

Principle 1 of the **European Pillar of Social Rights**¹¹⁴ stipulates that: *'Everyone has **the right to quality and inclusive education**, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.'* Principle 11 states that: *'Children have the **right to affordable early childhood education and care of good quality**. Children have the right to protection from poverty. Children from disadvantaged backgrounds have the right to specific measures to enhance equal opportunities.'* The Council Resolution on further developing the **European Education Area** to support future-oriented education and training systems¹¹⁵ recalls the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area¹¹⁶ that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning. The Programme will support actions promoting and **fostering mobility and cooperation** in education and training, supporting Member States and associated countries in modernising their education and training systems, promoting teaching and learning of languages, as well as the mutual recognition of qualifications and outcomes of learning periods abroad.

The Programme will continue implementing the initiatives outlined in the Commission Communication on Achieving the European Education Area by 2025¹¹⁷ and the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) which aim at increasing quality and inclusiveness of school education, promoting equity and outreach to people with fewer opportunities, enhancing competence and motivation of teachers, and helping strengthen understanding of climate change and sustainability.

The **European online platforms** for cooperation - the European School Education Platform including eTwinning will continue to make a significant contribution to system, school and professional development.

The **New European Bauhaus** initiative can also be a catalyst for contributions from the school sector, in particular by building on interrelations among culture, art and science with a view to helping to devise a more sustainable and circular future through creativity and innovation.

¹¹⁴ Interinstitutional Proclamation on the European Pillar of Social Rights, [OJ C 428, 13.12.2017, p. 10](#).

¹¹⁵ 2019/C 389/01, [OJ C 389, 18.11.2019, p. 1](#).

¹¹⁶ [OJ C 195, 7.6.2018, p. 7](#).

¹¹⁷ [COM/2020/625 final](#).

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

The 2025 **Council conclusions on inclusive, learner-centred practices in early childhood education and care and school education**¹¹⁸ reflect the need to build more resilient and inclusive education and training systems, and to ensure access for everyone to high-quality and inclusive education, training and lifelong learning.

The 2021 **Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education**¹¹⁹ is amongst the first concrete actions implemented under the Digital Education Action Plan.

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

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

The Council Conclusions on '**European teachers and trainers for the future**'¹²⁰ of May 2020 recognise that teachers and trainers are an indispensable driving force of education and training and acknowledge their commitment during the COVID-19 crisis. The Programme is instrumental to support the **development of teachers' and trainers' competences**, including through the Erasmus+ Teacher Academies action, as underlined in the **Council conclusions on enhancing teachers' and 'trainer's mobility, in particular European mobility, during their initial and in-service training**¹²¹, their participation in **continuous professional development** and fostered wellbeing through cooperation and mobility including the Digital Opportunity Traineeships (DOTs), as well as their **involvement in future policy design**. The SELFIE for Teachers tool supports primary and secondary teachers as well as professionals in Early Childhood education and care to reflect on their digital competence and identify their learning needs and areas for further development. Supporting passionate, positive, engaged, ambitious and highly competent teachers who inspire learners to reach their full potential is crucial to achieving the policy objectives enshrined in the European Education Area.

¹¹⁸ OJ C, C/2025/2796, 21.5.2025, ELI: <http://data.europa.eu/eli/C/2025/2796/oj>.

¹¹⁹ 2021/C 504/03, [OJ C 504, 14.12.2021, p. 21](#).

¹²⁰ [2020/C 193/04, OJ C 193, 9.6.2020, p. 11](#).

¹²¹ 2022/C 167/02, [OJ C 167, 21.4.2022, p. 2](#).

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

Through its various actions relevant to the **school education field**, the **Programme** will aim at the following in 2026:

Developing basic skills and key competences, tackling learning disadvantage and preventing early school leaving: The programme will aim to help improve educational outcomes and make success at school possible for all learners, including children in early childhood education and care. Projects under this priority may focus on developing key competences and basic skills by promoting cross-curricular collaboration, boosting excellence, using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching, developing assessment and validation, internationalisation of school education and reaching adequate language competence levels. This priority also supports holistic, whole-school approaches to teaching, learning and assessment, as well as collaboration among all actors within schools, families, local services, professionals and other external stakeholders. Further, the priority includes early identification of pupils at risk, preventive and early intervention approaches for learners with difficulties and support to school leaders and educators. Finally, the priority includes a focus on data collection and monitoring, improving transitions between different stages of education, enhancing school planning and quality assurance systems. It also encompasses actions to increase the levels of achievement and interest in literacy competence.

Promoting well-being at school: The aim of this priority is to help build capacity of schools, educators and school leaders to address well-being at school, in a whole-school approach perspective. Projects under this priority can focus on promotion of well-being (both in terms of mental and physical health) for learners and teachers, establish a positive school climate, integrate social and emotional learning into curriculum starting from early childhood education and care to secondary education, ensure creation of safe schools and protection from all forms of violence at school, including bullying, cyber-bullying, and gender-based violence. A second focus of this priority is to enhance professional learning communities and cooperation with the wider community, in particular with health and welfare professionals as well as parents.

Supporting teachers, school leaders and other teaching professions: This priority supports practitioners in teacher professions through all phases of their career. It also supports projects providing support for initial education and continuing professional development of staff involved in organising, leading and providing early childhood education and care. Projects under this priority can focus on enhancing teachers' initial education, as well as their continuous professional development, in particular by improving the policy framework and concrete opportunities for teacher mobility. The priority also supports making teaching careers more attractive and diverse, including via improving their working conditions in a broad sense (e.g. including also collegiality, professional learning, and collaboration and support to their wellbeing), and strengthening selection, recruitment, and evaluation for teaching professions, with particular attention to critical areas such as the lack of specialist teachers in mathematics and science. Projects can also directly support the development of stronger ECEC and school leadership and innovative teaching and assessment methods.

Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach, and foster girls' interest in STEM: This priority supports projects that promote integrated STEM and STEAM education through interdisciplinary teaching in cultural, environmental, economic, design and other contexts. The priority includes development and promotion of effective and innovative pedagogies and assessment methods adapted to diverse learners, including e.g. inquiry-based, project-based and gender-sensitive approaches. It also fosters STEM teachers' initial and continuous professional training and contributes to attracting and retaining STEM professionals in teaching professions. Developing partnerships between schools, businesses, higher education institutions, research institutions, and wider local community is particularly valuable in this context. At strategic level, the priority serves to promote development of national STEM strategies, long-term sustainable stakeholder cooperation, as well as increasing the reach, impact and scale of STEM initiatives.

Supporting response of European education and training systems to Russia's war of aggression against Ukraine: This priority supports projects aiming to implement, share and promote inclusive pedagogical approaches and work-based practices targeting pupils and staff fleeing Russia's war of aggression against Ukraine. Projects under this priority should build on high quality standards and substantial experience in the integration of newcomers in learning and training environments. They can focus on language training, integration of learners into school education (with support, as possible, from Ukrainian teachers and trainers fleeing the war), processes of recognition of skills and qualifications, applying and expanding research, exchanging with Ukrainian institutions, good practices supporting psycho-social well-being of learners and staff fleeing war, etc.

Vocational education and training (VET)

The Union of Skills Communication announced a **European Strategy on vocational education and training (VET)** with the aim to increase the attractiveness, excellence and inclusiveness of VET. The Strategy will focus on the role of VET in supporting EU competitiveness and innovation, economic, territorial and social cohesion, and generational renewal by addressing skills shortages and mismatches, enhancing the attractiveness, quality and labour market relevance of VET and supporting mobility and internationalisation. The Strategy will also address gender and other stereotypes in making study choices and build on benefits and labour market outcomes of VET, so that VET becomes an equally valued learning pathway as higher education, including for women.

The Communication also proposed an EU level STEM target in VET to be discussed in the Council. The Programme would be the main source of EU funding contributing to achieve this target. The **STEM Education Strategic Plan**¹²² foresees concrete actions to raise interest, participation and achievement in STEM among students, including vocational learners.

The **Action Plan on Basic Skills**¹²³ aims to support Member States to strengthen basic skills levels of all young people, including vocational learners. Among other actions, the Commission will develop **guidelines on enhancing basic skills in VET and create a toolkit for basic skills, including basic digital skills, in apprenticeships.**

The Union of Skills Communication announced working towards the development of a **potential European VET diploma/label** which would aim at facilitating the mobility of VET

¹²² COM (2025) 89.

¹²³ COM (2025) 88.

learners and workers. The diploma could cover initial VET at upper-secondary and post-secondary level.

A key EU policy document in the VET field is the **Council Recommendation on Vocational Education and Training (VET)**¹²⁴, which was followed by the Osnabrück Declaration¹²⁵ endorsed by the Ministers in charge of VET of the Member States, the EU candidate countries and the EEA EFTA States¹²⁶, the European social partners and the European Commission. The Declaration outlined a new set of policy actions in VET for the period of 2021-2025 aimed to complement and operationalise the vision and strategic objectives formulated in the Council Recommendation¹²⁷. Its successor, the Herning Declaration, was adopted in September 2025¹²⁸.

The VET Recommendation aims to equip young people and adults to manage the just transitions to the green and digital economy, while ensuring inclusiveness and equal opportunities and contributing to achieving resilience, social fairness and prosperity, and to promote European vocational education and training systems in an international context so that they are recognised as a worldwide reference for vocational learners. It puts forward actions to be implemented at both the national and EU level aiming to modernise vocational education and training. This is to be achieved by adapting vocational education and training to a more digital and greener economy and also to the evolving labour market and society needs, while providing quality opportunities for young and adults alike, including by reinforcing opportunities for work-based learning and apprenticeships.

The recommendation further aims to increase flexibility of VET provisions by encouraging modularisation, to increase VET digitalisation, to boost the quality assurance of vocational education and training, and to promote **Centres of Vocational Excellence (CoVE)**. Flexibility will also be reached by exploring the concept and use of micro-credentials, together with Member States and relevant stakeholders, including in the context of the European Qualifications Framework (EQF) Advisory Group, as proposed in the European Skills Agenda.

Apprenticeships are a particularly effective form of work-based learning in VET that ease the transition from education and training into work. They provide the skills that employers need, and enhance the competitiveness and productivity of companies and workplaces. However, the positive effects of apprenticeships on labour market conditions and youth employability depend on their quality and their effectiveness. Therefore, on 15 March 2018, EU Member States agreed on a Council Recommendation on a European Framework for Quality and Effective Apprenticeships (EFQEA) with the aim to ensure that apprenticeships respond to the needs of both apprentices and employers throughout the European Union¹²⁹. The European Alliance for Apprenticeships (EAfA) is an important pillar that supports the implementation of the European Framework for Quality and Effective Apprenticeships. It aims to strengthen the supply, quality, image of apprenticeships and mobility of apprentices.

¹²⁴ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, 2020/C 417/01, [OJ C 417, 2.12.2020, p. 1](#).

¹²⁵ European Commission: Directorate-General for Employment, Social Affairs and Inclusion, Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies, Publications Office of the European Union, 2021, <https://data.europa.eu/doi/10.2767/784423>.

¹²⁶ The European Economic Area (EEA) brings together the EU Member States and three of the EFTA States (Iceland, Liechtenstein and Norway).

¹²⁷ See European Commission: Directorate-General for Employment, Social Affairs and Inclusion, Vocational education and training – Skills for today and for the future, Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2767/811982>.

¹²⁸ <https://danish-presidency.consilium.europa.eu/media/23xla4rt/herning-declaration-2025-english.pdf>

¹²⁹ Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships, [OJ C 153, 2.5.2018, p. 1](#).

Apprenticeships are also a central component of the Commission's Union of Skills initiative, launched in March 2025 to enhance Europe's competitiveness and address labour market challenges through high-quality education and skills development. One of the targets of this initiative is related to the expansion of EAfA, while the initiative also emphasizes the role of apprenticeships in ensuring basic skills and strengthening STEM education.

The Erasmus+ CoVEs connect VET providers in transnational partnerships, foster cooperation with labour market actors, public authorities and other stakeholders, and strive to develop high quality curricula and qualifications focused on sectoral skills needs and societal challenges. They act as drivers of excellence and innovation and promote a proactive role for VET in local and regional economic development, by seeking synergies with higher education institutions and contributing to the provision of the range of skills needed in our modern economies and societies. The CoVEs will act as entrepreneurial incubators and catalysts for investment. The Erasmus+ Programme aims to fund at least 100 CoVE projects in the period 2021-2027 (57 projects have been selected for funding under the calls from 2021 to 2024).

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

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

Through its various actions relevant to the **field of vocational education and training** (both initial and continuing), linked to the Union of Skills, the Council Recommendation on VET, the 2020 Osnabrück Declaration and the 2025 Herning Declaration, the Programme will aim at the following in 2026:

Agile VET, which adapts to labour market needs. This includes a) VET programmes that offer a balanced mix of vocational training, including technical skills well aligned to all economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital skills, language skills, transversal skills, STEM skills, skills for the green transition and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development; b) VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels); c) an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles in line with national context; d) VET programmes at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships¹³⁰ and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.

Flexible VET, which provides progression opportunities. This includes a) learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning, and open up career and learning progression; b) continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling

¹³⁰ Projects promoting apprenticeships may consider joining the European Alliance for Apprenticeships.

needs; and c) VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with the goal of gaining a qualification, a partial qualification, as relevant in the national context. Actions will also aim to close existing gaps in the access to training for working age adults and empower them to successfully manage labour market transitions.

VET driving innovation and growth, and preparing for the digital and green transitions.

This includes a) integration of VET into economic, industrial and innovation strategies, including those linked to green and digital transitions; b) expansion of the training offer fostering the acquisition of STEM skills, entrepreneurial, digital and green skills; c) establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (European Qualifications Framework for lifelong learning EQF levels 5-8) in line with national context and providing innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and d) access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.

VET as an attractive choice based on modern and digitalised provision of training/skills.

This includes a) permeability between both initial and continuing vocational education and training, general education and higher education; b) development of VET at EQF levels 5 to 8; c) delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality and customised learning based on AI technologies); d) initial and continuing professional development of VET teachers and trainers and the creation and implementation of digital transformation plans of VET institutions to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments; e) internationalisation strategies supporting a strategic approach to international cooperation in VET, including the preparation, training and participation of VET learners and staff in international, national, regional and sectoral skills competitions; f) Opportunities for learning mobility of vocational learners and staff, including through the Digital Opportunity Traineeships (DOT), virtual mobility, long-duration mobility and mobility to third countries not associated to the Programme are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European tools (Memorandum of Understanding, Learning Agreement, Europass Mobility); and g) high quality lifelong learning and career guidance services, making full use of Europass and other digital services, including the European Digital Credentials for Learning (EDC) ¹³¹.

VET promoting equal opportunities. This includes a) inclusive and accessible programmes for marginalised and vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, refugees, people with migrant background and people with fewer opportunities because of their geographical location, such as people living in remote areas and/or in a socially and economically disadvantaged situation; b) targeted measures and flexible training formats to prevent early leaving from education and training and support the school-to-work transition; c) programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for marginalised or vulnerable groups and

¹³¹<https://europass.europa.eu/en/europass-digital-tools/european-digital-credentials-learning>
<https://europass.europa.eu/en/europass-digital-tools/european-digital-credentials-learning>

people in rural or remote areas; and d) targeted measures promoting gender balance in traditionally “male” or “female” professions and addressing gender and other stereotypes.

VET underpinned by a culture of quality assurance. This includes further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET. Actions to boost quality assurance in VET through a reinforcement of the European Quality Assurance in Vocational Education and Training EQAVET Framework by exploring EU vocational core profiles, and the potential role of micro-credentials.

The Programme will also contribute to increase the share of students enrolled in STEM fields in initial medium-level VET in line with labour market needs, and tackling gender stereotypes in this field.

Adult education

In the adult education field, in line with the quality objectives of the Union of Skills, the European Education Area, the European Pillar of Social Rights Action Plan and the Council Resolution on a New European agenda for adult learning (NEAAL 2030), the Programme will continue contributing in 2026 – through mobility and cooperation actions – to empowering individuals’ participation in inclusive and accessible education and training notably through support for non-formal, lifelong learning and local/community learning, social fairness reaching out to people of all backgrounds and in all geographical areas, urban or rural, including older adults.

The European Pillar of Social Rights Action Plan envisages that by 2030 adult participation in learning during the last 12 months should reach 60%, a target endorsed by Heads of State and Government in the Porto Social Summit of 7 May 2021. Member States have defined their national targets for participation of adults in learning. A major milestone is the target of 47% of adults participating in learning to be achieved by 2025, as defined in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). Increasing the participation rate has clearly become a crucial policy objective, indispensable to harnessing the digital transformation and the shift to a climate neutral economy and society, as comprehensively argued in the European Skills Agenda. Many adults will need to adapt to evolving skills needs in a job, or to change occupation or sector, but also to be able to socially interact and actively participate in the life of their community. Countries may improve their adult learning participation rate by properly implementing the Council Recommendation on individual learning accounts¹³². So far, 14 Member States have established or are piloting these accounts for working-age people.

The Pact for Skills, the main flagship action of the European Skills Agenda, is gathering momentum with more than 3 200 organisations having signed the Charter and 20 large-scale partnerships in all sectors of the European Industrial Strategy. The Erasmus Partnerships for Innovation are proving an effective tool in supporting these strategic skills alliances at sectoral level, building on the experience of the Blueprint alliances. These alliances and the Centres of Vocational Excellence enhance synergies between various skills initiatives through the activities described in the annual calls and through support services.

¹³² 2022/C 243/03, [OJ C 243, 27. 6.2022, p. 26](#).

The evaluation¹³³ of the implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'¹³⁴ has found progress, but very fragmented and uneven, rather than the comprehensive, structural actions that would be necessary to increase participation of low-qualified adults in learning and the share of adults with (at least) basic digital skills. 'Upskilling Pathways' recommends Member States to *'offer adults with a low level of skills, knowledge and competences access to upskilling pathways, to acquire a minimum level of literacy, numeracy and digital competence; and/or acquire a wider set of skills, knowledge and competences relevant for the labour market and active participation in society'*, accompanied by outreach, assessment, guidance, validation and financial support and specific teacher training, to make the learning offer relevant and targeted to the learners needs. Erasmus+ can contribute to help the **adult education learners and staff among the displaced persons fleeing Russia's war of aggression against Ukraine**, and the adult education systems of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible staff who are displaced themselves, and support the staff of host countries dealing with this endeavour. The Programme will also support the promotion of European values or the fight against disinformation and fake news.

Through its various actions relevant to the **field of adult education**, the Programme will aim at the following in 2026:

Increasing accessibility, quality, take-up and recognition of adult education: Empowering and enabling adults to participate in training is essential to reduce skills gaps and labour market shortages. This priority supports attractive, high quality and flexible learning offers adapted to the learning needs of adults of all generations. It also supports projects that empower and enable adults to participate in training in order to reduce skills gaps and labour market shortages, including projects that build on Individual Learning Accounts and enabling frameworks, as well as projects working on validation of skills certified by micro-credentials or acquired through informal and non-formal learning. Further, this priority supports the development of better-quality assurance mechanisms, including the development and transfer of monitoring methodologies to measure effectiveness learner progress. Finally, in order to support high quality adult learning, priority will be given to projects that improve the competences of adult learning staff, target the development of skills to respond to individual learning needs, the assessment of prior knowledge and skills of adult learners, better and more innovative teaching methods, as well as strengthening the supporting role the adult education staff has in motivating, guiding and advising learners in challenging learning situations.

Promoting local learning centres and innovative learning spaces: This priority aims to support local learning environments, to promote social inclusion, civic engagement and democracy, and to attract and offer everyone in the community lifelong and life-wide learning opportunities, also by exploiting digital technologies and including measures for outreach to and the engagement of learners. Projects could, for example, encourage local learning centres, libraries, museums, prisons, civil society and the wider community (NGOs, local authorities, health, culture etc.) to work together to motivate and enable adults of all ages to learn the skills for life¹³⁵ and key competences necessary to be resilient and adaptable in the face of change and uncertainty.

¹³³ Report from the Commission to the Council Evaluation of the Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for adults, [COM\(2023\) 439 final](#).

¹³⁴ [OJ C 484, 24.12.2016, p. 1](#).

¹³⁵ 'Skills for Life' encompass a wide range of skills that people need in all different areas of life. While these are neither vocational skills nor directly linked to skills for the labour market, they may also support people in their professional activities or in further training. Examples of these skills include (non-exhaustive list): environmental literacy, health and dietary literacy, consumer and financial literacy, media literacy and critical thinking, civic skills, resilience, social and emotional literacy, digital skills etc.

Fostering the creation of upskilling and reskilling pathways for adults: This priority aims at promoting new adult education opportunities, knowledge and competences, particularly for adults with a low level of basic skills. Projects should allow adult learners to enhance their basic skills and key competences and to progress towards higher qualifications. This should go along with developing career guidance and counselling as well as the career management skills of adults. Improving skills assessment, designing tailored learning offers, and developing effective outreach are also aspects that can contribute to the overall aim of fostering upskilling and reskilling of adults.

Youth

One of the transversal priorities of the Erasmus+ Programme is to support participation in democratic life, promote common values and foster active citizenship. This is a priority of the EU Youth Strategy 2019-2027 and was also a key focus of the **European Year of Youth 2022**.

The Communication on the European Year of Youth adopted in 2024 also underpins the Commission's sustained commitment to increase youth participation in policy making and further encourage youth mainstreaming, with the application of a youth check as key novelty.

In 2026, the Programme will continue to empower young people and to encourage their participation in democratic life, hence contributing to the Conclusions of the Council on safeguarding and creating civic spaces for young people that facilitate meaningful youth participation¹³⁶ and to the Communication from the Commission¹³⁷ and Council conclusions¹³⁸ on the European Year of Youth 2022.

It will inter alia build on the new dialogue formats with young people such as the -youth policy dialogues with commissioners developed in the last years.

The Programme will also focus on the issues young people and organisations in the field of youth raised as of concern to them, which include, among others, health and wellbeing, environment and climate change, education and training, international cooperation and European values, employment and inclusion. The Programme will continue to strengthen youth mainstreaming in policymaking by focussing on further capacity building, knowledge sharing and exchange of views on youth mainstreaming and on the application of youth checks in policymaking on all levels (European, national, regional, local).

In line with the EU Youth Strategy, the Erasmus+ actions supported in 2026 under the Youth strand also contribute to the implementation of the Council Resolution on the Framework for establishing a European Youth Work Agenda¹³⁹ and the Council resolution on youth work policy in an empowering Europe¹⁴⁰.

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

Through the **Erasmus Accreditation in the field of youth**, the Programme facilitates cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and

¹³⁶ 2021/C 501 I/04, [OJ C 501 I, 13.12.2021, p. 19](#).

¹³⁷ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the European Year of Youth 2022, [COM/2024/1 final](#).

¹³⁸ Conclusions of the Council and of the representatives of the governments of the Member States meeting within the Council on the legacy of the European Year of Youth 2022, OJ C, C/2024/3543, 31.5.2024, ELI: <http://data.europa.eu/eli/C/2024/3543/oj>.

¹³⁹ 2020/C 415/01, [OJ C 415, 1.12.2020, p. 1](#).

¹⁴⁰ OJ C, C/2024/3526, 3.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3526/oj>.

cooperation to build capacity of organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda, and the definition of common skills. The EU seeks to reduce barriers to participation especially for disadvantaged groups and aims to increase the recognition of skills gained. Through promotion of education and training of youth workers and non-vocational qualifications for youth work, the Programme will also encourage the mobility of youth workers within the EU.

Erasmus+ will support types of actions such as the **Youth participation activities** and **DiscoverEU** that aim to enhance the focus on empowering young people, fostering their active participation in the society and supporting their personal and professional development.

Also, in line with the EU Youth Strategy, the Programme will promote projects aiming at engaging, connecting, empowering young people and enhancing intergenerational fairness. Priority will be given to strengthening cross-sectorial cooperation, allowing for greater synergies across different areas of actions that matter for young people. A special focus will be put on participation – including alternative and innovative forms of participation – and active citizenship of young people, in line with the Communication on the European Year of Youth, notably those that involve young people at risk of social exclusion and discrimination and those living in remote or EU outermost regions, in line with the 2024 Council Conclusions on providing global opportunities for young people living in rural and remote areas¹⁴¹.

Erasmus+ will continue to help the **young people and youth workers fleeing** armed conflicts and/or natural or man-made disasters and enhance the culture of preparedness, as well as the non-formal education providers of the countries receiving them. Erasmus+ will support the integration of learners, integrate as much as possible youth workers who are displaced themselves, and support the youth work providers of host countries by dealing with this endeavour. The Programme will also support the promotion of European common values and the fight against disinformation and fake news.

Against this background, the Programme will help to:

Engage:

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

Connect:

- Foster active citizenship and notably volunteering and solidarity among young people;
- Increase social inclusion of all young people, including through enhancing accessibility and inclusiveness of respective activities, building on EU values;
- Promote intercultural dialogue and promote knowledge about and acceptance of diversity and tolerance in society;

¹⁴¹ Conclusions of the Council and of the representatives of the governments of the Member States meeting within the Council on providing global opportunities for young people living in rural and remote areas, OJ C, C/2024/7404, 10.12.2024, ELI: <http://data.europa.eu/eli/C/2024/7404/oj>

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

Empower:

- Contribute to quality, innovation and recognition of youth work, in line with the priorities of the European Youth Work Agenda and considering the outcomes of the 4th European Youth Work Convention;
- Contribute to the quality of education and training, and of non-vocational qualifications for youth workers and support projects in developing and sharing methods in order to contribute to the European Education Area;
- Support capacity-building of youth workers and youth work practices, whether they are digital or face-to-face;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks, opportunities, and implications of digitalisation;
- Foster the inclusion and employability of young people with fewer opportunities (including for persons not in education, employment or training), with particular emphasis on young people at risk of marginalisation and those with a migrant background, young people with disabilities, as well as those living in remote areas (e.g. EU outermost regions);
- Open up youth work to cross-sectoral cooperation allowing greater synergies across all areas of actions that address the concerns of young people;
- Ease transition of young people from youth to adulthood, including supporting the integration into the labour market by addressing key competences and other organisational support that youth work can bring;
- Promote recognition and validation of youth work and informal and non-formal learning at European, national, regional and local levels.

Sport

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

Lifestyles4All initiative. The current work plan was adopted as Council resolution on the 5th EU Work Plan for Sport for the period July 2024 to December 2027¹⁴².

In 2026, Erasmus+ will continue to be a key instrument to pursue the thematic priorities in the field of sport, in line with the EU Work Plan for Sport. The sport actions will continue supporting projects encouraging the promotion of healthy lifestyles for all, especially all forms of participation in sport and physical activity, as well as self-organised sport¹⁴³. This includes **mobility and cooperation projects in the field of sport**, as well as activities related to the **European Week of Sport**, for all types of sport and physical activity, including traditional sport and games. The Programme will continue supporting initiatives that tackle cross-border threats to the integrity of sport, such as corruption, doping and match fixing. Social inclusion for all, promotion of good governance principles and the fight against violence, all forms of discrimination, harassment and intolerance in sport will also be a major focus within the Sport actions in 2026. The sport actions will also continue to promote peace through sport in particular supporting sport organisations working in relation with the Russia's war of aggression against Ukraine.

In the same vein, the Programme will foster green and sustainable physical activity and sports practices, as mentioned in the 2022 **Council conclusions on Sport and physical activity, a promising lever to transform behaviour for sustainable development**¹⁴⁴ and based on the report from the expert group on sport's contribution to the European Green Deal.

The **SHARE 2.0** initiative will continue to promote exchange of practices among sport stakeholders on the role of sport and physical activity as an instrument for economic, social and cultural development towards healthy, active and green-friendly communities.

The annual **EU Sport Forum** will continue to be a unique opportunity for sport organisations to meet and discuss key topics in the field of sport with policy makers, representatives of EU institutions, and Member States.

The **#BeActive EU Sport Awards** will support projects that are dedicated to promoting and recognising the value of sport and physical activity across Europe. In doing so, the award will acknowledge the role of sport in addressing a wide range of societal issues (e.g. fostering active participation in society, promoting social inclusion, promoting personal and educational development of individuals, etc.). The award will also support the dissemination of innovative ideas, activities and best practices throughout Europe and highlight the contributions of sport organisations and individuals to the European Union based on equity and shared values.

Sports and regular physical activity offer significant benefits for cardiovascular health. Promoting regular physical activity remains essential for healthier communities, non-communicable disease prevention and overall well-being across the EU. The #BeActive campaign and the European Week of Sport will promote physical activity and strengthen awareness of the link between regular physical activity and cardiovascular health. Erasmus+ will continue to provide EU funding for projects related to physical activity, including its crucial

¹⁴² Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the European Union Work Plan for Sport (1 July 2024 – 31 December 2027), OJ C, C/2024/3527, 3.06.2024, ELI: <http://data.europa.eu/eli/C/2024/3527/oj>.

¹⁴³ In line with the Conclusions of the Council and of the representatives of the governments of the Member States meeting within the Council on the contribution of self-organised sport to supporting active and healthy lifestyles in the European Union, OJ C, C/2024/3809, 27.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3809/oj>.

¹⁴⁴ 2022/C 170/01, OJ C 170, 25.4.2022, p. 1.

role in prevention. These activities will support the implementation of the Commission Communication on Safe Hearts Plan ¹⁴⁵.

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

Jean Monnet

Jean Monnet actions continue to bring important contributions to the reflections on the future of Europe by promoting excellence in teaching and research in the field of European studies both in Europe and worldwide.

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

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

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

2.3 SYNERGIES WITH OTHER EU INSTRUMENTS

The Erasmus+ Regulation recalls the need to seek for synergies with other Union programmes and instruments in order to optimise the European added value of its activities, facilitate the upscaling of projects, enhance Programme impact, help promoters of Programme projects to apply for grants or develop synergies with Cohesion Policy programmes and other programmes and instruments. The 2024 Council Recommendation ‘Europe on the Move’ recalls the existing synergies and complementarities between Erasmus+ and other funding instruments at EU, international, national and regional level, such as Cohesion policy funds, stressing the fostering of synergies as a tool to make learning mobility more inclusive and accessible to people with fewer opportunities.

The Erasmus+ Regulation also includes specific provisions aiming to facilitate the alternative funding of project proposals that have passed the quality assessment under a given Call for proposals but cannot be financed due to budgetary constraints, through the award of the **Seal of Excellence** ¹⁴⁶.

¹⁴⁵ COM(2025) 1024 final of 16.12.2025.

¹⁴⁶ See Article 32(3) of the Erasmus+ Regulation and Article 73 of Common Provisions Regulation (Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231, 30.6.2021, p. 159, ELI: <http://data.europa.eu/eli/reg/2021/1060/oj>.

In 2026, the Programme will continue to support a more structured approach to the development of synergies with Cohesion policy programmes, in particular the ESF+ programme, by piloting the Seal of Excellence through Erasmus+ flagship actions¹⁴⁷. Notwithstanding the voluntary uptake of this tool from other funding authorities, the Seal of Excellence facilitates the building of synergies between programmes, by allowing win-win strategic investments on projects that meet common objectives. A more extensive development of effective synergies and complementarities with other EU and non-EU funding sources at national or regional level is also fostered through specific additional support to the National Agencies established under the Erasmus+ Regulation. To this aim, National Agencies, with support of their national authorities, can plan transnational or national activities to build bridges with bodies and authorities managing other EU and non-EU funding instruments to establish long-term cooperation patterns in view of addressing obstacles to learning mobility, such as the shortages of affordable housing for students.

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

¹⁴⁷ See part II of the Annual Work Programme.

1. BUDGET LINES AND BASIC ACT

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

Basic act: Regulation (EU) 2021/817¹⁴⁸ of the European Parliament and of the Council of 20 May 2021 establishing the Erasmus+: the Union programme for education, training, youth and sport and repealing Regulation (EU) No 1288/2013 (Erasmus+ Regulation); Regulation (EU) No 2021/947¹⁴⁹ of the European Parliament and of the Council of 09 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument - Global Europe, amending and repealing Decision No 466/2014/EU and repealing Regulation (EU) 2017/1601 and Council Regulation (EC, Euratom) No 480/2009; Regulation (EU) No 2021/1529¹⁵⁰ of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III); Regulation (EU) 2021/1060¹⁵¹ of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy.

2. METHODS OF INTERVENTION

On the basis of the objectives established in the Erasmus+ Regulation, the 2026 Erasmus+ Work Programme will be implemented under direct management in accordance with Article 62(1), first subparagraph, point (a) of the Financial Regulation¹⁵² or under indirect management with bodies as referred to in Article 62(1), first subparagraph, point (c) of that Regulation. Programme funding may be provided in any of the forms laid down in the Financial Regulation, in particular grants, prizes and procurement.

To achieve the objectives and policy priorities announced in Part I of this Work Programme, calls for proposals will be published by the European Commission or by European Education and Culture Executive Agency (EACEA) in accordance with Article 192(1) of the Financial Regulation.

Following the adoption of the financing decision to which this Work Programme is annexed, an annual Call for Proposals 2026 will be published by the Commission. Detailed conditions of this call, including priorities, will be included in the 2026 Erasmus+ Programme Guide.

The 2026 Erasmus+ Programme Guide will constitute an integral part of the Call for proposals 2026; it aims to assist all those interested in developing projects within the Programme. It helps them understand the objectives and the actions of the Programme. It also gives detailed information on what are the minimum requirements for applying and what level of grant is offered. Finally, it informs about the grant selection procedure as well as the rules applying to

¹⁴⁸ OJ L 189, 28.05.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/817/oj>.

¹⁴⁹ OJ L 209, 14.06.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

¹⁵⁰ OJ L 330, 20.9.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

¹⁵¹ OJ L 231, 30.6.2021, p. 159, ELI: <http://data.europa.eu/eli/reg/2021/1060/oj>

¹⁵² Regulation (EU, Euratom) 2024/2509 of the European Parliament and of the Council of 23 September 2024 on the financial rules applicable to the general budget of the Union (recast), OJ L, 2024/2509, 26.09.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>.

successful applicants that become beneficiaries of an EU grant. The Programme Guide provides also detailed information as regards the eligibility, selection and award criteria for each type of project to be implemented. The quality of the proposals will be assessed on the basis of the award criteria published per action in the guide.

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

Actions will be implemented both in direct and indirect management.

All actions implemented through the National Agencies or other pillar assessed entities are implemented in indirect management. With reference to Pillar Assessed International Organisations, the Commission may entrust them budget implementation tasks via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c)(ii) and 159(1) of the Financial Regulation.

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

Some grants will also be awarded in direct management without a call for proposals in accordance with Article 198(c), (d) and (f) of the Financial Regulation.

The calls for proposals that will be launched with a view to selecting actions to be co-financed in 2026, as well as the grants awarded under specific conditions without a call for proposals are specified further below in Part II of this Work Programme.

The majority of grants will be financed in the form of lump sums or unit costs (simplified forms of grants). The use of these types of grants under Erasmus+ Programme has been approved by a “Decision authorising the use of lump sums and unit costs under the Erasmus+ Programme 2021-2027¹⁵³”. In accordance with this Decision, the methodology used to establish the simplified forms of grants and their levels ensures the respect of the principle of sound financing management and reasonable compliance with the principles of co-financing and no double funding.

For all grants, the open access requirement of the Erasmus+ Programme as stipulated in the relevant call for proposals or the Erasmus+ Programme Guide applies. Accordingly, any research output must be made available online following open access publishing principles. Any educational resources or software produced or modified must be made available online on suitable platforms¹⁵⁴ and under fully open licenses which allow free use, sharing and modification. Justified exceptions are possible but must be requested and confirmed in writing.

Organisations, institutions and groups applying for any funds under Erasmus+ as detailed further below in Part II of this Work Programme will be assessed against the selection and award criteria which will be detailed in the respective calls and in the 2026 Erasmus+ Programme Guide, as applicable.

The Commission strives for ensuring access to funding for a wide range of organisations, making the programme inclusive and accessible. To support this goal, specific rules may be introduced in the implementing documents, such as setting a maximum number of applications a single entity can submit under the same call or round for certain actions. Such measures aim to ensure a wider and more equitable distribution of funds, allowing more newcomers and a broader spectrum of participants to benefit from the programme.

¹⁵³ https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/ls-and-unit-cost-decision_erasmus_en.pdf.

¹⁵⁴ Project results should be made available publicly on the [Erasmus+ Project Results Platform](#).

b) PROCUREMENT

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

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

c) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS

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

In line with the general and specific objectives of the Programme under the Erasmus+ Regulation, accreditation processes are in place under certain actions in order to ensure the general quality framework for European and international cooperation activities. Where this is the case, awarding the accreditation represents the first stage in a two-stage submission procedure for certain grants and it does not trigger an immediate award of funding under the Erasmus+ Programme; award of the Erasmus accreditation confirms that the applicant has set up a plan to implement high quality mobility activities as part of a wider effort to develop their organisation and allows them to apply for mobility funding in a simplified manner, as will be specified in the implementation documents, such as calls for proposals, and further detailed by the Erasmus+ Programme Guide 2026 or by the National Agencies.

The Programme will also award prizes.

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

3. OBJECTIVES PURSUED AND EXPECTED RESULTS

Key Action 1

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

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

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

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

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

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

Key Action 2

Key Action 2 is expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels. For the

participating organisations, projects supported under this Key Action are intended to produce the main following outcomes:

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

Key Action 3

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

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

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

Jean Monnet Actions

The actions are expected to produce the following main results:

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

A. EDUCATION AND TRAINING

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

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

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

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

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

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

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

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

Mobility activities primarily take place in and between the EU Member States and third countries associated to the Programme. They may also be directed towards third countries not associated to the Programme, in order to encourage organisations in EU Member States or third countries associated to the Programme to develop international outgoing mobility activities (i.e. participants from EU Member States or third countries associated to the Programme going to non-associated third countries). It is in the Union's interest that such participants can also gather experience in non-associated third countries, since their enriched knowledge is likely to directly benefit the Union upon their return. There would also be an indirect benefit if their enriched knowledge is put to use in a third (possibly non-associated) country, for instance if these participants have contacts with entities located in the Union or associated countries or with individuals from the Union or associated countries ¹⁵⁵.

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

¹⁵⁵ Such considerations, and the considerations outlined in Part I, under point 1.3 'International Dimension of Erasmus+ Activities' justifying a Union interest in opening the action to entities of non-associated third countries also apply, *mutatis mutandis*, to other actions involving non-associated countries mentioned further down in this Work Programme.

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

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

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

Type of applicants targeted by this action: same as for the *Mobility projects for higher education students and staff* (funded by the Erasmus+ budget – MFF Heading 2), namely: Higher education institutions awarded with a higher education accreditation (Erasmus Charter for Higher Education - ECHE) as well as other public or private organisations coordinating a consortium awarded with a higher education accreditation. Applicants must be established in an EU Member State, or third country associated to the Programme.

Regions covered by this action are all regions covered by the external action instruments.

It is in the Union's interest that such participants gather experience in other countries, since this contributes to the achievement of the Programme's objectives as their enriched knowledge is likely to benefit the Union, and the complementarity and synergies with the other Union instruments bring a clear European added value.

iii. *Mobility of learners and staff in vocational education and training*

The following activities are supported:

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

The activities for learner mobility will contribute to achieve the EU-level target of at least 12% of learners benefiting from a mobility experience abroad by 2030 following the adoption of the Council Recommendation 'Europe on the Move' in May 2024 as well as the deliverables of the Osnabrück Declaration, and in particular its Objective 4 on the international dimension of VET. Its successor – the Herning Declaration - has been adopted at the Informal Ministerial meeting on VET in September 2025 in Denmark.

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

Mobility activities primarily take place in and between the EU Member States and third countries associated to the Programme. They may also be directed towards third countries not associated to the Programme, in order to encourage organisations in EU Member States or third countries associated to the Programme to develop international outgoing mobility activities (i.e. participants from EU Member States or third countries associated to the programme going to non-associated third countries). It is in the Union's interest that such participants can also gather

experience in non-associated third countries, since their enriched knowledge is likely to benefit the Union.

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

iv. Mobility of pupils and staff in school education

The following activities are supported:

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

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

v. Mobility of learners and staff in adult education

The following activities are supported:

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

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

For implementing all the mobility projects above, the budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

Allocation ESF+ Germany

In accordance with Article 26 of the Common Provisions Regulation (CPR)¹⁵⁶ and Article 17(8) of the Erasmus+ Regulation, the German authorities have requested that a share of their national allocation under the European Social Fund Plus (ESF+) is transferred to Erasmus+. As established in Article 26(2) of CPR, the transferred resources shall be implemented for the benefit of the Member State concerned. In accordance with the Partnership Agreement of

¹⁵⁶ Regulation (EU) 2021/1060 of the European Parliament and of the Council of 24 June 2021 laying down common provisions on the European Regional Development Fund, the European Social Fund Plus, the Cohesion Fund, the Just Transition Fund and the European Maritime, Fisheries and Aquaculture Fund and financial rules for those and for the Asylum, Migration and Integration Fund, the Internal Security Fund and the Instrument for Financial Support for Border Management and Visa Policy, OJ L 231, 30.6.2021, p. 159, ELI: <http://data.europa.eu/eli/reg/2021/1060/oj>

Germany¹⁵⁷, for 2026, the transferred resources will be allocated to higher education mobility and will amount to EUR 7 000 000. The total amount transferred from ESF+ to Erasmus+ is within the 5% threshold established in Article 26(1) of CPR¹⁵⁸ for transfers to other instrument under direct or indirect management.

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

Implementation	Indicative amount (EUR)
National Agencies	H2: 3 022 054 600
	H6: 213 952 925
	BL 07 02 13: 7 000 000

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

Index references in budget table (WPI): 1.10

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

Awarding this accreditation represents the first stage in a two-stage submission procedure for certain grants and it does not trigger an immediate award of funding under the Erasmus+ Programme; award of the Erasmus accreditation confirms that the applicant has set up a plan to implement high quality mobility activities as part of a wider effort to develop their organisation, and allows them to apply for mobility funding in a simplified manner.

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

For implementing this accreditation procedure, the budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation

Implementation	Indicative amount (EUR)
National Agencies	N/A

¹⁵⁷ [Partnership Agreement with Germany – 2021-2027 - European Commission.](#)

¹⁵⁸ Article 26(1) of Regulation (EU) 2021/1060, OJ L 231, 30.6.2021, p. 159, ELI: <http://data.europa.eu/eli/reg/2021/1060/oj>: “Member States may request, in the Partnership Agreement or in a request for an amendment of a programme if agreed by the monitoring committee of the programme pursuant to point (d) of Article 40(2), the transfer of up to 5 % of the initial national allocation of each Fund to any other instrument under direct or indirect management, where such possibility is provided for in the basic act of such an instrument.”

c) Higher Education Mobility Consortium Accreditation

Index reference in budget table (WPI): 1.11

This accreditation allows more than one higher education institution to be the beneficiary of mobility projects and any other public or private organisation active in the labour market or in the fields of education, training and youth to be involved in the same mobility projects in the field of higher education.

Awarding the accreditation represents the first stage in a two-stage submission procedure for certain grants and it does not trigger an immediate award of funding under the Erasmus+ Programme; award of the Erasmus accreditation confirms that the applicant has set up a plan to implement high quality mobility activities as part of a wider effort to develop their organisation and allows them to apply for mobility funding in a simplified manner.

The procedure for providing a Higher Education Mobility Consortium accreditation could, depending on the specification by the National Agency, take place at the same time as the grant award procedure under Key Action 1 mobility of higher education students and staff (i.e. applications may be submitted at the same time). If that is the case, the submission procedure and evaluation takes place in a single stage.

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

This accreditation procedure will be implemented by the National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	N/A

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

a) Erasmus+ Virtual Exchanges - Heading 6

Index reference in budget table (WPI): 1.12

Many young people - especially in third countries - have no access to physical mobility. Hence the goal to expand the reach and scope of Erasmus+, based on the experience of the 2018-2020 virtual exchange pilot project¹⁵⁹. Erasmus+ Virtual Exchanges are online people-to-people activities that promote intercultural dialogue and soft skills development between individuals from third countries not associated to the Programme, EU Member States or third countries associated to the Programme. They take place in small groups and are always moderated by a trained facilitator.

The specific objectives are the following:

- Encouraging intercultural dialogue with people from third countries not associated to the Programme and increasing tolerance through online people-to-people interactions, building on digital, accessible and inclusive youth-friendly technologies;
- Promoting various types of virtual exchanges as a complement to Erasmus+ physical mobility, allowing more young people to benefit from intercultural and international

¹⁵⁹ <https://europa.eu/youth/erasmusvirtual>

experience and enabling to further engage young people in intercultural dialogue and improve their soft skills as set out in the Digital Education Action Plan¹⁶⁰;

- Enhancing critical thinking and media literacy, particularly in the use of internet and social media, such as to counter discrimination indoctrination, polarisation and violent radicalisation;
- Fostering the digital and soft skills development of students, young people and youth workers, including the practice of foreign languages and teamwork, notably to enhance employability;
- Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- Strengthening the youth dimension in the relations of the EU with third countries.

Type of applicants targeted by this action: the coordinating organisation submitting the application must be a higher education institution or a youth organisation and be legally established in an EU Member State or third country associated to the Programme. Other participating organisations might be any public and private body active in the field of higher education or youth. These entities must be established in an EU Member State, a third country associated to the Programme, or a third country not associated to the Programme from Western Balkans¹⁶¹, Neighbourhood East, South-Mediterranean countries or Sub-Saharan Africa.

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

Implementation	Indicative amount (EUR)
EACEA	9 861 900

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Language learning opportunities

Index reference in budget table (WPI): 1.20

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

The main features of the Online Language Support (OLS) in 2026 will include a full range of online learning activities; language learning courses; additional vocation-specific learning materials for VET learners; assisted/blended learning tools to enable teachers and youth workers to provide extra support to their learners; social networking feature to allow participants to safely engage with each other in order to improve their language skills (language

¹⁶⁰ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Digital Education Action Plan 2021-2027, Resetting education and training for the digital age, [COM\(2020\) 624 final](#) Commission Communication of 30 September 2020.

¹⁶¹ Based on the EU neighbourhood policy (https://neighbourhood-enlargement.ec.europa.eu/countries_en), Western Balkan countries are Albania, Bosnia-Herzegovina, Kosovo, Montenegro, North Macedonia and Serbia. For the purposes of this Annual Work Programme any reference to Western Balkans (except where otherwise indicated) includes the above-mentioned countries, while having in mind that both North Macedonia and Serbia are associated to the programme.

learning community). The tool aims to give users the possibility to choose languages they want to study, as well as their main points of interest (learn more vocabulary, practice grammar, oral practice, etc.). In the 'open area' in the platform, basic language on-line activities are made available for the benefit of the general public.

The Online Language Support content is hosted on the EU Academy platform. The EU Academy platform was developed by the Joint Research Centre (JRC) as a corporate solution back in 2015 for the delivery of online training to EU institutions' staff and EU citizens.

This action will be implemented under existing direct and framework contracts. The Business Ownership is with JRC, the provider is DIGIT.

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

Implementation	Indicative amount (EUR)
EACEA	5 200 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) Erasmus Charter for Higher Education (ECHE)

Index reference in budget table (WPI): 1.30

This is a multiannual call¹⁶² with yearly calls for proposals aimed at accrediting recognised Higher Education Institutions located in eligible countries which have operational capacity to take part in learning mobility of individuals and/or cooperation for innovation and good practices. The accreditation process ensures the general quality framework for European and international cooperation activities which a higher education institution may carry out within the Programme. Awarding ECHE represents the first stage in a two-stage submission procedure for certain grants and does not automatically imply any direct funding under the Erasmus+ Programme. It confirms passing the first stage evaluation and is a pre-requisite to be eligible to apply for a mobility grant for individuals or cooperation for innovation and good practices.

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

Implementation	Indicative amount (EUR)
EACEA	N/A

¹⁶² [ERASMUS-EDU-2022-ECHE-CERT](#)

II. KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the Education and Training sectors.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of higher education:

- Rewarding high-quality learning, teaching and skills development;
- Supporting STEM and the participation of women in STEM;
- Promoting inter-connected higher education systems;
- Supporting higher education institutions in their cooperation with Ukrainian counterparts to respond to the war in Ukraine.

Priorities in the field of vocational education and training:

- Adapting vocational education and training to labour market needs and tackling low proficiency in basic skills;
- Increasing the flexibility of opportunities in vocational education and training;
- Contributing to innovation and quality in vocational education and training;
- Increasing the attractiveness of VET, in particular STEM, and promoting VET internationalisation;

- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of school education:

- Developing basic skills and key competences, tackling learning disadvantage and preventing early school leaving ;
- Promoting well-being at school;
- Supporting teachers, school leaders and other teaching professions;
- Improving interest, participation and achievement in science, technology, engineering, and mathematics (STEM) and the STEAM education, and fostering girls' interest in STEM;
- Developing high quality early childhood education and care systems;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of adult education:

- Increasing accessibility, quality, take-up and recognition of adult education;
- Fostering the upskilling and reskilling of adults;
- Promoting local learning centres and innovative learning spaces;
- Supporting response of European education and training systems to war in Ukraine.

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

The **Communication “Strengthening European Identity through Education and Culture”**¹⁶³ sets out the vision of a European Education Area, and emphasises that “education is part of the solution to get more people into decent jobs, respond better to the economy's skills needs and strengthen Europe's resilience in a context of the rapid and profound changes induced by the technological revolution and globalisation.” It also recognises that “Europe does not excel in delivering high-quality skills, as even the best-performing Member States are outperformed by advanced Asian countries. Europe has, however, the ambition to grasp all opportunities created by new developments. It is therefore in the shared interest of all Member States to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as a means to experience European identity in all its diversity.”

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

¹⁶³Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Strengthening European Identity through Education and Culture The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017, [COM/2017/0673 final](#).

The ‘**Joint Communication on the Eastern Partnership policy beyond 2020**’¹⁶⁴ stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions’ involvement in those EU policy areas. The **Pact for the Mediterranean** adopted on 16 October 2025¹⁶⁵ underlines that ‘all relevant EU financial instruments will be mobilised to support the implementation of the Pact, which is aligned with the priorities of NDICI-Global Europe¹⁶⁶, the Global Gateway and the future Global Europe¹⁶⁷.’ Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education and training, youth and sport, with an emphasis to Establishing a Mediterranean University and enhancing the student and staff mobilities.

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above-mentioned documents, it is in the Union’s interest to support participation of entities from candidate countries, potential candidates¹⁶⁸ and other neighbouring countries¹⁶⁹.

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	251 730 400

¹⁶⁴ Joint Communication to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, Eastern Partnership policy beyond 2020 Reinforcing Resilience - an Eastern Partnership that delivers for all, JOIN/2020/7 final.

¹⁶⁵ Joint communication on the Pact for the Mediterranean - Middle East, North Africa and the Gulf (JOIN(2025) 26 final).

¹⁶⁶ Regulation (EU) 2021/947 of the European Parliament and of the Council of 9 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument – Global Europe, amending and repealing Decision No 466/2014/EU of the European Parliament and of the Council and repealing Regulation (EU) 2017/1601 of the European Parliament and of the Council and Council Regulation (EC, Euratom) No 480/2009, OJ L 209, 14.6.2021, p. 1.

¹⁶⁷ MFF 2028-2034. See Proposal for a Regulation of the European Parliament and of the Council establishing Global Europe, COM(2025) 551 of 16.07.2025

¹⁶⁸ All EU partners in the Western Balkans involved in the Stabilisation and Association process, which are not yet recognised as candidates, are considered potential candidates for EU membership. Currently, Kosovo is a potential candidate.

¹⁶⁹ Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia.

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

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of the Russia's war of aggression against Ukraine in the Education and Training sectors.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of vocational education and training:

- Adapting vocational education and training to labour market needs and tackling low proficiency in basic skills;
- Increasing the flexibility of opportunities in vocational education and training;
- Contributing to innovation and quality in vocational education and training;
- Increasing the attractiveness of VET, in particular STEM, and promoting VET internationalisation;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of school education:

- Developing basic skills and key competences, tackling learning disadvantage and preventing early school leaving;
- Promoting well-being at school;
- Supporting teachers, school leaders and other teaching professions;
- Improving interest, participation and achievement in science, technology, engineering, and mathematics (STEM) and the STEAM education, and fostering girls' interest in STEM;
- Supporting response of European education and training systems to war in Ukraine.

Priorities in the field of adult education:

- Increasing accessibility, quality, take-up and recognition of adult education;
- Fostering the upskilling and reskilling of adults;
- Promoting local learning centres and innovative learning spaces;
- Supporting response of European education and training systems to war in Ukraine.

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	60 000 000

c) Partnerships for Cooperation: European partnerships for school development

Index reference in budget table (WPI): 2.08

In 2026, in order to encourage better cross-border cooperation and mobility between schools across Europe, the programme will support European partnerships for school development. They will contribute to the implementation of policy recommendations adopted in the context of the European Education Area, notably the “Europe on the Move - Mobility for everyone” Council recommendation in order to have learning mobility activities implemented by schools in a more systemic and systematic way. The Recommendation calls for, inter alia, providing systemic learning mobility opportunities, support to transparency and recognition of learning outcomes, development of quality standards for learning mobility, encouraging authorities that manage mobility schemes to reduce the linked administrative burden, valuing the work of educators, staff, who prepare and implement learning mobility projects, as well as developing and implementing a strategic approach to teacher mobility.

In the described context, achieving “better cross-border cooperation and mobility” means that the European partnerships for school development should work on developing supportive structures that can give a strategic, overarching dimension to the efforts of schools and teachers implementing cooperation and mobility projects on the ground, so that their results can become sustainable and accessible to all.

This action will achieve that by:

- Having school authorities and coordination bodies at local and regional level take the lead of the European partnerships for school development to ensure that they have a strong operational capacity, key decision-makers and stakeholders on board, and that they are connected to the school education policy and local needs; this will make it possible to pool resources and overcome structural obstacles for organising mobility activities in a more efficient and more strategic way, in synergy with Key action 1;

- Involving schools as partner organisations in the European partnerships for school development in order to create a connection with the groundwork, test and transfer successful and innovative practices;
- Entrusting the implementation to National Agencies in a decentralised management mode in order to facilitate the participation of schools and make the action adaptable to the diverse national contexts.

By involving school authorities, the new action will help to strengthen the institutional capacity and structures needed to work towards extending learning mobility opportunities in school education, as called for in the Letta report.

By directly involving schools, European partnerships for school development can test and integrate innovative teaching methods, competence frameworks and curricula, for example in areas of basic skills, language learning and learning about Europe, European values and citizenship.

Type of applicants targeted by this action: local and regional school authorities, school education coordination bodies, and other organisations with similar roles in national school education systems. Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	20 000 000

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

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

Index reference in budget table (WPI): 2.09

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

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

Implementation	Indicative amount (EUR)
EACEA	5 000 000

b) Partnerships for Excellence: European Universities

Index reference in budget table (WPI): 2.10, 2.11

European Universities' main objectives are to further develop institutionalised cooperation, making it systemic, structural and sustainable and to increase quality, performance and international competitiveness of European higher education institutions. Europe needs to invest and support the pooling of resources in higher education including via European Universities alliances. In line with the vision for a European Education Area and the Union of Skills, these alliances intend to achieve the following aims:

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

In line with the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) and the Council Conclusions of 17 May 2021 on the European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education, the successful European Universities alliances need a sustainable financial perspective to deliver on the ambition for continued transformation and to inspire the wider higher education sector. In this context, support under this call will be open for already existing deep institutional transnational cooperation alliances of higher education institutions including – but not limited to – the European Universities alliances selected under the 2022 Erasmus+ call for proposals.

The Erasmus+ funding period for the alliances selected under this call will be of 2 years.

The indicative budget for the European Universities alliances will be EUR 144 000 000 from Heading 2 and EUR 1 600 000 from Heading 6 funds (made available for this call through the Instrument for Pre-Accession assistance IPA III to further support the participation as full partners of higher education institutions from the Western Balkans countries not associated to the Erasmus+ programme).

EU Member States stress that European cooperation in education and training for the period up to 2030¹⁷⁰ should also be “viewed in a global perspective, considering that cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy. This will help to make the EU an even more attractive destination and partner, both in the global race for talent as well as in promoting strategic partnerships with international partners to provide inclusive, quality education for all, in all contexts and levels of education. As such, cooperation outside the EU is an essential dimension for the achievement of the Union's geopolitical priorities.”

In this context, the European Union has developed a forward-looking Agenda with the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport. The Agenda outlines a comprehensive, long-term strategy for cooperation with the region. Through increased investments

¹⁷⁰ OJ C 66/1 of 26.02.2021.

in Research, Education, Culture, Youth and Sport, the Western Balkans Agenda and its proposed actions aim to contribute to the region's economic and societal development and cooperation. These should include more financial assistance for the social sector, notably investments in education (Erasmus+ is referred to in this regard) to support social inclusion.

Pursuing the goals indicated above, the European Universities alliances will support exchanges of practices and models, cross-border recognition, harmonisation of quality assurance and accreditation practices in wider geographical areas. By supporting academic cooperation - bringing together students, professors and staff who are able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines - and building strong bridges and integrated higher education systems with Western Balkans, these alliances intend to promote common European values and a strengthened European identity. This action will therefore help to strengthen Europe's positioning as a key partner in education at global level and help cementing the links between the European Education Area and the rest of the world.

The European strategy for universities¹⁷¹ reaffirms that these are essential to assist partner countries to transform their education systems and facilitate mobility of students, staff, teachers, and trainees, in a spirit of mutual benefit, and it indicates in particular Western Balkans as priority region to strengthen partnerships with, and to better engage and rely on alumni networks.

For the reasons above, under this action the participation of legal entities from Western Balkans not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is justified as being in the Union's interest.

Type of applicants targeted by this action:

- The potential beneficiaries and their affiliated entities if any must be:
 - Higher Education Institutions holding a valid Erasmus Charter for Higher Education (ECHE) and entities affiliated to them, including Higher Education Institutions already involved in deep institutional transnational cooperation,
 - Any other organisation - consisting of the above referred higher education institutions specifically set up with the purpose of implementing deep institutional transnational cooperation, including joint educational activities;
 - Targeted applicants must be established in an EU Member State or in a third country associated to the Programme or in a Western Balkans third country not associated to the programme.
- In addition, the following entities may participate as associated partners:
 - any higher education institution holding a valid Erasmus Charter for Higher Education (ECHE) established in an EU Member State or a third country associated to the Programme;
 - any public/private organisation from an EU Member State, third country associated to the programme or in Western Balkans not associated to the programme active in the field of education and training, research and innovation or in the world of work;
 - higher education institutions in third countries not associated to the Programme that are part of the European Higher Education Area (Bologna Process) or in Western Balkans not associated to the programme.

Seal of Excellence

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

¹⁷¹ COM(2022)16 of 19.01.2022.

alternative funding at national level. Where applicable, funding from Member States / State resources must be compliant with State aid rules.

Implementation	Indicative amount (EUR)
EACEA	H2: 144 000 000
	H6: 1 600 000

c) European Degree exploratory action

Index reference in budget table (WPI): 2.12

As announced in the Commission Communication on a Blueprint for a European degree and in accordance with the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree and the Council Recommendation on a European quality assurance and recognition system in higher education, the European Degree exploratory action is aimed at offering an experimental space for higher education institutions in the exploratory path towards a possible European degree including with a European label.

This action will be option to any type of higher education institutions' consortia willing to engage on a path towards a joint European degree label or a joint European Degree. Furthermore, it will help unlock the full potential of the European Universities initiative, involving higher education institutions from all parts of Europe, from capitals to rural areas, as well as any other type of higher education institutions' consortia (not being part of the European Universities initiative) willing to engage on the path towards a possible European degree/European label.

Many alliances of higher education institutions are currently facing challenges when trying to set up and implement joint degree programmes across all parts of Europe. For this reason, the European degree exploratory action will help realise the transformational potential of these transnational cooperation models to set up joint degree programmes matching European criteria and continue testing them. This will enable them to act as trailblazers for other institutions which are willing to deepen their transnational cooperation and set up joint degree programmes, and ultimately be an inspiration for the entire higher education sector.

- The financial support would encourage, based on a set of European criteria agreed upon by the Council of the EU: The design and implementation of joint programmes matching the criteria for a possible European degree/preparatory European label: Higher education institutions are encouraged, on a voluntary basis, 1) to adapt existing transnational joint programmes and/or to design and develop new transnational joint programmes at Bachelor, Master and Doctoral levels that match the criteria for a joint European degree label and a possible European degree including in STEM areas, such as engineering, and 2) to facilitate the implementation of these joint programmes, including for student enrolment and participation.
- Student participation in joint programmes matching the criteria for a possible European degree/European label: Higher education institutions are supported to provide support to students wishing to participate in these joint degree programmes, and as appropriate balancing out tuition fees to ensure such joint degree programmes are equally accessible for institutions and students from the different participating countries.

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

Implementation	Indicative amount (EUR)
EACEA	14 000 000

d) Partnerships for Excellence: Erasmus Mundus (EM) action

Index reference in budget table (WPI): 2.13

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

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

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

This action aims to foster excellence and worldwide internationalisation of higher education institutions in Europe via study programmes – at Master course level – jointly delivered and jointly recognised by higher education institutions (HEIs) established in Europe, and open to institutions in other countries of the world. In this regard, the participation of legal entities from third countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation, is in the Union's interest. The EU interest lies in that the action helps higher education institutions in Europe to enhance their international dimension and increase their ranking of top universities at global level. The EMJMs enhance the attractiveness and excellence of European higher education in the world and attract talent to Europe, through a combination of institutional academic cooperation to showcase European excellence in higher education, and individual mobility for students taking part in the action. In this regard, EMJMs are programmes of excellence that contribute to the integration and internationalisation of the European Higher Education Area (EHEA). The involvement of such entities aims at increasing the international opening of the European higher education systems in line with the Commission priorities for higher education and research, notably by supporting the establishment of large cooperation networks worldwide, hence contributing to improving the quality and innovation of Master level programmes. It also reinforces the attractiveness and reputation of these programmes worldwide and therefore facilitates the recruitment – in the European Union - of

the best students on a highly competitive market. Finally, it aims at ensuring that the cooperation tools and approaches currently developed in Europe within the framework of the Bologna process (e.g. ECTS, diploma supplement, joint degree mechanisms, European quality assurance procedures) are widely disseminated and recognised beyond Europe.

Implementation	Indicative amount (EUR)
EACEA	129 000 000

e) Erasmus Mundus Joint Master's - Additional scholarships for targeted regions of the world - Heading 6

Index reference in budget table (WPI): 2.14

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

Type of applicants: applicants under the Erasmus Mundus Joint Master's action (WPI 2.13) will have the possibility to apply for additional funding from Heading 6 funds, to receive additional scholarships for students coming from targeted regions of the world.

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

These additional scholarships will increase the number students benefiting from high-level educational opportunities in these regions that have identified human development and employability as a priority and a wider coverage of nationalities as the additional scholarships are ring-fenced per region, thus contributing to the principle of 'leaving no-one behind'.

Implementation	Indicative amount (EUR)
EACEA	23 121 740

f) Partnerships for Excellence: Centres of Vocational Excellence

Index reference in budget table (WPI): 2.15

The initiative on Centres of Vocational Excellence (CoVE) aims to be a driving force for reforms in the VET sector, ensuring high quality skills and competences that lead to quality employment and career-long opportunities, meeting the needs of an innovative, inclusive and sustainable economy and contributing to addressing challenges in key economic sectors. The main objective is the establishment of transnational collaborative networks that bring together local and regional VET stakeholders (VET institutions, companies, social partners, authorities, Higher Education institutions, research institutes, etc.) in strong and broad partnerships, thereby creating comprehensive skills ecosystems for innovation, regional development, and social inclusion.

The initiative is based on a bottom-up approach to vocational excellence, enabling VET institutions to rapidly adapt skills provisions to evolving economic and social needs in their context, as identified by the project partners. It is complementary to and works in synergy with other skills initiatives.

Implementing VET excellence approaches features prominently in the overall EU policy for skills and VET put forward in the Union of Skills¹⁷², the Council Recommendation on VET¹⁷³ as well as in the Osnabrück Declaration¹⁷⁴; and its successor – the Herning Declaration - to be adopted during the Informal Ministerial meeting on VET in September 2025 in Denmark. The CoVE initiative is firmly anchored in the European Pillar of Social Rights, European Green Deal, the new Digital Strategy, and supports the Industrial and SME Strategies, the Council Recommendation ‘Europe on the Move’ – learning mobility opportunities for everyone¹⁷⁵, the STEM Education Strategic Plan and the Clean Industrial Deal¹⁷⁶ and key strategic sectors.

The Union of Skills¹⁷⁷ is about investing in people for a competitive European Union, which needs skilled people to respond to new challenges and stay competitive, and a plan to improve high quality education, training, and lifelong learning. The Centres of Vocational Excellence will contribute to this initiative and the upcoming new VET strategy, for example through private-public partnerships to foster innovation or through expanding the use of micro-credentials as mentioned in the Unions of Skills.

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

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

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

The ‘Joint Communication on the Eastern Partnership policy beyond 2020’ stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions’ involvement in those EU policy areas. The Pact for the Mediterranean adopted on 16 October 2025¹⁷⁸ underlines that ‘all relevant EU financial instruments will be mobilised to support the implementation of the Pact, which is aligned with

¹⁷² https://commission.europa.eu/topics/eu-competitiveness/union-skills_en

¹⁷³ Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, 2020/C 417/01, [OJ C 417, 2.12.2020, p. 1.](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT)

¹⁷⁴ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

¹⁷⁵ https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT

¹⁷⁶ https://commission.europa.eu/topics/eu-competitiveness/clean-industrial-deal_en

¹⁷⁷ https://commission.europa.eu/topics/eu-competitiveness/union-skills_en

¹⁷⁸ JOIN(2025) 26 final.

the priorities of NDICI-Global Europe, the Global Gateway and the future Global Europe.’ Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education and training, youth and sport.

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

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

Seal of Excellence

The project proposals evaluated above the quality thresholds that cannot be funded under Erasmus+ due to lack of available budget under this call for proposals, will be awarded with a Seal of Excellence certificate to attest the quality of the proposal and to facilitate the search for alternative funding at national level. Where applicable, funding from Member States / State resources must be compliant with State aid rules.

Implementation	Indicative amount (EUR)
EACEA	68 000 000

g) Partnerships for Innovation: Alliances

Index reference in budget table (WPI): 2.17

The Alliances for Innovation aim to strengthen Europe’s innovation capacity by boosting innovation through cooperation and exchange of knowledge among higher education, vocational education and training (both initial and continuous), business and the broader socio-economic environment, including research. These Alliances will contribute to the Competitiveness Compass¹⁷⁹ and its strategic sectors, the Union of Skills and the STEM Education Strategic Plan, the European Education Area, the Clean Industrial Deal where relevant, with a view to embed innovative and sustainable approaches to education and cooperation with business.

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

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

The Alliances boost innovation through cooperation among education and training providers, as well as labour market and entrepreneurial actors. The Alliances will enhance the quality and relevance of skills developed and certified through education and training systems as well as reinforce a sense of initiative, entrepreneurial mind-sets for learners and educational staff, social responsibility and community engagement. In 2026, this topic will also support the Union of Skills Action on ‘Transnational partnerships between universities and businesses in sectors with major skills shortages’. Such partnerships could for example support dedicated joint

¹⁷⁹ https://commission.europa.eu/topics/eu-competitiveness/competitiveness-compass_en

programmes or to develop jointly micro-credentials, and to support entrepreneurship and mentorship for start-ups and scale-ups, in sectors where there is a severe skills gap in key sectors for Europe's competitiveness (e.g. clean technologies, defence, aerospace, etc) according to regional needs. The Alliances can also carry out activities to support the development of STEM talent as set out in the Union of Skills and the STEM Education Strategic Plan as well as the objectives of the Competitiveness Compass and the European Education Area, as a contribution of education and training to the Union's competitiveness and preparedness. They also can set up 'incubators' within education institutions across Europe, in close cooperation with the entrepreneurial sector.

The indicative budget for Topic 1 is EUR 25 000 000.

The 'Joint Communication on the Eastern Partnership policy beyond 2020' stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions' involvement in those EU policy areas. The **Pact for the Mediterranean** adopted on 16 October 2025¹⁸⁰ underlines that 'all relevant EU financial instruments will be mobilised to support the implementation of the Pact, which is aligned with the priorities of NDICI-Global Europe, the Global Gateway and the future Global Europe.' Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education and training, youth and sport, with an emphasis on establishing a Mediterranean University and enhancing the student and staff mobilities. Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above-mentioned documents, it is in the Union's interest to support participation of entities from candidate countries, potential candidates and other neighbouring countries.

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

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

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

The Blueprint projects will support the skills dimension of the Competitiveness Compass, the Clean Industrial Deal, the Automotive Industrial Action Plan and of the White Paper for European Defence – Readiness 2030.

¹⁸⁰ JOIN(2025) 26 final.

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

- **Topic 3: Pilot action on STEM Skills Foundries**

STEM Skills Foundries aim to create sectorial, transnational and sustainable cooperation between higher education institutions, VET providers and business companies that will foster new, innovative and multidisciplinary approaches to teaching and learning by providing young student entrepreneurs with real business-insights and mentoring opportunities tailored to their talents, needs and objectives. The specific focus of the pilot will be on fostering innovation, creating entrepreneurial mindsets, providing young student entrepreneurs access to their laboratories, technical infrastructures and equipment, supporting the development of intellectual property (IP), guiding them in the development of their master's theses or business ideas, as well as facilitating access to venture capital in the strategic sectors identified in the Competitiveness Compass.

The pilots will boost innovation through cooperation among higher education and VET providers with labour market and entrepreneurial actors with a possible participation of venture capital, facilitated by the Knowledge and Innovation Communities (KICs) of the European Institute of Technology and Innovation (EIT).

The indicative budget for Topic 3 is EUR 10 000 000.

Type of applicants targeted by this action: public or private organisations (such as higher education or higher VET institutions; VET providers; companies, or industry or sector representative organisations, chambers, trade unions or trade associations) active in the fields of education and training and innovation. Applicants must be established in an EU Member State, or third country associated to the Programme. For topic 1, additionally, as explained above, entities from candidate countries, potential candidates and other neighbouring countries, can solely participate in supported projects as partners if their participation is duly justified by bringing an essential added value to the project that could not be achieved without their participation.

For topic 2 applicants should ideally be registered members of the Pact for Skills¹⁸¹ that are public or private organisations legally established in an EU Member State or third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	67 000 000

h) Capacity building in Higher Education – Heading 6

Index reference in budget table (WPI): 2.22

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

¹⁸¹ https://pact-for-skills.ec.europa.eu/index_en

projects should support and underpin the already agreed Global Gateway investment packages and flagships.

Specific objectives of the Capacity Building action are:

- Improve the quality of Higher Education and enhance its relevance for the labour market and society;
- Improve the level of competences, skills and employability potential of students in Higher education institutions (HEIs) by developing new and innovative education programmes;
- Promote inclusive education, equality, equity, non-discrimination and the promotion of civic-competences in Higher Education;
- Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities, as well as the internationalisation of HEIs;
- Increase the capacities of HEIs, bodies in charge of Higher Education and competent authorities to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes;
- Improve the training of teachers and continuous professional development in order to impact the longer term quality of the education system;
- Stimulate cooperation of institutions, capacity building and exchange of good practice, including in view of the possible set up of a Euro-Mediterranean University in the context of the Pact for the Mediterranean ¹⁸²;
- Foster cooperation across different regions of the world through joint initiatives.

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

The action is structured by regions and strands. Three specific strands are available within this action:

Strand 1 – Fostering access to cooperation in Higher Education;

Strand 2 – Partnerships for transformation in Higher Education. For the Southern Neighbourhood, the action will prioritise the development of innovative joint study programmes in the Euro-Mediterranean region; and

Strand 3 – Structural reform projects in Higher Education. Under this strand, in 2026, the action will also include a targeted initiative for Moldova and support the creation of a flagship EU-Moldova Master's programme in European Affairs. The programme will be designed and implemented in cooperation between Moldovan and EU universities (or from countries associated to the programme). The aim will be to: a) build Moldova's public administration capacity for EU accession by training a new generation of civil servants and young professionals in EU affairs, public policy, and law; and b) strengthen the quality and relevance of higher education in Moldova through international academic cooperation, curriculum modernisation, and institutional partnerships.

¹⁸² JOIN(2025) 26 of 16 October 2025.

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

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

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

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

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

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

This action is funded based on Article 13(6) of the Regulation (EU) 2021/947 (NDICI-Global Europe). One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded based on the Regulation (EU) 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)¹⁸³. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

¹⁸³ Regulation (EU) 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance, OJ L 330, 20.9.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

Implementation	Indicative amount (EUR)
EACEA	113 117 100

i) Capacity building in VET – Heading 6

Index reference in budget table (WPI): 2.23

This action in the field of Vocational Education and Training supports international cooperation projects based on multilateral partnerships between organisations active in the field of VET in EU Member States, third countries associated to the Programme and third countries not associated to the Programme. They aim to support the relevance, accessibility, and responsiveness of VET institutions and systems in third countries not associated to the Programme, as a driver of sustainable socio-economic development. Through joint initiatives that foster cooperation across different regions of the world, this action intends to increase the capacity of VET providers - especially in the fields of management, governance, inclusion, quality assurance, and innovation - so that they are better equipped to engage with private sector/enterprises/business associations to explore employment opportunities and jointly develop responsive VET interventions. International partnerships should contribute to improving the quality of VET in the third countries not associated to the Programme, notably by reinforcing the capacities of VET staff and teachers as well as by strengthening the link between VET providers and the labour market.

The capacity building projects in VET contribute to the broader policy objectives that are being pursued between the European Commission and the third countries not associated to the Programme or region concerned, in particular the Global Gateway investment packages¹⁸⁴ and flagships. For selected countries, this includes the Talent partnerships initiative, as laid down in the Commission Communication on attracting skills and talent to the EU¹⁸⁵.

Specifically, this action will have the following objectives:

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

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

As it comes to third countries not associated to the Programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set

¹⁸⁴ EU-Latin America and Caribbean Global Gateway Investment Agenda: https://international-partnerships.ec.europa.eu/policies/global-gateway/eu-lac-global-gateway-investment-agenda_en. Sub-Saharan Africa: https://international-partnerships.ec.europa.eu/policies/global-gateway/initiatives-region/initiatives-sub-saharan-africa_en.

¹⁸⁵ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Attracting skills and talent to the EU, [COM/2022/657 final](https://eur-lex.europa.eu/COM/2022/657/final).

up and roll out a European project in organisations from those countries, thereby sharing the excellence of European Union VET providers.

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

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

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

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

This action is funded on the basis of Article 13(6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument¹⁸⁶. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)¹⁸⁷. The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	28 440 000

¹⁸⁶Regulation (EU) 2021/947 of the European Parliament and of the Council of 9 June 2021 establishing the Neighbourhood, Development and International Cooperation Instrument – Global Europe, amending and repealing Decision No 466/2014/EU of the European Parliament and of the Council and repealing Regulation (EU) 2017/1601 of the European Parliament and of the Council and Council Regulation (EC, Euratom) No 480/2009, 1, OJ L 209, 14.6.2021, p. 27. ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

¹⁸⁷ OJ L 330, 20.9.2021, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION

a) EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)

Index reference in budget table (WPI): 2.27, 2.28

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

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

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

The beneficiaries of the grant are the National Support Services. Grants will be awarded to bodies designated by national authorities on the basis of Article 198(f) of the Financial Regulation for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power.

As regards the participation of entities from third countries not associated to the programme, in the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)¹⁸⁸, EU Member States stress that European cooperation in education and training for the period up to 2030 should also be *“viewed in a global perspective, considering that cooperation in education and training has gradually become an important instrument for the implementation of EU external policies, based on European values, trust and autonomy. This will help to make the EU an even more attractive destination and partner, both in the global race for talent as well as in promoting strategic partnerships with international partners to provide inclusive, quality education for all, in all contexts and levels of education. As such, cooperation outside the EU is an essential dimension for the achievement of the Union’s geopolitical priorities.”*

In this context, the European Union has developed a forward-looking Agenda with the Western Balkans on Innovation, Research, Education, Culture, Youth and Sport. The Agenda outlines a comprehensive, long-term strategy for cooperation with the region. Through increased investments in Research, Education, Culture, Youth and Sport, the Western Balkans Agenda and its proposed actions aim to contribute to the region’s economic and societal development and cooperation. These should include more financial assistance for the social sector, notably investments in education (Erasmus+ is referred to in this regard) to support social inclusion.

The countries participating in EPALE and not associated to the Programme are from the Western Balkans and will be funded through Heading 6. Geographically surrounded by EU Member States, their participation in EPALE will contribute to bringing the education systems of the Western Balkans closer to EU practices and standards.

The Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It lays the foundations for evidence-based

¹⁸⁸2021/C 66/01, OJ C 66/1, 26.2.2021, p. 1.

policymaking and promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities such as the strengthening of the regions' involvement in those EU policy areas, including through online platforms such as EPALE. Against this background and in line with the Commission policy priorities spelt out in these documents, it is therefore justified in the Union's interest to continue supporting the implementation of EPALE in these countries not associated to the Programme, as foreseen by Article 20 of the Erasmus+ Regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 11 450 000
	H6: 550 000

b) Erasmus Without Paper

Index reference in budget table (WPI): 2.29

A grant will be awarded to the European University Foundation (EUF) in accordance with Article 198(1)(f) of the Financial Regulation to enable the continued operation of the Erasmus Without Paper (EWP) digital infrastructure and services. These include the EWP Service Desk, the EWP Dashboard, the EWP Register, the EWP Statistics Portal, the Erasmus+ App, and other components of the EWP digital ecosystem.

The EWP initiative is a key building block of the European Student Card Initiative (ESCI) and aims to simplify, streamline, and promote student mobility in Europe by significantly reducing the administrative burden in terms of time, cost, and effort. Its implementation in 2026 will further strengthen the digital tools and increase the level of support available to higher education institutions (HEIs) exchanging mobility data through the EWP network.

The activities concerned do not fall within the scope of call for proposals as they have specific characteristics which require them to be performed by the EUF on account of its technical competence and high degree of specialisation. This is due to its unique and central role in developing, operating, and coordinating the Erasmus Without Paper digital infrastructure since its inception. The EUF has built up unparalleled technical expertise, institutional trust, and stakeholder engagement across the higher education sector. It also plays a key role in managing the governance framework of EWP, coordinating expert groups, and ensuring that the system evolves in line with policy priorities and user needs. Owing to their specific institutional knowledge, unique technical capabilities, and strategic position on this particular field, the EUF has been identified as the one particular body capable of leading the implementation and further development of the current context of the Erasmus Without Paper initiative.

Implementation	Indicative amount (EUR)
EAC	1 800 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS

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

Index references in budget table (WPI): 2.30

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

- supports the process of building a European adult learning community through enhancing and speeding up the process of closer cooperation, networking and exchanges;
- fosters the development of the skills of adult education professionals, including by facilitating their participation in continuous professional development;
- makes available high quality and accurate information and advice for adult learning professionals in Europe about adult learning policy, provision and practice as well as learning products;
- offers tools for Erasmus+, such as an organisation register, partner search and Erasmus+ space;
- secures a high level of platform performance for learning and for cooperation between adult learning stakeholders, facilitating communities of practice;
- develops a critical mass of users who play an active role in developing the platform into a lively online community;
- provides training and support to the National Support Services, for them to perform their tasks and animate their networks.

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

Implementation	Indicative amount (EUR)
EACEA	1 500 000

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

Index reference in budget table (WPI): 2.31

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

In this context, further synergies will be developed between EURES and Europass to reinforce the impact of both services and avoid overlaps, thus offering integrated services for the mobility of workers and learners. The prospect is that better and more diverse and accessible

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

Implementation	Indicative amount (EUR)
EMPL	5 570 000

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

Index reference in budget table (WPI): 2.32

This action will provide services to support school education through the European School Education Platform, which is also the home of eTwinning. This includes:

- contribution to the maintenance and further development of the European School Education Platform (ESEP), including eTwinning and Erasmus+ tools;
- overall coordination, outreach and promotion, monitoring and measuring performance for the platform and eTwinning actions; training and support to the National Support Organisations, for them to perform their tasks and animate their networks;
- Management of the community for eTwinning and other school education communities, including the community of practice of the Erasmus+ Teacher Academies, as requested;
- Production of high quality and accurate editorial content about school education policy, provision and practice including, for example but not only, articles, videos, project kits, teaching materials, professional development resources, Erasmus+ tools, and resources for the European Toolkit for Schools;
- Organisation and production of professional development activities;
- Management for organisation of conferences and prizes, notably for eTwinning.

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

Implementation	Indicative amount (EUR)
EACEA	6 300 000

d) European Student Card (partially co-delegated to DIGIT)

Index reference in budget table (WPI): 2.33

The European Student Card (ESC), in both its physical and digital formats, enables students to identify themselves easily and securely across participating higher education institutions in Europe. It grants students access to campus services—such as libraries, accommodation, and canteens during their mobility period abroad, under the same conditions as at their home institution.

As a key building block of the European Student Card Initiative (ESCI), the ESC contributes to the digital transformation of Erasmus+ by supporting smoother, paperless mobility experiences and fostering a stronger sense of European student identity. By the end of 2024,

over 3.2 million cards had been issued, reflecting the growing uptake and relevance of the initiative.

To sustain and further accelerate the adoption of the European Student Card, DG EAC will ensure continued support for technical development, stakeholder engagement, and institutional implementation.

Implementation	Indicative amount (EUR)
EAC/EACEA/DIGIT	1 700 000

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

Index reference in budget table (WPI): 2.35

The Erasmus Mundus (EM) action will support the organizations participating in joint programmes, and the European Commission, in exchanging experiences, knowledge, and best practice through a service provider. This support may include organizing events, cluster meetings, studies, study visits, and networking activities, as well as facilitating and promoting the work of a representative structure and the Community platform.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

f) Support to IT developments (partially co-delegated to DIGIT)

Index reference in budget table (WPI): 2.39

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

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

Implementation	Indicative amount (EUR)
EAC/DIGIT	5 800 000

5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) IT services for Erasmus+ platforms

Index reference in budget table (WPI): 2.40, 2.41

Corporate IT services are required for the hosting, running and maintenance of some of the Erasmus+ platforms (the Electronic Platform for Adult Learning in Europe, European School Education Platform, eTwinning Central Support Services, National Policies Platform, European Student Card Initiative second phase) and for the development, registration and hosting of websites for supported networks (including Student and Alumni Erasmus+ networks, National

Teams of Higher Education Reform Experts (HEREs), Erasmus+ National Focal Points (ENFPs) as well as hosting of e-learning training modules, development and maintenance of Partner Search Space. In line with Article 59 of the Financial Regulation, these services will be provided through a Service Level Agreement with DG DIGIT.

In addition, for the National Policies Platform, developments are needed to improve the visual presentation of the data. In line with Article 59 of the Financial Regulation, these specific developments will be provided through a Service Level Agreement with the Publication Office of the European Union.

Implementation	Indicative amount (EUR)
EACEA	H2: 2 500 000
	H6: 200 000

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

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

Index reference in budget table (WPI): 3.01

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

Training and Cooperation Activities consist of:

- Training, support and contact-seminars of potential Programme participants targeting programme objectives;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme, including activities addressing the educational challenges brought by Russia's war of aggression against Ukraine;
- Transnational evaluation and analysis of programme results.
- Activities linked to European level events (e.g. legacy of the European Year of Youth, European Youth Week, EYE-European Youth Event, European Day of European Innovative Teaching Award, European Week of Sport, etc.).

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	20 000 000

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

Index reference in budget table (WPI): 3.02

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

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	1 400 000

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

Index reference in budget table (WPI): 3.03

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	3 000 000

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

Index reference in budget table (WPI): 3.05

The cooperation between the European Commission and the OECD aims at joining forces of the two organisations for developing, implementing and disseminating actions which provide best added value for countries in the field of education and training. In 2026, the cooperation between the two organisations will include activities covering the following main areas:

- **International studies and assessment tools:**

The OECD and the European Commission carry out international studies, secondary analysis, country reviews and other assessment tools in the field of education and training. In most cases both sides can get best results through joint actions, thus avoiding overlapping or duplicated work. In 2026, the Commission contribution will support activities aimed, amongst others, at developing better knowledge on teaching and learning in the 21st century throughout the entire cycle of education, analysing education and training systems (e.g. organisation, investment, performance, in/equality and inclusiveness issues), analysis of students' test outcomes and innovation in education and training.

The maximum EU contribution will indicatively be EUR 500 000.

- **National reviews of education and training policy**

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

The priority areas will include actions linked for example to the twin challenge of equity and excellence in basic skills (including in the context of the initiative on the Action Plan on Basic Skills), strengthening teaching, increasing access and quality to early childhood education and care, and green and digital education. The priorities also include STEM, innovation in education, and initiatives such as the Union of Skills, Pathways to School Success aiming to promote inclusive education, tackle early school leaving, and support well-being at school, as well as the Digital Education Action Plan and Recommendations aiming to improve the enabling factors and digital skills for a successful digital education and training.

The reviews can also help to promote the evidence-based policy making and evaluation culture in Member States.

The EU contribution will indicatively be EUR 250 000.

- **Higher Education**

In order to support the Commission initiatives presented in the Communication on a blueprint for a European degree, the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree, the Council Recommendation on a European quality assurance and recognition system in higher education and the Council Recommendation on attractive and sustainable careers in higher education, the European strategy for universities and towards the achievement of a European Education Area, and in line with the Council Recommendation on building bridges for effective European higher education cooperation, the cooperation with OECD will provide analysis, gather evidence and organise actions to implement these initiatives with the involvement of the Member States where appropriate.

The maximum EU contribution will indicatively be EUR 500 000.

- **Artificial Intelligence (AI) Literacy Framework and other digital education projects**

The Commission and the OECD will continue to cooperate on Artificial Intelligence (AI), in education and digital education, building inter alia on the existing work on the AI Literacy Framework for primary and secondary level of education. This will contribute to the objectives of the Digital Education Action Plan and the upcoming 2030 Roadmap on the future of digital education and skills. It will also continue delivering on the Council Recommendation on key enabling factors for successful digital education and training¹⁸⁹ where the Commission is invited to work on AI literacy guidelines, and will support Member States in preparing for PISA 2029, which will feature AI as part of its innovative component. The cooperation could support fostering quality, effective and innovative digital education, including the use of AI and other digital tools to support students and teachers, and assess the impact of these tools on social, emotional and cognitive skills. It could further support the take-up and practical usage of the AI literacy framework across the education and training systems and relevant stakeholders, and the development of supporting materials for learners and educators (i.e. rubrics, learning and assessment exemplars), as well as dissemination activities.

The overall indicative EU contribution will be EUR 1 500 000.

¹⁸⁹ OJ C, C/2024/1115, 24.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1115/oj>

- **Support of school reform in Ukraine**

To address the consequences of Russia's war of aggression against Ukraine on learning and teaching, the cooperation with the OECD will contribute to strengthening school capacity and teacher preparedness under the New Ukrainian School reform. The activity will contribute to support the expansion of partnerships connecting Ukrainian and European schools and initial teacher education institutions through the creation of thematic hubs that will provide targeted peer learning, mentoring and capacity building. These hubs will help address war-related learning losses, support trauma-informed and blended learning approaches, and improve the practical preparation of teachers for competency-based pedagogy. The EU contribution, implemented through a contribution agreement with the OECD and pooled with contributions from other OECD partner countries, will cover coordination, analytical work and the development of a digital platform for exchange, without providing direct funding to any Ukrainian organisation.

The maximum EU contribution will indicatively be EUR 65 000.

The budget implementation tasks will be entrusted to the OECD via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 159(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
OECD	2 815 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION

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

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

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

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of education and training.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of education and training (Article 198(c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
EAC	700 000
EMPL	200 000

b) International Civic and Citizenship Education Study (ICCS)

Index reference in budget table (WPI): 3.12

The International Civic and Citizenship Education Study (ICCS) 2027 will report on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours with respect to this domain. The study will ensure collection of valuable data and provide knowledge on civic and citizenship education in schools, giving essential support for the Commission in its policy implementation and development in that field. It will also allow to contribute to some of the invitations in the 2023 Council Conclusions on the contribution of education and training to strengthening common European values and democratic citizenship.

The European Commission will support the participation in the study of entities from the EU Member States, third countries associated to the programme, and third countries not associated to the Erasmus+ programme, under the conditions foreseen by Article 20 of the Erasmus+ Regulation. This is in the Union's interest in order to support the priorities of the Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, which outlines a comprehensive, long-term strategy for cooperation with the region in these fields, and lays the foundations for evidence-based policymaking. It is also in the Union's interest to support modernisation, innovation and research capacities in education and training, under the Eastern Partnership priorities¹⁹⁰.

This study will be implemented by the International Association for the Evaluation of Educational Achievement (IEA), based in the EU, as the sole grant recipient for this action. A direct grant will be awarded to IEA to contribute to the participation fees of entities from the EU Member States and third countries participating in the survey, carry out secondary analyses of ICCS data, and to cover the implementation costs of the optional module investigating democratic citizenship in students attending upper secondary education (general and VET) in the eligible participating countries. The maximum EU grant amount will depend on the total number of EU Member States and third countries participating in the survey. The action will take place from 2026 to 2027.

The ICCS, the largest international, and only dedicated study of civic and citizenship education, was first implemented in 2009 with follow-up cycles in 2016 and 2022. The current cycle, 'ICCS 2027', is in progress. The IEA is the sole developer and producer of this data and methodology, implemented in participating countries which signed an agreement with IEA for this purpose. Therefore, the specific characteristics of this study as well as the technical competence and high degree of specialisation of IEA require that a grant be awarded to IEA directly in accordance with Art. 198(f) of the Financial Regulation, as it is the only type of body able to implement this ongoing international study and as such the activity concerned does not fall within the scope of a call for proposals.

The funding will cover the 2026-2027 phase of the implementation of this study. For reasons of reliability and consistency, this phase must build on a single, coherent set of data.

Implementation	Indicative amount (EUR)
EACEA	900 000

¹⁹⁰ https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/eastern-partnership_en

c) Support to Erasmus Student Network for skills development in a Union of skills

Index reference in budget table: 3.16

The Erasmus Student Network is the largest non-profit international student organisation in Europe gathering annually 12 000 Erasmus+ alumni and 116 500 Erasmus+ participants as it volunteers and members.

As parts of its activities, the Erasmus Student Network aims at improving the accessibility and quality of international internships, as well as at increasing the awareness on the existence of such opportunities for youth and of the skills acquired during a mobility period.

This action focuses on developing methods for Erasmus+ participants to continuously enhance their skills and competences during and after their mobility in line with the priorities of the Union of Skills and the Competitiveness Compass. Additionally, it aims to strengthen the role of Erasmus+ participants as active ambassadors, increasing access to opportunities for prospective participants.

This will notably be done through a range of activities and support actions including portals such as:

- Support the further development of the portal ErasmusIntern.org to facilitate traineeship and job searches, enhance accessibility and inclusion resources, and improve community engagement among Erasmus+ students and alumni during and after mobility. The portal provides an integrated market place that aims at bringing together internship providers and students seeking an internship opportunity abroad.
- Support the further development of the portal ErasmusCareer.org to help students reflect on transversal skills gained during mobility beyond those recognized in the learning agreement, allow Erasmus+ graduates to build a personal profile to reflect on competences gained abroad and get in touch with recruiters that value international experiences.
- Connect these tools to existing initiatives such as European Digital Credentials and Europass while also facilitating local integration through mentorship systems.
- Organise local activities to promote skills recognition and encourage Erasmus+ participants to engage with local communities and employers and facilitate internationalization at home to bridge intercultural skill gaps.

The grant will be awarded to the Erasmus Student Network on the basis of Article 198(c) of the Financial Regulation, as it is in a de facto monopoly situation, implementing the Erasmusintern.org and Erasmuscareer.org portals and due to its unique nature in the support it provides to the programme implementation and infrastructure.

Implementation	Indicative amount (EUR)
EAC	500 000

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

Index reference in budget table (WPI): 3.17

Article 7(b) of the Erasmus+ regulation foresees the support to Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualification such as the European Quality Assurance in Vocational Education and Training (EQAVET).

The objective of this action is to support Quality Assurance National Reference Points for VET (EQAVET NRPs) defined in the relevant Council Recommendation in order to:

- Take concrete initiatives to implement and further develop the EQAVET Framework;
- Inform and mobilise a wide range of stakeholders to contribute to implementing the EQAVET Framework;
- Support self-evaluation as a complementary and effective means of quality assurance;
- Provide an updated description of the national/regional quality assurance arrangements based on the EQAVET Framework;
- Engage in EU level peer reviews of quality assurance at VET system level.

The beneficiaries of the grant are the EQAVET National Reference Points. The grants will be awarded to bodies designated by national authorities on the basis of Article 198(f) of the Financial Regulation for actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power, subject to approval of an action plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	8 000 000

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

Index reference in budget table (WPI): 3.21

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

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

Considering their technical competence and high degree of specialisation, the National Erasmus+ Offices (NEOs) are considered to meet the criteria stipulated in Article 198(f) of the

Financial Regulation for bodies implementing actions with specific characteristics, as national entity designated to provide a pool of expertise to promote reforms and enhance progress and reforms in higher education in the countries concerned. In accordance with Article 193(3) of the Financial Regulation, external action may be financed up to 100%.

This action is funded based on Article 13(6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument¹⁹¹. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)¹⁹². The general objective of IPAIII is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	7 133 425

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

a) Civil Society Cooperation: Education and Training

Index reference in budget table (WPI): 3.32

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

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

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

Targeted applicants are European non-governmental organisations (ENGOS) and EU-wide networks active in the field of education and training which have signed in 2025 a framework partnership agreement covering the period 2026-2027.

Implementation	Indicative amount (EUR)
EACEA	5 125 000

¹⁹¹ OJ L 209, 14.6.2021, p. 27, ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

¹⁹² OJ L 330, 20.9.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

b) Automatic recognition of qualifications and learning periods abroad, and European Higher Education Area (EHEA)

Index reference in budget table (WPI): 3.38

- **Topic 1: NARIC**

This action will support the Community network of the European Network of Information in the European Region (ENIC) and the National Academic Recognition Information Centres (NARIC) and foster the engagement of national authorities, higher education institutions and all relevant stakeholders in self-identified, demand driven activities contributing to the aims of the European Education Area.

In line with the Council Conclusions on further steps to make automatic mutual recognition in education and training a reality, projects will contribute to the implementation of the 2018 Council Recommendation on “Promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad” and will support full implementation of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 2019 and the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention - LRC).

The action aims to:

- support participating countries in achieving the goals of the European Education Area, in particular the implementation of the Recommendation on promoting automatic mutual recognition, including in upper secondary education and training (school education and VET), on top of higher education;
- support actions linked to the follow-up of the 2023 Report on the Implementation of the Council Recommendation and the related Council Conclusions to addressing challenges to progress in the practical application of automatic recognition in higher education and in upper secondary education and training (school education and VET);
- support full implementation of the Union and Bologna transparency tools linked to automatic recognition;
- enhance cooperation of ENIC-NARICs and Quality Assurance Agencies towards a European Recognition and Quality Assurance System, as it is foreseen in the European Education Area Communication and the European strategy for universities, and as expressed by the Council in its Conclusions on further steps to make automatic mutual recognition in education and training a reality;
- enhance the quality and effectiveness of the NARIC network, in view of the tasks laid down in the NARIC Network Mandate, among others by supporting a Technical Support Team;
- support capacity building of the centres of the NARIC network to implement automatic recognition, including competence building in the upper secondary education and training (school education and VET) fields where appropriate;
- support implementation in EU Member States and third countries associated to the programme of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education 2019 and the LRC, in particular for the fast-track recognition of qualifications of third country nationals identified by the action following the 2023 Commission Work Programme;
- support the recognition of qualifications of "refugees, displaced persons and persons in a refugee-like situation", according to Article VII in the LRC.

Targeted applicants are bodies part of the ENIC-NARIC network in all countries where they are located. Bodies part of the ENIC-NARIC network are targeted as they are national information centres on academic recognition of qualifications. Bodies of the ENIC-NARIC network operate under the principles of the Convention on the Recognition of Qualifications concerning Higher Education (Lisbon Recognition Convention - 1997) and are established by each Party to this Convention.

NARIC projects will be transnational projects involving at least three NARIC centres for a duration of 2 years. As regards the action point ‘capacity building of the centres of the NARIC network’, it may involve only one NARIC centre.

In addition, the action will support two NARIC centres for the organisation of the two Joint ENIC-NARIC annual meetings (one in 2028 and one in 2029); and at least two NARIC centres for the organisation of the technical support team.

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

- **Topic 2: EHEA**

This action aims to foster the engagement of national authorities in self-identified, demand driven activities linked to the priorities of the Bologna Communiqués and the Bologna process priorities, aiming to advance the European Higher Education Area (EHEA), in close cooperation with relevant stakeholders working on the implementation of the Bologna Ministerial Communiqués and Bologna process priorities. Proposals may include, among others, the following activities supporting the implementation of the Bologna Ministerial Communiqués and the Bologna process priorities:

- Transnational peer support activities (peer learning, peer counselling, peer review) to address the findings of the Bologna Implementation Reports, involving both national authorities and relevant stakeholders at national level (and where relevant consultative members of the European Higher Education Area;
- Transnational activities that support the implementation of the 2018 Recommendation on promoting automatic mutual recognition of qualifications and learning period abroad, as well as practical application of automatic recognition as identified in the 2023 Implementation Report and the related Council Conclusions;
- Assistance to drafting legislation and support for evidence-based policy making related to the goals of the EHEA;
- Outreach activities to share the achievements of the Bologna Process and further enhance the support of the higher education community for the EHEA;
- Enhance the quality and effectiveness of the functioning of the EHEA also by supporting its functioning on a technical and administrative level;
- Conferences, seminars or workshops, study visits.

Targeted applicants are national authorities, designated bodies by national authorities in EU Member States and third countries associated to the programme, working on the implementation of the Bologna Ministerial Communiqués and Bologna process priorities, official organisations established directly as a result of the Bologna Process, and European organisations represented in the European Higher Education Area (Bologna process) as consultative members¹⁹³.

The indicative budget for Topic 2 is EUR 6 000 000.

¹⁹³ For the list, please see [European Higher Education Area and Bologna Process \(ehea.info\)](https://ehea.info)

Implementation	Indicative amount (EUR)
EACEA	9 000 000

c) European policy experimentations

Index reference in budget table (WPI): 3.39

1st call

Topic 1: Digital Education Content: success factors in decision making and use by teachers, trainers and school/institution leaders

The digital transition has brought about an exponential increase in the production and use of digital education content, i.e. teaching or learning material made accessible through digital formats and tools. This includes, but is not limited to, e-textbooks, animations, text/audio/images/videos materials, e-tests, (3D) simulations, interactive learning materials (maps, quizzes) and mobile apps/games. The abundance of such materials is leading to innovation, making digital education content more creative, engaging, interactive, modular and embodied in diverse formats. At the same time, the richness of choice can make it difficult for teachers, trainers and school/institution leaders to sift through the vast amount of material on offer and select digital education content that is best suited to their pedagogical objectives. To support them in this endeavour, in 2025, the European Commission will publish Guidelines on digital education content¹⁹⁴ (DEC), which aim to primarily help teachers, trainers and school/institution leaders in their day-to-day selection, creation, access, use and review of DEC to support student learning, and secondarily to facilitate better collaboration with all stakeholders to procure well-designed and high-quality DEC.

The European Commission invites project proposals that: i) foster collaboration among teachers/educators and between teachers/educators, developers and providers of digital education content; ii) provide capacity building to teachers and school leaders on contributing with confidence in all stage of the DEC cycle, involving them effectively with decision-makers and providers. Proposed activities should implement the quality criteria, approaches and recommendations outlined in the guidelines, by focusing for example on innovative content areas, OERs, EU-wide content quality schemes for teachers, or the intricacies of DEC and learning objectives. They should contribute to integrating digital education content efficiently into Member States' digital education policies.

Expected deliverables and impact:

- Shared practices on implementing the Digital Education Content guidelines, including opportunities and challenges with focus on the quality criteria and key considerations and their transferability within different school and initial vocational education and training sectors across Europe.
- Shared methods and good practices for training teachers, trainers and school/institution managers so that they can easily assess and reflect personally and collectively in a structured manner on the quality of the innovative digital educational content they create and/or use with their students. It could include training material in this area.
- Shared methods and good practices for promoting, at school/educational and training institution level, collaboration between teachers and educators and with developers and providers of digital educational content, including the private sector. This could include

¹⁹⁴ To be published in Q4 2025.

support and assistance mechanisms, as well as the organisation and implementation of common rules for co-designing or testing and improving digital educational content.

- Key success factors and guidance to develop a clear framework and a culture of cooperation and continuous feedback between teachers, trainers and school/institution leaders, public authorities and private providers collaboratively, to improve the quality of digital education content and confidence in its use.
- Key success factors and guidance on the ways to integrate digital education content efficiently into Member States' digital education policies for formal education and training.

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

Topic 2: Public-private partnerships for ethical design, development and use of Artificial Intelligence tools in education and training

In the last years, we have witnessed an exponential use and integration of Artificial Intelligence (AI) systems in education and training. AI tools offer new opportunities to increase quality, inclusiveness and personalisation of education and training, support adaptive learning pathways, create digital education content and enhance trainers' and educators' work. A key prerequisite of the effective integration of AI in education and training at any level is fostering a human-focused, age-appropriate, ethical, transparent and values-driven approach to their design, development and deployment.

However, currently AI tools are often perceived as insufficiently reflective of the needs and specificities of the education and training community, as they are usually developed with limited involvement of these stakeholders. In addition, the dominance of a limited number of providers, often from outside of the EU (e.g. Big Tech) raises questions related to their compliance with European values, such as data protection and privacy, inclusion, ethics, transparency, etc.

This requires a comprehensive approach to innovate while promoting an ethical and EU-values driven dimension in the design and deployment of educational AI tools and resources that respect human rights and are compliant with the regulatory framework of the AI Act. In this regard, it is important to mainstream a multi-stakeholder approach, underpinned by public-private partnerships in the ethical design, development and deployment of AI tools for education and training.

The European Commission invites proposals that foster public-private partnerships for pedagogically driven designing, developing, deploying and using ethical, trustworthy AI based resources to better teach and learn, that can be transferable and scalable across the EU Member States and third countries associated to the Programme, and that fit into the different levels and organisation of the education systems. Projects should promote trans-national cooperation and mutual learning to define particularly effective ways to facilitate stakeholders' partnerships in AI that integrate the ethical dimension by default and propose guidance for its implementation at different steps of its development and use (including AI literacy and skills).

Expected deliverables and impact:

- Shared and transferable methods, guidance and frameworks to develop ethical public-private partnerships on AI tools at any level of education and training, that can be transferable and scalable across the EU Member States and third countries associated to the Programme, and that fit into the different levels and organisation of the education and training systems.
- Shared and transferable methods, guidance and framework to involve all relevant

stakeholders in the design, development, testing, delivery and providing evidence of ethical use of AI in and for education and training.

- Development of use-cases and good practices, evidence data-collection collection to involve all relevant stakeholders in the design, development, testing, delivery and providing evidence of ethical use of AI in and for education and training, that may feed EU and national guidelines and policies.
- Key success factors and guidance on the most effective ways to develop public-private partnerships, fostering the ethical use of AI in and for education at any level. Those should be scalable and transferrable to other Member States and third countries associated to the Programme, and at EU level.
- Creation of an ecosystem at EU level in which the cycle student-educator-policymakers-developers is closed, and its components mutually inform each other.

Where relevant, the projects should leverage the ‘Revised Ethical Guidelines on the use of AI and data in teaching and learning for educators’ due in late 2025 and existing relevant Erasmus+ projects.

The indicative budget for Topic 2 is EUR 6 000 000.

Topic 3. AI-powered Personalised Learning Pathways for Basic Skills

Basic skills are instrumental in enabling citizens to fully participate in society, the labour market, and lifelong learning. As highlighted in the Action Plan on Basic Skills adopted on 5 March 2025¹⁹⁵, proficiency in literacy, numeracy and science skills, as well as in digital and citizenship skills, are vital for everyone’s personal development and participation in society, economy, labour market and democratic life. Basic skills acquisition starts at an early age in school education and is crucial throughout life. However, many European countries have been facing a decline of basic skills among pupils. For instance, PISA results show that around 30% of the 15-year-olds have challenges in understanding and applying mathematics in real-life situations and learning environments¹⁹⁶, and 25% in understanding basic texts or applying simple scientific knowledge, which hinders their personal and professional development. Added to this are the increasingly necessary digital skills, particularly with the growing role of artificial intelligence, to critically and confidently navigate learning, personal and professional life, and to foster active citizenship.

The application of flexible, personalised, and accessible learning pathways can cater to diverse learning needs, support closing skills gaps and enhance student performance. It can help learners receive targeted and immediate support adapted to their needs and in this way close knowledge gaps but also increase curiosity to learn more and advance quickly. It is therefore essential to support the ethical, transparent and quality development and implementation of personalised learning pathways for acquiring basic skills, ensuring that education and training systems are inclusive, effective, and responsive to the needs of all learners, across school education and initial vocational education and training levels.

Personalised Learning Pathway (PLP) refers to a tailored and adaptive approach to learning that is designed to meet the unique needs, abilities, sustained engagement/interests, and learning styles of an individual learner, in order to help achieve the best possible progress and

¹⁹⁵ [Action Plan on Basic Skills COM_2025_88_1_EN_0.pdf](#)

¹⁹⁶ OECD (2023), PISA 2022 Results (Volume I), The State of Learning and Equity in Education, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/53f23881-en>

outcomes.¹⁹⁷ PLPs can leverage Artificial Intelligence in creating customised learning plans that takes into account learners' strengths, weaknesses, and goals, and provide a flexible and responsive learning environment that adjusts to their progress and needs over time.

Projects under this Topic will aim to foster the application of AI-based PLPs at school education and initial VET level, for at least two basic skills, focusing on the following priorities:

- Support the deployment of AI-powered PLPs for basic skills: Leveraging PLPs that use AI, machine learning, or other innovative methods to tailor learning journey, content and pace to individual learners' needs.
- Improve basic skills acquisition: Improving learners' skills in the basic skills set, as laid out in the Action Plan on Basic Skills, to enhance their learning process and increase their employability and participation in society, through an interdisciplinary approach.
- Measure the improvement of basic skills education: improvement will be measured through feedback collection from learners and educators.
- Enhance innovative pedagogies and approaches: Exploring new teaching, learning, and assessment methods, such as gamification, micro-learning, and competency-based progression, to enhance the effectiveness education and training for basic skills provision.
- Foster a level-playing field among learners: Proposing innovative pedagogical approaches to use AI-based PLPs in a collaborative environment that supports both top-performers and under-achievers in a way that helps them advance collectively towards common learning objectives, without increasing the learning gap within the class.
- Promote an effective and ethical use of AI in education: through AI, both top-performing and underachieving learners can be supported in an effective way, providing each with a personalised path towards achieving the learning outcomes foreseen by the curricula.

Specific activities that can be funded:

- Large-scale pilots on the use of AI-powered PLPs for basic skills development that are ethical, effective, purposeful, and pedagogically underpinned. This can include the adaptation of already existing tools to a new setting (e.g. a new school or a new class), or basic skill.
- Design of evidence-based materials and structured use cases (describing in a systematic and organised way the quality and effective interactions between a system and its users) of relevant AI-based PLPs for basic skills development that can be disseminated and easily implemented at organisational level.
- Methodologically robust research and analysis to identify, map, and analyse the effective use and the impact (on teaching, training, learning, assessment and on learning outcomes) of existing AI-based PLPs for basic skills on teaching, training, learning, and assessment in school education and initial VET.
- Analysis identifying challenges and success factors in the deployment of AI-based PLPs for basic skills development.
- Development of questionnaires or other assessment methods (including qualitative ones) for evaluating the effectiveness of AI-based PLPs for basic skills development.
- In-depth interviews with educators, learners, and other stakeholders.
- Development of guidelines on the critical use of AI-based PLPs for basic skills development that can be disseminated and easily implemented from organizational level to a large scale.
- Evidence-based recommendations to inform further policy initiatives about the development and implementation of AI-based PLPs for basic skills development.

¹⁹⁷ [Personalisation / personalised learning | European Agency for Special Needs and Inclusive Education](#)

Expected deliverables and impact:

- Shared and transferable methods, guidance and frameworks, that include views of relevant stakeholders, on AI-based PLPs for basic skills development.
- Good practices on the innovative use of AI-based PLPs for basic skills development, based on implemented initiatives and evidence data-collection, that can feed EU and national guidelines in a lively manner or facilitate their upgrading.
- Increased understanding of the challenges and success factors of the use of AI-based PLPs for basic skills development, including compliance with relevant EU and national level legislation, and the technological and pedagogical dimension.
- Increased knowledge and uptake of innovative approaches, methods, and practices leading to the effective and targeted use of AI-based PLPs for basic skills development in school education and initial VET.
- Increased trust in the ethical use of AI-based PLPs among education and trainer providers, as well as learners.
- Adoption and upscaling of quality methods for the critical use of AI-based PLPs for basic skills development in school education and initial VET.
- Evidence and practice-based policy initiatives promoting the development and implementation of AI-based PLPs for basic skills development.
- Recommendations to inform further policy initiatives on basic skills acquisition and on the use of AI in education and training.
- Creation of an ecosystem at EU level in which the cycle student-educator-policymakers-developers is strengthened and its components mutually inform each other.

Projects should leverage relevant initiatives under the Action Plan on Basic Skills, the Digital Education Action Plan as well as the upcoming 2030 Roadmap on the future of digital education and skills.

The indicative budget for Topic 3 is EUR 6 000 000.

Topic 4. Micro-credentials – focus on eco-systems

The objective of this topic is to support reforms and policy impact in Member States and/or third countries associated to the Programme in the implementation of the Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability, as well as implementation of other policy objectives (for example STEM-related). Micro-credentials are the record of the learning outcomes that a learner has acquired following a small volume of learning. Micro-credentials make it possible for individuals to acquire knowledge, skills and competences in a flexible and targeted way. They can be instrumental in upskilling and reskilling of learners, including disadvantaged and vulnerable groups, so that they can adapt to a fast-changing labour market. Micro-credentials do not replace, however, traditional qualifications. The above-mentioned Council Recommendation sets out three building blocks: 1) a common definition for micro-credentials, 2) standard elements for consistent description of micro-credentials, and 3) principles for design, issuance and use of micro-credentials. To deliver on the full potential of micro-credentials, Member States are recommended to create an enabling ecosystem - with an aim of increasing permeability between sectors - composed of various providers of micro-credentials, relevant public authorities, as well as national qualifications frameworks and quality assurance mechanisms. Providers of micro-credentials' cover education and training institutions and organisations, including higher education institutions, Vocational Education and Training (VET) institutions, social partners (i.e. organisations representing workers and employers), employers and industry, civil society organisations, public employment services (PES), non-

governmental organisations (NGOs) and regional and national authorities, and other types of actors designing, delivering and issuing micro-credentials for formal, non-formal and informal learning.

Thanks to the three building blocks of the above-mentioned Council Recommendation, the design and provision of micro-credentials can be more structured and transparent. However, more work is needed to further translate it into practice. While objectives and practices need to be adapted to given national/regional/local circumstances, approaches taken need to be transparent and comparable, in line with the provisions of the Council Recommendation. Public authorities at national, regional, and/or local level, in cooperation with providers of micro-credentials, social partners and other stakeholders need to design and implement systemic changes in education and training as well as labour market systems so as to adapt them to the provision of micro-credentials. The objective is to support the stakeholders in their work to design systemic changes leading to:

- Defining the micro-credentials' framework and purpose in the national set-up, including in relation to the national qualifications framework (where appropriate);
- Incorporating micro-credentials issued by higher education institutions, VET institutions and other formal and non-formal providers in relevant quality assurance mechanisms;
- Facilitating understanding and recognition of micro-credentials issued by various actors and their portability between education and training systems and in the labour market, as well as promoting increased awareness on the meaning and value of micro-credentials;
- Making the provision of micro-credentials relevant and targeted. Beneficiaries need to explore methods of design and issuance of micro-credentials, based on evidence, relevant to the needs of the specific target groups. Beneficiaries may want to screen existing micro-credentials, try to identify shortcomings and suggest optimal and concrete solutions, along the lines of the above-mentioned Council Recommendation and aiming at practices as much as possible in synergy with practices developed in other Member States and third countries associated to the programme.

The activities should be based on cooperation of stakeholders from different sectors (for example higher education, and vocational education and training or other providers) to increase permeability between sectors.

Main activities under this topic could involve:

- Examine the three building blocks as laid down in the above-mentioned Council Recommendation and explore avenues to incorporate the micro-credential concept fully in the national education/training system and national qualifications framework. If no strategy exists, draft a strategy and deliver specific recommendations for the public authorities at national/regional/local level as well as guidance for providers of micro-credentials;
- Explore changes needed in existing quality assurance mechanisms to incorporate micro-credentials. Prepare a roadmap for piloting such changes. Select bodies responsible for quality assurance, including for Higher Education, VET, adult learning, including related to providers from outside the formal system, that could test relevant quality assurance mechanisms. Deliver recommendations, based on the project findings, to ensure quality assurance culture in line with Annex II to the Council Recommendation on a European approach to micro-credentials for lifelong learning and employability;
- Map current recognition practices of micro-credentials delivered by higher education institutions, VET institutions, and/or other formal and non-formal providers. Explore changes needed in existing tools and/or rules. Prepare a roadmap for piloting such

changes. Select providers and competent authorities that could test them for academic, training or employment purposes. Deliver recommendations, based on the project findings, to facilitate transparent recognition procedures for micro-credentials issued by different types of providers, including recognition of prior learning and the validation of non-formal and informal learning), in line with Annex II to Council Recommendation on a European approach to micro-credentials for lifelong learning and employability;

- Explore transferability and scalability of existing portability solutions, including ongoing pilot projects (such as digital portfolios, e-backpacks, applications confirming various types of skills - including those acquired outside formal education). Prepare a roadmap for piloting such portability solutions. Select providers that could implement it. Deliver specific recommendations, based on the project findings, regarding necessary changes at national level and guidance for providers of micro-credentials, to ensure that micro-credentials are portable in line with Annex II of the Council Recommendation on a European approach to micro-credentials for lifelong learning and employability;
- Explore how micro-credentials are currently used to develop relevant skills as well as to promote employability, e.g. considering strengthening cooperation between education and training institutions with employers, public employment services and social partners. Explore changes needed in existing initiatives. Prepare a roadmap for piloting such changes. Select providers and competent authorities that could test it. Deliver specific examples and recommendations on how to exploit micro-credentials' potential for relevant education and training, upskilling and reskilling for the labour market, based on the project findings.

The indicative budget for Topic 4 is EUR 4 000 000.

Topic 5. STEM Education Centres

The STEM Education Centres for schools are one of the actions put forward by the STEM Education Strategic Plan¹⁹⁸, part of the Union of Skills¹⁹⁹ initiative. The first pilot STEM Education Centres will be launched in 2026 across the Europe with the goal of improving how STEM and STEAM education is delivered and experienced in primary and secondary education, including VET schools. These centres will create dynamic learning ecosystems that drive innovation in STEM teaching and learning in schools by stepping up cooperation with businesses, science museums, STEM organisations, libraries, cultural associations, creative industries, universities and research institutions, among others. By fostering sustainable collaborative partnerships and networks, the Centres will also strengthen European-wide cooperation, enabling educators, educational institutions, policy makers, higher education institutions, researchers and industry to innovate, share and scale good practice. Ultimately, this will contribute to addressing persistent challenges in STEM education.

Activities of the STEM Education Centres will be organised in three clusters designed to achieve a systemic impact:

1. Teaching, learning and assessment, e.g. developing, testing and implementing innovative and inclusive learning, teaching and assessment methodologies and resources; promoting transnational learning mobility; providing training and professional development opportunities for STEM teachers; offering career guidance; organising outreach activities to increase the access to STEM education, with focus on specific groups of learners such as girls and

¹⁹⁸ https://education.ec.europa.eu/sites/default/files/2025-03/STEM_Education_Strategic_Plan_COM_2025_89_1_EN_0.pdf

¹⁹⁹ https://employment-social-affairs.ec.europa.eu/document/download/915b147d-c5af-44bb-9820-c252d872fd31_en?filename=Communication%20-%20Union%20of%20Skills.pdf

disadvantaged groups, cultural minorities or learners with disabilities; strengthening research, evaluation and dissemination of resources;

2. Cooperation and partnership, e.g. strengthening or building local/regional STEM learning ecosystems, coordinating the involvement of local/regional stakeholders, working together with schools' leaders and policymakers to align the activities with curricula, organising awareness raising campaigns;

3. Governance and funding, e.g. establishing sustainable learning ecosystem models, developing sustainable financial models that combine public and private funding, making full use of national and EU financial instruments and funds, to provide/increase resources for adequate equipment and infrastructures, among other.

This action would aim to support a gradual establishment and development of transnational collaborative networks of STEM Education Centres to strengthen and/or build up local and regional STEM learning ecosystems for educational innovation and social inclusion.

The STEM Education Centres specific objectives will include:

- Diversifying the provision and increasing the quality of STEM education through STEM learning ecosystems while combining various learning environments: formal, non-formal and informal.
- Addressing needs of underrepresented groups of learners including girls, learners from disadvantaged and migrant backgrounds, as well as with disabilities.
- Raising teachers' competences in effective integrated STEM and STEAM teaching and learning approaches and addressing STEM teacher shortages.
- Strengthening cooperation between community actors to better respond to local/regional needs in STEM education.
- Fostering exchange and mutual learning through transnational/regional cooperation between STEM education stakeholders and their networks.

The STEM Education Centres are expected to contribute to:

- Improved students' interest, participation, and achievement in STEM.
- Expanded students' access to competent and effective STEM teachers and educators.
- Decreasing gender and diversity gaps in STEM.
- Increased community awareness and support for STEM.
- Long-term sustainable cooperation, per-learning and best-practice sharing between STEM education stakeholders in Europe.

The STEM Education Centres can become a relevant factor in promoting holistic STEM education from an early age and in primary and secondary education, including VET schools. While pulling the expertise and resources across Europe, they have the potential to boost educational innovation and social inclusion at school level, while transforming education overall and aligning it with the requirements of the complex, fast-changing world. They would be also a tool for bringing policy, research and practice more closely, nurturing the development and implementation of effective, evidence-based strategies, policies and practices at EU, national, regional/local levels.

The indicative budget for Topic 5 is EUR 7 000 000.

Topic 6. Proficiency in basic skills

Europe's competitiveness and social cohesion depend on strong basic skills. Many young people across the EU struggle with reading, math, science, digital and citizenship skills – and this is threatening innovation, democracy and economic competitiveness.

The objective of topic 6 is to support reforms and policy impact on basic skills, addressing basic skills deficiencies.

Building on the initial results of the forward-looking projects on basic skills under the Erasmus+ 2025 call, and based on the upcoming Commission guidelines on school success²⁰⁰, the projects are expected to:

- Address specific measures which may include:
 - i) early identification mechanisms and regular monitoring at national, local and school levels, including individual assessment of basic skills and offers of suitable remedial courses, particularly at key transitions in a pupil's educational career, including when transitioning to VET programmes;
 - ii) development of basic skills improvement plans at school level, including extra learning time and personalised support, with tutoring and mentoring programmes;
 - iii) mainstreaming basic literacy and digital skills teaching in initial teacher education across all subjects;
 - iv) creating professional development opportunities for teachers in school and vocational education, with focus on pupils with special educational needs and/or disabilities.
- Explore the identified measures at school level.
- Building on the first supported projects, explore transferability and scalability, including the changes and reforms needed with a view to upscaling.

The indicative budget for Topic 6 is EUR 10 000 000.

Topic 7. Developing basic skills in Vocational Education and Training

In most EU countries, an important share of learners in vocational education and training (VET) face significant challenges in literacy, mathematics, science, digital and citizenship skills, which hinders their educational progression, employability, and active participation in democratic society. Strengthening these basic skills is essential to ensuring equitable learning outcomes, fostering social cohesion, and enhancing the EU's innovation capacity and long-term competitiveness. In line with the Basic Skills Action Plan, projects will aim to improve the basic skills of learners in vocational education and training - both school-based and work-based VET systems (including apprenticeships).

The strong connection between VET programmes and the labour market affects both curricula and teaching methods. VET curricula are typically more practice-based, with a strong focus on job-specific skills, which often leaves less time for the acquisition of basic skills. Teaching and training also involve various actors, such as company trainers in apprenticeships, shaping the learning approaches and environments. Nonetheless, the acquisition of basic skills is highly relevant for VET learners, as these skills are essential for their adaptability, career progression, and lifelong learning. Strong basic skills enhance employability, support further education opportunities, and help individuals navigate an evolving labour market and society. The challenge lies in developing approaches that reconcile job-specific learning outcomes with basic skills acquisition, ensuring that VET graduates are well-equipped for both immediate employment and long-term career development.

²⁰⁰ <https://school-education.ec.europa.eu/en/discover/news/roadmap-school-success-all>

This topic aims to fund projects collecting evidence on promising and innovative practices to improve basic skills in VET and providing opportunities to experiment with these approaches, taking account of the specificities of VET and its very diverse learners. Supported projects could include guidance to learners at the start of the pathway, develop actions that could be scaled up and inform policy making. The aim is also to avoid drop-outs in VET and apprenticeships by ensuring learners develop the requisite basic skills to start and bring to completion their VET path and apprenticeships. Cooperation with public authorities could be developed in the framework of the projects to contribute to a systemic approach to strengthening basic skills in VET through policy guidance, funding, and strategic oversight.

This topic will look into which basic skills are relevant for VET programmes at EQF level 3 and 4 and remediation measures, developing guidelines on enhancing basic skills in VET among other activities.

The indicative budget for Topic 7 is EUR 5 000 000.

Topic 8. Improving transparency and recognition of VET qualifications

VET is crucial for the EU's competitiveness and helps individuals gain skills for quality jobs. The Draghi report, however, highlights concerns about Europe's declining competitiveness, partly due to skill gaps. Vocational qualifications are needed for many high demand professions and where acute labour shortages persist – especially in the context of the digital and green transition, and in sectors linked to demographic pressure. Closing the skill gaps is essential for improving competitiveness.

This necessitates addressing certain challenges. For some occupations and/or sectors it is challenging to keep curricula up to date due to rapid changes on the labour market. VET is also often not perceived as an attractive educational and career choice. The 2024-2029 Political Guidelines advocate for a radical step change in ambition and action to tackle the skills and labour gap.

To facilitate the mobility of VET learners and workers, the Union of Skills has announced further work on recognition of VET qualifications and skills. The focus will be on initial VET at upper-secondary and post-secondary level.

The objective of this topic is exploratory only and does not pre-empt any future decision in the Council. It will design projects that identify good practices, potential barriers and how to overcome these.

The specific objective of the projects is to support the development and delivery of joint VET programmes (full or partial), or the improvement of existing ones, which – if possible - lead to or are part of an officially recognised qualification in at least one Member State or third country associated to the Programme, taking into account the diversity of VET systems and in full respect of subsidiarity. Therein they are strongly encouraged to make use of EU instruments and transparency tools such EQAVET, EQF, Europass and ESCO and build on existing initiatives, like the Centres of Vocational Excellence (CoVEs).

A strong engagement of VET providers in the projects should be ensured. As part of the project, beneficiaries will, in cooperation with the relevant national, regional and/or local authorities and/or other bodies in charge of VET, as well as other stakeholders involved, reflect upon the projects and provide recommendations for more efficient recognition avenues. The projects will inform discussions in the Advisory Committee on Vocational Education and Training (ACVT) and the meetings of the Directors-General for VET (DGVET).

The indicative budget for Topic 8 is EUR 8 000 000.

Topic 9. Support to the Regional Skills Partnerships within the Pact for Skills

This topic aims at supporting existing Regional Partnerships within the Pact for Skills to develop or implement concrete commitments to train people of working age.

Projects will implement the activities listed below:

- Develop and support governance structures or arrangements connecting members within the same Regional Skills Partnership.
- Support the definition, implementation, and monitoring of concrete commitments of a Regional Skills Partnership, such as:
 - gathering skills intelligence ;
 - upskilling of low-skilled people ;
 - reskilling people for new tasks in their jobs or reskilling of people from certain sectors with skills transferable to other sectors according to regional needs.
- Develop and support cooperation in the above fields of activity between regional and/or local authorities and other stakeholders that are members of the same Regional Skills Partnership.

The indicative budget for Topic 9 is EUR 5 000 000.

Topic 10. Motivation in Motion: Empowering Adults to Up- and Reskilling

Skills are key drivers of employability and wages. They open the door to new opportunities, yet we know that many adults are reluctant to take up learning opportunities, even when they are given the chance.

A key challenge is that many adults indicate they do not wish to, and/or fail to see the benefit of engaging in further learning. Indeed, this was a recurring theme voiced during the European Year of Skills and a problem in most countries. Yet the pace of change and the reality that people will spend some four decades in the labour market after finishing formal schooling means there is an absolute urgency to find ways to reach these groups. In most cases the key issue is that earlier negative experiences of schooling have resulted in an aversion to learn in a formal educational setting.

This call asks for proposals to pilot innovative approaches to stimulate adults to engage in learning activities in their usual and trusted environments. This can include libraries, community, cultural, sport, health and social inclusion centres, but also the workplace and public employment services. Partnership approaches between different kinds of organisations are often most effective. They should be developed around learners' needs, stimulating people to engage in learning activities. This should include the provision of non-stigmatising, tailored, flexible and quality training opportunities, and facilitate their user-friendly integration with skills assessment, validation and career guidance.

The indicative budget for Topic 10 is EUR 5 000 000.

2nd call

Erasmus+ Scholarships

The STEM education strategic plan highlights that the number of STEM graduates does not meet the demand in some STEM fields, advocating for increasing the number of student enrolments in STEM. The proposal for a regulation establishing the Erasmus+ programme for 2028-2034 foresees 'Erasmus+ scholarships in strategic educational fields, including in joint study programmes', with a view to addressing the growing demand for skilled talent. In this

context, strategic educational fields are meant as study fields in strategic sectors supporting EU sustainable competitiveness and preparedness with high skill needs. These currently include, among others: clean and circular technologies and systems, application of nature-based solutions and the bioeconomy, to support the green transition and help reduce environmental impact; transport, a sector undergoing rapid innovation to become more sustainable and efficient; digital technologies, including Artificial Intelligence which are critical for economic growth, cybersecurity, and digital sovereignty; transport, energy, water resilience, healthcare, aerospace and defence. To ensure the right design approach for the next funding period and help testing the initiative, the Commission proposes to set up a specific policy experimentation action. The objective of this topic is exploratory only and does not pre-empt any future decision in the Council.

Objectives pursued: the policy experimentation would aim to provide programme scholarships to talented students, including post-secondary VET students (EQF level 5), to pursue studies in key strategic economic and technological fields, contributing to address the growing demand for skilled talent in STEM fields and sectors such as clean and circular technologies and systems, bioeconomy as well as application of nature-based solutions, transport, energy, water resilience, healthcare, digital technologies, aerospace and defence.

Expected results: under this topic, the projects should contribute to attract more highly talented students for STEM-related courses which are part of the project, and to encourage these brilliant students to conduct their studies in strategic educational fields in Europe.

The indicative budget for this Topic is EUR 5 000 000.

Type of applicants targeted by European Policy Experimentations (1st and 2nd Call): public or private organisations active in the fields of education and training, research and innovation or in the world of work.

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

For the topic ‘Supporting Regional Skills Partnerships within the Pact for Skills’: these organisations should preferably be partners of existing Regional Skills Partnerships within the Pact. Ideally, the applying partnership should include regional and/or local authorities.

Implementation	Indicative amount (EUR)
EACEA	64 000 000

d) Support for the EU Literacy Coalition

Index reference in budget table (WPI): 3.40

The purpose of the EU Literacy Coalition, announced in the Action Plan on Basic Skills, is to build a multi-stakeholder European network enabling coordinated and structured cooperation, networking, sharing of expertise and resources among stakeholders from various sectors (e.g. education, youth, culture, book sector) that promote literacy education and reading among children and young people. This action would particularly aim at strengthening their cooperation with schools, based on the ‘whole school’ approach. This would contribute to streamlining dispersed initiatives across Europe, build their capacities and stimulate the creation of national and regional initiatives. The network will also provide data driven analyses

and actionable solutions to support decision-makers in designing and implementing literacy education policies.

Targeted applicants: any public or private organisation established in an EU Member State or third country associated to the programme active in the field of education, youth, and culture including reading promotion organisations and the different elements of the book value chain.

Expected results:

- Enabling a long-term sustainable cooperation, peer learning and best-practice sharing between literacy education stakeholders in Europe;
- Increasing community awareness and support for literacy education;
- Improving students' competences in literacy;
- Improving teachers and educators' competences;
- Responding to challenges posed by the digital era.

The action will be implemented based on a call for proposals managed by DG EAC through direct management, to establish a framework partnership agreement for 2026-2029. The Commission will select one multiannual project to run and steer the EU Literacy Coalition. The activities will include e.g. policy initiatives, capacity building, communication and outreach, as well as governance.

The indicative budget of the whole action will be EUR 1 600 000 for 2026-2029. The specific grant for 2026 will amount to EUR 400 000.

Implementation	Indicative amount (EUR)
EAC	400 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) **Innovation in Education (e.g., HEInnovate; Community for Educational Innovation)**

Index reference in budget table (WPI): 3.41

This item covers actions to stimulate and support innovation in education, in line with the European Education Area, the European Strategy for Universities and the New European Innovation Agenda.

It will allow for the maintenance, further development, and improvement of HEInnovate, a self-reflection tool for higher education institutions who wish to explore their innovative potential. In 2026, Erasmus+ will continue to promote the use of the tool among new higher education institutions, the management of an electronic platform including the community for educational innovation, the organisation of key activities (with dedicated trainings, webinars, study visits) workshops, calls for case studies and testimonials in Brussels, in the EU Member States or in third countries associated to the Programme.

To bridge the gap between research, policy, and practice in educational innovation, Erasmus+ will continue to promote the Community for Educational Innovation with the management of an electronic platform including the organisation of key activities (webinars, study visits,

analytical reports) in Brussels, in the EU Member States, or in third countries associated to the Programme.

Implementation	Indicative amount (EUR)
EAC	1 048 000

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

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

This expertise will contribute to an effective and evidence-based implementation of the EU policies in the fields of education, training, youth, sport, culture, research and innovation such as the European Education Area and the Union of Skills. Its tasks may include:

- support and facilitating mutual learning activities, exchanges of knowledge, good practices and peer learning organised by the European Commission under the Strategic framework for European cooperation in education and training towards the European Education Area and beyond.
- support in the preparation, facilitation and follow-up of events, meetings, conferences, workshops, public consultations, policy dialogues, award ceremonies and consultations.
- support for the creation and/or coordination of networks, advisory groups and expert groups.
- analysis of policy developments and trends, of the implementation of policy reforms and of their implications in individual countries or regions and provision of the country-specific expertise.

In addition, a public procurement procedure will be launched to establish a multiple-service framework contract for expertise. The total indicative budget ceiling for the studies contracts is set at a maximum of EUR 20 000 000 over the four-year implementation period.

Implementation	Indicative amount (EUR)
EAC	3 350 000
EMPL	600 000

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

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

Exchanges of experience and collection and dissemination of good practice are an integral part of the European Education Area toolbox to implement the European priorities in education and training of the European Education Area and beyond (2021-2030). They take place in the context of peer learning and peer counselling activities, among others, usually part of European Education Area strategic framework Working Groups, which enable Member States sharing similar policy challenges to work in clusters. Peer counselling is a tailor-made, very concrete and country-specific exercise to help a Member State with a particular reform effort by bringing

together experts from other Member States who have successfully dealt with similar issues. The themes can include Member States actions linked for example to tackling the twin challenge of equity and excellence in basic skills, including in the context of the initiative of the Action Plan on Basic Skills strengthening teaching, increasing access and quality to early childhood education and care, green and digital education. The priorities also include STEM, innovation in education, and initiatives such as the Union of Skills, Pathways to School Success²⁰¹ aiming to promote inclusive education, tackle early school leaving, and support well-being at school, as well as the Digital Education Action Plan (2021-2027), and Recommendations aiming to improve the enabling factors and digital skills for a successful digital education and training²⁰², Recommendation on individual learning accounts²⁰³ support Member States' efforts to improve their education and training systems. The collection and dissemination of good practices and lessons learned, using international evidence when relevant, including the results of the Technical Support Instrument, can be enhanced through thematic events, policy learning exchanges, support to Communities of Practice, and any arrangement for knowledge transfer and exchange on what works in education and training.

Implementation	Indicative amount (EUR)
EAC	400 000
EMPL	600 000

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

Index reference in budget table (WPI): 3.46

The existing Multiple Framework Contract FWC EAC/2021/OP/0004 for the provision of services related to the implementation of Better Regulation Guidelines expires in 2026. To ensure the continuous availability of the services, the launch of a new procurement procedure is foreseen with a view to concluding new service Framework Contracts in 2026 with indicative total budget of max. EUR 12 000 000 for the 4 years of implementation. The purpose of the contract will be to provide support to the evaluations, impact assessments and related activities (both perspective and retrospective) relevant to areas of competence and activities of DG EAC, including and not limited to education, youth, culture and sport.

Implementation	Indicative amount (EUR)
EAC	N/A

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

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

²⁰¹ <https://education.ec.europa.eu/education-levels/school-education/pathways-to-school-success>.

²⁰² Council Recommendation of 23 November 2023 on the key enabling factors for successful digital education and training, OJ C, C/2024/1115, 24.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1115/oj>; Council Recommendation of 23 November 2023 on improving the provision of digital skills and competences in education and training, OJ C, C/2024/1030, 23.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1030/oj>.

²⁰³ 2022/C 243/03, [OJ C 243, 27.6.2022, p. 26](#).

A number of studies including analyses, foresight assessments, surveys and Eurobarometers may be launched in order to support policy developments, policy monitoring and the implementation of the Programme in the fields of education and training, and youth, in line with current policy priorities and possible future developments.

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in education, training, and youth, notably for the implementation of the Union of Skills. The study themes will be coordinated with work programmes of other relevant EU bodies and networks, such as JRC, EUROSTAT, Eurydice, EAC academic network ENESET, the IEA, as well as international organisations, such as the OECD.

In 2026, studies and surveys will be linked to the policy agenda and priorities related to, inter alia, STEM education, basic skills or the EU Teachers and Trainers' agenda and contribute to an effective and evidence-based reinforcement of the European Commission's policy proposals. Analyses and studies may also be carried out by intra-muros service-providers.

In addition, a public procurement procedure will be launched to establish multiple-service framework contracts for studies. The total indicative budget ceiling for the studies contracts is set at a maximum of EUR 8 000 000 over the four-year implementation period.

Implementation	Indicative amount (EUR)
EAC	1 600 000
EMPL	700 000

f) Academic network (ENESET)

Index reference in budget table (WPI): 3.49

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

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

In 2026, ENESET will provide expert advice and process relevant evidence and information to support the Commission's work on achieving the EU policy objectives in education and training contributing, inter alia, to the development of the European Education Area and the Union of Skills.

Implementation	Indicative amount (EUR)
EAC	460 100

g) Country-specific expertise: network of national experts (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.50, 3.51

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

Implementation	Indicative amount (EUR)
EAC	1 500 000
EMPL	700 000

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

Index reference in budget table (WPI): 3.53

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

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

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

Development and support to digital credential for learning and information on qualifications and learning opportunities

Activities will support both the implementation of the 2017 European Qualifications Framework Council Recommendation and of the Decision of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass).

Activities will ensure the smooth functioning, reinforcement and provision of support to the development of Qualifications Database Registers (QDR) and their interconnection at European level, including the use of the European Learning Model. Second, activities will support the further development of the European Digital Credentials for Learning (EDC) and their deployment and will provide support to Member States, third countries associated to the programme and organisations to implement EDC.

Implementation	Indicative amount (EUR)
EMPL	2 200 000

i) Policy-related and policy dialogue conferences

Index reference in budget table (WPI): 3.54

The amounts allocated will support the organisation of a wide range of events, conferences and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the fields of education and training.

Implementation	Indicative amount (EUR)
EAC	1 200 000

j) International Policy Dialogue

Index reference in budget table (WPI): 3.56

Dialogues on education and training are regularly organised in the framework of cooperation with entities from third countries not associated to the Programme, to promote regional policy or cooperation with strategic partners. These dialogues can take different forms: senior officials' meetings, peer learning activities, joint studies, joint testing of new tools like the Tuning methodology, etc. They can also be organised around thematic activities implemented through projects.

Promotion events to enhance the attractiveness of European higher education in the world, such as participation in international student and academic fairs will continue to be funded.

Implementation	Indicative amount (EUR)
EAC	1 500 000

k) International Student and Alumni Network Erasmus+

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

Alumni are among the best ambassadors and promoters of the European Union, of European higher education and other education and training sectors and research, and of European Programmes in Europe and beyond. They also contribute to strengthen the relations between the European Union and its partner countries in the world. This action brings together European Union funded exchange students, staff and alumni from any education and training sector through support to the Erasmus+ Student and Alumni Alliance (ESAA) and regional students and alumni platforms. Erasmus+ students, staff and alumni can join ESAA or a regional alumni platform during or following their Erasmus+ experience. This allows them to be part of a dynamic forum for networking, professional development and intercultural learning; to participate in events and competitions; and to create projects promoting Erasmus+ and other EU-funded educational programmes both in Europe and around the world.

The action also seeks to mobilise the potential of alumni from any education and training sector to improve and expand participation in and inclusiveness of Erasmus+ notably by promoting the Programme among underrepresented groups by presenting role models and success stories and offering networking opportunities between alumni.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 500 000
	H6: 1 400 000

l) Meetings with grant-holders and other stakeholders

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

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

Implementation	Indicative amount (EUR)
EACEA	H2: 1 000 000
	H6: 371 900

m) Education and Skills Summit

Index references in budget table (WPI): 3.63

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

Implementation	Indicative amount (EUR)
EAC	650 000

n) Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education (partially co-delegated to DGT)

Index reference in budget table (WPI): 3.65, 3.66

Dissemination events or actions will be organised, in particular around the European Day of Languages (end of September), promoting language diversity and a comprehensive vision of language acquisition, encompassing the language spoken at home, the language of schooling and additional languages as key elements of a healthy cognitive and intercultural development.

Furthermore, in 2026 the following activities will be co-delegated and implemented by Directorate-General Translations (DGT) of the European Commission:

‘Juvenes Translatores’, a translation contest for 17-year-olds in schools across Member States, will be organised (like every year) to promote foreign language usage in Europe and the art of translation²⁰⁴.

The ‘European Master's in Translation’ (EMT) Network is a partnership project between the Commission and the relevant academic community in all EU countries. Higher education programmes that are benchmarked to agreed standards via an evaluation procedure receive an EMT quality label and become members of the European Master's in Translation Network, which promotes exchanges and cooperation in Europe.

European Day of Languages ‘Season’ is a series of events (including workshops, round-table discussions, cross-border events and events matching students' skills with the demands of the labour market) that are organised mainly around September 2026, but also during the year, in the Member States by DGT Field Offices located in the EU Representations. These events aim to promote language learning, language diversity and translation in a multilingual Europe.

‘Translating Europe’ Forum and Multilingualism workshops bring together the main constituencies of EAC's and DGT's stakeholders, such as the language industry and the translation services of public administrations and higher and school education institutions, in order to promote language learning and Erasmus+, and explore multilingual skills for the labour market in general and the development of various language professions.

Implementation	Indicative amount (EUR)
EAC	400 000
DGT	700 000

o) Union of Skills and European Education Area: Communicating through the Portal and other media

Index reference in budget table (WPI): 3.67

The main objective of this action is to communicate the Union of Skills and the European Education Area and its building blocks, to wider audiences, at European, national, and local level. The budget will be used for awareness-raising activities, conferences, events, and actions communicating the on-going work. All of these activities will also contribute to updating the content on the Area's Portal, making it more relevant, and thus driving more traffic to it.

Implementation	Indicative amount (EUR)
EAC	400 000

p) Erasmus+ National Focal Points (ENFPs) – Heading 6

Index reference in budget table (WPI): 3.71

The network of Erasmus+ National Focal Points (ENFPs) is established to promote the Erasmus+ programme and provide guidance, practical information and assistance on all aspects of participation of entities in Erasmus+ in the field of higher education, youth, vocational

²⁰⁴ Participants to the contest can choose to translate from any official EU language, into any other official EU language.

education and training, youth and sport in third countries not associated to the programme where National Erasmus+ Offices do not exist. This activity will mainly cover coordination and transnational activities targeting training of focal points. Besides the EU Delegation, the ENFP is a focal point in the country for all actors, Erasmus+ potential applicants, beneficiaries and other stakeholders as regards the EU cooperation activities under the Erasmus+ programme. This activity will be implemented over a 3-year period.

A support structure is in place to help the ENFP network perform their role. This service mainly covers coordination and transnational activities targeting training and networking of ENFPs.

Implementation	Indicative amount (EUR)
EACEA	4 600 000

q) National policies platform

Index reference in budget table (WPI): 3.72

The National Policies Platform (hosting Eurydice and the mobility scoreboard, and the European Higher Education Sector Observatory) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on education systems in Europe fully open, reusable and comprehensible to all citizens. Moreover, the structure and user-friendliness of the platform and the publications and databases published through it will be improved. These developments are expected to boost circulation of information and data generated by the Eurydice Network and favour their use in policymaking and research. The development, running, maintenance, community management and communication activities of the National Policies Platform will be provided through the use of already existing framework contracts.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.56).

Implementation	Indicative amount (EUR)
EACEA	1 600 000

r) Bologna implementation report

Index reference in budget table (WPI): 3.73

The main objective of this project is to provide the required data input and analysis to the report on progress in the post Bologna implementation process. The data collection and computed indicators will cover all the countries in the European Higher Education Area and will deal with the areas relevant to the follow-up of the post Bologna process. The work foreseen under this contract partly relates specifically to the countries beyond the EU Member States which are not covered (totally or partially) by European Statistical System. An indicative list of data and indicators are: Context of the European Higher Education Area, Degrees and qualifications, Social dimension in higher education, Effective outcomes and employability, Lifelong Learning and Mobility.

Implementation	Indicative amount (EUR)

EACEA	100 000
-------	---------

s) Support for the implementation of the VET reforms

Index reference in budget table (WPI): 3.74

Support to the implementation of the VET reforms in the field topics such as EQAVET, graduate tracking, CoVEs, exploratory work on the European VET diploma/label, citizenship competence, micro-credentials.

The VET Recommendation, the Union of Skills, the successor to the Osnabrück Declaration, i.e. the Herning Declaration ²⁰⁵, and the forthcoming European Strategy on vocational education and training (VET) define several specific measures including, among others, the European Quality Assurance Reference Framework (EQAVET), skill intelligence, citizenship competence, graduate tracking, and vocational excellence (CoVEs) that need to be further developed.

The aim of this action is to provide technical and logistic support in the implementation of the abovementioned measures.

Implementation	Indicative amount (EUR)
EMPL	5 000 000

t) International attractiveness of European higher education (Study in Europe)

Index reference in the budget table (WPI): 3.75

Europe must be highly attractive as a destination for internationally mobile students and attract brains from all over the world. It should continue its efforts to promote global awareness of the high quality, the skills, and the rich cultural and linguistic diversity of European higher education.

This action will enable continuity in the Commission's collaboration with national promotion agencies and stakeholders in order to complement national information and promotion efforts on study and funding opportunities, and will promote the European dimension of higher education outside Europe via different activities (series of European higher education fairs, the Study in Europe website, social media and communication tools, networking activities, any other actions promoting the skills' offer of the EU).

Implementation	Indicative amount (EUR)
EACEA	5 000 000

u) Supporting the STEM Education Strategic Plan

Index reference in budget table (WPI): 3.76

²⁰⁵ Adopted at the Informal Ministerial meeting on VET on 12 September 2025 in Denmark.

The implementation of the STEM Education Strategic Plan, launched as part of the Union of Skills, will contribute to EU's competitiveness and preparedness, promote excellence in STEM education, increase its inclusivity and raise awareness on the societal value of STEM subjects and careers.

The Erasmus+ programme will support the implementation of the actions outlined in the Plan. This will include a multiannual **STEM Futures initiative** to build awareness, **promote innovative practices and build a collaborative ecosystem** through strengthened coordination. In 2026, the focus will be put on reaching out to girls, through the upscaling of inclusion and diversity practices from the most successful and promising EU-supported STEM education projects. To achieve this, services will be procured aimed at collecting information on best practices, data tracking as well as enhancing access to quality teaching resources, and leading inclusive outreach efforts such as an Ambassador scheme.

As part of the STEM Futures, the **European STEM Week** will mobilise stakeholders to celebrate STEM education, showcase its value for society, economy and individuals, share and connect. It will focus on schools, including VET schools, and their communities with the goal of reaching out to and spark interest in STEM among children and young people. The thematic focus of the first edition will be on addressing the gender gap in STEM.

Implementation	Indicative amount (EUR)
EAC	1 500 000

v) Green education: information, awareness-raising, networking and events (incl. implementation of Council Recommendation)

Index reference in budget table (WPI): 3.77

In 2026, Erasmus+ will continue to support the implementation of the 2022 Council Recommendation on learning for the green transition and sustainable development. The work will involve awareness-raising and outreach activities, including on the usage and uptake of GreenComp, the European Sustainability Competence Framework, through tools such as community of practice. Stakeholder events and seminars on green and sustainability education will be developed on topics such as whole school approaches to sustainability; assessment; collaboration and partnerships; youth engagement; teacher education and curriculum development; green careers; STEM education and leadership. Networking events will be organised to showcase best practice and exchange experience on successful approaches to mainstreaming sustainability in the various sectors of education, including in particular schools and higher education.

Implementation	Indicative amount (EUR)
EAC	400 000

w) Supporting implementation of the Digital Education Action Plan 2021-2027 and Digital Education Hub

Index reference in budget table (WPI): 3.78, 3.79

In 2026, Erasmus+ will continue to support the implementation of the Digital Education Action Plan. While continuing dedicated measures to mainstream, promote and further develop key

activities to tackle disinformation, promote digital literacy through education and training and address the effective and ethical use of artificial intelligence in education, in 2026 work will also focus on the implementation of its new Roadmap and on the emerging policy areas identified through the DEAP 2021-2027 review process.

Dedicated communication activities will accompany the ongoing implementation of the Action Plan and will focus on targeted communication campaigns including on the Roadmap on the future of digital education and skills. In addition, this action envisages support to communication and dissemination activities related to the organisation of webinars and local outreach events on digital education and skills.

The implementation of the European Digital Education Hub will continue to be procured through specific contracts under the EACEA framework contract for stakeholders' engagement and community management, while continuing to ensure a close feedback loop to policy.

Implementation	Indicative amount (EUR)
EAC	3 250 000
EAC/EACEA	3 000 000

x) European Commission's Corporate communication (co-delegated to DG COMM)

Index reference in budget table (WPI): 3.81

In accordance with Article 25 of the Erasmus+ Regulation and in line with the Communication to the Commission on 'Corporate Communication action in 2024-2027 under the Multiannual Financial Framework 2021-2027', the Erasmus+ Programme will contribute to the corporate communication of the Union's political priorities to the extent that they are related to the general objective of the Erasmus + Programme.

The corporate communication aims to build confidence, trust and policy ownership among citizens and to increase engagement and interaction with the EU, with a view to encouraging citizens to influence EU policymaking.

This action will cover the production of content, including photos, audio-visual, graphic and written material; provision of other corporate technical services which benefit the institution as a whole such as online services, including the institutional web presence and social media activity; dissemination of information through integrated communication actions including on multi-media platforms; acquisition of media space, including TV and radio air time, outdoor and indoor advertising, web adverts and other online promotion techniques and print media space; organisation of and participation in events, including exhibitions, forums, dialogues and other activities aimed at citizens; studies and evaluations, where relevant.

Implementation	Indicative amount (EUR)
COMM	980 000

y) SELFIE and SELFIE for Teachers

Index reference in budget table (WPI): 3.83

In 2026, EAC and EMPL will continue to cooperate with EACEA to manage the SELFIE tools. This includes the SELFIE tool, which supports schools in their use of digital technologies (as well as the SELFIE for Work-based Learning module) and SELFIE for Teachers which supports teachers' digital skills (primary, secondary and Early Childhood Education and Care staff).

For operating the SELFIE tools for schools and teachers, services to be procured include community management, promotion, user support and the technical maintenance and further development of the tools.

Implementation	Indicative amount (EUR)
EACEA	2 000 000

z) Support to the European Alliance for Apprenticeships and Pact for Skills (co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.84

Erasmus+ will support the implementation of the 2020 European Skills Agenda, of the 2020 Council Recommendation on vocational education and training, the 2018 Council Recommendation on a European Framework for Quality and Effective Apprenticeships and the Union of Skills, through a joint support service for the European Alliance for apprenticeships (EAfA) and the Pact for Skills.

Joint services for the Pact for Skills and the EAfA will cover, among others:

- Sharing of knowledge and experiences through in-person and online events;
- Supporting communities of practice and preparing factsheets, toolkits as well as other resources and activities;
- Management and support of Pact for Skills regional and large-scale partnerships;
- Management of the Pact for Skills and the EAfA commitments and pledges made by organisations such as national, regional and local, authorities, industry stakeholders/businesses, social partners, chambers, VET providers, youth representatives and think tanks;
- Design and implementation of a joint communication strategy, social media campaigns, newsletters etc;
- Design and running of the Pact for Skills and EAfA websites.

Implementation	Indicative amount (EUR)
EMPL	4 000 000

aa) Education for Climate Coalition

Index reference in budget table (WPI): 3.85

This action will cover the development and management of the Education for Climate Coalition, including the running of the GreenComp Community of Practice, as well as the support of EAC's policy work on learning for the green transition and sustainable development. It will

mobilise available expertise, commitment and networks in education across the Member States and third countries associated to the programme and support the creation, testing and implementation of innovative solutions with pupils and school communities. Through pledges and concrete actions involving youth, schools, higher education institutions, this action will give a face to change in behaviour across the EU.

Implementation	Indicative amount (EUR)
EACEA	350 000

bb) Dissemination and communication activities (partially co-delegated to OP)

Index reference in budget table (WPI): 3.86, 3.87

The amount allocated will support communication actions linked to the Erasmus+ Programme. For example, supported activities include events, meetings workshops with stakeholders, as well as communication materials, including an online version of reference documents and guidelines for applicants and beneficiaries, communication support for Erasmus+ alumni and communication activities in view of the 40th anniversary of Erasmus+, which will take place in 2027.

This action will support also the European Innovative Teaching Award (EITA) event that has been established in the context of the European Education Area to recognise the work of teachers (and their schools) who make an exceptional contribution to the profession, on the basis of annual priorities. The awards would focus on teachers and trainers in the EU Member States or third countries associated to the Programme who successfully developed an Erasmus+ project aimed at innovative teaching and learning in the following 4 categories: early childhood education and care, primary education and general secondary education, VET schools and adult education. The EITA award would also encompass the European Language Label strand, awarding projects focusing on multilingualism.

This action will also support communication and initiatives supporting the 2026 Education Package and its initiatives for learners, teachers and schools (Basic Skills Support Scheme, EU Teachers and Trainers Agenda, European School Alliances).

In addition, this action will include a dissemination activity of the Erasmus+ programme to reach new audiences with the aim of making displaced Ukrainian children aware of Erasmus+ opportunities.

Implementation	Indicative amount (EUR)
EAC	5 421 400
OP	5 000 000

cc) Action Plan on Basic Skills

Index reference in budget table (WPI): 3.88

The Action Plan on Basic Skills, launched as part of the Union of Skills, will contribute to the EU's competitiveness and preparedness, while supporting individuals' personal fulfilment, further learning, employability, social inclusion and active citizenship. It proposes concrete

short- to medium-term steps to address root causes and provide evidence-informed solutions to improve basic skills and promote excellence at all stages of education.

The Erasmus+ programme will support the implementation of the actions outlined in the Plan. Dedicated communication and dissemination activities will also accompany the Action Plan's implementation. This action will be implemented through specific contracts under existing framework contracts.

Implementation	Indicative amount (EUR)
EAC	800 000

dd) Learning Lab on Investing in Quality Education and Training

Index reference in budget table (WPI): 3.89

The Learning Lab on Investing in Quality Education and Training aims to promote the use of education policy evaluation practices in the EU to improve evidence and analysis on the effective and efficient use of public resources to boost student learning outcomes and ensure equity, in line with the objectives of the Union of Skills.

This action will be implemented through an open call for tender to provide scientific expertise and methodological support to relevant authorities in the Member States, third countries associated to the programme and the Commission for the evaluation of the impact of interventions in education and training. Strengthening the evaluation capacity of relevant authorities in the Member States is key to provide robust evidence of what works in education, with the aim of informing the policy process, improving policy implementation, and promoting effective and efficient investment in education and training.

Implementation	Indicative amount (EUR)
EAC	2 000 000

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

a) Selection and implementation

Index references in budget table (WPI): 3.90, 3.91

This action relates to the costs linked to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice. This action will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 242 Financial Regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 4 200 000
	H6: 3 590 000

6. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) **Cooperation with Commission's Joint Research Centre (JRC) (co-delegated to DG EMPL)**

Index reference in budget table (WPI): 3.96

The cooperation with the Commission's Joint Research Centre (JRC) will be continued throughout 2026, by means of Administrative Agreements concluded with DG EMPL.

Priority will be given to collaboration with JRC in all areas where they have a specific competence and expertise. JRC will provide technical support to EMPL's monitoring and analytical capacity, supporting the engagement and innovation in the education and training sectors, in particular adult learning and VET, and their contribution to supporting, among others, the provision of skills for the green and digital transitions, transformation, skills intelligence, sustainability and transition to climate neutrality, also in line with the Union of Skills, the European Skills Agenda, the Digital Education Action Plan and Competitiveness Compass, and the European Education Area.

Implementation	Indicative amount (EUR)
EMPL	600 000

IV. JEAN MONNET ACTIONS

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

a) Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence

Index reference in budget table (WPI): 4.01, 4.02

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

Type of applicants targeted by this call: higher education institutions established in an EU Member State, third country associated to the Programme or in a third country non-associated to the Programme. Successful applicants from third countries not associated to the programme having an earmarked budget from Heading 6 will also be supported by the specific budget allocation.

Under this action, the participation of higher education institutions from third countries not associated to the Programme as foreseen by Article 20 of the Erasmus+ Regulation is justified as being in the Union’s interest, in order to strengthen the international dimension of the Programme and support teaching and research in the field of European Union studies worldwide.

The Union’s interest lies, in the first place, in promoting excellence in teaching and research in the field of European Union studies worldwide. By EU studies it is meant the study of Europe in its entirety, with particular emphasis on the EU dimension, from an internal but also from a global perspective. The scope of EU studies can be varied so long as the EU angle is explored.

Since its creation, this action has focused on higher education institutions. Around 9 000 university teachers and more than 1 000 universities in around 100 countries have received financial support, enabling them to offer new content on European studies as part of their curricula. By connecting academics, researchers and policymakers, the Jean Monnet Actions have stimulated international dialogue and supported policymakers at both national and international levels.

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

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

Supported activities are expected to produce positive and long-lasting effects on both students and researchers/professors and in particular to promote democracy and a sense of belonging to a common area; to result in increased interest in deepening the knowledge on the European Union specific policies, possibly leading to a more active participation in EU activities and the public service; to favour an increase in opportunities for young researchers to enhance their professional competences and boost their career.

As regards the participating organisations, the action is aimed at increasing the capacity of the Higher Education Institutions to teach European Union subjects, at attracting more and new learners and teachers interested in acquiring knowledge about the European Union, as well as

at creating structured centres providing European Union specific high-level knowledge and advanced research to faculties.

This action is funded based on Article 13(6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument²⁰⁶. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)²⁰⁷. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	H2: 11 000 000
	H6: 4 663 570

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

Index reference in budget table (WPI): 4.03

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

Type of applicants targeted by this call: higher education institutions, teacher-training institutes and other institutions providing initial and/or in service training to teachers of schools and/or VET institutions established in an EU Member State or third country associated to the Programme.

The indicative budget for Teacher trainings is EUR 4 000 000.

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

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

²⁰⁶ OJ L 209, 14.6.2021, p. 1. ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

²⁰⁷ OJ L 330, 20.9.2021, p.1. ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

Type of applicants targeted by this call: schools or vocational education and training institutions established in an EU Member State, or third country associated to the Programme.

The indicative budget for Learning EU initiatives is EUR 3 800 000.

Implementation	Indicative amount (EUR)
EACEA	7 800 000

c) Jean Monnet policy debate

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

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

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

Indicatively, in 2026 thematic networks are foreseen on:

- Jean Monnet Network on internal policy: A resilient Single Market to boost EU competitiveness;
- Jean Monnet Network on external policy: EU-India (funded with Heading 6 budget).

Targeted applicants:

- for the thematic network on internal policy (A resilient Single Market to boost EU competitiveness): higher education institutions established in an EU Member State, or third country associated to the Programme;
- for the thematic network on external policy (EU-India): applicants must be higher education institutions established in an EU Member State or a third country associated to the Programme, or in a third country not associated to the Programme targeted by this action (Erasmus+ Region 5: India).

Under the thematic network on external policy, with a view to bring together EU institutions and institutions from third countries, the participation of higher education institutions from third countries not associated to the Programme pursuant to Article 20 of the Erasmus+ Regulation is in the Union's interest, in order to strengthen the international dimension of the Programme and support international academic cooperation. By connecting academics, researchers and policymakers from outside Europe around European studies, this action raises their awareness on matters that affect the construction of the European Union, thus stimulating international dialogue and increasing the visibility and knowledge of the European Union across the world. This action ultimately strives to function as a vector of public diplomacy towards third countries not associated to the programme. Through this action, the EU promotes its values and reaffirms its role in a globalised world, enhancing awareness of the Union and facilitating future engagement as well as people-to-people dialogue. In 2026, the Union's interest will lie, in the first place, in promoting excellence in teaching and research in the field of European Union studies in India.

This action is funded on the basis of Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU.

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

Supported networks have as their primary objective to collect, share and discuss among the partners research findings, content of courses and experiences, products (studies, articles, etc.). Each network will establish a tool allowing the partners to share their academic works and run peer review exercises, thereby acting as a multiplier of EU values and EU-related know-how across non-associated countries. The network coordinator will regularly make a selection of the most innovative and interesting results to be provided to the Commission, allowing for a two-way learning and awareness-raising process.

The indicative budget for Jean Monnet Network on internal policy is EUR 1 000 000. The indicative budget for Jean Monnet Network on external policy is EUR 1 200 000.

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

Applicants targeted by this call are schools and vocational training institutes and higher education institutions active in the field of teacher education and training, established in an EU Member State, or third country associated to the Programme.

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

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

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION

a) Operating grants to support specific institutions

Index references in budget table (WPI): 4.20 to 4.26

In conformity with Article 198(d) of the Financial Regulation which is applicable to grants to bodies identified as beneficiaries in the basic act and according to Article 8(c) of the Erasmus+ Regulation, support will be given to the following institutions pursuing an aim of European interest:

- College of Europe, Bruges, including the activities carried out in its Tirana campus²⁰⁸;
- European University Institute (EUI), Florence: out of the overall amount of this grant, EUR 9 650 000 will be allocated to the Florence School of European and Transnational Governance;
- the Academy of European Law, Trier;
- the European Institute of Public Administration (EIPA), Maastricht;
- the European Agency for Special Needs and Inclusive Education, Odense;
- the International Centre for European Training (CIFE), Nice;
- College of Europe, Natolin.

Eligible applications for the annual operating grants will be assessed on the basis of a detailed annual work programme, against aspects such as the relevance of the work programme, as well as its quality and implementation, but also the clarity of the budget and links to the activities proposed and the impact and dissemination.

Implementation	Indicative amount (EUR)
EACEA	WPI 4.20: 10 176 400
	WPI 4.21: 23 857 200
	WPI 4.22: 2 996 600
	WPI 4.23: 1 142 700
	WPI 4.24: 1 246 900
	WPI 4.25: 2 775 200
	WPI 4.26: 4 992 500

²⁰⁸ The opening of the branch campus of the College of Europe, Bruges, in Tirana was confirmed on 16 March 2023, during the EU-Albania Stabilisation and Association Council by Commissioner Oliver Várhelyi and Prime Minister Edi Rama. Thereafter, the decision to establish a branch campus in Tirana was reached at the Administrative Council of the College of Europe, Bruges on 2 October 2023. This branch campus of the Belgian Foundation "Europa college / Le Collège d'Europe" in Tirana has been registered as a legal entity in the Registry of Non-for-profit Organizations at the Court of First Instance of the General Jurisdiction of Tirana on 24 January 2024. According to the Statutes of the Belgian Foundation "Europa college / Le Collège d'Europe", the Governing Board of the College of Europe acts as the governing body for the Foundation's establishment in Albania, and the Rector of the College of Europe acts as its legal representative.

B. YOUTH

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

Index references in budget table (WPI): 5.01

Projects under this action promote mobility activities targeting young people, youth workers and people working in organisations active in youth field and mainly aiming to support young people in the acquisition of competences (knowledge, skills and attitudes, including language competences) with a view to improving their personal, social, educational and professional development, enhance employability, entrepreneurship and improve career prospects on the labour market, and social inclusion.

Organisations active in the field of youth will receive support from the Erasmus+ Programme to carry out projects promoting different types of mobility. Mobility activities involve a minimum of two participating organisations from different countries.

Mobility projects in the field of youth are aimed at supporting transnational activities involving organisations and participants from EU Member States and third countries associated to the Programme. Projects can also include mobility activities with organisations and participants from third countries not associated to the Programme neighbouring the EU (regions 1 to 4). However, only up to 20% of the budget available can fund international mobility activities including organisations and participants from these third countries not associated to the Programme neighbouring the EU. The participation of entities from these countries is fully in line with the EU Youth Strategy, which calls “to foster the connectedness between young people in the EU and candidate countries, Eastern-Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements.” “Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility.”

In addition, the Council conclusions of 5 June 2020 on Youth in external action²⁰⁹ stress the contribution of young generations to building stronger, more legitimate, peaceful and democratic societies. The programme contributes to promoting the meaningful participation and engagement of all young people, and hence to strengthening exchanges and dialogue between young people from the Union and partner countries.

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above-mentioned policy frameworks, it is duly justified as being in the Union’s interest to support participation of third countries not associated to the programme, neighbouring the EU (regions 1 to 4).

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

Youth mobility projects - Youth exchanges

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

Type of applicants targeted by this action: non-profit organisations, associations, NGOs; European Youth NGOs; public bodies at local, regional, national level; social enterprises;

²⁰⁹<https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>

profit-making bodies active in Corporate Social Responsibility and have proven to be active in the local youth work; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

Youth mobility projects - Mobility of youth workers

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

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1)(c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	255 413 179

b) Youth participation activities

Index reference in budget table (WPI): 5.02

Projects under this action are non-formal activities that promote youth participation in Europe's democratic life and aim to:

- provide young people with opportunities to engage and learn to participate in civic society;
- raise young people's awareness about European common values and fundamental rights and contribute to the European integration process;
- develop young people's digital competences, media literacy and critical thinking in non-formal learning settings;
- bring together young people and decision makers at local, regional, national and transnational level and/or contribute to the EU Youth Dialogue.

Support is provided to a wide range of activities aimed at reaching the objectives of the action, including for mobilities and physical events.

Projects can also include activities with organisations and participants from third countries not associated to the Programme neighbouring the EU. However, only up to 20% of the budget available can fund international activities including organisations and participants from third countries not associated to the Programme neighbouring the EU (region 1-4). The participation of these countries is fully in line with the EU Youth Strategy, which calls 'to foster the connectedness between young people in the EU and candidate countries, Eastern-Partnership and Western Balkan partners, as well as with other third countries with whom the EU has association or cooperation agreements. Connections, relations and exchange of experience are a pivotal asset for solidarity and the future development of the European Union. This connection is best fostered through different forms of mobility.'

In addition, the Council conclusions of 5 June 2020 on Youth in external action²¹⁰ stress the contribution of young generations to building stronger, more legitimate, peaceful and democratic societies. The programme contributes to promoting the meaningful participation and engagement of all young people, and hence to strengthening exchanges and dialogue between young people from the Union and partner countries.

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

Other participating organisations can also be from third countries not associated to the programme neighbouring the EU.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	35 500 000

c) DiscoverEU Inclusion Action

Index reference in budget table (WPI): 5.03

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

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

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

²¹⁰ <https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>

Implementation	Indicative amount (EUR)
National Agencies	9 000 000

d) Accreditation in the field of youth

Index references in budget table (WPI): 5.04

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

Accredited organisations will gain access to a simplified application procedure for Key Action 1 mobility projects in the field of youth (see section a) above.

Type of applicants targeted by this action: any organisation eligible to apply under the mobility projects in the field of youth (see section a) above.

This accreditation procedure will be implemented by the National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	N/A

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) DiscoverEU General

Index reference in budget table (WPI): 5.06

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

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

Selection of participants will be implemented according to Art. 244 of the Financial Regulation (non-financial donations).

Implementation	Indicative amount (EUR)
EACEA	47 000 000

b) Language learning opportunities

Index reference in budget table (WPI): 5.07

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

The main features of the Online Language Support (OLS) in 2026 will include a full range of online learning activities; language learning courses; additional vocation-specific learning materials for VET learners; assisted/blended learning tools to enable teachers and youth workers to provide extra support to their learners; social networking feature to allow participants to safely engage with each other in order to improve their language skills (language learning community). The tool aims to give users the possibility to choose languages they want to study, as well as their main points of interest (learn more vocabulary, practice grammar, oral practice, etc.). In the 'open area' in the platform, basic language on-line activities are made available for the benefit of the general public.

The Online Language Support content is hosted on the EU Academy platform. The EU Academy platform was developed by the Joint Research Centre (JRC) as a corporate solution back in 2015 for the delivery of online training to EU institutions' staff and EU citizens.

This action will be implemented under existing direct and framework contracts. The Business Ownership is with JRC, the provider is DIGIT.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 1.20).

Implementation	Indicative amount (EUR)
EACEA	700 000

II. KEY ACTION 2

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Partnerships for Cooperation: Cooperation Partnerships in the field of youth

Index reference in budget table (WPI): 5.10

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the field of youth.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of youth:

- Strengthening basic skills, employability and young people's sense of initiative and entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Supporting response of the Youth field in Europe to war in Ukraine.

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

The 'Joint Communication on the Eastern Partnership policy beyond 2020' stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building opportunities in formal and non-formal education.

The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-

quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions' involvement in those EU policy areas.

The Pact for the Mediterranean adopted on 16 October 2025²¹¹ underlines that 'all relevant EU financial instruments will be mobilised to support the implementation of the Pact, which is aligned with the priorities of NDICI-Global Europe, the Global Gateway and the future Global Europe.' Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education and training, youth and sport.

The Council resolution on the EU Youth Strategy²¹² underlines that this strategy should also foster the connectedness of young people in the EU and candidate countries, Eastern Partnership and Western Balkan partners, as well as in other third countries with whom the EU has association or cooperation agreements, with the help of the EU through relevant EU funding programmes such as Erasmus+.

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above-mentioned policy frameworks, it is in the Union's interest to support participation of entities from candidate countries, potential candidates and other neighbouring countries not associated to the Programme²¹³. This participation shall only be accepted in those cases where an essential added value is shown in the proposal.

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	64 700 000

b) Partnerships for Cooperation: Small-scale partnerships in the field of youth

Index reference in budget table (WPI): 5.11

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

²¹¹ JOIN(2025) 26 final.

²¹² Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027, [OJ C 456, 18.12.2018, p. 1.](#)

²¹³ Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia.

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the field of youth.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of youth:

- Strengthening basic skills, employability and young people's sense of initiative and entrepreneurship;
- Increasing quality, innovation and recognition of youth work;
- Supporting response of the Youth field in Europe to war in Ukraine.

Type of applicants targeted by this action: any public or private organisation. Applications for small-scale partnerships in the field of youth are submitted to National Agencies (indirect management). Applicants must be established in an EU Member State or third country associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	30 000 000

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

a) Partnerships for Cooperation in the field of youth – Cooperation partnerships submitted by European NGOs

Index reference in budget table (WPI): 5.13

The action 'Partnerships for cooperation in the field of youth' as described in this Work Programme under WPI 5.10 is managed in direct management whenever applications are submitted by European NGOs.

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

Implementation	Indicative amount (EUR)
EACEA	2 000 000

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

Index reference in budget table (WPI): 5.14

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

- raising the capacity of organisations working with young people outside formal learning;
- promoting non-formal learning activities of entities in non-associated third countries, especially in organisations targeting young people with fewer opportunities, while ensuring their level of competence, thus enabling them to ensure active participation of young people in society;
- supporting the development of youth work in the eligible third countries not associated to the Programme, improving its quality and recognition;
- fostering the development, testing and launching of schemes and Programmes allowing organisations to enhance non-formal learning mobility in the eligible third countries not associated to the Programme;
- supporting organisations in the eligible third countries not associated to the Programme to contribute to the implementation of the EU Youth Strategy (2019-2027) including the 11 European Youth goals, the Youth Action Plan in the EU External Action and to the follow-up of the European Year of Skills launched in 2023;
- fostering cooperation between youth organisations across different eligible regions of the world through joint initiatives.
- enhancing synergies and complementarities of youth organisations working with young people outside formal learning with formal education systems and/or the labour market.

Type of participating organisations targeted by this action: any public or private organisation active in the field of youth established in an EU Member State, third country associated to the Programme or third country not associated to the Programme targeted by this action in the Western Balkans, the Eastern and Southern Neighbourhoods and Sub-Saharan Africa.

As it comes to eligible entities from third countries not associated to the programme, the Union's interest in their involvement lies, in the first place, in promoting the building and fostering of capacities to set up and roll out a European project in organisations from those countries, notably by exchanging good practices with European Union youth organisations and youth workers.

The expected capacity increase of youth organisations in such countries will help to further their horizons and those of involved EU organisations and youth workers, especially in the fields of management, governance, inclusion, quality assurance, innovation and internationalisation.

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

The action strives to function as a vector of public diplomacy towards eligible entities from third countries not associated to the programme. And it also substantiates the synergies between Erasmus+ support and NDICI-Global Europe and IPA III funding referred to in Article 17 and recital 23 of the Erasmus+ Regulation.

Supported activities are expected to contribute to raising the capacity of organisations working with young people outside formal learning, to promote non-formal learning activities of eligible entities in third countries not associated to the Programme, especially targeting young people with fewer opportunities, with a view to improving the level of competences while ensuring the active participation of young people in society, to support the development of youth work in such countries, improving its quality and recognition, and to foster the development, testing and launching of schemes and programmes of non-formal learning mobility in these countries.

Expected outcomes also include promoting strategic cooperation between youth organisations on the one hand and public authorities, promoting the cooperation between youth organisations and organisations active in the education and training fields as well as with organisations active on the labour market, raising the capacities of youth councils, youth platforms and local, regional and national authorities dealing with youth, and enhancing the management, governance, innovation capacity, leadership and internationalisation of eligible youth organisations in third countries not associated to the Programme.

Special attention will be paid to improve equitable and gender balanced access to youth activities.

This action is funded based on Article 13 (6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument²¹⁴. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. The action is also funded on the basis of the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III²¹⁵). The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

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

Implementation	Indicative amount (EUR)
EACEA	19 412 000

²¹⁴ OJ L 209, 14.6.2021, p. 27. ELI: <http://data.europa.eu/eli/reg/2021/947/oj..>

²¹⁵ OJ L 330, 20.9.2021, p. 1. ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) European Youth Portal (EYP)

Index reference in budget table (WPI): 5.17

The European Youth Portal (EYP) offers youth-friendly information on opportunities across Europe and beyond (e.g. notably around volunteering, studying, youth & school exchanges and youth work), information related to topics such as intercultural understanding, sustainable development, civic engagement and participation of young people in democratic life in Europe. The EYP highlights the EU Youth Dialogue and other initiatives engaging young people to have their say in policy making. The EYP also hosts the European Solidarity Corps portal for participants and organisations as well as the DiscoverEU action and the tool to manage each call twice a year.

Increasingly, the European Youth Portal has become a portal for sharing information from across EU institutions and organisations on all important activities involving youth.

Implementation	Indicative amount (EUR)
EAC	1 350 000

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Training and Cooperation Activities in the field of youth

Index reference in budget table (WPI): 5.20

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

Training and Cooperation Activities consist of:

- Training, support and contact-seminars of potential Programme participants targeting programme objectives;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme, including activities addressing the youth challenges brought by Russia's war of aggression against Ukraine;
- Transnational evaluation and analysis of programme results;
- Activities linked to European level events (e.g. European Youth Week, EYE-European Youth Event, European Day of Languages, European Language Label, European Innovative Teaching Award, European Week of Sport, etc.).

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	20 000 000

b) SALTO Resource Centres in the field of youth

Index reference in budget table (WPI): 5.21

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

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	2 300 000

c) DiscoverEU - Learning Cycle for DiscoverEU participants

Index reference in budget table (WPI): 5.22

The DiscoverEU Learning Cycle consists of quality and support activities that aim to ensure the best possible learning experience for the participants prior, during or after their mobility experience. Learning Cycle activities include:

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

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	5 500 000

d) Eurodesk network

Index reference in budget table (WPI): 5.23

The Eurodesk Network offers information services to young people and those who work with them on European opportunities, notably in the education, training and youth fields, as well as the involvement of young people in European activities. It contributes to the animation of the European Youth Portal. The Eurodesk Network offers enquiry answering services, funding information, events and publications.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	3 100 000

e) Cooperation with the Council of Europe

Index reference in budget table (WPI): 5.24

Based on the existing work plan and the agreement reached between the two Partnership Institutions, work continues to be focused on the three pillars Youth Policy, Youth Research and Youth Work. Support is provided for the on-going cooperation with the Council of Europe which covers better understanding and knowledge of youth and youth policy development as regards issues of common interest for both institutions; recognition, quality and visibility of youth work and youth workers education and training, and dialogue for youth workers; activities of common interest in specific regions, with a focus on the Southern Mediterranean, South-East Europe and Eastern Europe and the Caucasus regions. The recent increase of the EU contribution was motivated by a wish to give the Partnership a key role in relation to youth work, especially in the Western Balkans region. The expected outcomes will include: analysis and evidence gathering on topics of relevance to the youth sector such as mental health and wellbeing, youth participation and youth mainstreaming, rural youth; development of training tools and knowledge transfer with a view to improving the capacity of policymakers and practitioners/youth workers and further supporting youth work development and the dialogue within the youth work community of practice in the context of the 2025 fourth European Youth Work Convention and follow-up activities.

The maximum EU contribution will cover a 3-year implementation period.

The budget implementation tasks will be entrusted to the Council of Europe (CoE) via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 159(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
CoE	2 400 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION

a) Presidency events

Index reference in budget table (WPI): 5.30

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

The main outcomes expected from Presidency events are policy guidance, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States, or to prepare future policy initiatives in the field of youth.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of youth (Article 198(c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
EAC	550 000

b) Support to better knowledge in youth policy

Index reference in budget table (WPI): 5.31

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

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power. The bodies are designated by the competent national authorities based on their level of responsibility, technical competence and high degree of specialisation and access to information related to youth issues at national level, to provide this information (Article 198(f) of the Financial Regulation).

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

Implementation	Indicative amount (EUR)
EACEA	2 465 000

c) EU Youth Dialogue: support to National Working Groups

Index reference in budget table (WPI): 5.32

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

In 2026, this grant is to be attributed to the Romanian National Working Group.

As the beneficiaries can only be bodies designated at national level by national authorities in each EU Member State, they are considered to be in a *de facto* monopoly situation (Article 198(c) of the Financial Regulation).

This specific allocation to Romania covers a grant to be awarded for a 1.5-year period i.e. the 12th cycle of the Youth Dialogue starting in July 2026 and ending end 2027.

Implementation	Indicative amount (EUR)
EACEA	65 821

d) European Youth Forum

Index reference in budget table (WPI): 5.33

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

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

The European Youth Forum is identified in Article 11(c) of the Erasmus+ Regulation. The grant will be awarded on the basis of Article 198(d) of the Financial Regulation subject to approval of an appropriate work plan and estimated budget, contributing to its eligible operating costs.

In 2026, the bi-annual conference on democratic participation, formally known as LevelUp! Conference, will be organised.

Implementation	Indicative amount (EUR)
EACEA	3 425 000

e) Eurodesk Brussels-link

Index reference in budget table (WPI): 5.34

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

Support to Eurodesk is identified in Article 11(d) of the Erasmus+ Regulation. The grant will be awarded on the basis of Article 198(d) of the Financial Regulation subject to approval of an activity plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	1 000 000

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

a) European Youth Together

Index references in budget table (WPI): 5.40

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

Type of applicants targeted by this action: any public or private organisation established in an EU Member State or third country associated to the programme. The coordinating organisation submitting an application may not be a for-profit organisation.

Implementation	Indicative amount (EUR)
EACEA	8 000 000

b) Civil society cooperation in the field of Youth

Index reference in budget table (WPI): 5.41

The main objective of this action is to provide structural support, in the form of operating grants, to European non-governmental organisations (ENGOS) and EU-wide networks active in the youth field, through a restricted call for proposals offering the opportunity to apply for annual operating grants under the framework partnerships agreements awarded in 2025 and covering 2026-2027 period.

Specific Objectives:

- Raise awareness of the EU Youth Strategy including the European Youth Goals, through actions to engage, connect and empower youth;
- Increase commitment and cooperation of youth civil society actors with public authorities for the implementation of policies in areas relevant for young people;
- Boost youth stakeholder participation, including by building upon the potential of digital communication alongside other forms of participation;
- Boost youth civil society involvement in the dissemination of policy and programme actions including results and good practices among their membership and beyond.

Targeted applicants are European non-governmental organisations (ENGOS) and EU-wide networks in the field of youth established in EU Member States and third countries associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	8 500 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Exchanges of experience and good practices in the field of youth

Index reference in budget table (WPI): 5.50

In the field of youth, the programme will fund mutual learning activities under the EU Youth Strategy. Exchanges of experience and good practices are an integral part of the EU Youth Strategy toolbox for the advancement of youth policy. These activities could include expert groups, peer-learning and peer-counselling activities.

Implementation	Indicative amount (EUR)
EAC	250 000

b) Studies, surveys and Eurobarometers

Index references in budget table (WPI): 5.51

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

The aim will be to gather exhaustive knowledge and information to produce reports and analysis that support the European Commission's policy action and facilitate cooperation in the field of youth.

Implementation	Indicative amount (EUR)
EAC	280 000

c) Policy-related and policy dialogue conferences

Index reference in budget table (WPI): 5.52

The amounts allocated will support the organisation of a wide range of events, conferences and other activities aimed to raise awareness of, debate, develop, disseminate and exploit the main topics dealt within the Erasmus+ Programme and/or in the European policy agendas in the field of youth.

Implementation	Indicative amount (EUR)
EAC	50 000

d) Meetings with grant-holders and other stakeholders

Index references in budget table (WPI): 5.53

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

Implementation	Indicative amount (EUR)
EACEA	80 000

e) Youth events and outreach

Index reference in budget table (WPI): 5.54

The action supports the preparation, organisation, communication, engagement, outreach of events, youth policy dialogues and other activities linked to a reinforced visibility of the action of the EU in the youth field like the EU Youth Policy Dialogues, in line with the EU Youth Strategy and including the preparations for European Youth Weeks (EYW) and European Youth Events (EYE). The expected result is higher visibility, better outreach and more awareness of the actions offered under the 2021-2027 programme. In addition, the action supports the community management activities of DiscoverEU, such as the daily management of handling the questions of young people asked in the #DiscoverEU Official Facebook Group.

Implementation	Indicative amount (EUR)
EAC	2 000 000

f) National policies platform

Index reference in budget table (WPI): 5.56

The National Policies Platform (hosting the YouthWiki) requires development to enhance accessibility, browsing and customising of data. The aim is to make data on youth policies in Europe fully open, reusable and comprehensible to all citizens. These developments are expected to boost circulation of information and data generated by the Youth National Correspondents and favour their use in policy-making and research. The development, running, maintenance, community management and communication activities of the National Policies Platform will be provided through the use of already existing framework contracts.

This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.72).

Implementation	Indicative amount (EUR)
EACEA	300 000

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

a) Selection and implementation

Index references in budget table (WPI): 5.60, 5.61

This action relates to costs linked to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice. This action will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 242 of the Financial Regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 320 000
	H6: 1 220 000

C. SPORT

I. KEY ACTION 1

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

Index references in budget table (WPI): 6.01

Projects under this action promote mobility activities targeting sport staff. The action aims at giving the opportunity to staff of sport organisations, primarily in grassroots sport, to improve their competences, qualifications and acquire new skills through learning mobility by spending a period of time abroad, thus contributing to the capacity-building and development of sport organisations.

Type of applicants: public or private organisations active in the sport and physical activity fields and organising sport and physical activities at grassroots level, and non-grassroot sport organisations if their staff participation benefits grassroots sport.

Mobility activities involve participating organisations from EU Member States or third countries associated to the Programme.

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	14 000 000

II. KEY ACTION 2

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

a) Partnerships for Cooperation: Cooperation Partnerships in the sport field

Index references in budget table (WPI): 6.03

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

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

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of Russia’s war of aggression against Ukraine in the sport field.

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

Priorities applying to all Erasmus+ sectors:

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

Priorities in the field of sport:

- Encouraging healthy lifestyles for all;
- Promoting integrity and values in sport;
- Promoting education in and through sport.

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

The ‘Joint Communication on the Eastern Partnership policy beyond 2020’²¹⁶ stresses the role of the Erasmus+ programme as a key component of EU support to the modernisation and internationalisation of education and training systems, in providing capacity building

²¹⁶ Joint Communication to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions, Eastern Partnership policy beyond 2020 Reinforcing Resilience - an Eastern Partnership that delivers for all, [JOIN/2020/7 final](#).

opportunities in formal and non-formal education. The Western Balkans Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU-Western Balkans summit in Brdo on 6 October 2021, outlines a comprehensive, long-term strategy for cooperation with the region in these fields. It promotes inclusive and high-quality education and training systems, with a view to offering new opportunities for the young people in the region. The Erasmus+ programme is instrumental in supporting the Agenda priorities and the strengthening of the regions' involvement in those EU policy areas. The Pact for the Mediterranean adopted on 16 October 2025²¹⁷ underlines that 'all relevant EU financial instruments will be mobilised to support the implementation of the Pact, which is aligned with the priorities of NDICI-Global Europe, the Global Gateway and the future Global Europe.' Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education and training, youth and sport.

In addition, the objectives of the EU Work Plan for Sport 2024-2027 include "strengthening the international dimension of EU sport policy, especially through exchanges and collaboration with governments and stakeholders outside the EU".

Against this background, pursuant to Article 20 of the Erasmus+ Regulation and in line with the EU policy priorities spelt out in the above mentioned documents, it is in the Union's interest to support participation of entities from candidate countries, potential candidates and other neighbouring countries²¹⁸. This participation shall only be accepted in those cases where an essential added value is shown in the proposal.

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

Implementation	Indicative amount (EUR)
EACEA	36 613 000

b) Partnerships for Cooperation: Small-scale partnerships

Index reference in budget table (WPI): 6.04

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

Erasmus+ stands with Ukraine: a particular focus will be given in 2026 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine in the sport field.

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

Priorities applying to all Erasmus+ sectors:

- Inclusion and diversity;

²¹⁷ JOIN(2025) 26 final.

²¹⁸ Eastern partnership: Armenia, Azerbaijan, Belarus, Georgia, Moldova, Ukraine. Southern Neighbourhood: Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine (this shall not be considered as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue), Syria and Tunisia.

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

Priorities in the field of sport:

- Encouraging healthy lifestyles for all;
- Promoting integrity and values in sport;
- Promoting education in and through sport.

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

Implementation	Indicative amount (EUR)
EACEA	10 000 000

c) Not-for-profit European sport events

Index references in budget table (WPI): 6.05

This action aims to support the organisation of “Not-for-profit European sport events” with a European dimension in the following fields: volunteering in sport; social inclusion through sport; non-discrimination; promotion of healthy lifestyles, health-enhancing physical activity.

This action supports the preparation, organisation and follow-up of not-for-profit sport events, organised either in one single country or in several countries by not-for-profit organisations or public bodies active in the field of sport as follows:

- European Local events: sport events to be organised in several countries;
- European-wide event: sport events to be organised in a single country;
- Large-Scale European events: large multi-sport events with a strong European dimension and with activities that ensure their legacy in terms of societal benefits.

Applicants targeted by this call are any public body or organisation active in the field of sport. Applicants must be established in an EU Member State or in a third country associated to the programme.

Implementation	Indicative amount (EUR)
EACEA	11 702 000

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

Index references in budget table (WPI): 6.06

The action will support international cooperation projects based on multilateral partnerships between organisations active in the field of sport in EU Member States, third countries associated to the programme and third countries not associated to the me. The aim is to support sport activities and policy development in third countries not associated to the programme to promote values, social inclusion, social cohesion as well as education through sport.

Specifically, the action intends to: raise the capacity of grassroots sport organisations; promote grassroots sport activities; promote social inclusion through sport; emphasise mutual promotion of values; foster cooperation across different regions of the world through joint initiatives.

Type of applicants in this action: public or private organisations active in the sport field established in an EU Member State or third country associated to the programme, or a third country not associated to the programme in Western Balkans and East neighbourhood countries.

This action is funded based on Article 13(6) of the Regulation EU No 2021/947 of the European Parliament and of the Council establishing the Neighbourhood, Development and International Cooperation Instrument²¹⁹. One of the general objectives of the NDICI-Global Europe is to uphold and promote the Union's values, principles and fundamental interests worldwide, in order to pursue the objectives and principles of the Union's external action, as laid down in Article 3(5) and Articles 8 and 21 TEU. This action is also funded based on the Regulation EU No 2021/1529 of the European Parliament and of the Council establishing the Instrument for Pre-Accession assistance (IPA III)²²⁰. The general objective of IPA III is to support the beneficiaries in the Western Balkans in adopting and implementing the political, institutional, legal, administrative, social and economic reforms required by those beneficiaries to comply with Union values and to progressively align to Union rules, standards, policies and practices ('acquis') with a view to future Union membership, thereby contributing to mutual stability, security, peace and prosperity.

With regards to entities from third countries not associated to the Programme, this action will expectedly result in raising the capacity of grassroots sport organisations, encouraging the practice of sport and physical activity, promoting social inclusion through sport, promoting positive values through sport (such as fair play, tolerance, team spirit), and fostering cooperation across different regions of the world through joint initiatives.

By supporting sport activities and policies in those countries, the action will operate as a vehicle to promote values as well as an educational tool to promote the personal and social development of individuals and build more cohesive communities. Creating and developing networks between organisations/countries/regions, developing and implementing exchange of best practices/ideas, and implementing common sport activities and educational side events will all, as outcomes entailed by this action, contribute to building and strengthening the capacities of sport organisations in such countries.

Supported activities are expected to contribute to the promotion of common values, non-discrimination and gender equality through sport, the development of skills (though sport) needed to improve the social involvement of disadvantaged groups (e.g. independence, leadership etc.), to a smoother integration of migrants and to post-conflict reconciliation.

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

Implementation	Indicative amount (EUR)
EACEA	2 440 000

²¹⁹ OJ L 209, 14.6.2021, p. 1. ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

²²⁰ OJ L 330, 20.9.2021, p. 1. ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

III. KEY ACTION 3

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Cooperation with the Council of Europe in the field of sport

Index reference in budget table (WPI): 6.07

The Council of Europe and the Commission jointly support inclusion and equality and action against discrimination and violence in sport in close cooperation with public authorities responsible for sport in Europe. The cooperation will examine the relevance and effectiveness of actions to promote equality and inclusion, and/or the fight against discrimination and violence in sport focusing on specific topics based on analysis and prioritisation of needs. It will also monitor the implementation of such principles and actions through indicators and evidence, such as surveys and data collection. Other fields of cooperation may be initiated depending on the identified areas of emerging priorities between the two institutions. The production of deliverables such as studies or other support activities to help design evidence-based policies is also planned.

The budget implementation tasks will be entrusted to the Council of Europe via the conclusion of a Contribution Agreement under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 159(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
CoE	400 000

b) Training and Cooperation Activities in the field of sport

Index reference in budget table (WPI): 6.09

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

Training and Cooperation Activities consist of:

- Training, support and contact-seminars of potential Programme participants targeting programme objectives in the field of sport;
- Thematic activities linked to the objectives, priority target groups and themes of the Programme in the field of sport, including activities addressing the challenges brought by Russia's war of aggression against Ukraine;
- Transnational evaluation and analysis of programme results.
- Activities linked to European level events (e.g. European Youth Week, EYE-European Youth Event, European Day of Languages, European Language Label, European Innovative Teaching Award, European Week of Sport, etc.).

The budget implementation tasks will be entrusted to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	300 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - BY EXCEPTION TO CALLS FOR PROPOSALS – ARTICLE 198 OF THE FINANCIAL REGULATION

a) Presidency events

Index references in budget table (WPI): 6.15

Grants will be awarded to the bodies designated by the governments during their respective Presidencies of the Council of the EU or in preparation thereof, to organise conferences, seminars, meetings of Directors-Generals on priority policy topics, together with associated activities for the exploitation of results. The main outcomes expected from Presidency events can include policy guidance, orientations, conclusions and messages which will serve as inputs to promote European policy approaches, to inform Presidency policy proposals, to improve the cooperation between the EU and the Member States and to prepare future policy initiatives in the field of sport.

The Presidency is considered as a *de jure* monopoly because it plays a unique role to foster policy cooperation, define priorities and follow-up the progress and results achieved in the field of sport (Article 198(c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
EAC	500 000

b) Peer-learning activities

Index references in budget table (WPI): 6.16

Grants will be awarded to ministries, governmental authorities or other public bodies designated by Member States or third countries associated to the programme, wishing to organise peer learning activities in the framework of the implementation of the EU Work Plan for Sport. Such a peer learning activity should include no less than seven countries (Member States and/or third countries associated to the programme). These activities aim to provide a framework to discuss, exchange ideas and best practices on the main challenges in the field of sport outlined in the EU Work Plan for Sport.

These are actions with specific characteristics that require a particular type of body on account of its technical competence, its high degree of specialisation or its administrative power (Article 198(f) of the Financial Regulation). Public authorities from Member States and third countries associated to the programme are the only bodies technically competent to carry out these actions aiming at exchanges of good practices and ideas between policy makers.

Implementation	Indicative amount (EUR)
EAC	150 000

c) Dialogue with stakeholders - National activities

Index reference in budget table (WPI): 6.17

Within the framework of the European Week of Sport, national, regional and local activities will be coordinated by National Coordinating Bodies (Ministries or appointed organisations), which are in a position of *de jure* or *de facto* monopoly within the meaning of Article 198 (c) FR. EU Member States and third countries associated to the programme will be asked to appoint (or renew the mandate of) their national coordinator, which should serve as a contact for the European Commission and grants agreements will be signed with the National Coordinating Bodies.

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

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

The grant will also aim at co-financing the costs linked to the national coordination of activities organised by others (sport clubs, federations and associations), national communication about the European Week of Sport and support activities.

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

Implementation	Indicative amount (EUR)
EACEA	10 200 000

f) Cooperation with European Olympic Committees

Index reference in budget table (WPI): 6.18

The European Olympic Committees (EOC) is an international, non-governmental, not-for-profit organisation gathering all the National Olympic Committees from across Europe. EOC is committed to spreading the Olympic values and inspiring sport and healthy lifestyles across Europe.

In line with the arrangement for Cooperation between the European Commission and EOC²²¹, this action will aim at strengthening cooperation in areas of long-term interest for sport in Europe. The activities supported under this action will focus on disseminating the results of successful projects and good practices supported under the sport actions of Erasmus+, thus improving the way organised sport in Europe addresses key issues such as sustainability, inclusiveness, gender equality, good governance, volunteering or other emerging priorities, in line with the values, principles and core elements of the European Sport Model.

The EOC – through its EU Office - is uniquely positioned to ensure the effective implementation and broad dissemination of actions addressing organised sport in Europe. Its

²²¹ [Commission Decision adopting the Arrangement for Cooperation between the European Commission and the European Olympic Committees \(EOC\)](#), C(2024) 4260 of 26.06.2024.

comprehensive network, based on National Olympic Committees, enables the multiplication and of impact and systematisation of practices at national level. Therefore, the specific characteristics of the activities as well as high degree of specialisation and administrative powers of EOC require that a grant be awarded to EOC directly in accordance with Article 198(f) of the Financial Regulation.

The funding will cover two years of activities' implementation.

Implementation	Indicative amount (EUR)
EAC	350 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Evidence-based activities

Index references in budget table (WPI): 6.20

Good knowledge, information and evidence on social, economic and governance-related aspects of sport and physical activity are a prerequisite for effective policy making in these fields at the EU level and in Member States. EU added value can be achieved by encouraging data collection and evidence reinforcement, spreading good practices from EU Member States or third countries associated to the programme and sport organisations and by reinforcing networks at EU level. The EU can provide both opportunities for cooperation among stakeholders and synergy with, and between, national, regional and local policies to promote sport-related challenges. The following activities can be covered:

- studies and support services to networks (including communities of practice);
- support for surveys and data gathering, aiming at strengthening the evidence base for policy making.

Studies and networks would allow covering, for instance, the continuation of the works on Sport satellite accounts and sport statistics, sport and innovation, sport participation, health-enhancing physical activity, integrity and values or socio-economic or sustainable development in sport for instance in the field of sport economics. In particular, supported activities in 2026 include the financing of studies necessary to implement the EU Work Plan for sport.

Implementation	Indicative amount (EUR)
EAC	1 300 000

b) Conferences, seminars and communication activities

Index references in budget table (WPI): 6.21

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

Implementation	Indicative amount (EUR)
EAC	1 200 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PRIZES

a) #BeActive EU Sport Awards

Index reference in budget table (WPI): 6.30

The #BeActive EU Sport Awards recognise and celebrate the role of sport the achievements of sport organisations and stakeholders that have successfully promoted sport and physical activity across Europe. They acknowledge the key role of sport in promoting healthy lifestyles and well-being, as well as a powerful tool in addressing EU priorities such as - inter alia - fostering social inclusion, encouraging intergenerational dialogue, combating discrimination, promoting active community engagement, contributing to long-term socio-economic development, and spreading positive values. Depending on the prize category, activities may address a wide range of sport-related domains.

Type of applicants targeted by this prize: any organisation, public authority or individual which has successfully implemented a sport initiative aimed at promoting sport and physical activity in one of the above categories. The initiatives will not necessarily be transnational nor will necessarily be EU-supported.

Implementation	Indicative amount (EUR)
EACEA	150 000

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

a) Selection and implementation

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

This action relates to the experts involved in the assessment of proposals and offers, supporting monitoring tasks and in providing policy advice are included in this Work Programme. This item will be implemented through recourse to experts based on existing lists established following Calls for Expression of Interest in compliance with Article 242 of the Financial Regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 700 000
	H6: 190 000

D. MANAGEMENT FEES OF NATIONAL AGENCIES

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Management Fees of National Agencies

Index reference in budget table (WPI): 7.00, 7.01

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

The allocations from Heading 6 budget are intended for the National Agencies managing the Mobility projects for higher education students and staff from/to third countries not associated to the programme.

A contribution to the management fees will be awarded to National Agencies via the conclusion of Contribution Agreements under indirect management mode in accordance with Articles 62(1), first subparagraph, point (c), 110(3)(f) and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	H2: 161 000 000
	H6: 9 705 140

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2026 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2026 Work Programme for the EU Member States, countries belonging to the European Economic Area, other third countries associated to the Programme (North Macedonia, Türkiye, Serbia) amounts to **EUR 5 284 925 700**.

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

- appropriations from the budget of the Union and under Heading 2: **EUR 4 218 507 823**;
- appropriations from the budget of the Union and under Heading 6: **EUR 348 681 132**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 111 183 807** under Heading 2 and **EUR 9 205 182** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 228 455 044** under Heading 2 and **EUR 30 798 434** under Heading 6;
- appropriations corresponding to estimated internal assigned revenues: **EUR 280 009 327** under Heading 2 and **EUR 58 084 952** under Heading 6.

Tables 1 – Erasmus+ 2026: available appropriations

2026 Budget		Budget lines	EJ Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2026 Draft Budget	2026 Revised Budget
Heading 2	E&T indirect management	07 03 01 01	3 045 584 265	80 403 425	167 489 755	248 522 556	3 489 000 000	3 542 000 000
	E&T direct management and JMO action	07 03 01 02	644 133 179	17 005 116	33 203 705	0	684 725 600	694 342 000
	Youth	07 03 02	440 307 038	11 624 106	22 831 085	31 486 771	501 189 500	506 249 000
	Sport	07 03 03	81 483 341	2 151 160	4 930 499	0	86 563 000	88 565 000
	Total Erasmus+ (H2)		4 211 507 823	111 183 807	228 455 044	280 009 327	4 761 478 100	4 831 156 000
	ESF+	07 02 13	7 000 000	0	0	0	7 000 000	7 000 000
	Total (H2)		4 218 507 823	111 183 807	228 455 044	280 009 327	4 768 478 100	4 838 156 000
Heading 6	NDICI-Global Europe	14 02 01 50	290 049 724	7 657 313	27 646 352	46 635 311	361 988 700	371 988 700
	IPA III	15 02 01 02	58 631 408	1 547 869	3 152 082	11 449 641	71 781 000	74 781 000
	Total (H6)		348 681 132	9 205 182	30 798 434	58 084 952	433 769 700	446 769 700
TOTAL			4 567 188 955	120 388 988	259 253 478	338 094 279	5 202 247 800	5 284 925 700

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

The budget and programming tables below show the distribution of available appropriations among the Key Actions and actions funded by budget lines 07 03 01 01, 07 03 01 02, 07 02 13, 07 03 02, 07 03 03, 14 02 01 50 and 15 02 01 02 taking into account the amounts adopted in the EU-Budget, the financial contributions from EFTA/EEA and from other third countries for their association to the Programme, as well as a forecast of internal assigned revenues from recoveries.

The overall allocation of funds to the actions of the Programme is established by the provisions of Article 17 of the Erasmus+ Regulation, which establishes allocations per policy field and other expenditure covered by the Programme. The percentages in the Erasmus+ Regulation are set and should be respected for the entire programming period 2021-2027.

The thresholds of budget allocation under Erasmus+ are as follows:

Erasmus+ 2021-2027		
	% of total budget	% of E&T budget
a. Education and Training	83%	
1) Higher education		Min. 34.6%
2) Vocational Education and Training		Min. 21.5%
3) School education		Min. 15.2%
4) Adult education		Min. 5.8%
5) Jean Monnet		Min. 1.8%
Horizontal activities		Min. 17%
Flexibility margin		4.1%
b. Youth	10.3%	
c. Sport	1.9%	
d. Operational costs of National Agencies	Min. 3.3%	
e. Programme support	1.5%	

It should be noted, however, that in line with the Erasmus+ Regulation, these percentages of the total budget are fixed for the entire programming period 2021-2027. Therefore, for a given year of implementation of the Programme, they do not need to be respected in full (i.e. because of reprogramming or change in political priorities), while the trend will have to be respected for the overall duration of the Programme.

Legend:	
AA:	Administrative Arrangement
APEL:	Award Procedure For European Label or Charter
CFP:	Grants awarded with a call for proposals
DB:	Grants to bodies identified by a basic act - Art 198 (d) FR
FPA:	Specific grant awarded under a Framework Partnership Agreement
IM:	Indirect management
MF:	Management fees awarded to the National Agencies
MON:	Grants to bodies with a de jure or de facto monopoly - Art 198 (c) FR
NA:	National Agencies
N/A:	not applicable
PP:	Public Procurement
PR:	Prize
SE:	Experts - Art. 237 FR
SLA:	Service level agreement
SPE:	Grants for actions with specific characteristics - Art 198 (f) FR
WPI:	Work Programme Index

Table 2 - Key Action 1 - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), 07 02 13 (ESF+), Heading 6: 14 02 01 50, 15 02 01 02

EDUCATION AND TRAINING						
KEY ACTION 1: Learning Mobility						
WPI	Actions	Heading	2026 Draft budget	2026 Revised budget	Implementation mode	Implementing body
	Mobility projects:					
1.01	Higher education students and staff	2	1.341.529.000 7.000.000	1.365.029.000 7.000.000	IM	NA
1.02	VET learners and staff	2	894.400.000	909.400.000	IM	NA
1.03	School education learners and staff	2	560.690.600	571.125.600	IM	NA
1.04	Adult education learners and staff	2	173.500.000	176.500.000	IM	NA
1.05	Mobility projects for Higher education students and staff from/to third countries not associated to the programme - Heading 6	6	203.508.450	213.952.925	IM	NA
1.10	Accreditations in the field of VET, school education and adult education	2	0	0	IM	NA
1.11	Higher Education Mobility Consortium Accreditations	2	0	0	IM	NA
1.12	Virtual Exchanges in Higher Education and Youth - Heading 6	6	9.861.900	9.861.900	CFP	EACEA
1.20	Language learning opportunities	2	5.200.000	5.200.000	PP	EACEA
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	0	APEL	EACEA
Sub-total KA1 (Heading 2: 07 03 01 01)			2.970.119.600	3.022.054.600		
Sub-total KA1 (Heading 2: 07 03 01 02)			5.200.000	5.200.000		
Sub-total KA1 (Heading 2: 07 02 13)			7.000.000	7.000.000		
Sub-total KA1 (Heading 6)			213.370.350	223.814.825		

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

KEY ACTION 2: Cooperation among organisations and institutions						
WPI	Actions	Heading	2026 Draft budget	2026 Revised budget	Implementation mode	Implementing body
	Partnerships for Cooperation: Cooperation partnerships in the fields of education and training					
2.01	Partnerships Higher Education	2	62.500.000	62.500.000	IM	NA
2.02	Partnerships Vocational Education and Training	2	69.000.000	69.000.000	IM	NA
2.03	Partnerships School Education	2	67.230.400	67.230.400	IM	NA
2.04	Partnerships Adult Education	2	53.000.000	53.000.000	IM	NA
2.05	Small-scale partnerships Vocational Education and Training	2	20.000.000	20.000.000	IM	NA
2.06	Small-scale partnerships School Education	2	20.000.000	20.000.000	IM	NA
2.07	Small-scale partnerships Adult Education	2	20.000.000	20.000.000	IM	NA
2.08	European partnerships for school development	2	20.000.000	20.000.000	IM	NA
2.09	Partnerships for Cooperation in the fields of education and training – European NGOs	2	5.000.000	5.000.000	CFP	EACEA
2.10	Partnerships for Excellence: European Universities	2	144.000.000	144.000.000	CFP	EACEA
2.11		6	1.600.000	1.600.000		
2.12	European Degree Exploratory Action	2	14.000.000	14.000.000	CFP	EACEA
2.13	Partnerships for Excellence: Erasmus Mundus (EM) action	2	130.000.000	129.000.000	CFP	EACEA
2.14	Erasmus Mundus Joint Master's - Additional scholarships focused on external priorities for targeted regions of the world - Heading 6	6	23.121.740	23.121.740	CFP	EACEA
2.15	Partnerships for Excellence: Centres for Vocational Excellence	2	68.000.000	68.000.000	CFP	EACEA
2.17	Partnerships for Innovation: Alliances	2	67.000.000	67.000.000	CFP	EACEA
2.22	Capacity building in Higher Education – Heading 6	6	113.117.100	113.117.100	CFP	EACEA
2.23	Capacity building in VET - Heading 6	6	28.440.000	28.440.000	CFP	EACEA
2.27	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	2	11.450.000	11.450.000	SPE	EACEA
2.28		6	550.000	550.000	SPE	EACEA
2.29	Erasmus Without Paper	2	1.800.000	1.800.000	SPE	EAC
2.30	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	1.500.000	1.500.000	PP	EACEA
2.31	Europass platform and related tools	2	5.570.000	5.570.000	PP	EMPL
2.32	European School Education Platform Central Support Services (ESEP)	2	6.300.000	6.300.000	PP	EACEA
2.33	European Student Card	2	1.700.000	1.700.000	PP	EAC/EACEA/DIGIT
2.35	Erasmus Mundus Joint Master's Degrees – Support Structure	2	2.000.000	2.000.000	PP	EACEA
2.39	Support to IT developments	2	3.800.000	5.800.000	PP	EAC/DIGIT
2.40	IT services for Erasmus+ platforms	2	2.500.000	2.500.000	SLA	EACEA
2.41		6	200.000	200.000		
Sub-total KA2 (Heading 2: 07 03 01 01)			331.730.400	331.730.400		
Sub-total KA2 (Heading 2: 07 03 01 02)			464.620.000	465.620.000		
Sub-total KA2 (Heading 6)			167.028.840	167.028.840		

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

KEY ACTION 3: Support to policy development and cooperation						
WPI	Actions	Heading	2026 Draft Budget	2026 Revised Budget	Implementation mode	Implementing body
3.01	Training and Cooperation Activities in the fields of Education and Training	2	20.000.000	20.000.000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	1.400.000	1.400.000	IM	NA
3.03	National Teams to support the implementation of EU VET tools	2	3.000.000	3.000.000	IM	NA
3.05	Cooperation with the OECD	2	2.750.000	2.815.000	IM	OECD
3.10	Presidency events	2	700.000	700.000	MON	EAC
3.11		2	200.000	200.000		EMPL
3.12	International Civic and Citizenship Education Study (ICCS)	2	900.000	900.000	SPE	EACEA
3.16	Support to Erasmus Student Network for skills development in a Union of skills	2	500.000	500.000	MON	EAC
3.17	Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET – NRP)	2	8.000.000	8.000.000	SPE	EACEA
3.21	National Erasmus+ Offices (NEOs) – Heading 6	6	4.577.900	7.133.425	SPE	EACEA
3.32	Civil Society Cooperation: Education and Training	2	5.125.000	5.125.000	CFP	EACEA
3.38	Automatic recognition of qualifications and learning periods abroad, and European Higher Education Area (EHEA)	2	9.000.000	9.000.000	CFP	EACEA
3.39	European policy experimentations	2	59.000.000	64.000.000	CFP	EACEA
3.40	Support for the EU literacy coalition	2		400.000	CFP	EAC
3.41	Innovation in Education (e.g. HEInnovate; Community for Educational Innovation)	2	1.048.000	1.048.000	PP	EAC
3.42	Expertise on Education and Training	2	3.100.000	3.350.000	PP	EAC
3.43			600.000	600.000		EMPL
3.44	Exchanges of experience and good practice, and peer counselling	2	250.000	400.000	PP	EAC
3.45			600.000	600.000		EMPL
3.46	Framework contract for support in evaluation and impact assessment activities	2	0	0	PP	EAC
3.47	Studies, surveys and Eurobarometers	2	2.100.000	1.600.000	PP	EAC
3.48		2	700.000	700.000		EMPL
3.49	Academic network (ENESET)	2	460.100	460.100	PP	EAC

3.50	Country-specific expertise: network of national experts	2	1.200.000	1.500.000	PP	EAC
3.51		2	700.000	700.000		EMPL
3.53	Transparency and recognition of skills and qualifications	2	2.200.000	2.200.000	PP	EMPL
3.54	Policy-related and policy dialogue conferences	2	1.200.000	1.200.000	PP	EAC
3.56	International policy dialogue	2	1.500.000	1.500.000	PP	EAC
3.58	International Student and Alumni Network Erasmus+	2	1.500.000	1.500.000	PP	EACEA
3.59		6	1.400.000	1.400.000		
3.61	Meetings with grant-holders and other stakeholders	2	1.000.000	1.000.000	PP	EACEA
3.62		6	371.900	371.900	PP	
3.63	Education and Skills Summit	2	650.000	650.000	PP	EAC
3.65	Information, awareness-raising activities and events in the field of multilingualism diversity and inclusive education	2	400.000	400.000	PP	EAC
3.66		2	700.000	700.000	PP	DGT
3.67	Union of Skills and European Education Area: Communicating through the Portal and other media	2	400.000	400.000	PP	EAC
3.71	Erasmus+ National Focal Points (ENFPs) – Heading 6	6	4.600.000	4.600.000	PP	EACEA
3.72	National policies platform	2	500.000	1.600.000	PP	EACEA
3.73	Bologna implementation report	2	100.000	100.000	PP	EACEA
3.74	Support for the implementation of the VET reforms	2	4.000.000	5.000.000	PP	EMPL
3.75	International attractiveness of Europe higher education (Study in Europe)	2	4.000.000	5.000.000	PP	EACEA
3.76	Supporting the STEM Education Strategic Plan	2	3.900.000	1.500.000	PP	EAC
3.77	Green education: information, awareness-raising, networking and events (incl. implementation of Council Recommendation)	2	400.000	400.000	PP	EAC
3.78	Supporting implementation of the Digital Education Action Plan 2021-2027 and Digital Education Hub	2	3.250.000	3.250.000	PP	EAC
3.79		2	3.000.000	3.000.000		EAC/EACEA
3.81	European Commission's Corporate communication	2	980.000	980.000	PP	COMM
3.83	SELFIE and SELFIE for Teachers	2	2.000.000	2.000.000	PP	EACEA
3.84	Support to the European Alliance for Apprenticeships and Pact for Skills	2	4.000.000	4.000.000	PP	EMPL
3.85	Education for climate coalition	2	350.000	350.000	PP	EACEA
3.86	Dissemination and communication activities	2	2.505.000	5.421.400	PP	EAC
3.87		2	5.000.000	5.000.000		OP
3.88	Action Plan on Basic Skills	2	1.400.000	800.000	PP	EAC
3.89	Learning Lab on Investing in Quality Education and Training	2	2.000.000	2.000.000	PP	EAC
3.90	Selection and implementation	2	4.200.000	4.200.000	SE	EACEA
3.91		6	3.590.000	3.590.000		
3.96	Commission's Joint Research Centre (JRC) Administrative Agreements	2	600.000	600.000	AA	EMPL
Sub-total KA3 (Heading 2: 07 03 01 01)			27.150.000	27.215.000		
Sub-total KA3 (Heading 2: 07 03 01 02)			145.918.100	154.534.500		
Sub-total KA3 (Heading 6)			14.539.800	17.095.325		

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

Jean Monnet Actions					
WPI	Actions	Heading	2026 Draft budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	11.000.000	CFP	EACEA
4.02		6	4.663.570		
4.03	Jean Monnet actions for other fields of education and training	2	7.800.000	CFP	EACEA
4.04	Jean Monnet policy debate	2	3.000.000	CFP	EACEA
4.05		6	1.200.000		
	<i>Operating grants to support specific institutions:</i>				
4.20	College of Europe, Bruges	2	10.176.400	DB	EACEA
4.21	European University Institute, Florence	2	23.857.200	DB	EACEA
4.21	(out of which EUR 9 650 000 for the School of European and Transnational Governance)	2		DB	EACEA
4.22	Academy of European Law , Trier	2	2.996.600	DB	EACEA
4.23	The European Institute of Public Administration , Maastricht	2	1.142.700	DB	EACEA
4.24	European Agency for Special Needs and Inclusive Education, Odense	2	1.246.900	DB	EACEA
4.25	International Centre for European Training, Nice	2	2.775.200	DB	EACEA
4.26	College of Europe, Natolin	2	4.992.500	DB	EACEA
Sub-total Jean Monnet actions (Heading 2: 07 03 01 02)			68.987.500		
Sub-total Jean Monnet actions (Heading 6)			5.863.570		

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

Management Fees						
WPI	Actions	Heading	2026 Draft budget	2026 Revised budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	160.000.000	161.000.000	IM	NA
7.01		6	9.705.140	9.705.140		
Sub-total (Heading 2: 07 03 01 01)			160.000.000	161.000.000		
Sub-total (Heading 6)			9.705.140	9.705.140		

Table 7 – Total budget - Budget lines Heading 2: 07 03 01 01, 07 03 01 02 (E&T), 07 02 13 (ESF+), Heading 6: 14 02 01 50, 15 02 01 02

Education & Training Total Budget				
			2026 Draft budget	2026 Revised budget
	TOTAL (HEADING 2: 07 03 01 01)		3.489.000.000	3.542.000.000
	TOTAL (HEADING 2: 07 03 01 02)		684.725.600	694.342.000
	TOTAL (HEADING 2: 07 02 13)		7.000.000	7.000.000
	TOTAL HEADING 6		410.507.700	423.507.700
	GRAND TOTAL		4.591.233.300	4.666.849.700

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

Youth						
WPI	Actions	Heading	2026 Draft budget	2026 Revised budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility						
5.01	Mobility projects in the field of youth	2	253.219.500	255.413.179	IM	NA
5.02	Youth participation	2	35.500.000	35.500.000	IM	NA
5.03	DiscoverEU inclusion action	2	9.000.000	9.000.000	IM	NA
5.04	Accreditations in the field of youth	2	0	0	IM	NA
5.06	DiscoverEU General	2	44.000.000	47.000.000	PP	EACEA
5.07	Language learning opportunities	2	700.000	700.000	PP	EACEA
Sub-total KA1 (Heading 2)			342.419.500	347.613.179		
KEY ACTION 2: Cooperation among organisations and institutions						
5.10	Partnerships for Cooperation: Cooperation partnerships in the field of youth	2	64.700.000	64.700.000	IM	NA
5.11	Partnerships for Cooperation: Small-scale partnerships in the field of youth	2	30.000.000	30.000.000	IM	NA
5.13	Partnerships for Cooperation in the field of youth – European NGOs	2	2.000.000	2.000.000	CFP	EACEA
5.14	Capacity building in the field of youth - Heading 6	6	19.412.000	19.412.000	CFP	EACEA
5.17	European Youth Portal (EYP)	2	1.350.000	1.350.000	PP	EAC
Sub-total KA 2 (Heading 2)			98.050.000	98.050.000		
Sub-total KA2 (Heading 6)			19.412.000	19.412.000		
KEY ACTION 3: Support to policy development and cooperation						
5.20	Training and Cooperation Activities in the field of youth	2	20.000.000	20.000.000	IM	NA
5.21	SALTO Resource Centres in the field of youth	2	2.500.000	2.300.000	IM	NA
5.22	DiscoverEU - Learning Cycle for DiscoverEU participants	2	5.500.000	5.500.000	IM	NA
5.23	Eurodesk network	2	3.100.000	3.100.000	IM	NA
5.24	Cooperation with the Council of Europe	2	2.400.000	2.400.000	IM	CoE
5.30	Presidency events	2	550.000	550.000	MON	EAC
5.31	Support to better knowledge in youth policy	2	2.465.000	2.465.000	SPE	EACEA
5.32	EU Youth dialogue: support to National Working Groups	2	0	65.821	MON	EACEA
5.33	European Youth Forum	2	3.425.000	3.425.000	DB	EACEA
5.34	Eurodesk Brussels-link	2	1.000.000	1.000.000	DB	EACEA
5.40	European Youth Together	2	8.000.000	8.000.000	CFP	EACEA
5.41	Civil society coopration in the field of Youth	2	8.500.000	8.500.000	CFP	EACEA
5.50	Echanges of experience and good practices in the youth field	2	250.000	250.000	PP	EAC
5.51	Studies, surveys and Eurobarometers	2	280.000	280.000	PP	EAC
5.52	Policy-related and policy dialogue conferences	2	50.000	50.000	PP	EAC
5.53	Meetings with grant-holders and other stakeholders	2	80.000	80.000	PP	EACEA
5.54	Youth events and outreach	2	2.000.000	2.000.000	PP	EAC
5.56	National policies platform	2	300.000	300.000	PP	EACEA
5.60	Selection and implementation	2	320.000	320.000	SE	EACEA
5.61		6	1.220.000	1.220.000		
Sub-total KA3 (Heading 2)			60.720.000	60.585.821		
Sub-total KA3 (Heading 6)			1.220.000	1.220.000		
Youth Total Budget						
TOTAL (Heading 2)			501.189.500	506.249.000		
TOTAL (Heading 6)			20.632.000	20.632.000		

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

SPORT						
WPI	Actions	Heading	2026 Draft Budget	2026 Revised Budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility						
6.01	Mobility projects in the field of sport	2	14.000.000	14.000.000	IM	NA
Sub-total KA 1			14.000.000	14.000.000		
KEY ACTION 2: Cooperation among organisations and institutions						
6.03	Partnerships for Cooperation: Cooperation partnerships in the sport field	2	36.613.000	36.613.000	CFP	EACEA
6.04	Partnerships for Cooperation: Small-scale partnerships	2	10.000.000	10.000.000	CFP	EACEA
6.05	Not-for-profit European sport events	2	11.000.000	11.702.000	CFP	EACEA
6.06	Capacity building in the field of Sports - Heading 6	6	2.440.000	2.440.000	CFP	EACEA
Sub-total KA 2 (Heading 2)			57.613.000	58.315.000		
Sub-total KA2 (Heading 6)			2.440.000	2.440.000		
KEY ACTION 3: Support to policy development and cooperation						
6.07	Cooperation with the Council of Europe	2	400.000	400.000	IM	CoE
6.09	Training and Cooperation Activities in the field of sport	2	300.000	300.000	IM	NA
6.15	Presidency events	2	500.000	500.000	MON	EAC
6.16	Peer-learning activities	2	150.000	150.000	SPE	EAC
6.17	Dialogue with stakeholders - National Activities	2	10.200.000	10.200.000	MON	EACEA
6.18	Cooperation with European Olympic Committees	2	350.000	350.000	SPE	EAC
6.20	Evidence based activities	2	200.000	1.300.000	PP	EAC
6.21	Conferences, seminars and communication activities	2	1.000.000	1.200.000	PP	EAC
6.30	EU Sport Awards	2	150.000	150.000	PR	EACEA
6.40	Selection and implementation	2	1.700.000	1.700.000	SE	EACEA
6.41		6	190.000	190.000		
Sub-total KA3 (Heading 2)			14.950.000	16.250.000		
Sub-total KA3 (Heading 6)			190.000	190.000		
Sport Total Budget						
TOTAL (Heading 2)			86.563.000	88.565.000		
TOTAL (Heading 6)			2.630.000	2.630.000		

3. BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES

Standard criteria

In application of the Erasmus+ Regulation, the 4 criteria used for the allocation of funds for grant support indirectly managed by the National Agencies are the following:

- a) Country Population;
- b) Cost of Living;
- c) Distance between capitals;
- d) Performance.

The relative weight of the criteria is calculated as follows:

Education and Training and Youth:

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

Sport:

In 2026, the criterion of past performance will not apply. For this reason, the minimum allocation applied is 20% of the budget. The criteria a) to c) account for the allocation of 80% of funds.

In order to guarantee that there are no excessive imbalances in the annual budget allocated to countries from one year to another, a correction mechanism is applied to the allocations resulting from the pure application of the above-mentioned criteria. In addition, for Key Action 2, minima allocations are applied:

- For Cooperation Partnerships: minimum of EUR 400 000 for each country;
- For Small-scale Partnerships: minimum of EUR 120 000 for each country;
- For Mobility projects in Sport field: minimum of EUR 15 000 for each country.

For those countries participating in the Programme against payment of a financial contribution ('entry ticket'), the allocation of funds under indirect management is calculated on the basis of the financial contribution paid by the countries, coupled with the performance criterion and a correction mechanism.

Heading 6 allocations are calculated on the basis of Higher Education KA1 distributions.

Table 10: Country allocation – Budget lines Heading 2: 07 03 01 01 (E&T), 07 02 13 (ESF+)

Country	Total E&T		
	Total KA1	Total KA2	Total KA1+KA2
BE	88.030.580	8.703.547	96.734.127
BG	55.226.543	6.792.599	62.019.142
CZ	80.112.990	8.452.365	88.565.355
DK	47.149.241	5.426.147	52.575.388
DE*	426.927.660	41.351.523	468.279.183
EE	27.110.878	3.838.278	30.949.156
EL	75.983.582	8.702.057	84.685.639
ES	288.610.157	31.703.290	320.313.447
FR	362.907.993	34.050.271	396.958.264
HR	37.213.611	4.324.065	41.537.676
IE	43.396.370	5.252.818	48.649.188
IT	324.649.191	31.572.642	356.221.833
CY	14.240.221	2.742.211	16.982.432
LV	32.798.582	4.418.060	37.216.642
LT	41.749.527	5.217.247	46.966.774
LU	8.394.953	2.534.461	10.929.414
HU	73.522.239	8.020.744	81.542.983
MT	8.784.107	2.546.827	11.330.934
NL	109.373.110	10.793.804	120.166.914
AT	65.713.964	7.085.281	72.799.245
PL	221.693.927	24.651.647	246.345.574
PT	81.584.919	8.774.445	90.359.364
RO	124.072.992	13.266.887	137.339.879
SI	31.586.468	4.096.998	35.683.466
SK	50.418.978	5.855.311	56.274.289
FI	54.956.423	6.156.017	61.112.440
SE	68.750.277	7.862.404	76.612.681
IS	9.569.514	2.577.752	12.147.266
LI	2.413.916	2.438.674	4.852.590
NO	42.027.669	5.280.469	47.308.138
EU-30	2.898.970.582	314.488.841	3.213.459.423
	-	-	-
TR	111.153.724	12.521.559	123.675.283
MK	4.204.853	2.360.000	6.564.853
RS	7.725.441	2.360.000	10.085.441
EU-33	3.022.054.600	331.730.400	3.353.785.000
*DE	7.000.000	in addition: provisions transferred from ESF+: BL 07 02 13	

Table 11: Country allocation – Budget lines Heading 2: 07 03 01 01 (E&T), 07 02 13 (ESF+) – breakdown by field

Country	Higher Education			VET				School Education					Adult Education				Country
	KA1	KA2 Cooperation partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	KA2 European partnerships for school development	Total KA1+KA2	KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA1+KA2	
BE	39.791.237	1.622.787	41.414.024	26.363.212	1.799.391	518.982	28.681.585	16.680.766	1.895.355	550.181	400.000	19.526.302	5.195.365	1.381.384	535.467	7.112.216	BE
BG	24.843.853	1.322.718	26.166.571	16.690.337	1.370.897	386.214	18.447.448	10.481.392	1.417.563	430.108	400.000	12.729.063	3.210.961	1.046.619	418.480	4.676.060	BG
CZ	35.468.449	1.576.852	37.045.301	24.377.755	1.737.693	501.185	26.616.633	15.519.631	1.841.108	534.433	400.000	18.295.172	4.747.155	1.341.203	519.891	6.608.249	CZ
DK	21.281.734	985.892	22.267.626	14.194.710	1.119.372	312.678	15.626.760	8.891.110	1.116.122	322.333	400.000	10.729.565	2.781.667	847.294	322.456	3.951.437	DK
DE*	193.644.895	7.682.950	201.327.845	128.011.606	8.747.152	2.519.923	139.278.681	80.321.941	8.301.806	2.525.143	2.233.528	93.382.418	24.949.218	6.814.660	2.526.361	34.290.239	DE*
EE	12.428.214	786.910	13.215.124	7.993.378	696.092	209.373	8.898.843	5.096.041	731.567	221.945	400.000	6.449.553	1.593.245	566.090	226.301	2.385.636	EE
EL	34.252.560	1.642.372	35.894.932	22.978.796	1.825.895	526.625	25.331.316	14.342.303	1.848.606	536.609	400.000	17.127.518	4.409.923	1.381.202	540.748	6.331.873	EL
ES	128.433.395	5.924.800	134.358.195	87.407.371	6.543.513	1.887.278	95.838.162	55.843.332	6.875.434	1.995.792	1.424.327	66.138.885	16.926.059	5.110.278	1.941.868	23.978.205	ES
FR	164.462.473	6.326.335	170.788.808	109.030.049	7.202.628	2.074.967	118.307.644	68.189.528	6.802.516	2.069.105	1.883.088	78.944.237	21.225.943	5.611.363	2.080.269	28.917.575	FR
HR	16.819.721	971.092	17.790.813	11.166.059	819.970	223.459	12.209.488	7.027.696	824.077	237.988	400.000	8.489.761	2.200.135	615.540	231.939	3.047.614	HR
IE	19.364.762	948.808	20.313.570	13.067.590	1.060.528	296.242	14.424.360	8.375.884	1.101.628	318.733	400.000	10.196.245	2.588.134	816.240	310.639	3.715.013	IE
IT	147.113.586	5.924.447	153.038.033	97.561.110	6.701.371	1.930.562	106.193.043	60.986.629	6.264.007	1.905.310	1.643.380	70.799.326	18.987.866	5.255.299	1.948.266	26.191.431	IT
CY	6.399.673	558.152	6.957.825	4.310.825	494.717	148.802	4.954.344	2.692.493	459.259	139.332	400.000	3.691.084	837.230	400.000	141.949	1.379.179	CY
LV	14.803.883	874.973	15.678.856	9.785.480	839.394	252.475	10.877.349	6.259.817	874.581	265.335	400.000	7.799.733	1.949.402	651.040	260.262	2.860.704	LV
LT	18.740.425	1.026.617	19.767.042	12.481.639	1.001.223	318.719	13.801.581	8.030.926	1.040.293	317.231	400.000	9.788.450	2.496.537	788.781	324.383	3.609.701	LT
LU	3.813.675	526.530	4.340.205	2.510.230	428.537	128.898	3.067.665	1.579.906	400.000	120.000	400.000	2.499.906	491.142	400.000	130.496	1.021.638	LU
HU	33.057.545	1.517.414	34.574.959	22.267.594	1.692.265	489.456	24.449.315	13.908.084	1.681.397	488.074	400.000	16.477.555	4.289.016	1.261.432	490.706	6.041.154	HU
MT	3.982.718	542.022	4.524.740	2.626.206	426.802	128.377	3.181.385	1.663.843	400.000	120.000	400.000	2.583.843	511.340	400.000	129.626	1.040.966	MT
NL	49.440.751	2.013.927	51.454.678	32.879.219	2.321.629	668.826	35.869.674	20.750.011	2.165.514	658.680	516.671	24.090.876	6.303.129	1.786.323	662.234	8.751.686	NL
AT	29.590.188	1.312.130	30.902.318	19.849.627	1.467.444	423.239	21.740.310	12.403.983	1.513.235	439.259	400.000	14.756.477	3.870.166	1.102.581	427.393	5.400.140	AT
PL	100.036.012	4.700.398	104.736.410	67.002.794	5.217.374	1.504.793	73.724.961	41.813.996	5.156.005	1.496.677	1.058.350	49.525.028	12.841.125	3.987.629	1.530.421	18.359.175	PL
PT	36.878.816	1.680.519	38.559.335	24.399.276	1.867.302	538.566	26.805.144	15.487.206	1.836.414	533.072	400.000	18.256.692	4.819.621	1.382.625	535.947	6.738.193	PT
RO	56.001.980	2.485.544	58.487.524	37.445.422	2.693.828	776.050	40.915.300	23.445.210	2.902.000	842.388	590.189	27.779.787	7.180.380	2.157.177	819.711	10.157.268	RO
SI	14.481.018	808.388	15.289.406	9.308.920	771.945	232.188	10.313.053	5.939.960	804.461	244.060	400.000	7.388.481	1.856.570	597.214	238.742	2.692.526	SI
SK	23.115.275	1.163.355	24.278.630	14.870.509	1.150.593	360.766	16.381.868	9.471.944	1.175.042	360.601	400.000	11.407.587	2.961.250	884.595	360.359	4.206.204	SK
FI	25.125.648	1.231.055	26.356.703	16.258.304	1.190.173	371.922	17.820.399	10.336.600	1.249.468	381.017	400.000	12.367.085	3.235.871	944.117	388.265	4.568.253	FI
SE	30.901.841	1.480.546	32.382.387	20.752.777	1.665.752	462.373	22.880.902	13.103.619	1.650.410	479.078	400.000	15.633.107	3.992.040	1.242.583	481.662	5.716.285	SE
IS	4.387.193	553.203	4.940.396	2.817.240	439.142	132.086	3.388.468	1.802.050	400.000	120.000	400.000	2.722.050	563.031	400.000	133.321	1.096.352	IS
LI	1.105.184	478.674	1.583.858	712.962	400.000	120.000	1.232.962	453.573	400.000	120.000	400.000	1.373.573	142.197	400.000	120.000	662.197	LI
NO	18.857.300	949.494	19.806.794	12.735.019	1.076.415	300.680	14.112.114	7.997.829	1.106.284	319.488	400.000	9.823.601	2.437.521	817.132	310.976	3.565.629	NO
EU-30	1.308.624.004	59.618.904	1.368.242.908	871.856.016	64.769.037	18.745.704	955.370.757	548.897.303	64.234.152	19.091.972	18.549.533	650.772.960	169.593.259	50.390.401	19.089.138	239.072.798	EU-30
TR	50.998.835	2.081.096	53.079.931	33.933.122	3.430.963	1.014.296	38.378.381	20.006.523	2.196.248	668.028	650.467	23.521.266	6.215.244	1.809.599	670.862	8.695.705	TR
MK	1.924.601	400.000	2.324.601	1.272.363	400.000	120.000	1.792.363	767.721	400.000	120.000	400.000	1.687.721	240.168	400.000	120.000	760.168	MK
RS	3.481.560	400.000	3.881.560	2.338.499	400.000	120.000	2.858.499	1.454.053	400.000	120.000	400.000	2.374.053	451.329	400.000	120.000	971.329	RS
EU-33	1.365.029.000	62.500.000	1.427.529.000	909.400.000	69.000.000	20.000.000	998.400.000	571.125.600	67.230.400	20.000.000	20.000.000	678.356.000	176.500.000	53.000.000	20.000.000	249.500.000	EU-33
*DE	7.000.000	in addition :provisions transferred from ESF+: BL 07 02 13															

Table 12: Country allocation - Budget line 07 03 02 (Youth)

Country	Youth allocations									Country
	KA1 Mobility projects	KA1 Youth participation	DiscoverEU inclusion action	Total KA1	KA2 Cooperation partnerships	KA2 Small-scale partnerships	Total KA2	Total KA1+KA2	DiscoverEU learning cycle	
BE	7.364.035	1.053.161	277.374	8.694.570	2.007.103	924.226	2.931.329	11.625.899	168.071	BE
BG	6.675.437	954.684	230.607	7.860.728	1.672.611	762.575	2.435.186	10.295.914	140.062	BG
CZ	6.585.834	917.900	233.664	7.737.398	1.658.854	776.440	2.435.294	10.172.692	141.772	CZ
DK	4.479.363	640.616	171.285	5.291.264	1.242.352	566.410	1.808.762	7.100.026	104.031	DK
DE	32.859.389	4.499.659	975.129	38.334.177	6.749.993	3.297.084	10.047.077	48.381.254	594.474	DE
EE	4.040.490	577.850	153.648	4.771.988	1.114.423	508.085	1.622.508	6.394.496	93.320	EE
EL	6.374.648	872.926	224.205	7.471.779	1.608.984	735.812	2.344.796	9.816.575	131.717	EL
ES	20.092.827	2.751.446	665.530	23.509.803	4.595.150	2.268.808	6.863.958	30.373.761	406.120	ES
FR	21.682.748	2.969.170	827.335	25.479.253	5.726.937	2.797.362	8.524.299	34.003.552	504.376	FR
HR	4.575.454	654.356	164.832	5.394.642	1.195.544	545.070	1.740.614	7.135.256	100.113	HR
IE	4.589.020	655.430	179.124	5.423.574	1.299.207	592.331	1.891.538	7.315.112	108.793	IE
IT	20.063.602	2.747.449	763.372	23.574.423	5.284.171	2.581.090	7.865.261	31.439.684	465.375	IT
CY	3.320.528	474.884	138.449	3.933.861	1.004.182	457.825	1.462.007	5.395.868	84.088	CY
LV	3.994.869	571.323	152.988	4.719.180	1.109.638	505.905	1.615.543	6.334.723	92.920	LV
LT	4.408.736	630.513	157.019	5.196.268	1.138.877	519.235	1.658.112	6.854.380	95.368	LT
LU	2.565.066	366.841	105.588	3.037.495	765.845	349.163	1.115.008	4.152.503	64.130	LU
HU	6.742.155	964.226	231.358	7.937.739	1.674.122	778.603	2.452.725	10.390.464	140.190	HU
MT	2.638.949	377.409	95.742	3.112.100	694.427	316.601	1.011.028	4.123.128	58.150	MT
NL	7.804.346	1.068.705	277.350	9.150.401	1.919.857	937.768	2.857.625	12.008.026	169.083	NL
AT	5.608.683	802.123	208.020	6.618.826	1.505.241	700.061	2.205.302	8.824.128	126.047	AT
PL	19.143.309	2.621.425	595.320	22.360.054	4.084.290	2.036.524	6.120.814	28.480.868	361.622	PL
PT	7.171.815	1.025.674	260.389	8.457.878	1.884.179	876.298	2.760.477	11.218.355	157.779	PT
RO	11.262.383	1.551.579	377.096	13.191.058	2.678.792	1.250.550	3.929.342	17.120.400	221.192	RO
SI	4.280.789	612.213	145.123	5.038.125	1.052.594	479.896	1.532.490	6.570.615	88.143	SI
SK	5.289.971	756.544	185.053	6.231.568	1.342.199	611.933	1.954.132	8.185.700	112.395	SK
FI	5.389.027	770.708	170.468	6.330.203	1.242.396	554.881	1.797.277	8.127.480	103.079	FI
SE	6.106.888	851.349	223.919	7.182.156	1.591.330	741.546	2.332.876	9.515.032	135.402	SE
IS	2.449.213	349.810	95.769	2.894.792	694.620	316.690	1.011.310	3.906.102	58.167	IS
LI	656.850	93.939	44.894	795.683	400.000	120.000	520.000	1.315.683	24.476	LI
NO	4.533.574	648.370	168.164	5.350.108	1.224.469	549.061	1.773.530	7.123.638	102.270	NO
EU-30	242.749.998	33.832.282	8.498.814	285.081.094	60.162.387	28.457.833	88.620.220	373.701.314	5.152.725	EU-30
	-	-	-	-	-	-	-	-	-	
TR	11.273.813	1.543.799	396.162	13.213.774	3.737.613	1.302.167	5.039.780	18.253.554	298.323	TR
MK	654.006	22.118	52.512	728.636	400.000	120.000	520.000	1.248.636	24.476	MK
RS	735.362	101.801	52.512	889.675	400.000	120.000	520.000	1.409.675	24.476	RS
EU-33	255.413.179	35.500.000	9.000.000	299.913.179	64.700.000	30.000.000	94.700.000	394.613.179	5.500.000	EU-33

Table 13: Country allocation - Budget line 07 03 03 (Sport)

Country	Sport
	KA1
BE	374.776
BG	250.549
CZ	346.478
DK	226.100
DE	2.008.709
EE	123.560
EL	345.462
ES	1.298.974
FR	1.690.820
HR	182.845
IE	218.229
IT	1.488.755
CY	88.249
LV	135.938
LT	160.250
LU	60.898
HU	321.578
MT	49.977
NL	505.098
AT	298.992
PL	973.737
PT	363.760
RO	562.668
SI	140.547
SK	217.693
FI	223.719
SE	338.801
IS	36.964
LI	15.000
NO	220.556
EU-30	13.269.682
	-
TR	538.683
MK	70.690
RS	120.945
EU-33	14.000.000

4. BREAKDOWN OF THE HEADING 6 BUDGET LINES

Table 14: Budget lines Heading 6: 14 02 01 50, 15 02 01 02– breakdown by action

WPI	Actions	NDICI-Global Europe	IPA III	TOTAL Heading 6
KEY ACTION (KA) 1: LEARNING MOBILITY OF INDIVIDUALS				
1.05	Mobility project for Higher education students and staff from/to third countries not associated to the programme - Heading 6	174.379.609	39.573.316	213.952.925
1.12	Virtual Exchanges in Higher Education and Youth	8.861.900	1.000.000	9.861.900
	Sub-total KA1	183.241.509	40.573.316	223.814.825
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES				
2.11	Partnerships for Excellence: European Universities	0	1.600.000	1.600.000
2.13	Erasmus Mundus Joint Masters-Additional scholarships for targeted regions of the world - Heading 6	20.921.740	2.200.000	23.121.740
2.22	Capacity building in Higher Education – Heading 6	101.725.100	11.392.000	113.117.100
2.23	Capacity building in VET - Heading 6	19.958.000	8.482.000	28.440.000
2.35	EPALE National Support Services	0	550.000	550.000
2.41	IT services for Erasmus+ platforms	150.000	50.000	200.000
5.14	Capacity building in the field of youth	15.922.000	3.490.000	19.412.000
6.06	Capacity building in the field of Sport	976.000	1.464.000	2.440.000
	Sub-total KA2	159.652.840	29.228.000	188.880.840
KEY ACTION 3: Support to policy development and cooperation				
3.21	National Erasmus+ Offices (NEOs) – Heading 6	6.048.441	1.084.984	7.133.425
3.59	International Student and Alumni Network Erasmus+	1.000.000	400.000	1.400.000
3.62	Meetings with grant-holders and other stakeholders	311.900	60.000	371.900
3.71	Erasmus+ National Focal Points (ENFPs) – Heading 6	4.600.000	0	4.600.000
3.89	Selection and implementation	3.160.060	429.940	3.590.000
5.61		900.000	320.000	1.220.000
6.41		74.000	116.000	190.000
	Sub-total KA3	16.094.401	2.410.924	18.505.325
Jean Monnet Actions				
4.02	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	3.855.670	807.900	4.663.570
4.05	Jean Monnet policy debate	1.200.000	0	1.200.000
	Sub-total	5.055.670	807.900	5.863.570
7.01	Management fees of National Agencies	7.944.280	1.760.860	9.705.140
	TOTAL	371.988.700	74.781.000	446.769.700

Table 15: Country allocations – KA1 Mobility projects – Budget lines Heading 6: 14 02 01 50, 15 02 01 02

Country	KA1 Mobility projects H6			Country
	NDICI-Global Europe	IPA III	Total	
BE	5.083.247	1.153.581	6.236.828	BE
BG	3.173.750	720.244	3.893.994	BG
CZ	4.531.020	1.028.260	5.559.280	CZ
DK	2.718.697	616.975	3.335.672	DK
DE	24.737.732	5.613.925	30.351.657	DE
EE	1.587.678	360.304	1.947.982	EE
EL	4.375.693	993.010	5.368.703	EL
ES	16.407.099	3.723.390	20.130.489	ES
FR	21.009.738	4.767.903	25.777.641	FR
HR	2.148.684	487.618	2.636.302	HR
IE	2.473.808	561.400	3.035.208	IE
IT	18.793.454	4.264.944	23.058.398	IT
CY	817.545	185.532	1.003.077	CY
LV	1.891.165	429.177	2.320.342	LV
LT	2.394.050	543.300	2.937.350	LT
LU	487.189	110.562	597.751	LU
HU	4.223.033	958.365	5.181.398	HU
MT	508.784	115.462	624.246	MT
NL	6.315.953	1.433.328	7.749.281	NL
AT	3.780.085	857.844	4.637.929	AT
PL	12.779.392	2.900.126	15.679.518	PL
PT	4.711.192	1.069.147	5.780.339	PT
RO	7.154.136	1.623.544	8.777.680	RO
SI	1.849.920	419.817	2.269.737	SI
SK	2.952.928	670.131	3.623.059	SK
FI	3.209.749	728.413	3.938.162	FI
SE	3.947.646	895.870	4.843.516	SE
IS	560.455	127.188	687.643	IS
LI	141.185	32.040	173.225	LI
NO	2.408.981	546.689	2.955.670	NO
EU-30	167.173.988	37.938.089	205.112.077	EU-30
	-	-	-	
TR	6.514.995	1.478.498	7.993.493	TR
MK	245.864	55.796	301.660	MK
RS	444.762	100.933	545.695	RS
EU-33	174.379.609	39.573.316	213.952.925	EU-33

Flexibility clause: subject to keeping within the EU-30 and EU-33 totals indicated above, the Commission may adjust the allocations under the contribution agreements for the individual countries according to the requested budget in the applications received for KA171 Call 2026.

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

Table 16: Management Fees - Budget lines Heading 2: 07 03 01 01 (E&T), Heading 6: 14 02 01 50, 15 02 01 02 – breakdown by country

Country	Management Fees					Country
	H2	NDICI-Global Europe	IPA III	Total H6	Grand Total H2+H6	
BE	4.991.592	231.975	51.419	283.394	5.274.986	BE
BG	3.110.673	144.836	32.103	176.939	3.287.612	BG
CZ	4.462.824	206.776	45.832	252.608	4.715.432	CZ
DK	3.436.750	124.068	27.500	151.568	3.588.318	DK
DE	17.275.085	1.128.492	250.132	1.378.624	18.653.709	DE
EE	1.680.174	72.455	16.060	88.515	1.768.689	EE
EL	4.672.186	199.688	44.261	243.949	4.916.135	EL
ES	12.936.190	741.335	164.318	905.653	13.841.843	ES
FR	15.610.852	958.428	212.437	1.170.865	16.781.717	FR
HR	1.862.286	98.057	21.734	119.791	1.982.077	HR
IE	2.967.441	112.894	25.023	137.917	3.105.358	IE
IT	13.732.674	856.044	189.743	1.045.787	14.778.461	IT
CY	1.370.078	37.309	8.270	45.579	1.415.657	CY
LV	2.017.461	86.305	19.130	105.435	2.122.896	LV
LT	2.588.877	109.254	24.216	133.470	2.722.347	LT
LU	1.157.504	22.225	4.926	27.151	1.184.655	LU
HU	4.099.500	192.721	42.717	235.438	4.334.938	HU
MT	1.120.105	23.219	5.146	28.365	1.148.470	MT
NL	6.792.442	287.987	63.833	351.820	7.144.262	NL
AT	4.681.715	172.507	38.236	210.743	4.892.458	AT
PL	9.239.606	582.220	129.050	711.270	9.950.876	PL
PT	4.786.380	214.998	47.655	262.653	5.049.033	PT
RO	6.848.396	326.484	72.366	398.850	7.247.246	RO
SI	1.942.635	84.422	18.712	103.134	2.045.769	SI
SK	2.896.782	134.759	29.869	164.628	3.061.410	SK
FI	4.013.522	146.479	32.467	178.946	4.192.468	FI
SE	4.810.108	178.370	39.536	217.906	5.028.014	SE
IS	1.498.881	25.577	5.669	31.246	1.530.127	IS
LI	646.815	6.443	1.428	7.871	654.686	LI
NO	3.236.886	109.241	24.213	133.454	3.370.340	NO
EU-30	150.486.420	7.615.568	1.688.001	9.303.569	159.789.989	EU-30
	-	-	-	-	-	
TR	9.307.243	297.203	65.875	363.078	9.670.321	TR
MK	534.278	11.220	2.487	13.707	547.985	MK
RS	672.059	20.289	4.497	24.786	696.845	RS
EU-33	161.000.000	7.944.280	1.760.860	9.705.140	170.705.140	EU-33

6. FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES

The following tables indicate the breakdown of the budget (per country or per structure) aimed at supporting the activities to be implemented by the networks of the Programme as well as by other national bodies supported under Erasmus+.

Table 17: Training and Cooperation Activities in the fields of Education and Training and Youth

Country	TCA			Country
	E&T	Youth	Sport	
BE	529.950	630.038	8.702	BE
BG	389.787	525.048	6.861	BG
CZ	513.916	519.112	7.748	CZ
DK	313.450	389.981	5.276	DK
DE	2.506.466	2.124.083	34.729	DE
EE	214.074	349.825	4.229	EE
EL	529.852	493.097	7.672	EL
ES	1.929.807	1.501.155	25.732	ES
FR	2.060.616	1.802.148	28.971	FR
HR	244.500	375.291	4.648	HR
IE	302.284	407.830	5.326	IE
IT	1.941.795	1.662.818	27.035	IT
CY	145.244	315.218	3.453	CY
LV	253.917	348.322	4.517	LV
LT	307.050	357.501	4.984	LT
LU	126.534	240.404	2.752	LU
HU	483.747	525.517	7.569	HU
MT	126.107	217.985	2.581	MT*
NL	658.167	604.139	9.467	NL
AT	424.579	472.505	6.728	AT
PL	1.505.766	1.347.465	21.399	PL
PT	533.307	591.456	8.436	PT
RO	809.050	844.058	12.398	RO
SI	233.697	330.416	4.231	SI
SK	341.380	421.325	5.720	SK
FI	364.679	376.446	5.558	FI
SE	471.274	494.167	7.241	SE
IS	132.633	218.045	2.630	IS
LI	116.923	58.303	1.314	LI
NO	303.918	374.127	5.085	NO
EU-30	18.814.469	18.917.825	282.992	EU-30
	-	-		
TR	955.983	898.213	13.906	TR
MK	114.774	91.981	1.551	MK
RS	114.774	91.981	1.551	RS
EU-33	20.000.000	20.000.000	300.000	EU-33

Table 18: SALTO Resource Centres – breakdown by structure

SALTO	Youth	E&T
SALTO Participation&Information	435.000	270.000
SALTO Inclusion&Diversity	472.500	320.000
SALTO Training&Cooperation	542.500	270.000
SALTO EuroMed	255.000	0
SALTO Eastern Europe and Caucasus Resource Centre	205.000	0
SALTO South East Europe	180.000	0
SALTO Digital dimension	105.000	270.000
SALTO Green dimension	105.000	270.000
TOTAL	2.300.000	1.400.000

Table 19: Other Erasmus+ networks and national bodies (E&T and Youth) – breakdown by country

	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS) HEADING 2	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS) HEADING 6	National Teams to support the implementation of EU VET tools	Support to better knowledge in youth policy	Eurodesk network
BE	354.000	0	95.892	247.883	112.632
BG	230.000	0	95.892	33.848	73.081
CZ	320.000	0	95.892	57.730	74.336
DK	289.000	0	95.892	99.221	79.829
DE	1.086.000	0	131.396	159.702	272.581
EE	229.000	0	61.578	33.848	50.932
EL	239.000	0	95.892	62.397	95.755
ES	646.000	0	131.396	88.052	187.296
FR	879.000	0	131.396	96.800	255.076
HR	220.000	0	61.578	33.474	60.457
IE	274.000	0	95.892	97.020	78.498
IT	868.000	0	131.396	101.510	201.283
CY	154.000	0	61.578	40.777	44.694
LV	253.000	0	61.578	33.474	46.397
LT	238.000	0	61.578	33.474	50.824
LU	158.000	0	61.578	67.741	49.349
HU	270.000	0	95.892	33.474	84.112
MT	189.000	0	61.578	40.777	40.161
NL	404.000	0	95.892	98.803	116.018
AT	312.000	0	95.892	99.221	85.629
PL	675.000	0	131.396	34.249	157.696
PT	115.000	0	95.892	58.104	97.063
RO	391.000	0	95.892	33.848	106.303
SI	216.000	0	61.578	57.730	53.280
SK	270.000	0	95.892	33.474	56.308
FI	297.000	0	95.892	95.127	78.617
SE	339.000	0	95.892	99.221	90.024
IS	157.000	0	61.578	95.127	46.170
LI	29.000	0	61.578	74.045	12.184
NO	260.000	0	95.892	99.221	79.571
TR	710.000	0	131.396	35.372	242.370
MK	135.000	0	61.578	33.848	10.738
RS	244.000	0	95.892	37.766	10.738
AL	0	148.000	0	39.921	0
BA	0	178.000	0	39.360	0
ME	0	151.000	0	39.360	0
XK	0	73.000	0	0	0
Total	11.450.000	550.000	3.000.000	2.465.000	3.100.000