



2027 Annual Work Programme “Erasmus+”: the Union Programme for Education, Training, Youth and Sport

C (2026) 7171 of 15 October 2026

Manuscript completed in October 2026

This document should not be considered as representative of the European Commission's official position.

Luxembourg: Publications Office of the European Union, 2026

© European Union, 2026



The Commission's reuse policy is implemented under Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39, ELI: <http://data.europa.eu/eli/dec/2011/833/oj>).

Unless otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed, provided appropriate credit is given and any changes are indicated.

ISBN 978-92-68-44567-9 ISSN 3094-6905 doi:10.2766/7238737 NC-01-26-231-3A-N



EUROPEAN
COMMISSION

Brussels, 15.10.2026
C(2026) 7171 final

COMMISSION IMPLEMENTING DECISION

of 15.10.2026

**on the financing of Erasmus+: the Union Programme for Education, Training, Youth
and Sport and the adoption of the work programme for 2027**

COMMISSION IMPLEMENTING DECISION

of 15.10.2026

on the financing of Erasmus+: the Union Programme for Education, Training, Youth and Sport and the adoption of the work programme for 2027

THE EUROPEAN COMMISSION,

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

Having regard to 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 Union¹, (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,

Whereas:

- (1) In order to ensure the implementation of Erasmus+ Programme, it is necessary to adopt an annual financing decision, which constitutes the annual work programme for 2027 in accordance with Article 110(2) of the Financial Regulation.

¹ 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>).

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

- (2) The envisaged assistance is to comply with the conditions and procedures set out by the restrictive measures⁶ adopted pursuant to Article 215 of the TFEU.
- (3) It is necessary to allow for the payment of interest due for late payment on the basis of Article 116(5) of the Financial Regulation.
- (4) In order to allow for flexibility in the implementation of the work programme, it is appropriate to determine the changes which should not be considered substantial for the purposes of Article 110(5) of the Financial Regulation.
- (5) The activities should contribute to climate, biodiversity and gender-equality mainstreaming in line with the Commission Communication ‘The European Green Deal’⁷ and the Interinstitutional Agreement of 16 December 2020 on budgetary discipline, on cooperation in budgetary matters and on sound financial management, as well as on new own resources, including a roadmap towards the introduction of new own resources⁸.
- (6) Pursuant to Article 62(1), first subparagraph, point (c), of the Financial Regulation, indirect management is to be used for the actions specified in the work programme. The Commission is to ensure a level of protection of the financial interests of the Union with regards to persons and entities entrusted with the implementation of Union funds by indirect management as provided for in Article 157(3) of the Financial Regulation. To that end, and before a contribution agreement can be signed, such persons and entities are to be subject to an assessment of their systems and procedures in accordance with Article 157(4) of the Financial Regulation⁹ and, if necessary, to appropriate supervisory measures in accordance with Article 157(5) of the Financial Regulation.
- (7) It is necessary to authorise the award of grants without a call for proposals and to provide for the conditions for awarding those grants in accordance with Article 198 point (c), (d) and (f) of the Financial Regulation.
- (8) The measures provided for in this Decision are in accordance with the opinion of the Committee established by Article 34 of the Erasmus+ Regulation,

HAS DECIDED AS FOLLOWS:

Article 1 **The work programme**

The annual financing decision, constituting the annual work programme for the implementation of the Erasmus+ Programme for year 2027, as set out in the Annex, is adopted.

⁶ See www.sanctionsmap.eu – Note that the sanctions map is an IT tool for identifying the sanctions regimes. The source of the sanctions stems from legal acts published in the Official Journal (OJ). In the case of discrepancy, the OJ prevails.

⁷ COM (2019) 640 final of 11 December 2019.

⁸ Interinstitutional Agreement of 16 December 2020 between the European Parliament, the Council of the European Union and the European Commission on budgetary discipline, on cooperation in budgetary matters and on sound financial management, as well as on new own resources, including a roadmap towards the introduction of new own resources (OJ L 433I , 22.12.2020, p. 28, ELI: http://data.europa.eu/eli/agree_interinst/2020/1222/oj).

⁹ Except for the cases of Article 157(7)(b) of the Financial Regulation, where the Commission shall not to require an ex-ante assessment

Article 2

Union contribution

The maximum Union contribution for the implementation of the programme for 2027 is set at **EUR 6 212 985 300** 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 5 000 000**;
- **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 4 172 555 500**;
- **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 850 443 500**;
- **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 624 152 000**;
- **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 118 413 000**;
- **14 02 01 50** - Erasmus+ - NDICI - Global Europe contribution: **EUR 368 199 700**;
- **15 02 01 02** - Erasmus+ - contribution from IPA III: **EUR 74 221 600**.

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

The implementation of this Decision is subject to the availability of the appropriations provided for in the draft general budget of the Union for 2027, following the adoption of that budget by the budget authority or as provided for in the system of provisional twelfths. Likewise, it is subject to the availability of the appropriations and contributions of EFTA and other participating countries to the programme.

Article 3

Flexibility clause

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

As regards actions implemented by national agencies under the Erasmus+ Regulation and Article 62(1), point (c), of the Financial Regulation, changes to the distribution of funds among programme countries are not considered to be substantial, provided that a possible

budget change for a country does not exceed 20% of the total funds implemented under Article 62(1), point (c).

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

Article 4

Methods of implementation and entrusted entities or persons

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

Article 5

Grants awarded without a call for proposals

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

Done at Brussels, 15.10.2026

For the Commission

Roxana MÎNZATU

Executive Vice-President



COMMISSION
EUROPÉENNE

Bruxelles, le 15.10.2026
C(2026) 7171 final

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 15.10.2026

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 2027

DÉCISION D'EXÉCUTION DE LA COMMISSION

du 15.10.2026

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 2027

LA COMMISSION EUROPÉENNE,

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

vu le règlement (UE, Euratom) 2024/2509 du Parlement européen et du Conseil du 23 septembre 2024 relatif aux règles financières applicables au budget général de l'Union¹ (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 «IVCDCI – 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,

considérant ce qui suit:

¹ Règlement (UE, Euratom) 2024/2509 du Parlement européen et du Conseil du 23 septembre 2024 relatif aux règles financières applicables au budget général de l'Union (refonte) (JO L, 2024/2509, 26.9.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>).

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.

- (1) Aux fins de la mise en œuvre du programme Erasmus+, il y a lieu d'adopter une décision de financement annuelle, qui constitue le programme de travail annuel pour 2027 conformément à l'article 110, paragraphe 2, du règlement financier.
- (2) L'assistance envisagée doit respecter les conditions et procédures établies par les mesures restrictives⁶ adoptées conformément à l'article 215 du TFUE.
- (3) Il y a lieu de permettre le paiement d'intérêts de retard sur la base de l'article 116, paragraphe 5, du règlement financier.
- (4) Pour permettre une certaine flexibilité dans la mise en œuvre du programme de travail, il y a lieu de déterminer les modifications qui ne devraient pas être considérées comme substantielles aux fins de l'article 110, paragraphe 5, du règlement financier.
- (5) Les activités devraient contribuer à intégrer les questions relatives au climat, à la biodiversité et à l'égalité de genre, comme le prévoient la communication de la Commission intitulée «Le pacte vert pour l'Europe»⁷ et l'accord interinstitutionnel du 16 décembre 2020 sur la discipline budgétaire, la coopération en matière budgétaire et la bonne gestion financière, ainsi que sur de nouvelles ressources propres, comportant une feuille de route en vue de la mise en place de nouvelles ressources propres⁸.
- (6) Conformément à l'article 62, paragraphe 1, premier alinéa, point c), du règlement financier, les actions précisées dans le programme de travail seront mises en œuvre en gestion indirecte. La Commission doit assurer un niveau de protection des intérêts financiers de l'Union en ce qui concerne les personnes et les entités chargées de l'exécution des fonds de l'Union en gestion indirecte, conformément à l'article 157, paragraphe 3, du règlement financier. À cette fin, et avant qu'une convention de contribution puisse être signée, ces personnes et entités doivent soumettre leurs systèmes et procédures à une évaluation conformément à l'article 157, paragraphe 4, du règlement financier⁹ et, le cas échéant, à des mesures de surveillance appropriées conformément à l'article 157, paragraphe 5, dudit règlement.
- (7) Il est nécessaire d'autoriser l'octroi de subventions sans appel à propositions et de prévoir les conditions d'octroi de ces subventions, conformément à l'article 198, points c), d) et f), du règlement financier.
- (8) Les mesures prévues dans la présente décision sont conformes à l'avis du comité créé par l'article 34 du règlement Erasmus+,

⁶ Voir www.sanctionsmap.eu – Veuillez noter que la carte des sanctions est un outil informatique permettant de déterminer les régimes de sanctions. Les sanctions résultent d'actes juridiques publiés au Journal officiel (JO). En cas de divergence, le JO prévaut.

⁷ COM(2019) 640 final du 11 décembre 2019.

⁸ Accord interinstitutionnel du 16 décembre 2020 entre le Parlement européen, le Conseil de l'Union européenne et la Commission européenne sur la discipline budgétaire, la coopération en matière budgétaire et la bonne gestion financière, ainsi que sur de nouvelles ressources propres, comportant une feuille de route en vue de la mise en place de nouvelles ressources propres (JO L 433 I du 22.12.2020, p. 28, ELI: http://data.europa.eu/eli/agree_interinst/2020/1222/oj).

⁹ Sauf dans les cas prévus à l'article 157, paragraphe 7, point b), du règlement financier, où la Commission peut décider de ne pas exiger une évaluation ex ante.

DÉCIDE:

Article premier

Le programme de travail

La décision de financement annuelle, constituant le programme de travail annuel destiné à la mise en œuvre du programme Erasmus+ pour 2027, telle qu'elle figure en annexe, est adoptée.

Article 2

Contribution de l'Union

Le montant maximal de la contribution de l'Union destinée à la mise en œuvre du programme pour 2027 est fixé à **6 212 985 300 EUR**, à financer sur les crédits inscrits aux lignes suivantes du budget général de l'Union:

- **07 02 13** – Erasmus+ – Contribution du FSE+: **5 000 000 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: **4 172 555 500 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: **850 443 500 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: **624 152 000 EUR**;
- **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: **118 413 000 EUR**;
- **14 02 01 50** – Erasmus+ – Contribution de l'IVCDCI - Europe dans le monde: **368 199 700 EUR**;
- **15 02 01 02** – Erasmus+ – Contribution de l'IAP III: **74 221 600 EUR**.

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

La mise en œuvre de la présente décision est subordonnée à la disponibilité des crédits qui sont prévus dans le projet de budget général de l'Union pour 2027, après l'adoption de celui-ci par l'autorité budgétaire, ou qui sont prévus par le régime des douzièmes provisoires. De même, elle est subordonnée à la disponibilité des crédits et des contributions des pays de l'AELE et des autres pays participant au programme.

Article 3
Clause de flexibilité

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

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

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

Article 4
Modes d'exécution et entités ou personnes chargées de l'exécution

L'exécution des actions menées en gestion indirecte, telles qu'exposées dans l'annexe, peut être confiée aux personnes ou aux entités mentionnées en annexe ou sélectionnées conformément aux critères qui y sont fixés.

Article 5
Subventions octroyées sans appel à propositions

Des subventions peuvent être octroyées sans appel à propositions aux organismes mentionnés en annexe, dans les conditions précisées dans celle-ci.

Fait à Bruxelles, le 15.10.2026

Par la Commission
Roxana MÎNZATU
Vice-présidente exécutive



EUROPÄISCHE
KOMMISSION

Brüssel, den 15.10.2026
C(2026) 7171 final

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 15.10.2026

über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2027

DURCHFÜHRUNGSBESCHLUSS DER KOMMISSION

vom 15.10.2026

über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2027

DIE EUROPÄISCHE KOMMISSION —

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

gestützt auf die Verordnung (EU, Euratom) 2024/2509 des Europäischen Parlaments und des Rates vom 23. September 2024 über die Haushaltsordnung für den Gesamthaushaltsplan der Union¹ (im Folgenden „Haushaltsordnung“), insbesondere auf Artikel 110,

gestützt auf die Verordnung (EU) 2021/817² des Europäischen Parlaments und des Rates 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) 2021/1529³ des Europäischen Parlaments und des Rates vom 15. September 2021 zur Schaffung des Instruments für Heranführungshilfe (IPA III), insbesondere auf Artikel 5 Absatz 3,

gestützt auf die Verordnung (EU) 2021/947⁴ des Europäischen Parlaments und des Rates 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) 2021/1060⁵ des Europäischen Parlaments und des Rates 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, in Erwägung nachstehender Gründe:

¹ Verordnung (EU, Euratom) 2024/2509 des Europäischen Parlaments und des Rates vom 23. September 2024 über die Haushaltsordnung für den Gesamthaushaltsplan der Union (Neufassung) (ABl. L, 2024/2509, 26.9.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>).

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.

- (1) Damit die Durchführung des Programms Erasmus+ gewährleistet werden kann, ist die Annahme eines jährlichen Finanzierungsbeschlusses erforderlich, der im Einklang mit Artikel 110 Absatz 2 der Haushaltsordnung das jährliche Arbeitsprogramm für 2027 darstellt.
- (2) Bei der geplanten Unterstützung sind die Bedingungen und Verfahren einzuhalten, die im Rahmen der nach Artikel 215 AEUV erlassenen restriktiven Maßnahmen⁶ festgelegt sind.
- (3) Es ist notwendig, die Zahlung von Verzugszinsen gemäß Artikel 116 Absatz 5 der Haushaltsordnung vorzusehen.
- (4) Im Interesse einer flexiblen Durchführung des Arbeitsprogramms sollten die Änderungen festgelegt werden, die für die Zwecke des Artikels 110 Absatz 5 der Haushaltsordnung nicht als substantiell anzusehen sind.
- (5) Die Maßnahmen sollten im Einklang mit der Mitteilung der Kommission „Der europäische Grüne Deal“⁷ und der Interinstitutionellen Vereinbarung vom 16. Dezember 2020 über die Haushaltsdisziplin, die Zusammenarbeit im Haushaltsbereich und die wirtschaftliche Haushaltsführung sowie über neue Eigenmittel, einschließlich eines Fahrplans im Hinblick auf die Einführung neuer Eigenmittel⁸ zur durchgängigen Berücksichtigung des Klimaschutzes, der biologischen Vielfalt und der Gleichstellung der Geschlechter beitragen.
- (6) Gemäß Artikel 62 Absatz 1 Unterabsatz 1 Buchstabe c der Haushaltsordnung werden die im Arbeitsprogramm festgelegten Maßnahmen im Wege der indirekten Mittelverwaltung durchgeführt. In Bezug auf Personen und Stellen, die mit der indirekten Verwaltung von Unionsmitteln betraut sind, hat die Kommission sicherzustellen, dass die finanziellen Interessen der Union in dem in Artikel 157 Absatz 3 der Haushaltsordnung vorgesehenen Maße geschützt werden. Zu diesem Zweck sind die Systeme und Verfahren dieser Personen und Stellen – bevor eine Beitragsvereinbarung unterzeichnet werden kann – nach Artikel 157 Absatz 4 der Haushaltsordnung⁹ zu bewerten und erforderlichenfalls nach Artikel 157 Absatz 5 der Haushaltsordnung geeigneten Aufsichtsmaßnahmen zu unterziehen.
- (7) Es ist erforderlich, dass die Finanzhilfen ohne Aufforderung zur Einreichung von Vorschlägen gewährt werden können und die Bedingungen für die Gewährung dieser Finanzhilfen im Einklang mit Artikel 198 Buchstaben c, d und f der Haushaltsordnung festgelegt werden.
- (8) Die in diesem Beschluss vorgesehenen Maßnahmen entsprechen der Stellungnahme des nach Artikel 34 der Erasmus+-Verordnung eingesetzten Ausschusses —

⁶ Siehe www.sanctionsmap.eu. Die Weltkarte der Sanktionen ist ein IT-Tool für die Erfassung von Sanktionsregelungen. Die Sanktionen beruhen auf den im Amtsblatt veröffentlichten Rechtsakten. Bei Abweichungen ist das Amtsblatt maßgebend.

⁷ COM(2019) 640 final vom 11. Dezember 2019.

⁸ Interinstitutionelle Vereinbarung vom 16. Dezember 2020 zwischen dem Europäischen Parlament, dem Rat der Europäischen Union und der Europäischen Kommission über die Haushaltsdisziplin, die Zusammenarbeit im Haushaltsbereich und die wirtschaftliche Haushaltsführung sowie über neue Eigenmittel, einschließlich eines Fahrplans im Hinblick auf die Einführung neuer Eigenmittel (ABl. L 433I vom 22.12.2020, S. 28, ELI: http://data.europa.eu/eli/agree_interinstit/2020/1222/oj).

⁹ Außer in Fällen gemäß Artikel 157 Absatz 7 Buchstabe b der Haushaltsordnung, in denen die Kommission keine Ex-ante-Bewertung verlangt.

BESCHLIEßT:

Artikel 1
Arbeitsprogramm

Der jährliche Finanzierungsbeschluss, der das im Anhang beschriebene jährliche Arbeitsprogramm für die Durchführung des Programms Erasmus+ für 2027 darstellt, wird angenommen.

Artikel 2
Unionsbeitrag

Der Höchstbeitrag der Union für die Durchführung des Programms für 2027 beläuft sich auf **6 212 985 300 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+: **5 000 000 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: **4 172 555 500 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: **850 443 500 EUR**;
- **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: **624 152 000 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: **118 413 000 EUR**;
- **14 02 01 50** – Erasmus+ – Beitrag von NDICI/Europa in der Welt: **368 199 700 EUR**;
- **15 02 01 02** – Erasmus+ – Beitrag aus Mitteln von IPA III: **74 221 600 EUR**.

Die in Absatz 1 genannten Haushaltsmittel können auch Verzugszinsen abdecken.

Dieser Beschluss kann nur umgesetzt werden, wenn die im Entwurf des Gesamthaushaltsplans der Union für 2027 vorgesehenen Mittel nach Erlass des Haushaltsplans durch die Haushaltsbehörde verfügbar sind oder nach der Regelung der vorläufigen Zwölftel bereitstehen. Desgleichen kann er nur umgesetzt werden, wenn die Mittel und Beiträge der EFTA-Staaten und anderer an dem Programm teilnehmender Länder verfügbar sind.

Artikel 3
Flexibilitätsklausel

Änderungen der Mittelzuweisungen für einzelne Maßnahmen, die in der Summe 20 % des in Artikel 2 Absatz 1 dieses Beschlusses festgesetzten Höchstbeitrags der Union nicht

übersteigen, gelten als nicht substantiell für die Zwecke des Artikels 110 Absatz 5 der Haushaltsordnung, wenn sie sich nicht wesentlich auf die Art der Maßnahmen und die Zielsetzung des Arbeitsprogramms auswirken. Der in Artikel 2 Absatz 1 dieses Beschlusses festgelegte Höchstbeitrag der Union darf sich nicht um mehr als 20 % erhöhen. Diese Änderungen und Erhöhungen sind nur innerhalb von Haushaltslinien möglich.

Für Maßnahmen, die gemäß der Erasmus+-Verordnung und Artikel 62 Absatz 1 Buchstabe c der Haushaltsordnung von nationalen Agenturen durchgeführt werden, gilt, dass Änderungen bei der Aufteilung der Mittel auf die Programmländer nicht als substantiell anzusehen sind, wenn die mögliche Änderung der Mittelausstattung für ein Land nicht mehr als 20 % der Gesamtmittel ausmacht, die auf der Grundlage des Artikels 62 Absatz 1 Buchstabe c verwaltet werden.

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

Artikel 4

Art des Haushaltsvollzugs und mit dem Vollzug betraute Stellen oder Personen

Mit der Umsetzung der im Anhang dargelegten Maßnahmen, bei denen die indirekte Mittelverwaltung zur Anwendung kommt, können die im Anhang genannten oder gemäß den im Anhang festgelegten Kriterien ausgewählten Personen oder Stellen betraut werden.

Artikel 5

Ohne Aufforderung zur Einreichung von Vorschlägen gewährte Finanzhilfen

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

Brüssel, den 15.10.2026

Für die Kommission

Roxana MÎNZATU

Exekutiv-Vizepräsidentin

EN

ANNEX

**The 2027 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 2027	9
2.1 POLICY FRAMEWORK.....	9
2.2 Erasmus+ main priorities in 2027.....	15
2.2.1 Overarching priorities	15
2.2.2. Sectoral priorities.....	25
2.3 Synergies with other EU instruments	42
PART II - GRANTS, PROCUREMENTS AND OTHER ACTIONS.....	44
1. BUDGET LINES AND BASIC ACT.....	44
2. BUDGET OVERVIEW FOR 2027 AND METHODS OF INTERVENTION.....	44
A) ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT AND GRANTS IMPLEMENTED UNDER DIRECT MANAGEMENT	47
B) PROCUREMENT	47
C) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS.....	48
3. OBJECTIVES PURSUED AND EXPECTED RESULTS.....	49
A. EDUCATION AND TRAINING.....	52
I. KEY ACTION 1	53
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	54
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - GRANTS AWARDED UNDER CALLS FOR PROPOSALS	60
3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	62
4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS	62
II. KEY ACTION 2	64
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	65
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	70
3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION.....	85
4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS.....	90
5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS.....	93
III. KEY ACTION 3	94
1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	95
2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	99

3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION	105
4.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	114
5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	125
IV.	JEAN MONNET ACTIONS.....	127
1.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	128
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION.....	132
B.	YOUTH.....	133
I.	KEY ACTION 1	134
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	135
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	139
II.	KEY ACTION 2	141
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	142
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	144
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	147
III.	KEY ACTION 3	148
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	149
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION.....	151
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	153
4.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	154
5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	156
C.	SPORT.....	157
I.	KEY ACTION 1	158
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	159
II.	KEY ACTION 2	160
1.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS	161
III.	KEY ACTION 3	166
1.	ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT	167
2.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION.....	168
3.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS.....	171
4.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PRIZES	171

5.	ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - CALLS FOR EXPRESSION OF INTEREST	172
D.	MANAGEMENT FEES OF NATIONAL AGENCIES	173
PART III - BUDGET		174
1.	AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE....	174
2.	DISTRIBUTION OF AVAILABLE APPROPRIATIONS BY ACTIONS AND FIELDS – BUDGET AND PROGRAMMING TABLES	176
3.	BREAKDOWN BY COUNTRY OF THE HEADING 2 AND HEADING 6 FUNDS ALLOCATED TO THE NATIONAL AGENCIES	187
4.	BREAKDOWN OF THE HEADING 6 BUDGET LINES	192
5.	FUNDS AIMED AT CO-FINANCING THE MANAGEMENT COSTS OF NATIONAL AGENCIES:	194
6.	FUNDS FOR THE ERASMUS+ TRAINING AND COOPERATION ACTIVITIES, NETWORKS AND BODIES	195

1. OVERVIEW

1.1. OBJECTIVES AND ACTIONS OF THE PROGRAMME

In accordance with Article 3(1) of 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 as follows:

Article 3(1) of Regulation (EU) 2021/817: [...] 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, supporting the implementation of the European strategic cooperation in the field of education and training, including its underlying sectoral agendas; advancing youth policy cooperation under the 2019-2027 EU Youth Strategy 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.

The Programme covers all education and training sectors (i.e. early childhood education and care, school education, vocational education and training, higher education and adult education), as well as youth and sport.

1.2. PARTICIPATING COUNTRIES

EU Member States take part in the Erasmus+ Programme. In accordance with Article 33(2) and (3) of the Council Decision (EU) 2021/1764 on the association of the Overseas Countries and Territories (OCTs) with the European Union², 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.

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

² 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>.

In addition, in accordance with Article 19 of the Erasmus+ Regulation, the following third countries are associated to the Programme in 2027:

- 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;
- the Swiss Confederation³ and the United Kingdom⁴ of Great Britain and Northern Ireland ('the United Kingdom'), subject to complying with all the conditions of the respective association agreement.

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 the European Education Area and the Union of Skills, pursuing the EU Youth Strategy 2019-2027⁵ and implementing the European Union Work Plan for Sport⁶ implies, *inter alia*, reinforcing international cooperation and dialogue between Europe and the rest of the world. The EU represents an inspirational and innovative model for the education, training, youth and sport systems worldwide. Sharing European best practices means not only to cooperate with third countries not associated to the Programme in transforming their systems in these areas, but also to work together to tackle existing and emerging global challenges (such as climate change, digitalisation, threats to democracy and inclusion).

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 Neighbourhood, Development and International

³ Agreement between the European Union and the European Atomic Energy Community, of the one part, and the Swiss Confederation, of the other part, on the participation of the Swiss Confederation in Union programmes, ST/8029/2025/INIT, OJ L, 2025/2480, 16.12.2025

ELI: http://data.europa.eu/eli/agree_internation/2025/2480/oj

⁴ Council Decision (EU) 2026/833 of 30 March 2026 on the position to be taken on behalf of the European Union within the Specialised Committee on Participation in Union Programmes established by the Trade and Cooperation Agreement between the European Union and the European Atomic Energy Community, of the one part, and the United Kingdom of Great Britain and Northern Ireland, of the other part, as regards the amendments to Protocol I thereto, ST/6914/2026/INIT, OJ L, 2026/833, 10.4.2026, ELI: <http://data.europa.eu/eli/dec/2026/833/oj>

⁵ 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](#).

⁶ 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>.

Cooperation Instrument – Global Europe⁷, and the Instrument for Pre-accession Assistance⁸ (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 actions⁹. The purpose of this funding is to support education, training, youth and sport partnerships between the Member States and/or associated third countries on the one hand, and countries worldwide on the other¹⁰. 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 entities¹¹ 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 an essential tool to promote people-to-people connectivity worldwide and to support the EU role as a global actor¹². 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 when it concerns the use of Heading 2 Funds; 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 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).

⁷ 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>

⁸ 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>

⁹ 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

¹⁰ See [Addendum No. 1 to the multiannual indicative programme for the external dimension of the Erasmus+ Programme for the period 2021-2027](#)

¹¹ In line with Article 2(24) of the 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.

¹² 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 Regulation¹³ 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) 5057¹⁴ 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), while few other actions under Key Action 2 or Key Action 3 are partly or fully co-delegated to the Directorate-General for Communication (DG COMM), the Publications Office (OP) and to the Directorate-General for Digital Service (DIGIT), in line with their respective fields of competence and the objectives of Erasmus+. 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 Agencies¹⁵ 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 authorities¹⁶ 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.

1.5 Transition towards the next multiannual financial framework

On 16 July 2025, the Commission adopted a Proposal for a Regulation of the European Parliament and of the Council establishing the Erasmus+ programme for the period 2028-2034,

¹³ 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>.

¹⁴ 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.

¹⁵ Article 27 of Erasmus+ Regulation.

¹⁶ Article 26 of Erasmus+ Regulation.

and repealing Regulations (EU) 2021/817 and (EU) 2021/888¹⁷ (hereinafter ‘Erasmus+ Regulation 2028-2034’). In order to ensure continuity in providing support in the relevant policy areas and to allow implementation to start from the beginning of the 2028-2034 MFF, this regulation is foreseen to enter into force on and apply from 1 January 2028, in the version as agreed and approved by the co-legislators.

Actions for which budget is foreseen under this Work Programme are governed by the Erasmus+ Regulation 2021-2027 and may continue or be modified until their closure pursuant to this regulation. They shall not be affected by the adoption of the subsequent basic act for the new multiannual financial framework for the period 2028-2034¹⁸.

2. ERASMUS+ IN 2027

2.1 POLICY FRAMEWORK

Education, training, youth and sport have a crucial role to play in helping the European 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.” The importance of learning mobility is also consistently reflected in citizens’ recommendations. Strengthening educational exchanges, including Erasmus+, and improving their accessibility has been a recurring theme across several European Citizens’ Panels. Erasmus+ also remains true to its mission of four decades, i.e. being the **Union’s main instrument to support young people’s mobility, offering increased opportunities for high quality 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 40th anniversary of the programme in 2027 will be a unique opportunity to celebrate and showcase its numerous achievements in all sectors. The Programme will also pursue its long-standing mission to support transnational learning mobility, and is continuously reinforcing its support to these actions, with a view to boost inclusion and to address growing demand.

In line with the Erasmus+ regulation, the Programme will also continue to be a key instrument for implementing the **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 (2021-2030), advancing youth policy cooperation under the EU Youth Strategy 2019-2027 and developing the European dimension in sport. The Programme will also support the implementation of the Union of Skills.

2.1.1 European Education Area

President von der Leyen committed to making the **European Education Area (EEA)**¹⁹ 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 development for young people and adults alike.

¹⁷ COM(2025)549 of 16 July 2025.

¹⁸ See, by analogy, Article 36 of Erasmus+ Regulation, and Article 24 of the proposal for Erasmus+ Regulation 2028-2034

¹⁹ 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.

Education and training are essential for the personal, social and professional fulfilment of the citizens. They also stand at the heart of Europe's social market economy and democracy as the foundation for economic and social convergence. They help strengthen people's employability, build societal and personal empowerment and resilience, and 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. This cooperation also helped mitigate the consequences of the COVID-19 pandemic on learning, skills development and employment prospects of young people, and is continuing supporting 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)**²⁰ sets out a framework to enable cooperation with Member States and engagement with relevant stakeholders, including strategic priorities in education and training, a reporting and analysis structure, with targets to encourage and track reforms in education and training. The strategic priorities and targets have been updated in the **Council Resolution on the second cycle of the strategic framework for European cooperation in education and training towards the European Education Area (2026-2030)**²¹. The **Council Resolution on the governance structure of the strategic framework for European cooperation in education and training towards the EEA and beyond**²² sets out a reformed governance to support the achievement of the EEA.

Erasmus+ is a major contributor to the achievement of the EEA objectives as outlined in its 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 EEA provided the evidence base for the 2025 Commission report²³ that was the basis for the Council's review of the EEA strategic framework for its second 2026-2030 cycle, including EU-level targets, strategic priorities, governance structure and working methods.

The EEA will be achieved through the **cooperation framework** 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. 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**²⁴. 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.

²⁰ Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), OJ C66/1, 26.2.2021.

²¹ <https://data.consilium.europa.eu/doc/document/ST-11196-2026-INIT/en/pdf>

²² OJ C 497, 10.12.2021, p. 1.

²³ <https://op.europa.eu/en/publication-detail/-/publication/92c1dc40-57b9-11f0-a9d0-01aa75ed71a1/language-en>

²⁴ <https://education.ec.europa.eu/focus-topics/improving-quality-equity/key-competences-lifelong-learning>

The 2024 **Council Recommendation ‘Europe on the Move’ - learning mobility opportunities for everyone**²⁵ 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.

Building on the achievements of the **Digital Education Action Plan 2021-2027**²⁶, which set the EU framework for high-quality, inclusive and accessible digital education, it will support **the future digital education and skills policies and initiatives included in the upcoming Education package**, aiming to deeper transformative potential.

2.1.2 Youth

The political guidelines for the 2024-2029 European Commission further underline the EU’s commitment to empowering young people and addressing their concerns. Erasmus+ is a key enabler of the **EU Youth Strategy 2019-2027**²⁷ - framework for EU cooperation in the youth field, based on Article 165 of the TFEU, which provides for Union action to encourage the development of youth exchanges, civic engagement of young people, exchanges between youth workers, and the participation of young people in democratic life in Europe. The EU Youth Strategy encourages action to engage, connect and empower young people and advance youth participation and youth mainstreaming across relevant policy areas. The **Council Resolution on the Framework for establishing a European Youth Work Agenda**²⁸ 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.

2.1.3 Sport

The programme is a key instrument in developing the European dimension in sport. The **EU Work Plan for Sport** 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.

2.1.4 The Union of Skills

The Commission political guidelines for 2024-2029²⁹ announced building a **Union of Skills** for all skill levels and for all types of training and education. This key strategic initiative adopted in March 2025³⁰ aims to support the development of quality, inclusive and adaptable education, training and skills systems to increase the EU’s sustainable competitiveness. It 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

²⁵ 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>

²⁶ 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](#).

²⁷ 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.

²⁸ Resolution 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](#).

²⁹ https://commission.europa.eu/document/e6cd4328-673c-4e7a-8683-f63ffb2cf648_en

³⁰ COM(2025) 90.

‘**A Competitiveness Compass for the EU**’³¹ and the **European Preparedness Union Strategy**³².

The Union of Skills promotes four strands of action: i. building skills for quality lives and jobs, ii. upskilling and reskilling for the digital and green transition, iii. circulating skills across the EU for competitiveness, and iv. 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, the PISA 2018 and 2022 survey³³ show a **constant deterioration across the EU in the basic skills** of mathematics, science and reading. Socioeconomic background continues to be a strong predictor of student performance. A similar picture emerges for digital skills, with nearly half of young Europeans lacking basic digital skills, and most countries stagnating or deteriorating in their performance³⁴. 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 Plan**³⁵.

To address the worrying decline in basic skills, the Commission launched an **Action Plan on Basic Skills**³⁶ 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 order to increase **pupil and teacher mobility, cross-border cooperation between schools and school authorities and innovation**.

The **STEM Education Strategic Plan**³⁷ 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. STEM competences are crucial to successfully master the green and digital transitions and thrive in our fast-changing world. However, Europe faces many challenges in STEM education and training which contribute to shortages of STEM skilled people in Europe – particularly ICT specialists, including its AI specialists, as part of the priorities of the Digital Decade and the AI Continent Action Plan.

³¹ COM(2025) 30.

³² JOIN(2025) 130.

³³ 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>.

³⁴ ICILS study - <https://op.europa.eu/en/publication-detail/-/publication/59721dc6-a0aa-11ef-85f0-01aa75ed71a1>

³⁵ COM(2025) 165.

³⁶ COM (2025) 88.

³⁷ COM (2025) 89.

The Erasmus+ programme will support the implementation of some of the actions outlined in the STEM Plan and contribute to achieve its objectives.

In this context, the **Commission Communication on a financial literacy strategy for the EU**³⁸ highlights the need to support non-legislative actions such as funding financial literacy projects via e.g. Erasmus+, to facilitate training and research opportunities, and strengthen cooperation on financial literacy.

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, particularly in strategic field such as STEM and support European Quality Assurance Registry (EQAR) to develop and enhance the Database of External Quality Assurance Results (DEQAR) as a repository of higher education programmes that received the joint European degree label.

The Programme also keeps contributing to put in practice the principles of the **European Pillar of Social Rights**³⁹, and to implement the flagship initiatives started under **the European Skills Agenda**⁴⁰, to help individuals and businesses develop more and better skills and to put them to use.

The **Council Recommendation on individual learning accounts**⁴¹ (ILA) aims 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 Union of Skills continues to support their ILA implementation 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 solution, will continue to be promoted. The **Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**⁴² aims at making small credentials, typically issued after short courses, better quality assured and more reliable and trusted, contributing to implementing Principle 1 of the European Pillar of Social Rights by widening learning opportunities for all.

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 bring improvements to cross-sectoral synergies among Pact members, knowledge and 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. The upcoming **European Competence Framework for Academic Staff in Higher Education**, which is being

³⁸ COM(2025) 681 of 30 September 2025.

³⁹ Interinstitutional Proclamation on the European Pillar of Social Rights, [OJ C 428, 13.12.2017, p. 10](#). 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).

⁴⁰ 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](#).

⁴¹ 2022/C 243/03, [OJ C 243, 27.06.2022, p. 26](#).

⁴² 2022/C 243/02, [OJ C 243, 27.6.2022, p. 10](#).

developed as a follow-up of the Council Recommendation of 25 November 2024 on attractive and sustainable careers in higher education, will also be supported, as foreseen in the Union of Skills.

The Commission Communication ‘**A Cultural Compass for Europe**’⁴³ underlines strong links with the Union of Skills, and the role that Erasmus+ will continue to play in supporting projects on culture and arts education, including cooperation with museums and libraries.

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.

2.1.5 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** 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, including against foreign information manipulation and interference (FIMI), mis- and disinformation, and cyber threats; 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.

2.1.6 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 EU has a strategic interest in promoting the external dimension of the **European Education Area**, with Erasmus+ contributing to the following goals:

- **A Union of Skills** – Erasmus+ can help attracting the world's best and brightest to Europe, addressing urgent skill shortages and fuelling EU competitiveness, contributing to attracting students from outside the EU. The Council Resolution on the second cycle of the strategic framework for European cooperation in education and training towards the European Education Area (2026-2030) approved an EU level target to be reached by 2030: the annual number of learners from outside the EU coming to study and obtain a degree at tertiary level in the EU should be at least 350 000.
- **Enlargement and a strategic approach to our neighbourhood** – Erasmus+ is vital in preparing future Member States and ensuring stability, resilience, and democratic values in our closest neighbourhood. As such it contributes to EU enlargement and the **Pact for the Mediterranean**.
- **The Global Gateway Strategy** – By investing in education, training, skills and youth through collaboration with non-associated third countries, Erasmus+ strengthens Europe's global leadership and its economic investment agenda.

⁴³ COM(2025)785.

Erasmus+ is instrumental in fostering the international dimension of education and training, youth⁴⁴ and sport by promoting international cooperation, by expanding learning mobility opportunities beyond Europe, and by fostering capacity-building, including with international actions financed by the EU's external action programmes.

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 candidates⁴⁵ 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.

In this regard, the **strong international dimension of the programme** reinforces cooperation ties between Erasmus+ participating countries and other countries of the world. This includes cooperation between the EU outermost regions⁴⁶, 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 and **science diplomacy** actions.

In this general framework, efforts will continue to ensure that Erasmus+ keeps on providing 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 and in line with the European Council conclusions of 18 June 2026 on Ukraine and on European defence and security⁴⁷.

2.2 ERASMUS+ MAIN PRIORITIES IN 2027

2.2.1 Overarching priorities

In continuity with previous years, four **overarching priorities** are underpinning the Erasmus+ implementation in 2027.

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**

⁴⁴ In line with the Youth Action Plan (YAP) in EU external action 2022-2027 (JOIN(2022) 53 final of 4.10.2022).

⁴⁵ 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.

⁴⁶ 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.

⁴⁷ [en-20260619-european-council-conclusions.pdf](#)

opportunities⁴⁸ 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. This aim is highlighted in the **Council Resolution on a strategic framework for European cooperation in education and training towards the EEA and beyond (2021-2030)** and reiterated in the March 2025 Commission Communication on the **Union of Skills**, which underlines the need to “strengthen Erasmus+ to make it more inclusive and accessible for all, with a particular focus on learners with fewer opportunities”.

The Commission implementing decision on the **framework of inclusion measures** of the Erasmus+ and European Solidarity Corps Programmes⁴⁹ outlines general measures to be implemented over the 7-year period for both programmes. Furthermore, a **strategy for inclusion and diversity**⁵⁰ covering all fields of the Programmes has been devised. The strategy aims 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 regions⁵¹, in line with the May 2022 Communication ‘**Putting people first, securing sustainable and inclusive growth, unlocking the potential of the EU’s outermost regions**’⁵², and the June 2022 Council Conclusions⁵³ 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**⁵⁴.

Erasmus+ contributes to the objectives of the **Council Recommendation ‘Europe on the Move’**, 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 Council recommendation also invites 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 costs and the scarcity of student accommodation is also stressed in the European Parliament resolution on the implementation of Erasmus+, which calls on the Commission and the Member States to help address the problems of accommodation for Erasmus+ mobility students. The

⁴⁸ 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”.

⁴⁹ 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 of 26.10.2021, p. 15, ELI: http://data.europa.eu/eli/dec_impl/2021/1877/oj.

⁵⁰ [Implementation guidelines, Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#).

⁵¹ Article 349 TFEU provides for positive discrimination towards these regions including specific measures to help these regions address the major challenges they face.

⁵² COM(2022) 198 final.

⁵³ <https://data.consilium.europa.eu/doc/document/ST-9514-2022-INIT/en/pdf>

⁵⁴ 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>

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.

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 2025⁵⁵.

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 **accreditations for mobility projects** - enhance the inclusiveness and accessibility of the Programme in all its fields.

The **DiscoverEU Inclusion Action**⁵⁶ 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.

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.

In accordance with the Declaration of the European Union concerning amendment to the Euro-Mediterranean Agreement⁵⁷, actions funded under Erasmus+ are open to participation of the Sahrawi diaspora and Sahrawi-led organisations according to the criteria of the calls of the respective actions.

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 transformation and the green transition. 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.

⁵⁵ COM(2025) 1025 final of 16 December 2025.

⁵⁶ <https://erasmus-plus.ec.europa.eu/programme-guide/part-b/key-action-1/discovereu-action>

⁵⁷ See Agreement in the form of an Exchange of Letters between the European Union and the Kingdom of Morocco on the amendment of Protocols 1 and 4 to the Euro-Mediterranean Agreement establishing an association between the European Communities and their Member States, of the one part, and the Kingdom of Morocco, of the other part, OJ L, 2025/2025, 3.10.2025, ELI: <http://data.europa.eu/eli/agree/2025/2025/oj>

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.”⁵⁸ 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 focus areas: teacher education; green competences; youth; greening schools; and citizenship education.

The 2022 **Council Recommendation on learning for the green transition and sustainable development**⁵⁹ and the 2023 **Council Conclusions on skills and competences for the green transition**⁶⁰ aim to support Member States by equipping learners with understanding and skills on sustainability, climate change and the environment. The **European sustainability competence framework (GreenComp)**⁶¹ 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 European Commission launched in October 2020 the **New European Bauhaus**⁶² with the ambition to help make the Green Deal a cultural, human-centred positive and tangible experience, and calls on all Europeans to imagine and build together a sustainable and inclusive future. Through its broad lifelong learning dimension and cross-disciplinary collaborative approaches across the sectors, Erasmus+ contributes to equipping Europeans with the necessary skills and developing innovative practices to bring about change.

The 2023 **Green Deal Industrial Plan**⁶³ aims to enhance the competitiveness of Europe's net-zero industry and support the fast transition to climate neutrality. To support this goal, the third pillar of the Plan focuses on skills - green and digital, at all levels and for all people, with

⁵⁸ 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>.

⁵⁹ 2022/C 243/01, OJ C 243, 27.6.2022, p. 1.

⁶⁰ 2023/C 95/03, OJ C 95, 14.3.2023, p. 3.

⁶¹ https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

⁶² 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.

⁶³ COM(2023) 62 of 1 February 2023.

inclusiveness of women and youth at the heart of the Plan. The **Clean Industrial Deal**⁶⁴, 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 change⁶⁵, 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+⁶⁶.

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 solution⁶⁷. **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, urban planning, sustainability and innovation, and healthy oceans.

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, pollution prevention and reduction, including whole institution approaches to sustainability and developing the sustainability competences of educators and education leadership teams. This will not only involve learning and understanding of these issues, but also practicing what is taught (for example social responsibility; waste reduction; sustainable transport etc.). Young people and NGOs are expected to play a significant role as agents of change and co-creators of project ideas.

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

⁶⁴ COM(2025) 85 final.

⁶⁵ Eurobarometer on Climate Change 2025 (<https://europa.eu/eurobarometer/surveys/detail/3472>).

⁶⁶ 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.

⁶⁷ Communication on the European Year of Youth 2022, COM(2024) 1 final of 10 January 2024.

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 way⁶⁸, 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. In particular, jointly with the Commission, it prepared a green strategy⁶⁹ to support the programme implementation in this regard.

Digital Erasmus+

The programme aims to contribute to the successful digital transformation of education and training, youth and sport.

The Digital Education Action Plan 2021-2027 set the EU framework for high-quality, inclusive and accessible digital education together with the 2023 **Council Recommendation on improving the provision of digital skills and competences in education and training**⁷⁰ and the **Council Recommendation on the key enabling factors for successful digital education and training**⁷¹. Building on their achievements, the upcoming **Education package will include a strong digital dimension**, focussing on fewer actions with deeper transformative potential: for example, European EdTech innovation, AI and media literacy, systematic digital skills assessment, and sovereign, interoperable cross-border digital infrastructure for education.

In line with these priorities, and with and the above-mentioned Council Recommendations, the Programme seeks to foster the development of digital skills and competences, including digital, media and AI literacy. It aims to develop accessible and high-quality digital learning, enhance educators’ capacity to use digital tools, services, and content to enhance student learning and develop student digital skills and media literacy, to test and promote blended learning⁷² and digital wellbeing. It also seeks to increase long-standing support and investment in European online platforms for virtual cooperation and digital education, such as the European Digital Education Hub⁷³, the European School Education Platform, including eTwinning, and the Electronic Platform for Adult Learning in Europe (EPALE).

In particular, responding to the need to establish a more effective and efficient way to exchange on digital education at EU level, the **European Digital Education Hub** aims to enhance cooperation among digital education professionals as a key element to achieve systemic impact and identify sustainable and circular solutions, supporting digital education policy, research and implementation practices at EU level and training in the long term.

⁶⁸ 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>

⁶⁹ <https://op.europa.eu/en/publication-detail/-/publication/fddb0dff-e38d-11ef-be2a-01aa75ed71a1/language-en>

⁷⁰ OJ C, C/2024/1030, 23.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1030/oj>

⁷¹ OJ C, C/2024/1115, 24.1.2024, ELI: <http://data.europa.eu/eli/C/2024/1115/oj>

⁷² 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](#).

⁷³ [European Digital Education Hub - European Education Area](#)

In complementarity with other EU funding instruments, Erasmus+ will contribute to the promotion of digital literacy and resilience to FIMI and mis- and disinformation as well as of EU solutions in Education Technology (EdTech). Furthermore, Erasmus+ will support the improvement of the skills needed to use open stacks and develop and contribute to open technologies through learning mobility and cooperation among organisations, in line with the 2026 Communication on European Tech Sovereignty, accompanied by an EU Open Source Strategy⁷⁴.

Building on the AI Continent Action Plan's pillar on skills and talent, the **Apply AI Strategy**⁷⁵ focuses on measures to enlarge the EU's pool of AI workforce and specialists in the use of AI by educating and training the next generation of AI experts. In line with the Apply AI Strategy, the Programme is also supporting implementation of the digital competence frameworks, including **DigComp 3.0**⁷⁶ and **DigCompEdu**⁷⁷, the **AI literacy framework** for primary and secondary education, developed in cooperation with the OECD in 2025 and published in 2026⁷⁸.

Erasmus+ will continue to support and promote the development, improvement and uptake of the **SELFIE tools**⁷⁹ for self-reflection (SELFIE tool for whole school planning and the SELFIE for Teachers tool for early childhood, primary and secondary educators, SELFIE for work-based learning) which assesses schools' and teachers' strengths and gaps in their use of technology and other tools like **Europass and Youthpass**.

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 Europe⁸⁰.

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 and open source methodologies; 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 promotion and development of European EdTech solutions, 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, as well as secure

⁷⁴ COM(2026) 503 final of 3 June 2026.

⁷⁵ COM(2025) 723 of 8 October 2025.

⁷⁶ [JRC Publications Repository - DigComp 3.0: European Digital Competence Framework](#)

⁷⁷ [DigCompEdu - Joint Research Centre - European Commission](#)

⁷⁸ <https://ailiteracyframework.org/>

⁷⁹ <https://education.ec.europa.eu/selfie>

⁸⁰ [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)

software design; and the digital well-being (for both learners and staff), tackling FIMI and mis- and disinformation and promoting digital and media literacy. In addition to the acquisition of technical skills, the Programme will emphasize the development of critical awareness regarding AI. This includes fostering a deep understanding of algorithmic transparency, data privacy, and the ethical implications of AI. Projects are encouraged to integrate ethical guidelines⁸¹ into their design, ensuring that AI-supported educational tools are developed with human oversight, accountability, and inclusivity at their core. By promoting critical reflection on the role of AI in society, the Programme aims to empower educators and learners not only as competent users but as informed, ethically-aware, and responsible citizens.

- **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; promoting the adoption of open source principles;
- **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;
- **the use of EU digital tools and frameworks** (for example DigComp 3.0⁸² and **DigCompEdu**) on digital education and skills to boost the quality and inclusiveness in education and training;
- Advancing interoperability across higher education learning and teaching systems by further mainstreaming the European Higher Education Interoperability Framework⁸³, including through an Early Adopters programme involving over 35 European Universities alliances.

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 of Vocational Excellence** or the **Erasmus+ Teacher Academies**, as well as the **Digital Education Hub**, have a **leading role** in the digital transformation of education and training systems. In addition, the Programme will continue to increase long-standing support and investment in European online platforms for virtual cooperation and digital education such as the European School Education Platform, including eTwinning, EPALe, or the European Youth Portal to facilitate online mutual learning between countries on system, institution and professional/individual development, including for communities of practice in the area of youth work.

The Programme will further support the development and rollout of the European Digital Credentials for Learning. The European Student Card Initiative (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. The Programme implementation will be further digitalised through the scaling up of the ESCI in the field of higher education and the deployment of future innovative solutions.

Finally, the thematic **digital SALTO Resource Centre** will continue contributing to high-quality and inclusive implementation of the digital priority in the Programme in line with the Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy⁸⁴.

⁸¹ [Ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators | European Education Area.](#)

⁸² [JRC Publications Repository - DigComp 3.0: European Digital Competence Framework](#)

⁸³ <https://education.ec.europa.eu/focus-topics/digital-education/digital-education-hub/workshops-and-working-groups/interoperability-framework>

⁸⁴ [Implementation guidelines - Erasmus+ and European Solidarity Corps Digital Strategy - Erasmus+](#)

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

The 2017 Commission Communication⁸⁵ ‘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’s 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**⁸⁶ 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 learning 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. The Council Conclusions acknowledge 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 and mobility*”.

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 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 Equality⁸⁷.

As underlined by the Commission Communication ‘**No place for hate: a Europe united against hatred**’⁸⁸, the values set out in the EU treaties are not theoretical or optional: they are the essential conditions upon which our democratic societies exist.

The **European Democracy Shield**⁸⁹ highlights the importance of enhancing citizenship education and skills crucial for democracy, to strengthen societal resilience and encourage

⁸⁵ 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](#).

⁸⁶ 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.

⁸⁷ https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/union-equality_en

⁸⁸ Joint Communication to the European Parliament and the Council, No place for hate: a Europe united against hatred, [JOIN/2023/51 final](#) of 6.12.2023.

⁸⁹ Joint Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - [European Democracy Shield: Empowering Strong and Resilient Democracies](#), JOIN(2025) 791 final.

citizens' engagement. The joint communication emphasises the key role that schools and other educational institutions play in developing these skills, which help individuals act responsibly by fostering critical thinking, inclusivity, freedom of speech and active civic engagement. The Erasmus+ programme is referenced for its role in supporting the development of citizenship skills, as well as media and digital literacy, which are vital for maintaining a healthy democracy.

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 also contribute to building societal resilience to FIMI and mis- and disinformation.

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 Strategy⁹⁰ 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, training and youth 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, training and youth 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 tabled a **Strategy on Intergenerational Fairness**⁹¹ 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 continue to support active citizenship and ethics in lifelong learning for all age groups, foster the development of social and intercultural competences, critical thinking and media 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, including the Youth Cultural Ambassadors network, in line with the **Culture Compass for Europe**.

⁹⁰ <https://www.salto-youth.net/rc/participation/ypstrategy/>

⁹¹ COM(2026)110.

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 2027.

Higher education

In the field of higher education, the **priorities** of Erasmus+ implementation in 2027 are underpinned by the **European Education Area** as well as by the **Union of Skills**⁹², in addition to:

- the Commission Communication on a European strategy for universities ⁹³,
- the Council Conclusions on a European Strategy Empowering Higher Education Institutions for the Future of Europe⁹⁴,
- the Council Recommendation on building bridges for effective European Higher Education cooperation⁹⁵,
- the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree⁹⁶,
- the Council Recommendation on a European quality assurance and recognition system in higher education⁹⁷,
- the Council Recommendation on attractive and sustainable careers in higher education⁹⁸, and
- the Commission Communication on a blueprint for a European degree⁹⁹.

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,

⁹² COM(2025) 90 final.

⁹³ [COM\(2022\)16 final](#).

⁹⁴ 2022/C 167/03, [OJ C 167, 21.4.2022, p. 9](#).

⁹⁵ 2022/C 160/01, [OJ C 160, 13.4.2022, p. 1](#).

⁹⁶ OJ C, C/2025/2939, 22.5.2025, ELI: <http://data.europa.eu/eli/C/2025/2939/oj>

⁹⁷ OJ C, C/2025/3006, 12.5.2025

⁹⁸ OJ C, C/2024/7282, 5.12.2024, ELI: <http://data.europa.eu/eli/C/2024/7282/oj>

⁹⁹ [COM/2024/144 final](#).

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 40 years of Erasmus, more than 25 years of the Bologna Process, the implementation of the European Universities Initiative and the joint European Degree label.** It is complemented by the **Council Recommendation on attractive and sustainable careers in higher education**, which points to the diversity of academic career paths, and highlights the importance of valuing teaching in line with research. It also recommends measures for a broader spectrum of career-related activities, including permeability between sectors and cross-border educational activities.

The Union of Skills supports the implementation of **the following flagship initiatives** for transnational cooperation which are under development and require further action:

- The **European Universities alliances**, a flagship initiative of the European strategy for universities and towards the building of the European Education Area, are **currently 65 gathering more than 570¹⁰⁰** higher education institutions from all across Europe with an Erasmus+ indicative budget totalling EUR 1.2 billion for 2021-2027;
- Exploring the development of a possible **legal status for alliances of higher education institutions** in line with the **2022 Council Recommendation on building bridges for effective European higher education cooperation¹⁰¹**;
- 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**;
- Development, in synergies with the European Research Area (ERA) and in alignment with the European Competence Framework for Researchers (ResearchComp), of a competence framework for **ensuring attractive and sustainable academic careers in higher education**;
- Widening the implementation of the **European Student Card Initiative (ESCI)**: 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. The continuation and improvement of the ESCI in the next Erasmus+ programme will be prepared to ensure it meets current and future user needs and programme requirements.

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 competitiveness. As such, Erasmus+ is a key contributor to the implementation of the higher education dimension of the European Education Area, in synergy with the European Higher Education Area and the European Research Area.

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 2025-2027¹⁰²**. This action looks into higher education's four

¹⁰⁰ In addition, 8 European University alliances have received a Seal of Excellence certificate.

¹⁰¹ Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation (Text with EEA relevance), OJ C 160, 13.4.2022, p. 1.

¹⁰² 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

missions – education, research, innovation and service to society – aiming to 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 including the focus on competence frameworks and careers in higher education and research, and
- the adoption of a roadmap for ERA/EEA strategic alignment.

Synergies with the European Institute of Innovation and Technology (EIT)’s Higher Education Initiative¹⁰³ will continue through the **HEInnovate** self-assessment tool supporting higher education institutions, including European Universities alliances, to build capacity for entrepreneurship education and innovation. HEInnovate together with the **Community for Educational Innovation**¹⁰⁴ will continue to contribute boosting an entrepreneurial and innovation culture in education and fostering entrepreneurial skills in lifelong learning. These initiatives contribute to Erasmus+ supporting the Union of Skills and the STEM Education Strategic Plan recognising the key role of higher education in driving innovation.

The Erasmus+ programme will continue to support the development of micro-credentials ecosystems, in line with the 2022 **Council Recommendation on a European approach to micro-credentials for lifelong learning and employability**.

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 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 continue to 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.

The **European Universities initiative** will continue to be supported in line with the strategic implementation as agreed in the beginning of the programming period. Namely, in 2027, a call will be open for alliances of higher education institutions demonstrating an existing deep institutional transnational cooperation, including, but not limited to, the European Universities alliances funded in the relevant Erasmus+ call 2023, aiming to offer bridge funding until the start of the next Multiannual Financial Framework. As in past calls, the 2027 call will be open for the participation of higher education institutions in all Western Balkans countries as full beneficiaries.

Erasmus+ will 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 and building societal resilience to mis- and disinformation and foreign information manipulation.

Erasmus+ will also contribute to the target established by the 2024 Council Recommendation ‘Europe on the Move’, aiming to reach at least **23% of learning mobility in higher education at the EU level by 2030**. Erasmus+ will also play a role in supporting STEM enrolment in

¹⁰³ <https://eit-hei.eu/>

¹⁰⁴ <https://www.heinnovate.eu/en/news-events-cei>

higher education and the achievement by 2030 of the two EU-level targets on STEM enrolment in higher education approved by the Council Resolution on the second cycle of the strategic framework for European cooperation in education and training towards the European Education Area (2026-2030).¹⁰⁵

Through its various actions relevant to the **higher education field**, the **Programme** will aim at the following in 2027:

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

¹⁰⁵ These are: i) the share of students enrolled in STEM fields at tertiary level should be at least 32 %, with at least 2 out of every 5 students female; ii) the share of students enrolled in ICT PhD programmes should be at least 5 %, with at least 1 out of every 3 students female.

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** 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.’

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**¹⁰⁶, 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**, including its related initiatives:

- the **Action Plan on Basic Skills**, which recognises the urgent need to raise our performance across all basic skills, and
- the **STEM Education Strategic Plan**, which reinforces this ambition by increasing participation in STEM studies, especially among girls and women, to pursue future-ready careers and ensure Europe has the talent to drive the green and digital transitions, and
- the forthcoming Education Package 2026, which aims at strengthening European cooperation of school education, basic skills support, the teaching profession and digital education.

The 2022 **Council Recommendation on Pathways to School Success**¹⁰⁷ outlines policy guidance for Member States on concrete strategies and actions to enhance educational outcomes of all learners, raising proficiency in basic skills and reducing early leaving from education and training. The Recommendation embraces a holistic view of school success, one that encompasses not only academic achievement and attainment but also personal, social, and emotional development and learners' wellbeing at school and calls for systemic and comprehensive approaches. It is complemented by the **Guidelines on wellbeing and mental health at school**, promoting a whole-system, whole-school approach to support and enhance students' and educators' mental health and wellbeing.

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.

The 2025 **Council conclusions on inclusive, learner-centred practices in early childhood education and care and school education**¹⁰⁸ 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.

¹⁰⁶ Council Recommendation of 22 May 2018 on key competences for lifelong learning, [OJ C 189, 4.6.2018, p. 1](#).

¹⁰⁷ 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.

¹⁰⁸ OJ C, C/2025/2796, 21.5.2025, ELI: <http://data.europa.eu/eli/C/2025/2796/oj>.

The 2021 **Council Recommendation on Blended Learning for high-quality and inclusive Primary and Secondary Education** highlights the importance of using different learning tools (digital, including online, and non-digital) and 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 Council Conclusions on '**European teachers and trainers for the future**'¹⁰⁹ 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, as underlined in the **Council conclusions on enhancing teachers' and 'trainer's mobility, in particular European mobility, during their initial and in-service training**¹¹⁰, 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. To further support this objective, under the Union of Skills, the Commission announced a **Teachers and Trainers Agenda** for 2026, to help Member States enhancing teacher working conditions, professional development and career prospects.

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 and building societal resilience to mis- and disinformation and foreign information manipulation.

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.

In 2027, as part of mobility projects in the school education sector, Erasmus+ will support basic skills **acceleration measures**, developing, transferring or upscaling innovative practices in the teaching and learning of basic skills through mobility of staff and complementary in-situ teaching activities.

In 2027, the programme will continue support the **European partnerships for school development**, in order to encourage better cross-border cooperation and mobility between schools across Europe. These partnerships will contribute to the implementation of policy recommendations adopted in the context of the EEA, notably the Council recommendation

¹⁰⁹ [2020/C 193/04, OJ C 193, 9.6.2020, p. 11.](#)

¹¹⁰ [2022/C 167/02, OJ C 167, 21.4.2022, p. 2.](#)

“Europe on the Move – learning mobility opportunities for everyone”¹¹¹ 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.

Through its various actions relevant to the **school education field**, the **Programme** will aim at the following in 2027:

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 Council Recommendation **Europe on the Move** sets the EU-level target that by 2030 at least 12% of learners in vocational education and training (VET) should benefit from learning mobility abroad.

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 learning 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 Council Resolution on the second cycle of the strategic framework for European cooperation in education and training towards the European Education Area (2026-2030) approved an EU level STEM target in VET to be reached by 2030¹¹². The Programme would be the main source of EU funding contributing to achieve this target. The **STEM Education Strategic Plan** foresees concrete actions to raise interest, participation and achievement in STEM among students, including vocational learners.

The **Action Plan on Basic Skills** 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

¹¹² The share of students enrolled in STEM fields in initial medium-level VET should be at least 45 %, with at least 1 out of every 5 students female.

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)**, followed by the Osnabrück Declaration¹¹³ and its successor, the Herning Declaration, endorsed in September 2025¹¹⁴. The 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. 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.

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. The Council Recommendation on a European Framework for Quality and Effective Apprenticeships (EFQEA)¹¹⁵ aims to ensure that apprenticeships respond to the needs of both apprentices and employers throughout the European Union, supported by the European Alliance for Apprenticeships (EAfA).

Apprenticeships are also a central component of the Commission's Union of Skills initiative. 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, in particular for girls and women.

The Union of Skills announces strengthening of transnational cooperation under the **Centres of Vocational Excellence (CoVE)**. 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 Erasmus+ Programme aims to fund at least 100 CoVE projects in the period 2021-2027 (more than 70 projects have been selected for funding under the calls from 2021 to 2025). The Programme will also support a European Community of Practice of CoVEs to foster mutual learning and cooperation among Erasmus+ funded CoVEs.

¹¹³ 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>.

¹¹⁴ <https://danish-presidency.consilium.europa.eu/media/23xla4rt/herning-declaration-2025-english.pdf>

¹¹⁵ Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships, [OJ C 153, 2.5.2018, p. 1](https://eur-lex.europa.eu/eli/dec/rec/2018/15/oj).

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 building resilience to FIMI and mis- and disinformation.

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, the 2025 Herning Declaration and the upcoming 2026 European Strategy for VET, the Programme will aim at the following in 2027:

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 apprenticeships¹¹⁶ and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.

Flexible VET, which provides progression opportunities. This includes a) learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning, and open up career and learning progression; b) continuing vocational training programmes designed to be adaptable to labour market, sectoral or individual up- or reskilling needs; and c) VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with the goal of gaining a qualification, a partial qualification, as relevant in the national context. Actions will also aim to close existing gaps in the access to training for working age adults and empower them to successfully manage labour market transitions.

VET driving innovation and growth, and preparing for the digital and green transitions. This includes a) integration of VET into economic, industrial and innovation strategies, including those linked to green and digital transitions; b) expansion of the training offer fostering the acquisition of 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.

¹¹⁶ Projects promoting apprenticeships may consider joining the European Alliance for Apprenticeships.

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) ¹¹⁷.

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

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

The Programme will also contribute to 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

¹¹⁷ <https://europass.europa.eu/en/europass-digital-tools/european-digital-credentials-learning>
<https://europass.europa.eu/en/europass-digital-tools/european-digital-credentials-learning>

In line with the quality objectives of the Union of Skills, the European Education Area, the European Pillar of Social Rights Action Plan¹¹⁸ and the Council Resolution on a New European agenda for adult learning¹¹⁹ (NEAAL 2030), the Programme will continue contributing in 2027 – through mobility and cooperation actions – to empowering individuals’ participation in learning throughout their life, through upskilling and reskilling activities, in an inclusive and accessible way. These can be formal or non-formal learning activities, including local/community learning, supporting employability, personal interests and social fairness, reaching out to people of all backgrounds and in all geographical areas, urban or rural, including older adults.

Recital 11 of the Erasmus+ regulation states that the Programme should maintain a close relationship with the overall strategic framework for Union policy cooperation in the fields of education and training, including the policy agenda for adult learning, while reinforcing and developing new synergies with other related Union programmes and policy areas.

Adult learning is essential to keep skills relevant throughout life, and to be able to respond to evolving labour market demands and to support workforce adaptability. To tackle the skills and labour gaps that undermine the EU’s competitiveness and prosperity, the European Commission has committed to an overarching skills strategy under the Union of Skills, which reaffirms the need to prioritise adult learning and continuous upskilling throughout life. In addition, more attention is placed on basic skills as a precondition for future skills development, as reflected in the Action Plan on Basic Skills.

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 2021 Porto Social Summit. Member States have defined their national targets for participation of adults in learning. 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 implementing the Council Recommendations on micro-credentials¹²⁰ and on individual learning accounts¹²¹.

The OECD’s 2023 Survey of Adult Skills shows that literacy, numeracy and problem-solving skills are not isolated but rather influence each other, forming a foundation for personal and professional success. Despite efforts to strengthen adult learning over the past decade, literacy skills declined across the 17 EU countries participating in both cycles of the survey. Around one in five adults (21.8%) in the EU underachieve in both literacy and numeracy. There are substantial differences across EU countries¹²².

The **Pact for Skills**, the main flagship action of the European Skills Agenda, is gathering momentum with more than 4 000 organisations having signed the Charter, 20 large-scale partnerships in strategic value chains and a fast-growing number of regional partnerships. The **Erasmus+ Alliances for Innovation** are proving an effective tool in supporting these large-scale Pact partnerships at sectoral level, building on the experience of the Blueprint Alliances. The Alliances for Innovation and the Centres of Vocational Excellence enhance synergies between various skills initiatives through the activities described in the annual calls.

¹¹⁸ <https://op.europa.eu/webpub/empl/european-pillar-of-social-rights/en/>

¹¹⁹ 2021/C 504/02, OJ C 504, 14.12.2021, p. 9.

¹²⁰ See section 2.1.4 ‘The Union of Skills’.

¹²¹ See section 2.1.4 ‘The Union of Skills’.

¹²² Education and Training Monitor 2025, chapter 7.2 Adult basic skills

The evaluation¹²³ of the implementation of the 2016 Council Recommendation on 'Upskilling Pathways: New Opportunities for Adults'¹²⁴ 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.

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 and building societal resilience to FIMI and mis- and disinformation.

Through its various actions relevant to the **field of adult education**, the Programme will aim at the following in 2027:

Increasing accessibility, quality, take-up and recognition of adult education: Empowering and enabling adults to participate in learning and training is essential to reduce skills gaps and labour market shortages and to socially interact and actively participate in the life of their community. 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 upskilling and reskilling, learning and 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 life¹²⁵ and key competences necessary to be resilient and adaptable in the face of change and uncertainty.

Fostering the creation of upskilling and reskilling pathways for adults: This priority aims at promoting new adult education opportunities, 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

¹²³ 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](#).

¹²⁴ [OJ C 484, 24.12.2016, p. 1](#).

¹²⁵ '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.

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. This strategy supports the social and civic engagement of young people and aims to ensure that all young people can participate actively in society. It promotes youth participation and youth mainstreaming to address the needs of young people in various policy areas, such as employment, climate, environment, digitalisation, and health. The EU Youth Strategy includes **11 European Youth Goals**, developed jointly with young people.

Common priorities within the EU Youth Strategy have fed into the revised **EU Youth Strategy Work Plan 2025-2027**¹²⁶, taking into account the EU Youth Report for 2022-2024¹²⁷ and the 2024 Commission report on the interim evaluation of the 2019-2027 EU Youth Strategy¹²⁸. The Commission is planning to adopt a Communication on the EU Youth Strategy post 2027 in the first quarter of 2027, supporting the Council process for the new EU Youth Strategy. The 2024 **Communication on the European Year of Youth**¹²⁹ 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. It underpins the Commission's sustained commitment to increase youth participation in policy making and further encourage youth mainstreaming, with a key novelty; 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, which is the largest youth participation mechanism in Europe. Erasmus+ provides financial support to the structures ('national working groups') that implement it at national level. The dialogue's focus has been aligned more closely with the Commission's policy agenda. The 12th cycle of the EU Youth Dialogue (1 July 2026 – 31 December 2027) focuses on Youth goal 4 "information and constructive dialogue".

In 2027, the Programme will continue to empower young people and to encourage their participation in democratic life, hence also contributing to the **Conclusions of the Council on safeguarding and creating civic spaces for young people that facilitate meaningful youth participation**¹³⁰ and **Council conclusions on the European Year of Youth 2022**¹³¹.

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

¹²⁶ https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C_202407438

¹²⁷ COM(2025)117

¹²⁸ COM(2024)162.

¹²⁹ 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](#).

¹³⁰ 2021/C 501 I/04, [OJ C 501 I, 13.12.2021, p. 19](#).

¹³¹ 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>.

mainstreaming in policymaking by supporting further capacity building, knowledge sharing and exchange of views on youth mainstreaming.

In line with the EU Youth Strategy, the Erasmus+ actions under the Youth strand will also contribute to the implementation of the Council Resolution on the Framework for establishing a European Youth Work Agenda, the strategic framework to strengthen and develop youth work policy and practice in Europe, the Council resolution on youth work policy in an empowering Europe¹³², calling for the further development of youth work, and relevant follow-up of the 4th European Youth Work Convention¹³³, as well as the 2026-2028 workplan of the EU-Council of Europe Youth Partnership¹³⁴, in line with the programme objectives.

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 a simplified funding strand of cross-border exchanges for young people and youth workers (in certain cases beyond the EU), and cooperation to build capacity of organisations and overall foster quality development of youth work, including through the implementation of the European Youth Work Agenda, and the definition of common skills. Organisations that do not hold an Erasmus accreditation can also be active in learning mobilities in the field of youth by contributing to standard projects for **Youth Exchanges** or **Youth worker mobilities** or both.

These actions, along with **Youth participation activities** and **DiscoverEU** aim at empowering young people, fostering their active participation in the society and supporting their personal and professional development.

The EU seeks to reduce barriers to participation especially for disadvantaged groups and aims to increase the recognition of skills gained, including basic skills.

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 areas¹³⁵. The EU also seeks to ensure that all Europeans can remain and build their future in the place they call home.

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

¹³² OJ C, C/2024/3526, 3.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3526/oj>.

¹³³ [4th European Youth Work Convention - Final report](#)

¹³⁴ [Activities 2026-2028 - Youth Partnership](#)

¹³⁵ 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> C/2024/7404, 10.12.2024, ELI: <http://data.europa.eu/eli/C/2024/7404/oj>

endeavour. The Programme will also support the promotion of European common values and building societal resilience to mis- and disinformation and foreign information manipulation.

Against this background, in line with the EU Youth Strategy 2019-2027, 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 build societal resilience to mis- and disinformation and foreign information manipulation;
- Broaden and deepen political, civic and social participation of young people at local, regional, national, European or global level, including encouraging participation in, synergies and exchanges with national volunteering schemes including national civil service schemes where they exist.

Connect:

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

Empower:

- Contribute to quality, 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

In 2027, Erasmus+ will continue to be a key instrument to support the implementation of the policy agenda at European level in the field of sport, in line with the EU Work Plan for Sport and building on the upcoming European Commission's Communication on "A Strategic Vision for Sport in Europe: Reinforcing the European Sport Model".

The **EU Work Plan for Sport 2024-2027**¹³⁶ 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 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 sport¹³⁷. 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. 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 2027. 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. The **SHARE 2.0 initiative** will keep promoting exchange of practices among sport stakeholders with its 4 communities of practice focusing on access to EU funding, health, innovation, and sustainability in the field of sport. 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

¹³⁶ 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>.

¹³⁷ 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>.

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 continue to promote sport and physical activity. The #BeActive Winter initiative will take place for the first time in 2027 with the aim to showcase the many ways people can be active during the winter season.

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 highlights 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**¹³⁸.

In 2027, the Programme will continue to support a more structured approach to the development of synergies with **Cohesion policy programmes**, in particular the ESF+ programmes, by piloting the Seal of Excellence through Erasmus+ flagship actions¹³⁹. 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 affordable student housing shortages.

In addition, the Programme aims to also enhance the opportunities for synergies with other EU funding instruments, including the **Technical Support Instrument**¹⁴⁰. 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.

Lastly, the Programme provides clear synergies with the **Neighbourhood, Development and International Cooperation Instrument – Global Europe**, and the **Instrument for Pre-accession Assistance (IPA III)** through its international dimension.

¹³⁸ 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>).

¹³⁹ See part II of the Annual Work Programme.

¹⁴⁰ Regulation (EU) 2021/240 of the European Parliament and of the Council of 10 February 2021 establishing a Technical Support Instrument, OJ L 57, 18.2.2021, p. 1.

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) 2021/817¹⁴¹ 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 2021/947¹⁴² 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 2021/1529¹⁴³ of the European Parliament and of the Council of 15 September 2021 establishing an Instrument for Pre-accession Assistance (IPA III);
Regulation (EU) 2021/1060¹⁴⁴ 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. BUDGET OVERVIEW FOR 2027 AND METHODS OF INTERVENTION

On the basis of the objectives established in the Erasmus+ Regulation, this annual work programme contains the actions to be financed and their total budget (Table 1). It will be implemented under **direct management** in accordance with Article 62(1), first subparagraph, point (a) of the Financial Regulation¹⁴⁵ and 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, procurement, and prizes** (Table 2).

¹⁴¹ OJ L 189, 28.05.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/817/oj>.

¹⁴² OJ L 209, 14.06.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/947/oj>.

¹⁴³ OJ L 330, 20.9.2021, p. 1, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>.

¹⁴⁴ OJ L 231, 30.6.2021, p. 159, ELI: <http://data.europa.eu/eli/reg/2021/1060/oj>.

¹⁴⁵ 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>.

Table 1 – Budget lines

2027 Indicative Budget		Budget lines	2027 Indicative Budget
Heading 2	E&T indirect management	07 03 01 01	4.172.555.500
	E&T direct management and JMO action	07 03 01 02	850.443.500
	Youth	07 03 02	624.152.000
	Sport	07 03 03	118.413.000
	Total Erasmus+ (H2)		5.765.564.000
	ESF+	07 02 13	5.000.000
	Total (H2)		5.770.564.000
Heading 6	NDICI-Global Europe	14 02 01 50	368.199.700
	IPA III	15 02 01 02	74.221.600
	Total (H6)		442.421.300
TOTAL (Heading 2 and 6)			6.212.985.300

Table 2 – Overview of funding by implementation instrument

Erasmus+ Indicative budget 2027 (Heading 2 and 6)					
Implementation	Heading	E&T	Youth	Sport	Total
Indirect management – Total		4.410.518.800	537.025.600	26.900.000	4.974.444.400
<i>of which implemented by National Agencies</i>	2	4.167.555.500	537.025.600	26.000.000	4.730.581.100
	ESF+	5.000.000	0	0	5.000.000
	6	232.963.300	0	0	232.963.300
<i>of which implemented by other bodies</i>	2	5.000.000	0	900.000	5.900.000
	6	0	0	0	0
Direct management – Total		1.036.701.500	107.426.400	94.413.000	1.238.540.900
<i>of which grants</i>	2	736.618.500	25.106.400	85.563.000	847.287.900
	6	177.358.000	17.965.000	2.620.000	197.943.000
<i>of which procurement</i>	2	105.225.000	61.660.000	2.800.000	169.685.000
	6	3.100.000	935.000	0	4.035.000
<i>of which other (prizes, call for expression of interest...)</i>	2	8.600.000	360.000	3.150.000	12.110.000
	6	5.800.000	1.400.000	280.000	7.480.000
TOTAL		5.447.220.300	644.452.000	121.313.000	6.212.985.300

Detailed information on the budget appropriations for 2027, allocations by action, including the country allocations for actions managed by the National Agencies under indirect management, is displayed in Part III of this Work Programme.

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

Based on the financing decision to which this Work Programme is annexed, an annual Call for Proposals 2027 will be published by the Commission, followed by the 2027 Erasmus+ Programme Guide, which will constitute an integral part of the 2027 Call for proposals. It will detail the conditions of the 2027 Call, including priorities, grant selection procedures, eligibility, selection and award criteria for each action, and rules applying to successful applicants that become beneficiaries of an EU grant.

a) ACTIONS IMPLEMENTED UNDER 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 with 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 2027, 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 2021-2027¹⁴⁶”. 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 platforms¹⁴⁷ 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 criteria which will be detailed in the respective calls and in the 2027 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.

b) PROCUREMENT

This Work Programme also includes actions that will be implemented by public procurement procedures (for example, via calls for tenders with a view to concluding direct contracts or framework contracts (FWC), or requests for services under specific contracts based on FWCs, in accordance with Title VII of the Financial Regulation).

¹⁴⁶ https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/erasmus/guidance/ls-and-unit-cost-decision_erasmus_en.pdf.

¹⁴⁷ Project results should be made available publicly on the [Erasmus+ Project Results Platform](#).

For actions implemented through services procured under framework contracts, in case an existing FWC cannot be used for a particular action, the Commission may launch a tender procedure to award a new FWC of similar scope.

c) CALLS FOR EXPRESSION OF INTEREST AND OTHER ACTIONS

This Work Programme includes costs related to the remuneration of 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 schemes** 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 and it does not trigger an immediate award of funding under the Erasmus+ Programme¹⁴⁸. 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 specified in the implementation documents, such as calls for proposals, and further detailed by the Erasmus+ Programme Guide 2027 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.

¹⁴⁸ Success of an organisation in an accreditation call does not bind the awarding body to a funding award. It represents the passing of a first stage of evaluation in a two-stage submission procedure within the meaning of the EU Financial Regulation 2024/2509 and makes the accredited organisation eligible to apply for a funding call where accreditation is a prerequisite. The second stage of the application of entities accredited under the calls is foreseen to be launched in accordance with the future Erasmus+ Regulation 2028-2034.

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, literacy, 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 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

Education and Training - Draft budget 2027 (Heading 2 and 6)	Key Action 1	Key Action 2	Key Action 3	Jean Monnet Actions	Management fees (for NAs)	Total
Indirect management – Total	3.804.777.500	379.114.000	32.127.300	-	194.500.000	4.410.518.800
<i>of which implemented by National Agencies</i>	3.804.777.500	379.114.000	27.127.300	-	194.500.000	4.405.518.800
<i>of which implemented by other bodies</i>	-	-	5.000.000	-	-	5.000.000
Direct management – Total	13.300.000	774.043.400	164.720.600	84.637.500	-	1.036.701.500
<i>of which grants</i>	8.100.000	737.846.400	83.392.600	84.637.500	-	913.976.500
<i>of which procurement</i>	5.200.000	33.697.000	69.428.000	-	-	108.325.000
<i>of which other (prizes, call for expression of interest...)</i>	-	2.500.000	11.900.000	-	-	14.400.000
TOTAL	3.818.077.500	1.153.157.400	196.847.900	84.637.500	194.500.000	5.447.220.300

I. KEY ACTION 1

On the basis of the objectives established in the Erasmus+ Regulation, key action 1 activities in the Education and Training fields will be implemented as follows:

Overview of KA1 funding by implementation instrument:

Education and Training Key Action 1			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	3.581.814.200	222.963.300	3.804.777.500
<i>of which implemented by National Agencies</i>	3.581.814.200	222.963.300	3.804.777.500
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	5.200.000	8.100.000	13.300.000
<i>of which grants</i>	0	8.100.000	8.100.000
<i>of which procurement</i>	5.200.000	0	5.200.000
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	3.587.014.200	231.063.300	3.818.077.500

Overview of KA1 funding by clusters of topics' actions:

Education and Training Key Action 1 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Mobility projects	3.804.777.500	0	3.804.777.500
Accreditations	0	0	0
Virtual Exchanges (Heading 6)	0	8.100.000	8.100.000
Language learning opportunities	0	5.200.000	5.200.000
TOTAL	3.804.777.500	13.300.000	3.818.077.500

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects

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). Their main aim is 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, enhancing employability, entrepreneurship and improving career prospects on the labour market, and social inclusion.

Organisations active in the fields of education and training can receive grants 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 - Heading 2

Index references in budget table (WPI): 1.01

Activities 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: 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 take place primarily in and between the EU Member States and third countries associated to the Programme.

Mobility activities may also be directed towards third countries not associated to the Programme, 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 go 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 ¹⁴⁹. 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.

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

The indicative budget for this action is EUR 1 613 310 800.

¹⁴⁹ 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.

Allocation ESF+ Germany

In accordance with Article 26 of the Common Provisions Regulation (CPR)¹⁵⁰ 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 Germany¹⁵¹, for 2027, the transferred resources will be allocated to higher education mobility and will amount to EUR 5 000 000. The total amount transferred from ESF+ to Erasmus+ is within the 5% threshold established in Article 26(1) of the Common Provisions Regulation¹⁵² for transfers to other instrument under direct or indirect management.

ii. Mobility projects for higher education students and staff from/to third countries not associated to the Programme – Heading 6

Index references in budget table (WPI): 1.05

Activities 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: 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.

The indicative budget for this action is EUR 222 963 300.

¹⁵⁰ 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>

¹⁵¹ [Partnership Agreement with Germany – 2021-2027 - European Commission.](#)

¹⁵² 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.”

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

Index references in budget table (WPI): 1.02

Activities 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);
- other activities: invited experts; hosting teachers and educators in training; preparatory visits.

The activities for learner mobility will contribute to achieving 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: 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.

Mobility activities 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.

The indicative budget for this action is EUR 1 075 182 700.

iv. Mobility of pupils and staff in school education

Index references in budget table (WPI): 1.03

Activities 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);
- other activities: invited experts; hosting teachers and educators in training; preparatory visits.

Organisations applying to Key Action 1 mobility projects in school education may request additional support for developing, transferring or upscaling innovative practices to improve proficiency in basic skills through teaching and learning activities.

Type of applicants targeted: 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.

The indicative budget for this action is EUR 686 733 700.

v. Mobility of learners and staff in adult education

Index references in budget table (WPI): 1.04

Activities 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);
- other activities: invited experts; hosting teachers and educators in training; preparatory visits.

Type of applicants targeted: 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.

The indicative budget for this action is EUR 201 587 000.

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), first subparagraph, point (c), 110(3) point (f), 157 and 160(1) of the Financial Regulation.

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

Implementation	Indicative amount (EUR)
National Agencies	H2: 3 576 814 200
	H6: 222 963 300
	ESF+ (BL 07 02 13): 5 000 000

b) Accreditations**ii. Accreditation in the fields of higher education, VET, school education, and adult education**

Index references in budget table (WPI): 1.10

Accreditations¹⁵³ in the field of higher education, 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 quality standards. The accreditations are subject to regular monitoring and the holder's continued compliance with their requirements.

The accreditation calls are non-budgetary¹⁵⁴ and will serve to check performance and compliance of currently accredited organisations in all fields and will serve to accredit non-accredited organisations/institutions in the field of higher education. Organisations that pass the required thresholds or meet the award criteria will be recognised as accredited with validity until 2034, subject to their continued compliance with accreditation conditions.

Type of applicants targeted:

- Any organisation holding a valid accreditation in the fields of higher education (only institutions holding the Erasmus Charter for Higher Education and organisations/institutions holding the Erasmus accreditation for higher education mobility consortia), vocational education and training, school education, or adult education can apply to have their accreditation renewed until 2034.

All 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), first subparagraph, point (c), 110(3) point (f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	0

iii. 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.

This 2027 accreditation call is non-budgetary¹⁵⁵. 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. It 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.

¹⁵³ For definition and explanation of the accreditation procedure, see point c) under section 1 of Part II of this work programme.

¹⁵⁴ No grants are awarded solely on the basis of accreditation.

¹⁵⁵ Ibidem.

The procedure for providing a Higher Education Mobility Consortium accreditation can 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 for the accreditation and the grant may be submitted at the same time).

Type of applicants targeted: 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) point (f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	0

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) 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 project¹⁵⁶. 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 experience and enabling to further engage young people in intercultural dialogue and improve their soft skills as set out in the Digital Education Action Plan¹⁵⁷;
- 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: 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 Balkans¹⁵⁸, 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

¹⁵⁶ <https://europa.eu/youth/erasmusvirtual>

¹⁵⁷ 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.

¹⁵⁸ 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.

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	8 100 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Language learning opportunities

Index reference in budget table (WPI): 1.20

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

The main features of the Online Language Support (OLS) in 2027 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 in 2015 for the delivery of online training to EU institutions' staff and EU citizens.

This action will be implemented through procured services. 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 5.08).

Implementation	Indicative amount (EUR)
EACEA	5 200 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) Accreditations

i. Erasmus accreditation in higher education

Index reference in budget table (WPI): 1.30

Accreditations¹⁵⁹ in the field of higher education define a quality framework for mobility activities in this field and certify that the successful applicants are able to implement the applicable quality standards. The accreditations are subject to regular monitoring and the holder's continued compliance with their requirements.

The accreditation call is non-budgetary¹⁶⁰ and will serve to accredit non-accredited organisations/institutions with validity until 2034, subject to their continued compliance with accreditation conditions.

Type of applicants targeted:

- Non-accredited higher education institutions can apply for an individual organisation

¹⁵⁹ For definition and explanation of the accreditation procedure, see point c) under section 1 of Part II of this work programme.

¹⁶⁰ No grants are awarded solely on the basis of accreditation.

accreditation (referred to as Erasmus Charter for Higher Education) with validity until 2034.

- Any public or private organisations can apply for a higher education accreditation as a mobility consortium coordinator with validity until 2034, subject to their continued compliance with accreditation conditions.
- All applicants must be established in non-associated third countries with which the Commission has established cooperation for their association to the Programme tentatively as of 2028. The validity of the accreditations will be conditional on the third-country's association to the Programme.

Implementation	Indicative amount (EUR)
EACEA	0

II. KEY ACTION 2

On the basis of the objectives established in the Erasmus+ Regulation, key action 2 activities in the Education and Training fields will be implemented as follows:

Overview of KA2 funding by implementation instrument:

Education and Training Key Action 2			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	379.114.000	0	379.114.000
<i>of which implemented by National Agencies</i>	379.114.000	0	379.114.000
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	616.122.000	157.921.400	774.043.400
<i>of which grants</i>	580.125.000	157.721.400	737.846.400
<i>of which procurement</i>	33.697.000	0	33.697.000
<i>of which other (prizes, call for expression of interest...)</i>	2.300.000	200.000	2.500.000
TOTAL	995.236.000	157.921.400	1.153.157.400

Overview of KA2 funding by clusters of topics:

Education and Training Key Action 2 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Partnerships for Cooperation	379.114.000	5.000.000	384.114.000
Partnerships for Excellence	0	522.021.400	522.021.400
Partnerships for Innovation	0	70.000.000	70.000.000
Capacity building (Heading 6)	0	133.800.000	133.800.000
Online platforms and tools for virtual cooperation	0	38.422.000	38.422.000
Support to programme implementation	0	4.800.000	4.800.000
TOTAL	379.114.000	774.043.400	1.153.157.400

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Partnerships for Cooperation

i. Cooperation Partnerships in the fields 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 reusable, transferable, 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 2027 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: 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**¹⁶¹ sets out the vision of a European Education Area, and emphasises that “education is part of the solution to get more people into decent jobs, respond better to the economy's skills needs and strengthen Europe's resilience in a context of the rapid and profound changes induced by the technological revolution and globalisation.” It also recognises that “Europe does not excel in delivering high-quality skills, as even the best-performing Member States are outperformed by advanced Asian countries. Europe has, however, the ambition to grasp all opportunities created by new developments. It is therefore in the shared interest of all Member States to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as a means to experience European identity in all its diversity.”

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

The **Joint Communication on the Eastern Partnership policy beyond 2020**¹⁶² 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

¹⁶¹ 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](#).

¹⁶² 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 2025¹⁶³ 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 Europe¹⁶⁴, the Global Gateway and the future Global Europe¹⁶⁵.' Erasmus+ is mentioned in particular under the first pillar of the Pact covering among others education, 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 candidates¹⁶⁶ and other neighbouring countries¹⁶⁷.

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	288 294 000

ii. Small-scale partnerships in the fields 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

¹⁶³ Joint communication on the Pact for the Mediterranean - Middle East, North Africa and the Gulf (JOIN(2025) 26 final).

¹⁶⁴ 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.

¹⁶⁵ 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

¹⁶⁶ 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.

¹⁶⁷ 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.

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 2027 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: 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), first subparagraph, point (c), 110(3) point (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	67 520 000

iii. European partnerships for school development

Index reference in budget table (WPI): 2.08

In 2027, 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 – Learning Mobility opportunities 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: 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), first subparagraph, point (c), 110(3) point (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	23 300 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) Partnerships for Cooperation

i. Cooperation partnerships submitted by European NGOs in the fields of education and training

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: 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

i. European Universities

Index reference in budget table (WPI): 2.10

The main objectives of the European Universities alliances 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 aim to achieve the following objectives:

- 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)¹⁶⁸ 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 education¹⁶⁹, 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 of beneficiaries of projects which formed alliances of higher education institutions including – but not limited to – the European Universities alliances selected under the 2023 Erasmus+ call for proposals.

The Erasmus+ funding period for the projects of alliances selected under this call will be in principle 24 months. The maximum grant per alliance will be specified in the call document.

The indicative budget for the European Universities alliances will be EUR 216 000 000 from Heading 2 and EUR 2 400 000 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,

¹⁶⁸ 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, C/66, 26.02.2021, p. 1.

¹⁶⁹ <https://data.consilium.europa.eu/doc/document/ST-8658-2021-INIT/en/pdf>

¹⁷⁰ OJ C 66/1 of 26.02.2021.

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 *Western Balkans Agenda 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.

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 universities*¹⁷¹ 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, the participation of legal entities from Western Balkans not associated to the Programme is justified in this action as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

Type of applicants targeted:

- 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, 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,
 - Higher education institutions holding a valid ECHE and entities affiliated to them, including higher education institutions already involved in deep institutional transnational cooperation, established in United Kingdom or Switzerland, provided the respective country joins Erasmus+ as an associated third country in accordance with the respective association agreement,
 - 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.
- In addition, the following entities may participate as associated partners¹⁷² in the alliances:
 - any higher education institution holding a valid Erasmus Charter for Higher

¹⁷¹ COM(2022)16 of 19.01.2022.

¹⁷² Associated partners do not have the right to charge costs or claim contributions under a grant agreement.

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

Implementation	Indicative amount (EUR)
EACEA	H2: 216 000 000
	H6: 2 400 000

ii. Joint European Degree Label exploratory action

Index reference in budget table (WPI): 2.11

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 Joint European Degree Label exploratory action is aimed at offering an experimental space for higher education institutions in the exploratory path towards a possible joint European degree including with a European label.

This action will be open to any type of higher education institutions' consortia and their partners willing to engage on a path towards a joint European degree label or a joint European Degree. It will also contribute to unlock the full potential of the European Universities initiative, involving higher education institutions from all parts of Europe, 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 joint European degree label and a possible joint European degree.

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 Joint European Degree Label 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 blueprints 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.

To support these objectives, the action will be structured around **two complementary strands**.

- The first strand will support consortia of higher education institutions and their partners to design, adapt and implement **joint study programmes that meet the criteria for the joint European Degree Label**. Support will focus on the development or adaptation of joint curricula and governance structures, alignment with European criteria for joint programmes, the establishment of joint admission, quality assurance and award procedures, testing operational arrangements necessary for the award of the joint European Degree Label, support student participation in joint programmes to ensure such joint degree programmes are equally accessible for institutions and students from the different participating countries.
- The second strand will support the development and implementation of **joint programmes that meet the criteria for the joint European Degree Label in strategic educational fields**, as defined in the Union of Skills Strategy, in the STEM Education Strategic Plan and in the Competitiveness Compass, particularly high-quality programmes in STEM that contribute to addressing labour and skills gaps in the strategic sectors for Europe's competitiveness and resilience. In addition to programme development activities similar to Strand 1, this strand will support **dedicated student support mechanisms**, including merit-based scholarships to attract top European talent to pursue tertiary education and careers in strategic sectors, balancing excellence and inclusion and ensuring that students from disadvantaged backgrounds can also benefit from these opportunities. These scholarships may cover all attendance costs (including but not limited to: travel costs, tuition and administrative fees; study materials and books; accommodation and living allowances, access to university facilities, health and student insurance). The programmes and scholarship schemes should promote academic success, labour market relevance and employability, and count with strong involvement from industry and other stakeholders, for example through curricula codesign, project work, internships, apprenticeships, placements, and through the co-funding of scholarships. This strand is exploratory only and does not pre-empt any future decisions from the co-legislator on the 2028-2034 Programme.

Type of applicants targeted: higher education institutions holding a higher education accreditation (Erasmus Charter for Higher Education - ECHE) and alliances of higher education institutions with a legal entity. Other organisations with a recognised role in higher education at European, national or institutional level may participate as partners, where their involvement is relevant for achieving the objectives of the action. Applicants must be established in an EU Member State, or third country associated to the Programme. Associated partners¹⁷³ can be higher education institutions from Bologna countries not associated to the Programme.

Implementation	Indicative amount (EUR)
EACEA	24 000 000

iii. Erasmus Mundus (EM) action

Index reference in budget table (WPI): 2.12

¹⁷³ Associated partners do not have the right to charge costs or claim contributions under a grant agreement.

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, duly taking into account the opportunities offered by the European Approach for Quality Assurance of joint programmes. 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.

Type of applicants targeted: 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 is in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation. 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. EMJMs are programmes of excellence that contribute to the integration and internationalisation of the European Education Area and beyond. 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	146 500 000

iv. Erasmus Mundus Joint Masters - Additional scholarships for targeted regions of the world - Heading 6

Index reference in budget table (WPI): 2.13

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 targeted: applicants under the Erasmus Mundus Joint Masters strand of the Erasmus Mundus 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 Joint Masters 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	21 121 400

v. Centres of Vocational Excellence

Index reference in budget table (WPI): 2.14

This call will cover two topics: the selection of Centres of Vocational Excellence, as well as the support of a European Community of Practice of Centres of Vocational Excellence.

Topic 1 - Centres of Vocational Excellence

The initiative on Centres of Vocational Excellence (CoVE) aims to be a driving force for reforms at VET system level, 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 as well as to social needs, contributing to increasing the attractiveness of VET and to addressing challenges in key economic sectors through fostering VET qualifications. 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 Skills¹⁷⁴, the Council Recommendation on VET¹⁷⁵

¹⁷⁴ https://commission.europa.eu/topics/eu-competitiveness/union-skills_en

¹⁷⁵ 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.](#)

as well as in the Osnabrück Declaration¹⁷⁶; and its successor, the 2025 Herning Declaration. 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 everyone¹⁷⁷, the STEM Education Strategic Plan and the Clean Industrial Deal¹⁷⁸ and key strategic sectors.

The Union of Skills¹⁷⁹ 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. CoVEs will contribute to the Union of Skills, with an additional focus on STEM and micro-credentials, and to the upcoming new VET strategy, for example through private-public partnerships to foster innovation as mentioned in the Unions of Skills.

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

Type of applicants targeted: 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 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, youth and sport.

¹⁷⁶ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

¹⁷⁷ https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT

¹⁷⁸ https://commission.europa.eu/topics/eu-competitiveness/clean-industrial-deal_en

¹⁷⁹ https://commission.europa.eu/topics/eu-competitiveness/union-skills_en

¹⁸⁰ JOIN(2025) 26 final.

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, potential funding from Member States / State resources must be compliant with State aid rules.

The indicative budget for the CoVEs (Topic 1) will be EUR 73 000 000.

Topic 2 – European Community of Practice of Centres of Vocational Excellence

The report 'Advancing European Centres of Vocational Excellence (CoVE)'¹⁸¹ calls for supporting peer learning opportunities among Erasmus+ funded CoVE projects. For this purpose, the Programme will include in 2027 funding for a European Community of Practice to run a network for Erasmus+ CoVE projects.

A Community of Practice for the funded Erasmus+ CoVE will provide occasions for projects to come together in person and online, foster mutual learning and networking. It will contribute to transferability and dissemination of outputs and results, knowledge sharing etc. It will build on the experience and achievements by existing projects and initiatives.

The objective of this Topic is to fund one consortium to run a Community of Practice for a four-years duration for Erasmus+ CoVEs, to foster a collaborative and supportive environment with the aim to share good practices and experiences, keep the network engaged and identify solutions to the challenges encountered by the projects. More concretely, the Community of Practice is meant to support closer cooperation between the CoVE projects by facilitating learning, collaboration, and dissemination of results among the projects and to other stakeholders, to facilitate the building of synergies. It will also support sharing lessons learned to enhance the sustainability of projects' results after the end of their funding from Erasmus+, to enhance their impact.

Type of applicants targeted: any public or private body active in the field of vocational education and training. The coordinating organisation submitting the application must be established in an EU Member State or third country associated to the Programme.

The indicative budget for the European Community of Practice of CoVEs (Topic 2) will be EUR 1 500 000

Implementation	Indicative amount (EUR)
----------------	-------------------------

¹⁸¹ European Commission: Directorate-General for Employment, Social Affairs and Inclusion and ICF, Advancing European Centres of Vocational Excellence (CoVE) – An analysis of Erasmus+ projects – Report, 2026, <https://data.europa.eu/doi/10.2767/5130981>

EACEA	74 500 000
-------	------------

vi. Erasmus+ Teacher Academies

Index reference in budget table (WPI): 2.15

Partnerships for excellence will support European partnerships of teacher education and training providers, schools and other stakeholders that will set up Erasmus+ Teacher Academies to develop a European and international outlook in teacher education. The Academies develop and test initial teacher education and continuing professional development strategies and programmes and enhance the European dimension and internationalisation of teacher education through innovative and sustainable collaboration. The Erasmus+ Teacher Academies will build on the priorities set out in the Communication Achieving the European Education Area by 2025 and work on the priorities of the Union of Skills, the 2026 Education Package and its upcoming EU Teachers and Trainers Agenda, creating networks of teacher education institutions, to foster communities of practice, provide learning opportunities to teachers, support innovation and inform national and European teacher education policies.

Type of applicants targeted: Teacher education institutions, public or private organisations active in the field of teacher education, school authorities and schools. Applicants must be established in an EU Member State or a third country associated to the programme. To ensure achievement of the action objectives, in particular to enhance the European dimension of teacher education at both national and European level, an additional consideration of geographic balance may be applied when ranking the proposals.

In 2027, the action will be open to entities from Regions 1 and 2 (except Belarus) as associated partners (without budget).

Implementation	Indicative amount (EUR)
EACEA	37 500 000

c) Partnerships for Innovation

i. Alliances

Index reference in budget table (WPI): 2.16

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 Compass¹⁸² 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 contribute to strengthening Europe's innovation capacity by boosting innovation through enhanced collaboration and knowledge exchange

¹⁸² https://commission.europa.eu/topics/eu-competitiveness/competitiveness-compass_en

among higher education, vocational education and training (both initial and continuous), and labour-market actors, in particular businesses. Projects supported will also aim to boost the provision of new skills and address skills mismatches by jointly designing and creating new curricula embedding real-world innovation challenges.

This action will strengthen cooperation between education providers and businesses by co-designing innovation-oriented learning pathways that address emerging skills needs in strategic sectors. It will integrate challenge-based and real-world problem-solving formats into curricula, enabling learners to apply knowledge to concrete industry-driven innovation challenges. Furthermore, it will enhance learners' entrepreneurial and innovation capacities through business-led mentoring, exposure to market environments, and opportunities to develop and validate early-stage ideas. It will promote the uptake of innovative teaching and training practices through sustained cooperation frameworks that support co-creation, knowledge transfer, and work-based learning. 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.

The indicative budget for Topic 1 is EUR 30 000 000.

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 2025 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, 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 on the 2016 Skills Agenda and a key component of the Pact for Skills—which the Union of Skills has urged to be strengthened. They also support the objectives 1 of the green and digital transformation and foster transnational cooperation on skills in specific sectors. 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 as well as the Apply AI Strategy.

The indicative budget for Topic 2 is EUR 40 000 000.

Type of applicants targeted (topics 1 and 2): public or private organisations (such as higher education or higher VET institutions; VET providers; companies, or industry or sector representative organisations, chambers, trade unions or trade associations) active in the fields of education and training and innovation. Applicants must be established in an EU Member State, or third country associated to the Programme.

For topic 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 Skills¹⁸³ 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	70 000 000

d) Capacity Building (Heading 6)

i. Capacity building in Higher Education – Heading 6

Index reference in budget table (WPI): 2.20

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. It, therefore, contributes to the EU's international cooperation objectives and is therefore in the Union interest.

The action contributes to the EU enlargement agenda and the Pact for the Mediterranean; it also 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.

The action supports the Pact for the Mediterranean's objective of creating a more integrated and inclusive environment for higher education in the Common Mediterranean Space, positioning the region as a hub for transnational education, innovation and research, and contributing to resilience and reconstruction.

¹⁸³ https://pact-for-skills.ec.europa.eu/index_en

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

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 Mediterranean University in the context of the Pact for the Mediterranean ¹⁸⁴;
- Foster cooperation across different regions of the world through joint initiatives.

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. Under this strand in 2027, this action will also include a targeted initiative for Palestine to support the creation of an open education (digital) environment to offer quality higher education for Palestinian students to resume or take up higher education studies where education offer has become inoperational.

Strand 3 – Structural reform projects in Higher Education.

Type of applicants targeted: 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

¹⁸⁴ JOIN(2025) 26 of 16 October 2025.

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.

Expected impact: 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.

Supported activities are expected to contribute to the overarching priorities of the European Commission: Global Gateway strategy, the European Green Deal (including climate change, environment and energy and alignment with the Paris Agreement), 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 .

The action strives to function as a vector of public diplomacy towards entities from third countries not associated to the programme.

It 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)¹⁸⁵ and substantiates the synergies between Erasmus+ support and IPA III funding referred to in Article 17 and recital 23 of the Erasmus+ Regulation. 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, the participation in this action of legal entities from third countries not associated to the Programme is justified as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

Implementation	Indicative amount (EUR)
EACEA	106 050 000

ii. Capacity building in VET – Heading 6

Index reference in budget table (WPI): 2.21

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,

¹⁸⁵ 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>

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-related priorities in the case of Sub-Saharan Africa, Latin America and the Caribbean¹⁸⁶. For selected countries, this includes the Talent partnerships initiative, as laid down in the Commission Communication on attracting skills and talent to the EU¹⁸⁷.

The action will support a strategic objective of the Pact for the Mediterranean to bridge skills gaps in labour markets, enabling worker transitions in southern Mediterranean partner countries to regional, national, and international markets, and align education, vocational training, and employment opportunities to enhance competitiveness.

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: any public or private organisation active in the VET field or in the labour market and established in an EU Member State or a third country associated to the Programme or in a third country not associated to the Programme.

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

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

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

The action strives to function as a vector of public diplomacy towards entities from third countries not associated to the programme. And it also substantiates the synergies between

¹⁸⁶ 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.

¹⁸⁷ 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/COM2022/657/final).

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 Instrument¹⁸⁸. 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)¹⁸⁹. 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, the participation in this action of legal entities from third countries not associated to the Programme is justified as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

Implementation	Indicative amount (EUR)
EACEA	27 750 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION

a) Online platforms and tools for virtual cooperation

i. Support services for eTwinning (National Support Organisations)

Index reference in budget table (WPI): 2.22

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

Support services for eTwinning (the National Support Organisations (NSO) are appointed by the national authorities to assist participating teachers and schools in their eTwinning activities, notably with a dedicated help desk providing technical and pedagogical support. They run communication and promotion campaigns to increase the number of active users and schools

¹⁸⁸ 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, 1, OJ L 209, 14.6.2021, p. 27. ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

¹⁸⁹ OJ L 330, 20.9.2021, ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

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

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

eTwinning helps to promote quality education and EU values in European Neighbourhood countries. It enables schools to partner with peers in other countries, providing opportunities for European schools to benefit from a broader range of good practices also from European neighbourhood countries and helps to foster intercultural dialogue and cooperation across the board. The extension of eTwinning to European neighbourhood countries was initiated in the Joint Communication ‘A new response to a changing neighbourhood’¹⁹⁰ that constituted the first review of the European Neighbourhood Policy following its inception in 2004. In addition, in the Communication ‘Supporting the prevention of radicalisation leading to violent extremism’¹⁹¹ the EU undertook to ‘*extend further the eTwinning platform to selected countries of the European Neighbourhood*’. The role of the Erasmus+ programme has been recalled in subsequent policy documents such as the ‘Joint Communication on the Eastern Partnership policy beyond 2020’¹⁹² or the joint Communication ‘Renewed partnership with the Southern Neighbourhood’¹⁹³.

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

Against this background and in line with the Commission policy priorities spelt out in these documents, to continue supporting the implementation of eTwinning in third countries not

¹⁹⁰ COM(2011) 303 final of 25.5.2011.

¹⁹¹ COM(2016) 379 final of 14.6.2016.

¹⁹² JOIN(2020) 7 final of 18.3.2020.

¹⁹³ JOIN(2021) 2 final of 9.2.2021.

associated to the Programme is therefore in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

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

The funding provided under this action includes:

- **Establishment of eTwinning National Support Organisations in Switzerland and the United Kingdom**

Type of applicants targeted: One grant will be awarded to each of the eTwinning National Support Organisations based in Switzerland and the United Kingdom, provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement. The indicative duration of these projects is foreseen for 15 months.

This action will be implemented by EACEA with an overall indicative budget of EUR 1 968 750.

- **Additional funding for existing eTwinning National Support Organisations**

Type of applicants targeted: Additional funding will be provided to all eTwinning National Support Organisations for ongoing projects under grant agreements concluded pursuant to the call ERASMUS-EDU-2025-ETWIN-NSO-IBA. A top-up of 20% of the total action grant outlined in the initial call will be provided to support a prolongation of project activities for three months.

This action will be implemented by EACEA with an overall indicative budget of EUR 3 456 250 from Heading 2 and EUR 400 000 from Heading 6.

Grants will be awarded to NSO bodies designated by national authorities on the basis of Article 198 point (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. These bodies typically include Erasmus+ National Agencies, ministries of education, or related organisations with substantial expertise in educational matters. They are chosen for their strong competencies in managing educational initiatives, ensuring that eTwinning services are supported by a robust infrastructure and experienced professionals capable of driving eTwinning's objectives effectively. As such, the activities concerned do not fall under the scope of a call for proposals.

Implementation	Indicative amount (EUR)
EACEA	H2: 5 425 000
	H6: 400 000

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

Index reference in budget table (WPI): 2.23

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.

Type of applicants targeted: NSS from Switzerland and United Kingdom, provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement.

Grants will be awarded to NSS bodies designated by national authorities on the basis of Article 198 point (f) of the Financial Regulation for actions with specific characteristics that require this particular type of body on account of its technical competence, its high degree of specialisation or its administrative power and the activities concerned do not fall within the scope of a call for proposals.

Implementation	Indicative amount (EUR)
EACEA	1 200 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PROCUREMENTS

a) Online platforms and tools for virtual cooperation

The budget allocated to the set of activities listed below supports the implementation of user-friendly online platforms and tools for virtual cooperation, in line with Article 6(d) of the Erasmus+ regulation.

i. Erasmus Without Paper

Index reference in budget table (WPI): 2.24

This action will enable to fund the continued operation of the Erasmus Without Paper (EWP) digital infrastructure and services and the handover of all relevant assets, including data back-ups, to ensure a smooth transition to the future European Student Card Initiative infrastructure (ESCI+) in the next Erasmus+ Programme. 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 2027 will ensure the continued operation of the EWP digital ecosystem under the current Erasmus+ programme and maintain the level of support available to higher education institutions (HEIs) exchanging mobility data through the EWP network.

Implementation	Indicative amount (EUR)
EACEA	2 547 000

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

Index references in budget table (WPI): 2.25

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 by EACEA through procurement with an overall indicative budget of EUR 1 700 000.

Implementation	Indicative amount (EUR)
EACEA	1 700 000

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

Index references in budget table (WPI): 2.26

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, Talent Pool, 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 were developed between EURES/EURAXESS and Europass, notably with the removal of the EURES job seeker profile builder and its replacement by the Europass profile builder as well as the possibility to import the Europass profile into the EURAXESS account. This aimed at removing duplications and redundancies and at enhancing user experience by bringing jobseekers registered on Europass closer to new opportunities. By consolidating their profiles on Europass, jobseekers now benefit from a more efficient, user-friendly, and interconnected experience across platforms to reinforce the impact of 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.

The procured services have an overall indicative budget of EUR 5 150 000 (co-delegated to DG EMPL).

Implementation	Indicative amount (EUR)
EMPL	5 150 000

iv. European School Education Platform Central Support Services (ESEP) including

eTwinning

Index references in budget table (WPI): 2.27

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;
- 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.

The procured services will be implemented by EACEA with an overall indicative budget of EUR 6 500 000.

Implementation	Indicative amount (EUR)
EACEA	6 500 000

v. European Student Card and future ESCI+

Index references in budget table (WPI): 2.28

The European Student Card (ESC), in both its physical and digital formats, enables mobile higher education students to verify their student status easily and securely across Europe, facilitating their access to student 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 2025, over 4.4 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, particularly by further facilitating its adoption in a digital format, EACEA will ensure continued support for technical development, stakeholder engagement, and institutional implementation.

Following the large-scale consultation of ESCI stakeholders launched in spring 2026, preparatory work for ESCI+ - the future ESCI ecosystem under the next Erasmus+ programme - will commence with full deployment envisaged in early 2028.

ESCI+ represents both the continuity and strategic evolution of the current system that will address the limitations of the existing ESCI architecture and deliver a more scalable, interoperable and user-centric ecosystem that supports current and future user needs and programme requirements.

ESCI+ will strengthen the alignment between its core components - the Erasmus Without Paper network, the European Student Card, and the Erasmus+ App - ensuring that data flows seamlessly across the ecosystem, reducing administrative duplication and enabling new services, digital workflows and use cases to be deployed without systemic rework.

To support successful adoption, a comprehensive programme of training and communication activities will accompany each phase of implementation. These activities will target all key stakeholder groups - higher education institutions, national agencies, system providers and students - ensuring awareness, readiness and confidence. Communication efforts will be coordinated with the broader ESCI community management framework to guarantee consistency of messaging throughout the transition.

The procured services will be implemented by EACEA with an overall indicative budget of EUR 13 000 000.

Implementation	Indicative amount (EUR)
EACEA	13 000 000

b) Support to programme implementation

i. Support to IT developments (partially co-delegated to DIGIT)

Index reference in budget table (WPI): 2.29

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	4 800 000

5. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - OTHER ACTIONS

a) Online platforms and tools for virtual cooperation

i. IT services for Erasmus+ platforms

Index reference in budget table (WPI): 2.30

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) 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 Publications Office of the European Union.

Implementation	Indicative amount (EUR)
EACEA	H2: 2 300 000
	H6: 200 000

III. KEY ACTION 3

On the basis of the objectives established in the Erasmus+ Regulation, key action 3 activities in the Education and Training fields will be implemented as follows:

Overview of KA3 funding by implementation instrument:

Education and Training Key Action 3			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	32.127.300	0	32.127.300
<i>of which implemented by National Agencies</i>	27.127.300	0	27.127.300
<i>of which implemented by other bodies</i>	5.000.000	0	5.000.000
Direct management – Total	151.384.000	13.336.600	164.720.600
<i>of which grants</i>	78.756.000	4.636.600	83.392.600
<i>of which procurement</i>	66.328.000	3.100.000	69.428.000
<i>of which other (prizes, call for expression of interest...)</i>	6.300.000	5.600.000	11.900.000
TOTAL	183.511.300	13.336.600	196.847.900

Overview of KA3 funding by clusters of topics:

Education and Training Key Action 3 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
High-quality and inclusive programme implementation	27.127.300		27.127.300
Cooperation with international organisations	2.500.000	0	2.500.000
Expertise, studies, evidence-based activities	2.500.000	29.770.000	32.270.000
Policy dialogue and cooperation with stakeholders	0	5.125.000	5.125.000
Action Plan on Basic Skills	0	35.250.000	35.250.000
Support to sectoral policy agendas	0	32.436.000	32.436.000
International	0	13.536.600	13.536.600
Support to innovation and cross-sectoral policy agendas	0	18.423.000	18.423.000
Events, communication, awareness-raising	0	17.230.000	17.230.000
Supporting the STEM Education Strategic Plan	0	1.050.000	1.050.000
Support to programme implementation	0	11.900.000	11.900.000
TOTAL	32.127.300	164.720.600	196.847.900

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) High-quality and inclusive Programme implementation

i. 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), 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	22 500 000

ii. 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), first subparagraph, point (c), 110(3) point (f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	1 400 000

iii. National Teams to support the implementation of EU VET priorities

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 priorities in EU funded projects supported by the Erasmus+ Programme. The experts should in particular provide support to the beneficiaries of EU projects funded by the Erasmus+ Programme to 1) support attractiveness and quality, through learning mobility in VET, in line with the 2024 Recommendation Europe on the Move, for example, for non-experienced training providers and labour market actors, through connecting VET providers and employers and enhancing the opportunities for work-based learning experiences abroad; 2) promoting vocational excellence, for example ensuring synergies at national level between the beneficiaries of Erasmus+ Centres of Vocational Excellence projects and other similar projects or activities also facilitating the links to public authorities in the country, including authorities managing other EU funds, as well as businesses to help the projects to disseminate their output beyond the partnerships and build on courses and qualifications developed, providing opportunities for upscaling them. The National Agencies will be invited to include in their annual work programme an activity plan and an estimated budget for the implementation of the above two strands of activities. The National Teams will be asked to create synergies among themselves.

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) point (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	3 227 300

b) Cooperation with International Organisations

i. 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 2027, 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 2027, the Commission contribution will further support the development of joint

projects or reports on higher education, on long-term effects of AI use on the socio-emotional and cognitive development of children, identify further avenues for research and potential policy implications.

The maximum EU contribution will indicatively be EUR 900 000.

- **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 Council Recommendation on human capital in the European Union¹⁹⁴, adopted in March 2026, the twin challenge of equity and excellence in basic skills (including 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 can also include enhancing higher education performance and STEM, innovation and AI 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.

- **Artificial Intelligence (AI) Literacy 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 education. This work will feed into the objectives of the upcoming Education package and explore the interconnection between AI literacy and skills development and higher education programmes. The cooperation could support fostering quality, effective and innovative digital education, including the use of AI and other digital tools.

The overall indicative EU contribution will be EUR 350 000.

- **Work on vocational education and training**

Following up on the work conducted by the OECD in collaboration with the European Commission focused on the potential of AI for neurodivergent VET learners and for updating VET curricula and professional qualifications, the OECD will continue its contribution to informing European policy on Vocational Education and Training. The cooperation with OECD includes studies and analysis on the potential and impact of advanced digital technologies such as AI and robotics on the skills needed in the VET sector and in VET delivery, or on basic skills in VET, among other topics. These topics are crucial in the framework of the new upcoming European VET Strategy planned for adoption in 2026.

The EU contribution will indicatively be EUR 1 000 000.

¹⁹⁴ Council Recommendation of 9 March 2026 on human capital in the European Union, OJ C, C/2026/1687, 13.3.2026, ELI: <http://data.europa.eu/eli/C/2026/1687/oj>

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), first subparagraph, point (c), 110(3) point (f), 157 and 159(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
OECD	2 500 000

c) Expertise, studies, evidence-base activities

i. Cooperation with Cedefop

Index reference in budget table (WPI): 3.07

Building on their expertise, Cedefop will provide strengthened support on new activities linked to the upcoming VET strategy. Possible activities may entail collection and analysis of data, among others. The VET strategy will foster attractiveness, inclusiveness and excellence of vocational education and training and Cedefop role will be crucial in supporting the Commission in implementing some of the actions.

The budget implementation task will be entrusted to Cedefop via the conclusion of a Contribution Agreement under indirect management mode in accordance with Article 70 of the Financial Regulation.

Implementation	Indicative amount (EUR)
CEDEFOP	1 250 000

ii. Cooperation with European Training Foundation (ETF)

Index reference in budget table (WPI): 3.08

The European Training Foundation (ETF) will provide support on new initiatives linked to internationalisation of VET, following the adoption of the VET strategy. Possible activities may entail collection and analysis of data, among others.

The budget implementation task will be entrusted to ETF via the conclusion of a Contribution Agreement under indirect management mode in accordance with Article 70 of the Financial Regulation.

Implementation	Indicative amount (EUR)
ETF	1 250 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) Policy dialogue and cooperation with stakeholders

i. Civil Society Cooperation: Education and Training

Index reference in budget table (WPI): 3.10

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, the Union of Skills 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 2026-2027¹⁹⁵.

Implementation	Indicative amount (EUR)
EACEA	5 125 000

b) European policy experimentations

Index reference in budget table (WPI): 3.11

1st Call:

Topic: Capacity building for advisory and support services on evidence-based school improvement, with focus on basic skills teaching and learning

Projects under this topic would support the development and strengthening of effective national and regional bodies or structures that assist schools, including initial VET schools, and teaching staff in improving quality and equity, with a focus on the teaching and learning of basic skills (literacy, numeracy, science, digital and citizenship skills).

Projects would contribute to the implementation of the forthcoming Education Package, a key action to follow up on the Action Plan on Basic Skills (March 2025), and the forthcoming European VET Strategy. More specifically, they would complement the broad activities of a new European Network of Advisory and Support Services on Basic Skills, foreseen under the 2026 Education Package, through specific, in-depth policy experimentations between partners in a limited number of education systems. They would also contribute to the follow-up of the 2024 Council conclusions on evidence-informed policy and practice inviting the Commission to support intermediary organisations bridging educational research, policy, practice and society.

¹⁹⁵ [ERASMUS-EDU-2025-CSC-OG-FPA - Call and results](#)

Objectives pursued:

- Improve the translation of educational research into policy action and classroom practice through guidelines and innovative approaches.
- Complement the 2026 Education Package, the 2026 European VET strategy and the planned EU network of advisory and support services on basic skills by building capacity in national and regional administrations through joint policy experimentation.

Expected results:

It is expected that through joint policy experimentation, including the exchange of good practice and policy innovation, the action will lead to greater capacity among the target group to support school improvement across education systems.

For the purposes of this action the target group includes public authorities at national or regional level and associated bodies with a public mandate for evidence-informed school improvement, such as education ministries or agencies, resource centres, pedagogical institutes and educational inspectorates.

Improved capacity would include the following areas:

- Stronger national and regional knowledge infrastructure and governance for school support, including clearer roles, coordination and delivery mechanisms.
- Improved quality assurance, monitoring and evaluation, including stronger use of data for continuous improvement.
- Better identification of schools' support needs and development of effective funding programmes to address them.
- Enhanced continuous professional development (CPD) offers for staff and leadership involved in school improvement.
- Development, adaptation or wider uptake of high-quality educational resources supporting basic skills.

The indicative budget for this topic is EUR 30 000 000.

2nd Call:

Topic 1: Developing a European quality assurance framework for educational technology (EdTech)

European education and training systems are undergoing a profound digital transformation in which education technology plays a central role, providing access to key tools, platforms and AI-powered solutions. This enables personalised learning, supports educators, and connects education and training institutions across borders. Currently, there are no common quality, safety, or transparency standards and no common set of criteria to evaluate educational technology. A shared understanding of standards and evaluation criteria for education technology solutions is needed to facilitate product innovation and bring innovation, safety and trust in the use of such technology for education and training, with pedagogy at its core, while at the same time facilitating informed procurement and effective decision making.

Objectives pursued

- Developing a **Quality Assurance Framework for EdTech**, based on a proposed **common definition** of EdTech and **criteria** covering *inter alia* pedagogical effectiveness, technical quality, safety and data protection for minors, interoperability, AI transparency and non-discrimination, etc.

- Piloting **Quality Assurance Framework for EdTech implementation** to inform future potential strategies and actions towards establishing a voluntary European EdTech quality label.
- Applying a multi-stakeholder approach, underpinned by **public-private partnerships**. EdTech public-private partnerships should aim to bring together the private sector, government, education and training institutions, academia, civil society and other relevant stakeholders to embrace shared principles of quality, pedagogy and safety for European education technology solutions.
- Promotion and adoption of **EU-developed EdTech solutions**, reducing reliance on **non-European providers** to ensure **digital autonomy** for European education and training systems.

Expected results:

- Establishment of a **shared quality safety and transparency standards** for EdTech solutions: this will lead to increased **mutual trust** between **public procurement authorities** and the **private sector**.
- Transparent, **evidence-based evaluation criteria** of EdTech solutions, ensuring alignment with educational needs, and resulting in reduced **procurement risks**.
- **Implementation recommendations and guidelines** based on pilot implementation of a **Quality Assurance Framework for EdTech**.
- Identification of existing good practices in public procurement of EdTech.
- Increased EU wide **cross-border collaboration** between EdTech developers, education and training policy makers, researchers, educators and other relevant stakeholders to drive **innovation aligned with pedagogical needs**.

The indicative budget for this topic is EUR 5 000 000.

Topic 2: Artificial Intelligence (AI) in education — Testing scalable deployments of AI for personalised learning and formative assessment in compulsory education

AI-powered tools are entering European classrooms at an unprecedented pace, promising to support personalised learning, formative assessment, and teachers' professional judgement and curricular goals, while also raising acute questions about safety, equity, pedagogical value and Europe's reliance on non-European providers. Currently, there is little robust, comparable evidence on how AI affects teaching and learning practices in compulsory education, such as school education and initial VET. As a result, Member States lack a shared basis for making responsible scaling decisions and implementing effective AI strategies in education.

This topic **supports transnational policy experimentations** that trial classroom-level trustworthy, EU-based and compliant AI interventions, evaluate their effects on learning outcomes, equity and teacher workload, and identify the system-level conditions (such as teacher training, safety, privacy, procurement, and data governance) required for responsible scaling across the Union.

The topic places three principles at the core of the experimentation:

- **Pedagogy-first:** ensuring that AI tools are designed, selected and deployed based on explicit pedagogical rationales, and aligned with the objectives of the Union of Skills, in support of teachers' and educators' professional judgement and curricular goals. AI solutions should deliver measurable educational value, improving learning outcomes, supporting equity and inclusion, and addressing real needs identified by schools, including VET schools, teachers and learners.

- **Trustworthy:** ensuring full alignment with the AI Act and the GDPR, with particular attention to the protection of minors, transparency, human oversight, non-discrimination, and child safety.
- **Autonomous:** prioritising AI solutions, models, datasets and infrastructure developed, hosted and governed within the EU, contributing to European digital sovereignty in education and reducing structural dependencies on non-European providers.

Objectives pursued

- **Designing and implementing classroom-level AI interventions** for personalised learning and formative assessment in compulsory education, co-developed with Ministries of Education and deployed across a representative sample of schools in participating countries.
- Generating **rigorous and comparable evidence** on the effects of AI-based tools on learning outcomes, equity (across socio-economic, gender, linguistic, and special educational needs dimensions) and teachers' professional judgement and curricular goals, using robust evaluation methodologies such as randomised controlled trials and quasi-experimental designs.
- Identifying the **system-level conditions** (teacher training, safety, privacy, procurement, data governance, institutional capacity, AI literacy) required for responsible scaling.
- Strengthening **Europe's autonomous capacity** in educational AI by testing EU-developed solutions and reducing structural dependencies on non-European providers.
- **Measuring and evaluating effects on learning outcomes** of educational AI dedicated to personalised learning and formative assessment in compulsory education.

Expected results

- Rigorous, transnationally comparable evidence on the impact of AI-based personalised learning and formative assessment tools on learning outcomes, equity, and teacher workload in compulsory education.
- A validated set of pedagogy-first classroom intervention models, ready for adoption or adaptation by relevant ministries, such as Ministries of Education, across Europe.
- Clear identification of the system-level conditions required for responsible scaling, covering teacher training, safety, privacy, procurement, interoperability and data governance.
- Identification of good practices and shared methodology to implement and scale relevant AI tools for personalised learning and formative assessment across Europe.
- Practical guidelines and toolkits for relevant ministries, school leaders, teachers and educators, including criteria for selecting trustworthy AI tools and protocols for safe classroom deployment, as well as professional development resources for educators.
- Increased understanding of the challenges and success factors of AI's deployment in education and training, including also compliance with relevant EU and national level legislation, and the technological and pedagogical dimension.
- Strengthened, durable cooperation between relevant ministries, researchers, schools, teachers and EdTech developers based in the EU and third countries associated to Erasmus+, contributing to a European community of practice on AI in education.
- Policy recommendations for the responsible scaling of AI in compulsory education.

Where relevant, the projects should leverage previous or ongoing Erasmus+ projects on AI such as those funded under the Erasmus+ Forward-looking projects in 2025 or the European policy experimentations in 2026 as well as the OECD-EU AI literacy framework for primary and

secondary schools and the Updated Guidelines on the ethical use of AI and data in teaching and learning for educators.

The indicative budget for this topic is EUR 5 000 000.

Type of applicants targeted (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.

Implementation	Indicative amount (EUR)
EACEA	40 000 000

c) Action Plan on Basic Skills

i. Support for the EU Literacy Coalition

Index reference in budget table (WPI): 3.12

The EU Literacy Coalition is one of the actions put forward in the Action Plan on Basic Skills adopted in March 2025 as part of the Union of Skills initiative. The Action Plan proposes a mix of measures from early childhood education and care through adult learning, with a focus on improving teaching and learning, strengthening support for educators, and enabling supportive environments. The Coalition is expected to contribute across these dimensions, bringing together stakeholders from multiple sectors to raise awareness about the literacy crisis and encourage young people to read for pleasure.

The EU Literacy Coalition will 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 and training; culture and reading promotion; employment and social inclusion; health and wellbeing; digital and media; governance and policy; and research and academia) that promote and support literacy education and reading in a lifelong-learning perspective. 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 through various activities, including a community of practice, and stimulate the creation of national and regional initiatives. The network will also support policymaking in designing and implementing literacy education policies through e.g. research, analyses and actionable recommendations, thematic conferences as well as sharing new knowledge and resources. Finally, the network will also organise communication and outreach activities to increase public awareness and support for literacy education.

Type of applicants targeted: 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 under the concluded 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.

Implementation	Indicative amount (EUR)
EAC	400 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION

a) Expertise, studies, evidence-base activities

i. International Civic and Citizenship Education Study (ICCS)

Index reference in budget table (WPI): 3.13

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 generate robust data on civic and citizenship education in schools, supporting the Commission's analytical work and cooperation in this field. It will also contribute to the follow-up of the 2023 Council Conclusions on strengthening common European values and democratic citizenship through education and training.

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. It is also in the Union's interest to support modernisation, innovation and research capacities in education and training, under the Eastern Partnership priorities¹⁹⁶.

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 part of the eligible costs related to the implementation of the optional module investigating democratic citizenship in students attending upper secondary education (general and VET) in the eligible participating countries. In this context, the grant may also support preparatory activities aimed at establishing the technical, methodological and governance framework necessary to enable structured follow-up over time of the same student cohorts participating in the study. These activities would focus on system set-up and data linkage arrangements, without introducing additional testing burden for schools, thereby enhancing the long-term analytical value and policy relevance of the study.

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 2027 to 2029.

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. IEA is uniquely positioned to develop and operationalise the above-mentioned follow-up framework building on the same internationally validated samples, instruments and methodological standards. Therefore, the specific characteristics of this study as well as the technical competence and high degree of specialisation of IEA require that a grant is awarded to IEA directly in accordance with Article 198 point (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.

¹⁹⁶ https://neighbourhood-enlargement.ec.europa.eu/european-neighbourhood-policy/eastern-partnership_en

The funding will cover the 2027-2029 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	2 700 000

ii. International Computer and Information Literacy Study (ICILS)

Index reference in budget table (WPI): 3.14

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

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

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

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 IEA and ICILS data, and to cover preparatory activities necessary to establish a technical and methodological framework enabling structured follow-up of the same student cohorts over time, without introducing additional testing burden for schools. 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 2027 to 2030.

A direct grant will thus be awarded to the International Association for the Evaluation of Educational Achievement (IEA) on the basis of Article 198 point (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 powers. Therefore, the specific characteristics of this study as well as the technical competence and high degree of specialisation of IEA require that a grant is awarded to IEA directly in accordance with Article 198 point (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 2027-2030 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	2 400 000

iii. Eurostudent

Index reference in budget table (WPI): 3.15

Eurostudent is a survey of higher education students that broadly measures socio-economic conditions for students in higher education, including study and living conditions of students and participation (or not) in learning mobility. Data collection combines a common European questionnaire with the possibility of adding modules of particular national interest, e.g. as follow-up to country specific recommendations. The Commission funding contributes to the costs of co-operation on the European questionnaire module including analysis of data. The survey occurs every 3 or 4 years linked to the Bologna Ministerial Conference, and coordinated by a consortium from European countries led by the German Centre for Higher Education Research and Science Studies (DZHW). In previous rounds, up to 30 countries of the European Higher Education Area participated in Eurostudent surveys.

A direct grant will thus be awarded to the DZHW on the basis of Article 198, point (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 powers. Therefore, the specific characteristics of this survey as well as the technical competence and high degree of specialisation of DZHW require that a grant is awarded to DZHW directly in accordance with Article 198, point (f) of the Financial Regulation, as it is the only type of body able to implement this survey in the context of the Bologna process, in view of the realisation of the European Higher Education Area (EHEA), and as such the activity concerned does not fall within the scope of a call for proposals.

Implementation	Indicative amount (EUR)
EACEA	1 750 000

iv. Eurydice - network of National units

Index reference in budget table (WPI): 3.16

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

The participation of all national units in the work of the network facilitates access to national system level data (including more specific quantitative data collections on for example teacher salaries and student fees) that are necessary for the comparison between countries. The aim is to gather as (territorially) exhaustive information as possible and to produce high quality reports

and analyses that support the Commission's policy actions and facilitate cooperation in education. To do so, the national units are beneficiaries of biennial grants which succeed one another without gaps to ensure the continuation in the activities of the units.

The Eurydice national units are network members and designated as such by the ministries of the EU Member States, third countries associated to the Programme, or third countries not associated to the Programme. They are identified in Article 7(a) of the 2021-2027 Erasmus+ Regulation and are beneficiaries of the grant in conformity with Article 198(d) of the Financial Regulation.

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

This action foresees in principle a 24-month implementation period. The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	6 330 000

b) Support to sectoral policy agendas

i. Presidency events (partially co-delegated to DG EMPL)

Index reference in budget table (WPI): 3.17

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.

Grants will be awarded without a call for proposals because the Presidency is considered as a *de jure* monopoly as 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 point (c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
----------------	-------------------------

EAC	625 000
EMPL	200 000

ii. EQF, Europass and Euroguidance - National centres

Index reference in budget table: 3.18

The combined activities of these national services support system level implementation, development, dissemination and outreach on EU tools and services that can create the conditions for mobility and lifelong learning within and across borders, jobs and learning opportunities. The added value of these EU tools and services for skills and qualifications is demonstrated where they deliver on these possibilities and have positive impact on the lives of people in Europe. Under the current EU multiannual financial framework (2021-2027), the national services responsible for Euroguidance, Europass and EQF have undertaken their activities in a context of constant change, as technology continues to transform the nature of employment, education, training and society more generally. Their activities should continue to be planned in a strategic way to enable lifelong learning paths and mobility, to meet these needs in a coherent way. Further cooperation and synergies among entities responsible for implementing Euroguidance, Europass and EQF at national level is crucial to ensure effective implementation, efficiency and coherent communication and outreach to audiences and stakeholders. Mutual learning, collaboration, and sharing of expertise and information among these services at Union and national level should continue to grow, including through new activities on new topics. Activities should be relevant and undertaken with a keen awareness of national and EU-level policy activities and priorities, as well as being tailored to stakeholder needs and – most importantly – those of individuals: the ultimate beneficiary of activities.

The grants under this work programme will cover the period 2027-2028 and will be awarded to designated national centres in accordance with Article 198, point (d) of the Financial Regulation. Grants for Europass activities are provided to the national centres in accordance with Article 10 of the Europass Decision¹⁹⁷, which provides that participation in activities referred to in that Decision shall be open to EU Member States, as well as to members of the European Economic Area, acceding States, candidate States and potential candidate States for accession to the Union in accordance with their agreements concluded with the Union. Therefore, a national centre established in a state other than those listed in Article 10 of the Europass Decision cannot receive a grant for the purpose of participating in Europass activities.

Implementation	Indicative amount (EUR)
EACEA	16 296 000

¹⁹⁷ Decision (EU) 2018/646 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) and repealing Decision No 2241/2004/EC, OJ L 112, 2.5.2018, p. 42, ELI: <http://data.europa.eu/eli/dec/2018/646/oj>

iii. National Coordinators for Adult Learning - Implementing the priorities for the European Agenda for Adult Learning and EU and national policy priorities on adult learning

Index reference in budget table (WPI): 3.19

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

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

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

Through the network of National coordinators for adult learning, they cooperate with their counterparts in other countries to exchange information about the policy landscape, challenges and measures related to adult learning. Their activities can cover the priorities and actions of the Union of Skills and the Council Resolution on a new European agenda for adult learning 2021-2030, alongside national policy priorities related to adult learning. This includes concrete Union of Skills priorities such as the Pact for Skills, Individual Learning Accounts, micro-credentials, as well as improving basic skills for adults through innovative learning spaces.

These efforts support the development of skills for the green and digital transitions, in particular by promoting the up- and reskilling of adults, to ensure they have the skills they need for their current or future jobs, regardless of their current position on the labour market.

Western Balkan countries (except Kosovo) have a national coordinator, who is the sole grant beneficiary under this action. This way, they can facilitate the implementation of EU priorities on adult learning in those countries thereby contributing to broaden support lifelong learning process, in line with the objectives set out in the Council Resolution mentioned below, and to help their workforce to be upskilled and reskilled to remain competitive in the job market. This will help prepare those countries for their prospective EU membership and is therefore a key contribution to implementing the EU's Enlargement Policy. The Agenda for Innovation, Research, Education, Youth and Sport, launched at the EU- Western Balkans summit in Brdo on 6 October 2021, and the Communication 'Eastern Partnership policy beyond 2020 Reinforcing Resilience - an Eastern Partnership that delivers for all both underline the key role of the Erasmus+ programme in supporting the modernisation and internationalisation of education and training systems in the countries considered. Against this background, to support the implementation of this action in third countries not associated to the Programme is therefore in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

The funding provided under this action includes:

- **Establishment of National Coordinators for Adult Learning in Switzerland and the United Kingdom**

Type of applicants targeted: One grant will be awarded to each of the National Coordinators for Adult Learning based in Switzerland and the United Kingdom, provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement. The indicative duration of these projects is foreseen for 15 months.

- **Additional funding for existing National Coordinators for Adult Learning**

Type of applicants targeted: Additional funding will be provided to all National Coordinators for Adult Learning for ongoing projects under grant agreements concluded pursuant to the call ERASMUS-EDU-2025-AL-AGENDA-IBA. A top-up of 20% of the total action grant outlined in the initial call will be provided to support a prolongation of project activities for three months.

Grants will be awarded to bodies designated by national authorities on the basis of Article 198 point (f) of the Financial Regulation as 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 and do not fall within the scope of a call for proposals.

Implementation	Indicative amount (EUR)
EACEA	1 500 000

iv. Support to the European Quality Assurance Register for further development of the Database of External Quality Assurance Results and the repository of joint European degree label programmes

Index reference in budget table: 3.20

The European Education Area and the broader objectives of the Union of Skills require enhanced trust, transparency and cross-border recognition mechanisms in higher education. Quality assurance plays a central role in enabling automatic recognition, supporting joint programmes, and underpinning emerging European initiatives such as the joint European degree label.

The European Quality Assurance Register (EQAR) was established following a mandate from the Ministers of the European Higher Education Area (EHEA) to enhance transparency of quality assurance across borders, in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). It operates as the official register of quality assurance agencies that demonstrably comply with the ESG, based on independent external reviews.

As such, EQAR fulfils a unique and system-level function within the European higher education architecture, contributing directly to the objectives of Erasmus+ and is recognised as a key Union tools and measures that foster the quality, transparency and recognition of competences, skills and qualifications in the Erasmus+ Regulation.

The activity will support EQAR to enhance the Database of External Quality Assurance Results (DEQAR) as a critical infrastructure for quality assurance of higher education and recognition of qualifications in Europe. It will also support EQAR to maintain and improve a repository for joint programmes that received the joint European degree label.

The grant will be awarded by EAC to EQAR in accordance with Article 7, point (b), footnote 30, of the Erasmus+ Regulation and with Article 198, point (d), of the Financial Regulation, which is applicable to grants to bodies identified as beneficiaries in the basic act.

Implementation	Indicative amount (EUR)
----------------	-------------------------

EAC	1 000 000
-----	-----------

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

Index reference in budget table (WPI): 3.21

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.

Type of applicants targeted: One grant will be awarded to EQAVET National Reference Points based in Switzerland and the United Kingdom, provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement.

The grants will be awarded to EQAVET National Reference Points designated by national authorities on the basis of Article 198, point (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	430 000

c) International

i. Preparation for candidate countries' and potential candidates' future association

Index reference in budget table (WPI): 3.22

The participation of candidate countries and potential candidates in Union programmes is an essential element of the pre-accession strategy. The aim is for them to become familiar with the management of EU funds. Participation can also help them strengthen their institutional capacity, while deepening their understanding of European legislation and its practical application, as well as the system of values and mechanisms on which the EU is based.

In order to be associated to Erasmus+, candidate countries and potential candidates, acting through their appointed national authorities, must designate a national agency, by establishing

a new body or selecting an existing body, in line with the rules for indirect management. This is a complex process, which requires tailored assistance and financial support.

For this purpose, this action aims to provide Albania, Bosnia and Herzegovina, Kosovo^{*198}, Moldova, Montenegro and Ukraine, as candidate countries and potential candidate, with support in preparing for association to Erasmus+ and covering the following priorities:

- Establishing and operationalising the future Erasmus+ national agencies, including progressively developing their teams and setting up robust administrative structures, clear procedures, and financial management systems that comply with Erasmus+ requirements.
- Building the capacity of potential future beneficiaries through stakeholder engagement and awareness-raising activities on Erasmus+ opportunities.

This support will expand upon the capacity-building activities organised by the Commission in 2025 and 2026, which targeted relevant stakeholders in these countries, particularly the ministries that would act as future Erasmus+ national authorities. For the reasons explained above, providing this support is justified as being in the Union's interest under Article 20 of the Erasmus+ Regulation.

Direct grants will be awarded to bodies that are identified as future national authorities and/or national agencies, and therefore are bodies with a de jure monopoly situation in line with Article 198 point (c) of the Financial Regulation.

This action is funded through heading 6 of the budget, 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 Instrument¹⁹⁹. 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)²⁰⁰.

Implementation	Indicative amount (EUR)
EAC	4 636 600

¹⁹⁸ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

¹⁹⁹ OJ L 209, 14.6.2021, p. 27, ELI: <https://eur-lex.europa.eu/eli/reg/2021/947/oj>

²⁰⁰ OJ L 330, 20.9.2021, p. 1, ELI: <https://eur-lex.europa.eu/eli/reg/2021/1529/oj>

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Support to innovation and cross-sectoral policy agendas

Index reference in budget table (WPI): 3.30

- ***Innovation in education (e.g., HEInnovate; Community for Educational Innovation)***

This item covers actions to stimulate and support innovation in education, in line with the Union of Skills, the STEM Education Strategic Plan, the European Education Area, and the European Strategy for Universities. 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 2027, Erasmus+ will continue to promote the use of the tool among new higher education institutions, the management of an electronic platform, the organisation of key activities (trainings, webinars, workshops, 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** including higher education institutions, vocational education and training providers, educators at all levels, businesses, and policymakers to advance educational innovation and equip learners with the skills and mindsets needed to navigate and contribute to Europe's innovation landscape. In 2027, Erasmus+ will continue supporting the work on an e-platform for capacity-building, including the organisation of key activities (webinars, study visits, innovation reports) in Brussels, in the EU Member States, or in third countries associated to the Programme.

The indicative budget for this activity, implemented by EAC, is EUR 973 000.

- ***Supporting Digital Education and skills, and the European Digital Education Hub***

In 2027, Erasmus+ will continue to support Digital Education. While continuing dedicated measures to mainstream, promote and further develop key activities to tackle FIMI and mis- and disinformation, promote digital and media literacy through education and training and address the effective and ethical use of artificial intelligence in education, in 2027 work will support the implementation of the digital education and skills initiatives included in the upcoming Education package, including the emerging policy areas identified through the DEAP 2021-2027 review process.

The implementation of the European Digital Education Hub will be ensured through procurement procedure, while continuing to ensure a close feedback loop to policy.

The indicative budget for this activity is EUR 5 150 000, out of which EUR 2 150 000 implemented by EAC, and EUR 3 000 000 by EACEA.

- ***SELFIE and SELFIE for Teachers***

In 2027, 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 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.

The indicative budget for this activity, implemented by EACEA is EUR 2 000 000.

- **DigCompEdu**

The updated DigCompEdu framework will be supported in 2027 with practical guidance to ensure uptake in actual teaching settings. This will include toolkits, classroom-ready examples and guidelines per education sector for teachers and teacher educators. In addition, case studies will help educators apply and further develop their digital competences in practice.

The indicative budget for this activity, implemented by EACEA, is EUR 300 000.

Implementation	Indicative amount (EUR)
EAC	3 123 000
EACEA	5 300 000

b) Expertise, studies, evidence-base activities (partially co-delegated to DG EMPL)

Index references in budget table (WPI): 3.31

A number of studies including analyses, evaluations, foresight assessments, feasibility studies, surveys and Eurobarometers may be procured in order to support policy developments, policy monitoring and the implementation of the Programme in the fields of education and training, 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, 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. Analyses and studies may also be carried out by intra-muros service-providers.

A call for tenders potentially including a Dynamic Purchasing System will be launched with a view to concluding multiple framework contracts for studies with a maximum total indicative budget of EUR 8 000 000 and a maximum duration of four years.

Other procured activities include:

- **Academic network (ENESET):** 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 analytical reports summarising the available evidence from recent research on education and training. In 2027, 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.
- **Country-specific expertise - Network of national experts:** 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.

- **National policies platform:** this platform hosts **Eurydice**, the **mobility scoreboard**, the **European Higher Education Sector Observatory** and, as from 2027, the new **European Observatory on Early Childhood and Care (ECEC)**. The funding aims to support new developments to enhance accessibility, user-friendliness, browsing and customising of data to make data on education systems in Europe fully open, reusable and comprehensible to all citizens. 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 procured services. This activity is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 5.50).
- **European Observatory on early Childhood and Care (ECEC):** To support a wide range of European policies related to education, inclusion, and gender balance, the European Observatory on ECEC will offer a centralised, accessible, and policy-focused resource that brings together existing data, research, and monitoring efforts in one place. It will provide a comprehensive and regularly updated overview of ECEC systems and policies across countries while ensuring alignment with EU-level priorities and targets. The ECEC Observatory will be embedded as a section of the National Policies Platform and will include sub-sections dedicated to Comparative Data display and download, Comparative Data analysis, News and events and Country data. A Strategic toolbox for policymakers, institutions and other stakeholders, and an ECEC Glossary will also be available.
- **European Higher Education Sector Observatory (EHESO) development:** launched as a key deliverable of the European strategy for universities, the funding under this work programme will cover the **period 2027-2031** and aims to support and enhance the recurring institutional data collection activities, in cooperation with national statistical institutes (statistical data) and higher education institutions (survey data). It will also support the update and enhancement of the visualisation tools (European Higher Education Sector Scoreboard, the institutional Benchmarking Tool, and the Student Benchmarking Tool). From analytical perspective a strong focus will be placed on EHESO's contribution to monitoring the European Universities alliances and graduate outcomes (through preparations for a new round of the Eurograduate survey in 2030, as well as further progress on providing statistical data on graduate outcomes and student and graduate mobility). Furthermore, a next development phase of the European Student Hub will be carried out in synergy with the Study in Europe Portal, enhancing the integration of Eurostudent and Eurograduate data.
- **Support for further implementation of the graduate tracking initiative - Central coordination activities:** The 2017 Council Recommendation on 'Tracking Graduates' encourages Member States to develop comprehensive tracking systems for graduates at national level and to cooperate on improving the availability of comparable data for EU-level comparative analyses of graduate outcomes, including on student and labour mobility experiences. The European Network on Graduate Tracking provides a platform to EU/EEA countries in their further implementation of the European graduate tracking initiative. The funding under this activity aims at providing coordination and administrative support to this network, which feeds into the further development of the

- **Wellbeing and human agency in the age of AI:** The objective of this procurement is to provide the EU with practical guidance on ethical AI deployment, teacher capacity building, and AI literacy development, based on research work. More specifically:
 - bridge research, evidence mapping and policy innovation at the nexus of education, human agency, AI and competitiveness;
 - support the integration of developmental science, learning practice, democratic agency, and economic strategy within a single, multidisciplinary centre;
 - combine pilot projects, practical toolkits, stakeholder engagement, and rapid policy translation;
 - foster synergies and partnerships with networks and institutions at EU and global level.

The procured services aim to carry out multi-country comparative studies, development of research networks, production of policy briefs and running of dedicated events.

- **Expertise on Education and Training (partially co-delegated to DG EMPL):** 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 other 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.
- **Exchanges of experience and good practice, and peer counselling (partially co-delegated to DG EMPL):** Exchanges of experience and collection and dissemination of good practice are an integral part of the European Education Area toolbox to implement 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, also linked to the 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 Member States 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 reforms and initiatives 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 the teaching profession, increasing access and quality in early childhood education and care, green and digital education. The priorities also include higher education, STEM, innovation in education, and initiatives such as the Union of Skills, which will support the development of the Union's human capital to strengthen EU competitiveness,

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 the upcoming initiatives on digital education and skills included in the upcoming education package, and Recommendations aiming to improve the enabling factors and digital skills for a successful digital education and training²⁰², Recommendation on individual learning accounts²⁰³, etc. 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	6 700 000
EACEA	7 400 000
EMPL	2 490 000

c) Support to sectoral policy agendas

Index reference in budget table (WPI): 3.32

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

The aim is to further strengthen the transparency and recognition of skills and qualifications through the development and support to digital credentials for learning, the European Learning Model 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 Dataset Register (QDR) in the context of publication of NQF qualifications, learning opportunities and accreditation information at European level. 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, including in the context of Europass supplements. Activities will finally support the maintenance and use of the European Learning Model.

The indicative budget of the procured services, implemented by EMPL, is EUR 1 050 000

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](https://eur-lex.europa.eu/eli/oj/2022/C_243_03/20220627_001_001_001).

- ***Support to the European Alliance for Apprenticeships and Pact for Skills (co-delegated to DG EMPL)***

Erasmus+ will support the implementation of the 2025 Union of Skills, of the 2020 Council Recommendation on vocational education and training and the 2018 Council Recommendation on a European Framework for Quality and Effective Apprenticeships through a joint support service for the European Alliance for apprenticeships (EAfA) and the Pact for Skills.

Joint services for the Pact for Skills and the EAfA will cover, among others:

- Sharing of knowledge and experiences through in-person and online events;
- Supporting communities of practice and preparing factsheets, toolkits as well as other resources and activities;
- Management and support of Pact for Skills regional and large-scale partnerships;
- Management of the Pact for Skills and the EAfA commitments and pledges made by organisations such as national, regional and local, authorities, industry stakeholders/businesses, social partners, chambers, VET providers, youth representatives and think tanks;
- Design and implementation of a joint communication strategy, social media campaigns, newsletters etc;
- Design and running of the Pact for Skills and EAfA websites.

The indicative budget for these activities implemented by EMPL is EUR 9 335 000.

- ***The development of the European Competence Framework for Academic Staff in Higher Education***

The programme will support the launch and further development of the European Competence Framework for Academic Staff in Higher Education, in line with the Union of Skills. The purpose of this competence framework is to increase the attractiveness of academic careers in the higher education, as well as to work towards interconnection with other relevant international and national competence frameworks, measures and initiatives.

The funding for this activity aims to explore and develop interconnectivity and interoperability with other relevant European and national competence frameworks, through IT expertise. The procured services will create linkages among existing competence frameworks and suggest how interoperability among these frameworks can be increased, preferably based on future-oriented AI solutions.

The indicative budget for this activity, implemented by EAC, is EUR 2 000 000.

Implementation	Indicative amount (EUR)
EAC	2 000 000
EMPL	10 385 000

d) International

Index reference in budget table (WPI): 3.33

- ***International Policy Dialogue***

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: high-level dialogues, senior officials' meetings, peer learning activities, joint studies, etc. They can also be organised around thematic activities implemented through projects.

Activities to attract talented students worldwide and 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.

The indicative budget, implemented by EAC, is EUR 1 500 000.

- ***International Student and Alumni Network Erasmus+***

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 training sessions; to enhance their skills and to co-create and implement 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.

The action will be implemented by EACEA through procuring services of technical and administrative support to alumni platforms for (a) the Erasmus+ Student and Alumni Alliance and (b) two or more regional alumni platforms and related alumni activities, for a 24-months duration. The indicative budget, implemented by EACEA, is EUR 4 700 000 from Heading 2 and EUR 2 700 000 from Heading 6.

A call for tenders will be launched to conclude a service framework contract with an indicative maximum total budget of EUR 15 000 000 and a 48-months duration.

Implementation	Indicative amount (EUR)
EAC	1 500 000
EACEA	H2: 4 700 000
	H6: 2 700 000

e) Events, communication, awareness-raising (partially co-delegated to DGT, COMM, OP)

Index reference in budget table (WPI): 3.34

The allocated amount will support a wide range of information, communication, dissemination and awareness-raising activities linked to the Erasmus+ programme and/or to the European policy agendas in the fields of education and training. For example, supported activities include events, conferences, meetings with grant-holders and workshops with stakeholders (e.g. info days, kick-off events and other meetings with accredited organisations). They also include communication materials and support for Erasmus+ alumni, communication activities in view of the **40th anniversary of Erasmus+**, which will take place in 2027.

Other supported activities include:

- The **Education and Skills Summit**: 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.
- The **European Innovative Teaching Award (EITA)** event, 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 award 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.
- In 2027, 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, and stakeholder events and seminars on green and sustainability education on topics such as whole school approaches to sustainability; assessment; collaboration and partnerships; youth engagement; teacher education and curriculum development; green careers; intergenerational fairness; STEM education and leadership; basic skills; and preparedness. 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.
- **Education for Climate Coalition**: it includes 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.
- Communication activities on the **Union of Skills and the European Education Area** and its building blocks, to wider audiences, at European, national, and local level with 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.
- Communication and initiatives supporting the **2026 Education Package** and its initiatives for learners, teachers and schools (European School Alliances including basic

skills support, EU Teachers and Trainers Agenda, digital education and skills).

- Dissemination events or actions around the European Day of Languages, 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.
- Supporting initiatives are envisaged to engage the Jean Monnet community, such as events, workshops and other communication activities.

Furthermore, in 2027 the following activities will be **co-delegated** and implemented as follows:

➤ **Publications Office:**

- A dissemination activity of the Erasmus+ programme to reach new audiences with the aim of making Ukrainian children aware of Erasmus+ opportunities.

➤ **Directorate-General for Translation (DGT):**

- ‘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) organised 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.

➤ **Directorate-General for Communication (DG COMM):**

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.

The planned activities 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

²⁰⁴ Participants to the contest can choose to translate from any official EU language, into any other official EU language.

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)
EAC	7 200 000
EACEA	H2: 2 750 000 H6: 400 000
DGT	700 000
COMM	1 180 000
OP	5 000 000

f) Supporting the STEM Education Strategic Plan

Index reference in budget table (WPI): 3.35

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 **STEAM Executive Panel**, that will support closer collaboration between education and training institutions and businesses, generating expertise, practical recommendations and effective strategies to increase the attractiveness of STEM education and overcome the skills mismatch in these sectors. Furthermore, a **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 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	1 050 000

g) Action Plan on Basic Skills

Index reference in budget table (WPI): 3.36

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 procured services, including in particular:

- **Literacy coalition: Community of practice**

Following the setting up of the EU Literacy Coalition consortium, a community of practice would be hosted on an already existing platform. This online platform would provide a long-term sustainable cooperation space while ensuring the Commission's safety and data protection standards. The platform would support the implementation of Coalition's activities on an ongoing basis, increasing their scale and reach. These would include among others:

- **Community engagement:** maintaining an active community around the initiatives developed and implemented by the Coalition while enabling regular exchanges between its core and associated members, including in thematic subgroups.
- **Knowledge sharing:** facilitating the exchange of knowledge and good practices among diverse stakeholders involved in the Coalition work.
- **Content management and synthesis:** organising, managing and synthesising a wide variety of searchable resources developed by the Coalition and stemming from community interactions.
- **Collaboration and capacity building:** supporting Coalition's webinars, workshops and conferences in different formats, while enhancing participants' engagement.
- **Outreach and communication:** implementing online outreach and communication campaigns with a specific thematic focus and to recruit new members, supported by audiovisual and multimedia content.

The procured services will be implemented by EACEA with an indicative budget of EUR 1 500 000.

- **Self-assessment tool for basic skills**

An online self-assessment tool for schools will be developed to assess their basic skills teaching and learning. The tool will draw on existing competence frameworks, self-reflection tools and repositories of good practice, including the European Toolkit for Schools, to support schools through a dedicated instrument for assessing their development needs in relation to teaching and learning basic skills and in planning relevant targets and actions.

Developing the tool will entail the following activities: Mapping of current tools and content, Developing, testing and validating a catalogue of questions and reporting function.

The procured services will be implemented by EAC with an indicative budget of EUR 750 000.

- **EU curricular benchmarking guide for primary education**

The EU curricular benchmarking guide is like a "competence framework for primary curricula". Drawing on existing curricular thresholds across the EU, as well as international large-scale assessments of pupils' proficiency in basic skills, a curricular benchmarking guide will be developed to define what pupils should know and be able to do at a specific stage of their primary education. Focusing on describing learning goals by grade at ISCED 1 level, the guide will be made available to education authorities as a means of supporting policies and strategies to raise basic skills levels in primary education.

The procured services will be implemented by EAC with an indicative budget of EUR 500 000.

- **European Network of Advisory and Support Services on Basic Skills**

As a central element of the 2026 Education Package, a new Network of Advisory and Support Services on Basic Skills will be set up and developed to support participating public bodies through capacity-building, mutual learning and exchange of good practice on evidence-informed school education through effective support from research to school practice. Focus areas will include issues such as governance models and funding for basic skills support, evaluation, monitoring and target-setting. The targeted members of the network are public authorities and bodies with a relevant mission, including for instance Education Ministries, educational research institutes, inspectorates or dedicated support agencies. The Network will be set up and start its activities with regular meetings and activities in a combination of in-presence and online formats, which will be supported through expert consultancy services. The procured services are foreseen for 24 months and will include the expert support required for the setting up, convening and developing of the network, including the mapping of relevant actors and models and the organisation of targeted capacity-building, training and peer learning activities.

The indicative budget for this activity, implemented by EAC, is EUR 1 500 000.

- **Peer support on teachers**

The programme will support the exchange of policies on teachers among relevant authorities and stakeholders in support of the EU Teachers and Trainer Agenda, announced in the Action Plan on Basic Skills. This could cover, for example, strategic teacher workforce management, forecasting, research, monitoring and evaluation, placement practices, pay and working conditions, working time, teacher recruitment processes, enrolment and graduation in initial teacher education, induction of novice teachers, and continuous professional development, diversified careers and pathways for teachers, school leadership, teacher retention and well-being, change management and innovation in teaching practices). The procured services would cover tentatively 5 interested Member States or third countries associated to the programme.

The indicative budget for this activity, implemented by EAC, is EUR 600 000

Implementation	Indicative amount (EUR)
EAC	3 350 000
EACEA	1 500 000

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

a) Support to programme implementation

i. Selection and implementation

Index references in budget table (WPI): 3.40

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: 6 300 000
	H6: 5 600 000

IV. JEAN MONNET ACTIONS

On the basis of the objectives established in the Erasmus+ Regulation, Jean Monnet Activities will be implemented as follows:

Overview of funding to Jean Monnet Activities by implementation instrument:

Education and Training Jean Monnet actions			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	0	0	0
<i>of which implemented by National Agencies</i>	0	0	0
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	77.737.500	6.900.000	84.637.500
<i>of which grants</i>	77.737.500	6.900.000	84.637.500
<i>of which procurement</i>	0	0	0
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	77.737.500	6.900.000	84.637.500

1. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER 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

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: 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 is justified as being in the Union’s interest in accordance with Article 20 of the Erasmus+ Regulation, 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 Instrument²⁰⁵. 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)²⁰⁶. 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 is justified as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

Implementation	Indicative amount (EUR)
EACEA	H2: 15 550 000
	H6: 4 500 000

b) Jean Monnet Actions in other fields of education and training

Index reference in budget table (WPI): 4.02

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: 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 5 100 000.

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).

²⁰⁵ OJ L 209, 14.6.2021, p. 1. ELI: <http://data.europa.eu/eli/reg/2021/947/oj>

²⁰⁶ OJ L 330, 20.9.2021, p.1. ELI: <http://data.europa.eu/eli/reg/2021/1529/oj>

Type of applicants targeted: 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 3 900 000.

Implementation	Indicative amount (EUR)
EACEA	9 000 000

c) Jean Monnet policy debate

Index reference in budget table (WPI): 4.03

Large Jean Monnet 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 Jean Monnet networks is to provide regular feedback 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 2027 Jean Monnet networks are foreseen on:

- **Jean Monnet Networks on internal policy:**
 - Strategic autonomy of the European political area: digital and economic independence;
 - The role of education and culture for integration and cooperation in Europe.
- **Jean Monnet Network on external policy** (funded with Heading 6 budget):
 - EU-Ukraine-Moldova;
 - EU-Canada.

Targeted applicants:

- for the Jean Monnet network on internal policy: higher education institutions established in an EU Member State, or third country associated to the Programme;
- for the Jean Monnet network on external policy:
 - EU-Ukraine-Moldova: applicants must be higher education institutions established in an EU Member State or a third country associated to the Programme, or in Ukraine (part of Erasmus+ Region 2). Higher education institutions from Moldova can take part as full partner.
 - EU-Canada: 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 (Canada, under Erasmus+ Region 5).

Under the Jean Monnet 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 is in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation, 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 2027, 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 Ukraine-Moldova, as well as in Canada.

This action is funded on the basis of Article 13(6) of the Regulation (EU) No 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.

For the reasons above, the participation of legal entities from third countries not associated to the Programme in this action is in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

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 Networks on internal policy is EUR 4 000 000 (EUR 2 000 000 by theme).
- The indicative budget for Jean Monnet Network on external policy is EUR 2 400 000 (EUR 1 200 000 by region covered).

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: 6 000 000
	H6: 2 400 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION

a) Operating grants to support specific institutions pursuing an aim of European interest

Index references in budget table (WPI): 4.20 to 4.26

In accordance with Article 198 point (d) of the Financial Regulation, which is applicable to grants to bodies identified as beneficiaries in the basic act, and with Article 8 point (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 campus²⁰⁷;
- 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

²⁰⁷ 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

Youth - Draft budget 2027 (Heading 2 and 6)	Key Action 1	Key Action 2	Key Action 3	Total
Indirect management – Total	394.803.000	107.000.000	35.222.600	537.025.600
<i>of which implemented by National Agencies</i>	394.803.000	107.000.000	35.222.600	537.025.600
<i>of which implemented by other bodies</i>	-	-	-	-
Direct management – Total	56.635.000	21.400.000	29.391.400	107.426.400
<i>of which grants</i>	-	19.900.000	23.171.400	43.071.400
<i>of which procurement</i>	56.635.000	1.500.000	4.460.000	62.595.000
<i>of which other (prizes, call for expression of interest...)</i>	-	-	1.760.000	1.760.000
TOTAL	451.438.000	128.400.000	64.614.000	644.452.000

I. KEY ACTION 1

On the basis of the objectives established in the Erasmus+ Regulation, key action 1 activities in the youth field will be implemented as follows:

Overview of KA1 funding by implementation instrument:

Youth Key Action 1			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	394.803.000	0	394.803.000
<i>of which implemented by National Agencies</i>	394.803.000	0	394.803.000
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	55.700.000	935.000	56.635.000
<i>of which grants</i>	0	0	0
<i>of which procurement</i>	55.700.000	935.000	56.635.000
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	450.503.000	935.000	451.438.000

Overview of KA1 funding by clusters of topics:

Youth Key Action 1 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Mobility projects	383.803.000	0	383.803.000
DiscoverEU	11.000.000	55.935.000	66.935.000
Accreditations	0	0	0
Language learning opportunities	0	700.000	700.000
TOTAL	394.803.000	56.635.000	451.438.000

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects in the field of youth

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 grants 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 action²⁰⁸ 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: 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 with proven experience in the youth field, provided its involvement does not have a commercial purpose and is not aimed at generating profit; informal groups of young people. Applicants must be established in an EU Member State or third country associated to the Programme.

²⁰⁸<https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>

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: 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 with proven experience in the youth field, provided its involvement does not have a commercial purpose and is not aimed at generating profit. 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) point (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	342 803 000

b) Youth participation

Index reference in budget table (WPI): 5.02

- Projects under this action are non-formal activities that promote youth participation in Europe's democratic life and aim to: create opportunities for young people to engage and learn to participate in civic society and political or democratic life, have their opinions heard and their needs considered;
- develop participatory structures, mechanisms and approaches to provide space, support and means for young people to contribute to and influence decisions that affect them.

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 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.

²⁰⁹<https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf>

Type of applicants targeted: 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 with proven experience in the youth field, provided its involvement does not have a commercial purpose and is not aimed at generating profit; 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) point (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	41 000 000

c) DiscoverEU

i. 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: 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 with proven experience in the youth field, provided its involvement does not have a commercial purpose and is not aimed at generating profit; 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) point (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	11 000 000

d) Accreditations

i. Accreditations in the field of youth

Index references in budget table (WPI): 5.04

The accreditations²¹⁰ in the field of youth define a quality framework for mobility activities and certify that the successful applicants are able to implement the applicable quality standards. The accreditations are subject to regular monitoring and the holder's continued compliance with the call requirements.

In 2027, a re-accreditation call will be launched. This re-accreditation call will serve to check performance and compliance of currently accredited organisations. Organisations that pass the required thresholds will be awarded the accreditation for the period from 2028 until 2034, subject to their continued compliance with the call conditions.

Type of applicants targeted: any organisation currently accredited in the field of youth.

The 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) point (f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	0

²¹⁰ For definition and explanation of the accreditation procedure, see point c) under section 1 of Part II of this work programme.

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) DiscoverEU

i. DiscoverEU General

Index reference in budget table (WPI): 5.06, 5.07

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.

In 2027, the action will be open to participants from candidate countries and potential candidates non-associated to the programme (Albania, Bosnia and Herzegovina, Kosovo* and Montenegro, as well as Moldova and Ukraine) with Heading 6 funding.

Selection of participants will be implemented according to Article 244 of the Financial Regulation (non-financial donations).

Implementation	Indicative amount (EUR)
EACEA	H2: 55 000 000 H6: 935 000

b) Language learning opportunities

Index reference in budget table (WPI): 5.08

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 2027 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 through procured services. 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

On the basis of the objectives established in the Erasmus+ Regulation, key action 2 activities in the youth field will be implemented as follows:

Overview of KA2 funding by implementation instrument:

Youth Key Action 2			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	107.000.000	0	107.000.000
<i>of which implemented by National Agencies</i>	107.000.000	0	107.000.000
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	3.500.000	17.900.000	21.400.000
<i>of which grants</i>	2.000.000	17.900.000	19.900.000
<i>of which procurement</i>	1.500.000	0	1.500.000
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	110.500.000	17.900.000	128.400.000

Overview of KA2 funding by clusters of topics:

Youth Key Action 2 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Partnerships for Cooperation	107.000.000	2.000.000	109.000.000
Capacity building (Heading 6)	0	17.900.000	17.900.000
Online platforms and tools for virtual cooperation	0	1.500.000	1.500.000
TOTAL	107.000.000	21.400.000	128.400.000

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Partnerships for Cooperation

i. 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 reusable, transferable, 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 in the field of youth will be given in 2027 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine.

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 the war in Ukraine.

Type of applicants targeted: 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 a 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 region's 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, 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) point (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	72 000 000

ii. 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 in the field of youth will be given in 2027 to projects aiming at addressing the consequences of Russia's war of aggression against Ukraine.

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 the war in Ukraine.

Type of applicants targeted: 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 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) point (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	35 000 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) Partnerships for Cooperation

i. Partnerships for Cooperation in the field of youth - European NGOs

Index reference in budget table (WPI): 5.12

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: any participating organisation established in an EU Member State or a 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 (Heading 6)

i. 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 and the Pact for the Mediterranean. In countries covered by the Pact for the Mediterranean the aim is to engage civil society and local communities, and in particular young people in the Southern Mediterranean, and support them in delivering social and community services, raising awareness about key societal challenges and enhancing democratic participation. This action will do so, 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, the participation in this action of legal entities from third countries not associated to the programme is justified as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

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>

Implementation	Indicative amount (EUR)
EACEA	17 900 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Online platforms and tools for virtual cooperation

i. 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, including the application and the tool used to manage the calls 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	1 500 000

III. KEY ACTION 3

On the basis of the objectives established in the Erasmus+ Regulation, key action 3 activities in the youth field will be implemented as follows:

Overview of KA3 funding by implementation instrument:

Youth Key Action 3			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	35.222.600	0	35.222.600
<i>of which implemented by National Agencies</i>	35.222.600	0	35.222.600
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	27.926.400	1.465.000	29.391.400
<i>of which grants</i>	23.106.400	65.000	23.171.400
<i>of which procurement</i>	4.460.000	0	4.460.000
<i>of which other (prizes, call for expression of interest...)</i>	360.000	1.400.000	1.760.000
TOTAL	63.149.000	1.465.000	64.614.000

Overview of KA3 funding by clusters of topics:

Youth Key Action 3 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
High-quality and inclusive programme implementation	35.222.600	1.265.000	36.487.600
Support to sectoral policy agendas	0	550.000	550.000
Expertise, studies, evidence-based activities	0	961.400	961.400
Policy dialogue and cooperation with stakeholders	0	21.225.000	21.225.000
Events, communication, awareness-raising	0	3.630.000	3.630.000
Support to programme implementation	0	1.760.000	1.760.000
TOTAL	35.222.600	29.391.400	64.614.000

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) High-quality and inclusive Programme implementation

i. 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) point (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	22 500 000

ii. 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) point (f), 157 and 160(1) of the Financial Regulation.

Implementation	Indicative amount (EUR)
National Agencies	2 300 000

iii. 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) point (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	7 000 000

iv. 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 editorial content and the helpdesk on 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) point (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	3 422 600

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION

a) Support to sectoral policy agendas

i. 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.

Grants will be awarded without a call for proposals because the Presidency is considered as a *de jure* monopoly as 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 point (c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
EAC	550 000

b) Expertise, studies, evidence-base activities

i. 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, action grants will be 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 point (f) of the Financial Regulation). The activities concerned therefore do not fall under the scope of a call for proposals.

This action grant will cover a 15-months implementation period for Switzerland and United Kingdom (provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement). The distribution of the budget is provided in Part III of this Work Programme.

Implementation	Indicative amount (EUR)
EACEA	131 400

c) Policy dialogue and cooperation with stakeholders

i. European Youth Forum

Index reference in budget table (WPI): 5.32

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 to it on the basis of Article 198 point (d) of the Financial Regulation subject to approval of an appropriate work plan and estimated budget, contributing to its eligible operating costs.

Implementation	Indicative amount (EUR)
EACEA	2 975 000

d) High-quality and inclusive Programme implementation

i. Eurodesk Brussels link

Index reference in budget table (WPI): 5.33

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.

In 2027, Eurodesk Brussels link will ensure coordination of the Eurodesk Network to provide helpdesk support to DiscoverEU participants from candidate countries and potential candidates non-associated to the programme (Albania, Bosnia and Herzegovina, Kosovo* and Montenegro, as well as Moldova and Ukraine) with Heading 6 funding.

Support to Eurodesk is identified in Article 11(d) of the Erasmus+ Regulation. The grant will be awarded on the basis of Article 198 point (d) of the Financial Regulation subject to approval of an activity plan and an estimated budget.

Implementation	Indicative amount (EUR)
EACEA	H2: 1 200 000
	H6: 65 000

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) Policy dialogue and cooperation with stakeholders

i. 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, the New European Bauhaus initiative and the strategy on intergenerational fairness.

Type of applicants targeted: 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	9 250 000

ii. 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.

Type of applicants targeted: 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	9 000 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Expertise, studies, evidence-base activities

Index reference in budget table (WPI): 5.50

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.

Furthermore, the following activities will be implemented:

- **Exchanges of experience and good practices 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.
- **National Policies Platform:** this 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 procured services. This action is shared between the budget lines 07 03 01 02 and 07 03 02 (see WPI 3.31).

Implementation	Indicative amount (EUR)
----------------	-------------------------

EAC	530 000
EACEA	300 000

b) Events, communication, awareness-raising

Index reference in budget table (WPI): 5.51

The amounts allocated will support the organisation of a wide range of events, conferences, meeting grant-holders and other meetings for supporting Programme implementation, 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, also with link to **40th anniversary of Erasmus+**, which will take place in 2027. The costs related to grant-holders and other meetings for supporting Programme implementation are included in the Work Programme, such as info days, kick-off events and other meetings with accredited organisations in order to promote the Programme.

The allocated budget will also support 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 Dialogue, 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.

Implementation	Indicative amount (EUR)
EAC	3 550 000
EACEA	80 000

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

a) Support to programme implementation

i. Selection and implementation

Index references in budget table (WPI): 5.60

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: 360 000
	H6: 1 400 000

C. SPORT

Sport - Draft budget 2027 (Heading 2 and 6)	Key Action 1	Key Action 2	Key Action 3	Total
Indirect management – Total	25.000.000	-	1.900.000	26.900.000
<i>of which implemented by National Agencies</i>	25.000.000	-	1.000.000	26.000.000
<i>of which implemented by other bodies</i>	-	-	900.000	900.000
Direct management – Total	-	86.863.000	7.550.000	94.413.000
<i>of which grants</i>	-	86.863.000	1.320.000	88.183.000
<i>of which procurement</i>	-	-	2.800.000	2.800.000
<i>of which other (prizes, call for expression of interest...)</i>	-	-	3.430.000	3.430.000
TOTAL	25.000.000	86.863.000	9.450.000	121.313.000

I. KEY ACTION 1

On the basis of the objectives established in the Erasmus+ Regulation, key action 1 activities in the sport field will be implemented as follows:

Overview of KA1 funding by implementation instrument:

Sport Key Action 1			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	25.000.000	0	25.000.000
<i>of which implemented by National Agencies</i>	25.000.000	0	25.000.000
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	0	0	0
<i>of which grants</i>	0	0	0
<i>of which procurement</i>	0	0	0
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	25.000.000	0	25.000.000

Overview of KA1 funding by clusters of topics:

Sport Key Action 1 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Mobility projects	25.000.000	0	25.000.000
TOTAL	25.000.000	0	25.000.000

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) Mobility projects in the field of sport

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 targeted: 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) point (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	25 000 000

II. KEY ACTION 2

On the basis of the objectives established in the Erasmus+ Regulation, key action 2 activities in the sport field will be implemented as follows:

Overview of KA2 funding by implementation instrument:

Sport Key Action 2			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	0	0	0
<i>of which implemented by National Agencies</i>	0	0	0
<i>of which implemented by other bodies</i>	0	0	0
Direct management – Total	84.243.000	2.620.000	86.863.000
<i>of which grants</i>	84.243.000	2.620.000	86.863.000
<i>of which procurement</i>	0	0	0
<i>of which other (prizes, call for expression of interest...)</i>	0	0	0
TOTAL	84.243.000	2.620.000	86.863.000

Overview of KA2 funding by clusters of topics:

Sport Key Action 2 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
Partnerships for Cooperation	0	69.243.000	69.243.000
Capacity building (Heading 6)	0	2.620.000	2.620.000
Not-for-profit European sport events	0	15.000.000	15.000.000
TOTAL	0	86.863.000	86.863.000

1. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED UNDER CALLS FOR PROPOSALS

a) Partnerships for Cooperation

i. 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 reusable, transferable, 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 2027 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: 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, 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	59 243 000

ii. Small-scale partnerships in the field of sport

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 2027 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:

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.

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: 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

b) 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	15 000 000

c) Capacity Building (Heading 6)

i. 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 programme. The aim is to support sport activities and policy development in third countries not associated to the programme to promote values, social inclusion, social cohesion as well as education through sport. Specifically, the action intends to: raise the capacity of grassroots sport organisations; promote grassroots sport activities; promote social inclusion through sport; emphasise mutual promotion of values; foster cooperation across different regions of the world through joint initiatives.

Type of applicants targeted: 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 (NDICI-Global Europe)²¹⁹. 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 (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 (through 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, the participation in this action of legal entities from third countries not associated to the Programme is justified as being in the Union's interest in accordance with Article 20 of the Erasmus+ Regulation.

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>

Implementation	Indicative amount (EUR)
EACEA	2 620 000

III. KEY ACTION 3

On the basis of the objectives established in the Erasmus+ Regulation, key action 3 activities in the sport field will be implemented as follows:

Overview of KA3 funding by implementation instrument:

Sport Key Action 3			
Erasmus+ Draft budget 2027	Heading 2	Heading 6	Total
Indirect management – Total	1.900.000	0	1.900.000
<i>of which implemented by National Agencies</i>	1.000.000	0	1.000.000
<i>of which implemented by other bodies</i>	900.000	0	900.000
Direct management – Total	7.270.000	280.000	7.550.000
<i>of which grants</i>	1.320.000	0	1.320.000
<i>of which procurement</i>	2.800.000	0	2.800.000
<i>of which other (prizes, call for expression of interest...)</i>	3.150.000	280.000	3.430.000
TOTAL	9.170.000	280.000	9.450.000

Overview of KA3 funding by clusters of topics:

Sport Key Action 3 (Heading 2 & 6)			
Clusters of topics' actions	Indirect management	Direct management	Total
High-quality and inclusive programme implementation	1.000.000	0	1.000.000
Cooperation with international organisations	900.000	0	900.000
Support to sectoral policy agendas	0	1.170.000	1.170.000
Expertise, studies, evidence-based activities	0	950.000	950.000
Events, communication, awareness-raising	0	2.000.000	2.000.000
EU Sport Awards		150.000	150.000
Support to programme implementation	0	3.280.000	3.280.000
TOTAL	1.900.000	7.550.000	9.450.000

1. ACTIONS IMPLEMENTED UNDER INDIRECT MANAGEMENT

a) High-quality and inclusive Programme implementation

i. Training and Cooperation Activities in the field of sport

Index reference in budget table (WPI): 6.10

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) point (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	1 000 000

b) Cooperation with international organisations

i. Cooperation with the Council of Europe in the field of sport

Index reference in budget table (WPI): 6.11

The Council of Europe and the Commission jointly support inclusion and equality, and actions to combat 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

ii. Cooperation with the World Health Organisation (WHO)

Index reference in budget table (WPI): 6.12

The Council Recommendation on promoting Health-Enhancing Physical Activity (HEPA) across sectors ('the Council Recommendation'), adopted in November 2013, encourages the development of national strategies and action plans to promote physical activity involving all relevant sectors, including but not limited to sport and health. The Recommendation calls for cooperation between the Commission and the World Health Organisation (WHO) to collect relevant data, country-specific overviews and analysis. The Commission will partner with the WHO to support the implementation of the Council Recommendation on HEPA at national level – and to promote the functioning of the associated monitoring framework.

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

Implementation	Indicative amount (EUR)
WHO	500 000

2. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – GRANTS AWARDED WITHOUT CALLS FOR PROPOSALS – EXCEPTION UNDER ARTICLE 198 OF THE FINANCIAL REGULATION

a) Support to sectoral policy agenda

i. Presidency events

Index references in budget table (WPI): 6.20

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 point (c) of the Financial Regulation).

Implementation	Indicative amount (EUR)
EAC	500 000

ii. Dialogue with stakeholders - National activities

Index reference in budget table (WPI): 6.21

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 point (c) of the Financial Regulation. The funding under this action will be awarded to National Coordinating Bodies designated in Switzerland and the United Kingdom (provided the respective country joins Erasmus+ as an associated third country in accordance with their association agreement.). These newly associated third countries will be asked to appoint their national coordinator, which should serve as a contact for the European Commission and grants agreements will be signed with the National Coordinating Bodies (funding for grants to entities from EU Member States and other third countries associated to the programme was already included in 2026 work programme).

The grants 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	320 000

iii. Cooperation with European Olympic Committees

Index reference in budget table (WPI): 6.22

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,

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.

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 comprehensive network, based on National Olympic Committees, enables the multiplication and 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 point (f) of the Financial Regulation.

Implementation	Indicative amount (EUR)
EAC	350 000

b) Expertise, studies, evidence-based activities

i. Peer-learning activities

Index references in budget table (WPI): 6.30

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, point (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

3. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT - PROCUREMENTS

a) Expertise, studies, evidence-based activities

Index references in budget table (WPI): 6.31

Good knowledge, information and evidence on social, economic and governance-related aspects of sport and physical activity are a prerequisite for effective policy making in these fields at the EU level and in Member States. EU added value can be achieved by encouraging data collection and evidence reinforcement, spreading good practices from EU Member States or third countries associated to the programme and sport organisations and by reinforcing networks at EU level. The EU can provide both opportunities for cooperation among stakeholders and synergy with, and between, national, regional and local policies to promote sport-related challenges. The following activities can be covered:

- studies and support services to networks (including communities of practice);
- support for surveys and data gathering, aiming at strengthening the evidence base for policy making.

Studies and networks would allow covering, for instance, the continuation of the works on Sport satellite accounts and sport statistics, sport and innovation, sport participation, health-enhancing physical activity, integrity and values or socio-economic or sustainable development in sport for instance in the field of sport economics, could also be launched.

Implementation	Indicative amount (EUR)
EAC	800 000

b) Events, communication, awareness-raising

Index references in budget table (WPI): 6.32

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, communication activities and campaigns, 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. As relevant, communication activities and campaign will also be linked to the **40th anniversary of Erasmus+**, which will take place in 2027.

Implementation	Indicative amount (EUR)
EAC	2 000 000

4. ACTIONS IMPLEMENTED UNDER DIRECT MANAGEMENT – PRIZES

a) #BeActive EU Sport Awards

Index reference in budget table (WPI): 6.40

The #BeActive EU Sport Awards recognise and celebrate the role of sport and 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 its role 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: 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) Support to programme implementation

i. Selection and implementation

Index reference in budget table (WPI): 6.50

This action relates to the remuneration of experts involved in the assessment of proposals and offers, supporting monitoring tasks and providing policy advice for actions that 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: 3 000 000
	H6: 280 000

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

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) point (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: 184 500 000
	H6: 10 000 000

PART III - BUDGET

This part of the Work Programme gives an indication of the funds which will be available in 2027 to finance activities supported by the Erasmus+ Programme.

1. AVAILABLE APPROPRIATIONS AND DISTRIBUTION BY BUDGET LINE

The total available appropriations foreseen under the 2027 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, Switzerland²²², United Kingdom²²³) amounts to **EUR 6 212 985 300**.

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

- appropriations from the budget of the Union and under Heading 2: **EUR 4 443 194 353**;
- appropriations from the budget of the Union and under Heading 6: **EUR 348 493 210**;
- appropriations arising from the participation of the EFTA/EEA countries: **EUR 118 499 797** under Heading 2 and **EUR 9 304 769** under Heading 6;
- appropriations corresponding to estimated external assigned revenues: **EUR 988 562 566** under Heading 2 and **EUR 84 623 321** under Heading 6;
- appropriations corresponding to estimated internal assigned revenues: **EUR 220 307 284** under Heading 2 and **EUR 0** under Heading 6.

²²² Provided it joins Erasmus+ as an associated third country in accordance with the respective association agreement.

²²³ Provided it joins Erasmus+ as an associated third country in accordance with the respective association agreement.

Tables 1 – Erasmus+ 2027: available appropriations

2027 Indicative Budget		Budget lines	EU Budget	EFTA/EEA	External assigned revenues (Other countries)	Internal assigned revenues	2027 Indicative Budget
Heading 2	E&T indirect management	07 03 01 01	3.200.104.603	83.102.880	691.070.923	198.277.094	4.172.555.500
	E&T direct management and JMO action	07 03 01 02	661.402.888	19.999.378	169.041.234	-	850.443.500
	Youth	07 03 02	481.913.345	12.867.086	107.341.379	22.030.190	624.152.000
	Sport	07 03 03	94.773.517	2.530.453	21.109.030	-	118.413.000
	Total Erasmus+ (H2)		4.438.194.353	118.499.797	988.562.566	220.307.284	5.765.564.000
	ESF+	07 02 13	5.000.000	-	-	-	5.000.000
	Total (H2)		4.443.194.353	118.499.797	988.562.566	220.307.284	5.770.564.000
Heading 6	NDICI-Global Europe	14 02 01 50	290.049.724	7.744.328	70.405.648	-	368.199.700
	IPA III	15 02 01 02	58.443.486	1.560.441	14.217.673	-	74.221.600
	Total (H6)		348.493.210	9.304.769	84.623.321	0	442.421.300
TOTAL			4.791.687.563	127.804.566	1.073.185.887	220.307.284	6.212.985.300

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	2027 Indicative budget	Implementation mode	Implementing body
	<i>Mobility projects:</i>				
1.01	Higher education students and staff	2	1.613.310.800 5.000.000	IM	NA
1.02	VET learners and staff	2	1.075.182.700	IM	NA
1.03	School education learners and staff	2	686.733.700	IM	NA
1.04	Adult education learners and staff	2	201.587.000	IM	NA
1.05	Mobility projects for Higher education students and staff from/to third countries not associated to the programme - Heading 6	6	222.963.300	IM	NA
	<i>Accreditations:</i>				
1.10	Accreditations in the fields of higher education, VET, school education and adult education	2	0	IM	NA
1.11	Higher Education Mobility Consortium Accreditations	2	0	IM	NA
	<i>Virtual Exchanges (Heading 6):</i>				
1.12	Erasmus+ Virtual Exchanges - Heading 6	6	8.100.000	CFP	EACEA
1.20	Language learning opportunities	2	5.200.000	PP	EACEA
	<i>Accreditations:</i>				
1.30	Erasmus Charter for Higher Education (ECHE)	2	0	APEL	EACEA
Sub-total KA1 (Heading 2: 07 03 01 01)			3.576.814.200		
Sub-total KA1 (Heading 2: 07 03 01 02)			5.200.000		
Sub-total KA1 (Heading 2: 07 02 13)			5.000.000		
Sub-total KA1 (Heading 6)			231.063.300		

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	2027 Indicative budget	Implementation mode	Implementing body
	<i>Partnerships for Cooperation:</i>				
2.01	Cooperation Partnerships in the field of Higher Education	2	71.423.000	IM	NA
2.02	Cooperation Partnerships in the field of Vocational Education and Training	2	79.149.000	IM	NA
2.03	Cooperation Partnerships in the field of School Education	2	76.947.000	IM	NA
2.04	Cooperation Partnerships in the field of Adult Education	2	60.775.000	IM	NA
2.05	Small-scale partnerships in the field of Vocational Education and Training	2	22.500.000	IM	NA
2.06	Small-scale partnerships in the field of School Education	2	22.510.000	IM	NA
2.07	Small-scale partnerships in the field of Adult Education	2	22.510.000	IM	NA
2.08	European partnerships for school development	2	23.300.000	IM	NA
2.09	Cooperation partnerships submitted by European NGOs in the fields of education and training	2	5.000.000	CFP	EACEA
	<i>Partnerships for Excellence:</i>				
2.10	European Universities	2	216.000.000	CFP	EACEA
		6	2.400.000		
2.11	Joint European Degree Label exploratory action	2	24.000.000	CFP	EACEA
2.12	Erasmus Mundus (EM) action	2	146.500.000	CFP	EACEA
2.13	Erasmus Mundus Joint Master - Additional scholarships for targeted regions of the world - Heading 6	6	21.121.400	CFP	EACEA
2.14	Centres of Vocational Excellence	2	74.500.000	CFP	EACEA
2.15	Erasmus+ Teacher Academies	2	37.500.000	CFP	EACEA
	<i>Partnerships for Innovation:</i>				
2.16	Alliances	2	70.000.000	CFP	EACEA
	<i>Capacity building (Heading 6)</i>				
2.20	Capacity building in Higher Education – Heading 6	6	106.050.000	CFP	EACEA
2.21	Capacity building in VET - Heading 6	6	27.750.000	CFP	EACEA

	Online platforms and tools for virtual cooperation:				
2.22	Support services for eTwinning (National Support Organisations)	2	5.425.000	DB	EACEA
		6	400.000		
2.23	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	2	1.200.000	SPE	EACEA
2.24	Erasmus Without Paper	2	2.547.000	PP	EACEA
2.25	EPALE (Electronic Platform for Adult Learning in Europe) Central Support Service	2	1.700.000	PP	EACEA
2.26	Europass platform and related tools	2	5.150.000	PP	EMPL
2.27	European School Education Platform Central Support Services (ESEP) including eTwinning	2	6.500.000	PP	EACEA
2.28	European Student Card and future ESCH+	2	13.000.000	PP	EACEA
	Support to programme implementation:				
2.29	Support to IT developments	2	4.800.000	PP	EAC/DIGIT
	Online platforms and tools for virtual cooperation:				
2.30	IT services for Erasmus+ platforms	2	2.300.000	SLA	EACEA
		6	200.000		
Sub-total KA2 (Heading 2: 07 03 01 01)			379.114.000		
Sub-total KA2 (Heading 2: 07 03 01 02)			616.122.000		
Sub-total KA2 (Heading 6)			157.921.400		

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	2027 Indicative budget	Implementation mode	Implementing body
	<i>High-quality and inclusive programme implementation:</i>				
3.01	Training and Cooperation Activities in the fields of Education and Training	2	22.500.000	IM	NA
3.02	SALTO Resource Centres in the fields of Education and Training	2	1.400.000	IM	NA
3.03	National Teams to support the implementation of EU VET priorities	2	3.227.300	IM	NA
	<i>Cooperation with international organisations:</i>				
3.05	Cooperation with the OECD	2	2.500.000	IM	OECD
	<i>Expertise, studies, evidence-based activities:</i>				
3.07	Cooperation with Cedefop	2	1.250.000	IM	CEDEFOP
3.08	Cooperation with European Training Foundation (ETF)	2	1.250.000	IM	ETF
	<i>Policy dialogue and cooperation with stakeholders:</i>				
3.10	Civil Society Cooperation: Education and Training	2	5.125.000	CFP	EACEA
3.11	European policy experimentations	2	40.000.000	CFP	EACEA
	<i>Action Plan on Basic Skills:</i>				
3.12	Support for the EU Literacy Coalition: Literacy coalition network	2	400.000	CFP	EAC
	<i>Expertise, studies, evidence-based activities:</i>				
3.13	International Civic and Citizenship Education Study (ICCS)	2	2.700.000	SPE	EACEA
3.14	International Computer and Information Literacy Study (ICILS)	2	2.400.000	SPE	EACEA
3.15	Eurostudent	2	1.750.000	SPE	EACEA
3.16	Eurydice - network of National units	2	6.330.000	DB	EACEA
	<i>Support to sectoral policy agendas:</i>				
3.17	Presidency events	2	625.000	MON	EAC
		2	200.000		EMPL
3.18	EQF, Europass and Euroguidance - National centres	2	16.296.000	DB	EACEA
3.19	National Coordinators for Adult Learning - Implementing the priorities for the European Agenda for Adult Learning and EU and national policy priorities on adult learning	2	1.500.000	SPE	EACEA
3.20	Support to the European Quality Assurance Register for further development of the Database of External Quality Assurance Results and the repository of joint European degree label programmes	2	1.000.000	MON	EAC
3.21	Support to the European Quality Assurance in Vocational Education and Training National Reference Points (EQAVET – NRP)	2	430.000	SPE	EACEA
	<i>International:</i>				
3.22	Preparation for candidate countries' and potential candidates' future association	6	4.636.600	MON	EAC

3.30	Support to innovation and cross-sectoral policy agendas	2	3.123.000	PP	EAC
			5.300.000		EACEA
3.31	Expertise, studies, evidence-based activities	2	6.700.000	PP	EAC
			7.400.000		EACEA
			2.490.000		EMPL
3.32	Support to sectoral policy agendas	2	2.000.000	PP	EAC
			10.385.000		EMPL
3.33	International	2	1.500.000	PP	EAC
			4.700.000		EACEA
		6	2.700.000		
3.34	Events, communication, awareness-raising	2	7.200.000	PP	EAC
			2.750.000		EACEA
			700.000		DGT
			1.180.000		COMM
			5.000.000		OP
		6	400.000		EACEA
3.35	Supporting the STEM Education Strategic Plan	2	1.050.000	PP	EAC
3.36	Action Plan on Basic Skills	2	3.350.000	PP	EAC
			1.500.000		EACEA
	Support to programme implementation:				
3.40	Selection and implementation	2	6.300.000	SE	EACEA
		6	5.600.000		
Sub-total KA3 (Heading 2: 07 03 01 01)			32.127.300		
Sub-total KA3 (Heading 2: 07 03 01 02)			151.384.000		
Sub-total KA3 (Heading 6)			13.336.600		

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	2027 Indicative budget	Implementation mode	Implementing body
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	2	15.550.000	CFP	EACEA
		6	4.500.000		
4.02	Jean Monnet Actions for other fields of education and training	2	9.000.000	CFP	EACEA
4.03	Jean Monnet Actions in the field of Higher Education: Jean Monnet policy debate	2	6.000.000	CFP	EACEA
		6	2.400.000		
	<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)			77.737.500		
Sub-total Jean Monnet actions (Heading 6)			6.900.000		

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	2027 Indicative budget	Implementation mode	Implementing body
7.00	Management fees of National Agencies	2	184.500.000	IM	NA
		6	10.000.000		
Sub-total (Heading 2: 07 03 01 01)			184.500.000		
Sub-total (Heading 6)			10.000.000		

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			
			2027 Indicative budget
	TOTAL (HEADING 2: 07 03 01 01)		4.172.555.500
	TOTAL (HEADING 2: 07 03 01 02)		850.443.500
	TOTAL (HEADING 2: 07 02 13)		5.000.000
	TOTAL HEADING 6		419.221.300
	GRAND TOTAL		5.447.220.300

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

Youth					
WPI	Actions	Heading	2027 Indicative budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility					
5.01	Mobility projects in the field of youth	2	342.803.000	IM	NA
5.02	Youth participation	2	41.000.000	IM	NA
	DiscoverEU:				
5.03	DiscoverEU inclusion action	2	11.000.000	IM	NA
	Accreditations:				
5.04	Accreditations in the field of youth	2	0	IM	NA
	DiscoverEU:				
5.06	DiscoverEU General	2	55.000.000	PP	EACEA
5.07	DiscoverEU Extension to Enlargement countries - Heading 6	6	935.000	PP	EACEA
5.08	Language learning opportunities	2	700.000	PP	EACEA
Sub-total KA1 (Heading 2)			450.503.000		
Sub-total KA1 (Heading 6)			935.000		
KEY ACTION 2: Cooperation among organisations and institutions					
	Partnerships for Cooperation:				
5.10	Cooperation partnerships in the field of youth	2	72.000.000	IM	NA
5.11	Small-scale partnerships in the field of youth	2	35.000.000	IM	NA
5.12	Partnerships for Cooperation in the field of youth – European NGOs	2	2.000.000	CFP	EACEA
	Capacity building (Heading 6):				
5.15	Capacity building in the field of youth - Heading 6	6	17.900.000	CFP	EACEA
	Online platforms and tools for virtual cooperation:				
5.17	European Youth Portal (EYP)	2	1.500.000	PP	EAC
Sub-total KA 2 (Heading 2)			110.500.000		
Sub-total KA2 (Heading 6)			17.900.000		
KEY ACTION 3: Support to policy development and cooperation					
	High-quality and inclusive programme implementation:				
5.20	Training and Cooperation Activities in the field of youth	2	22.500.000	IM	NA
5.21	SALTO Resource Centres in the field of youth	2	2.300.000	IM	NA
5.22	Learning Cycle for DiscoverEU participants	2	7.000.000	IM	NA
5.23	Eurodesk network	2	3.422.600	IM	NA
	Support to sectoral policy agendas:				
5.30	Presidency events	2	550.000	MON	EAC
	Expertise, studies, evidence-based activities:				
5.31	Support to better knowledge in youth policy	2	131.400	SPE	EACEA
	Policy dialogue and cooperation with stakeholders:				
5.32	European Youth Forum	2	2.975.000	DB	EACEA
	High-quality and inclusive programme implementation:				
5.33	Eurodesk Brussels-link	2	1.200.000	DB	EACEA
		6	65.000	DB	EACEA
	Policy dialogue and cooperation with stakeholders:				
5.40	European Youth Together	2	9.250.000	CFP	EACEA
5.41	Civil society cooperation in the field of Youth	2	9.000.000	CFP	EACEA
5.50	Expertise, studies, evidence-based activities	2	530.000	PP	EAC
			300.000		EACEA
5.51	Events, communication, awareness-raising	2	3.550.000	PP	EAC
			80.000		EACEA
	Support to programme implementation:				
5.60	Selection and implementation	2	360.000	SE	EACEA
		6	1.400.000		
Sub-total KA3 (Heading 2)			63.149.000		
Sub-total KA3 (Heading 6)			1.465.000		
Youth Total Budget					
TOTAL (Heading 2)			624.152.000		
TOTAL (Heading 6)			20.300.000		

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

SPORT					
WPI	Actions	Heading	2027 Indicative budget	Implementation mode	Implementing body
KEY ACTION 1: Learning mobility					
6.01	Mobility projects in the field of sport	2	25.000.000	IM	NA
Sub-total KA 1			25.000.000		
KEY ACTION 2: Cooperation among organisations and institutions					
	Partnerships for Cooperation:				
6.03	Cooperation partnerships in the sport field	2	59.243.000	CFP	EACEA
6.04	Small-scale partnerships in the field of sport	2	10.000.000	CFP	EACEA
6.05	Not-for-profit European sport events	2	15.000.000	CFP	EACEA
	Capacity building (Heading 6):				
6.06	Capacity building in the field of Sport - Heading 6	6	2.620.000	CFP	EACEA
Sub-total KA 2 (Heading 2)			84.243.000		
Sub-total KA2 (Heading 6)			2.620.000		
KEY ACTION 3: Support to policy development and cooperation					
	High-quality and inclusive programme implementation:				
6.10	Training and Cooperation Activities in the field of sport	2	1.000.000	IM	NA
	Cooperation with international organisations:				
6.11	Cooperation with the Council of Europe in the field of sport	2	400.000	IM	CoE
6.12	Cooperation with rhe World Health Organisation (WHO)	2	500.000	IM	WHO
	Support to sectoral policy agendas:				
6.20	Presidency events	2	500.000	MON	EAC
6.21	Dialogue with stakeholders - National Activities	2	320.000	MON	EACEA
6.22	Cooperation with European Olympic Committees	2	350.000	SPE	EAC
	Expertise, studies, evidence-based activities:				
6.30	Peer-learning activities	2	150.000	SPE	EAC
6.31	Expertise, studies, evidence-based activities	2	800.000	PP	EAC
6.32	Events, communication, awareness-raising	2	2.000.000	PP	EAC
6.40	EU Sport Awards	2	150.000	PR	EACEA
	Support to programme implementation:				
6.50	Selection and implementation	2	3.000.000	SE	EACEA
		6	280.000		
Sub-total KA3 (Heading 2)			9.170.000		
Sub-total KA3 (Heading 6)			280.000		
Sport Total Budget					
TOTAL (Heading 2)			118.413.000		
TOTAL (Heading 6)			2.900.000		

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%. The criteria of Cost of Living, Distance between capitals and Performance are weighted with the coefficient of Population.

Sport:

In 2027, 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. The criteria of Cost of Living and Distance between capitals are weighted with the coefficient of Population.

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, 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 for candidate countries;
- on the basis of the formulae used for EU and EFTA/EEA countries for non-candidate countries.

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	91.323.652	8.833.167	100.156.819
BG	57.294.607	6.892.341	64.186.948
CZ	83.116.395	8.578.069	91.694.464
DK	48.912.224	5.504.865	54.417.089
DE*	442.895.296	42.099.319	484.994.615
EE	28.124.353	3.891.974	32.016.327
EL	78.827.625	8.831.646	87.659.271
ES	299.434.492	32.279.820	331.714.312
FR	376.478.966	34.668.932	411.147.898
HR	38.605.103	4.386.396	42.991.499
IE	45.021.969	5.328.800	50.350.769
IT	336.789.218	32.142.657	368.931.875
CY	14.772.951	2.771.511	17.544.462
LV	34.025.924	4.480.677	38.506.601
LT	43.312.586	5.291.807	48.604.393
LU	8.708.921	2.552.828	11.261.749
HU	76.274.032	8.139.773	84.413.805
MT	9.112.935	2.565.449	11.678.384
NL	113.470.458	10.998.046	124.468.504
AT	68.171.644	7.189.680	75.361.324
PL	229.992.077	25.081.495	255.073.572
PT	84.637.243	8.905.350	93.542.593
RO	128.718.190	13.503.718	142.221.908
SI	32.767.291	4.154.627	36.921.918
SK	52.303.725	5.939.867	58.243.592
FI	57.010.790	6.245.222	63.256.012
SE	71.326.056	7.979.242	79.305.298
IS	9.927.287	2.596.827	12.524.114
LI	2.504.140	2.447.601	4.951.741
NO	43.602.148	5.356.887	48.959.035
CH	65.620.988	7.058.451	72.679.439
UK	376.051.807	34.681.118	410.732.925
EU-32	3.449.135.093	361.378.162	3.810.513.255
	-	-	-
TR	115.302.844	13.000.918	128.303.762
MK	4.361.847	2.367.460	6.729.307
RS	8.014.416	2.367.460	10.381.876
EU-35	3.576.814.200	379.114.000	3.955.928.200
*DE	5.000.000	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	41.199.309	1.653.052	42.852.361	27.316.231	1.834.814	519.201	29.670.246	17.609.921	1.932.362	550.417	400.000	20.492.700	5.198.191	1.407.615	535.706	7.141.512	BE
BG	25.722.989	1.347.387	27.070.376	17.293.686	1.397.882	386.375	19.077.943	11.065.228	1.445.242	430.294	400.000	13.340.764	3.212.704	1.066.494	418.667	4.697.865	BG
CZ	36.723.553	1.606.261	38.329.814	25.259.001	1.771.898	501.394	27.532.293	16.384.107	1.877.057	534.664	400.000	19.195.828	4.749.734	1.366.672	520.123	6.636.529	CZ
DK	22.034.820	1.004.279	23.039.099	14.707.843	1.141.406	312.809	16.162.058	9.386.363	1.137.915	322.472	400.000	11.246.750	2.783.198	863.384	322.600	3.969.182	DK
DE*	200.497.306	7.826.239	208.323.545	132.639.174	8.919.334	2.520.976	144.079.484	84.796.042	8.463.905	2.526.233	2.371.079	98.157.259	24.962.774	6.944.066	2.527.487	34.434.327	DE*
EE	12.868.005	801.586	13.669.591	8.282.335	709.794	209.460	9.201.589	5.379.901	745.851	222.041	400.000	6.747.793	1.594.112	576.840	226.402	2.397.354	EE
EL	35.464.637	1.673.003	37.137.640	23.809.470	1.861.837	526.845	26.198.152	15.141.199	1.884.701	536.841	400.000	17.962.741	4.412.319	1.407.430	540.989	6.360.738	EL
ES	132.978.201	6.035.299	139.013.500	90.567.112	6.672.318	1.888.066	99.127.496	58.953.923	7.009.682	1.996.653	1.527.750	69.488.008	16.935.256	5.207.319	1.942.733	24.085.308	ES
FR	170.282.221	6.444.323	176.726.544	112.971.441	7.344.407	2.075.834	122.391.682	71.987.828	6.935.340	2.069.998	1.999.915	82.993.081	21.237.476	5.717.919	2.081.196	29.036.591	FR
HR	17.414.912	989.203	18.404.115	11.569.708	836.111	223.552	12.629.371	7.419.153	840.168	238.091	400.000	8.897.412	2.201.330	627.229	232.042	3.060.601	HR
IE	20.050.013	966.504	21.016.517	13.539.978	1.081.404	296.366	14.917.748	8.842.438	1.123.138	318.871	400.000	10.684.447	2.589.540	831.740	310.777	3.732.057	IE
IT	152.319.418	6.034.940	158.354.358	101.087.905	6.833.283	1.931.368	109.852.556	64.383.712	6.386.316	1.906.132	1.746.390	74.422.550	18.998.183	5.355.094	1.949.134	26.302.411	IT
CY	6.626.135	568.562	7.194.697	4.466.660	504.455	148.864	5.119.979	2.842.471	468.226	139.392	400.000	3.850.089	837.685	400.000	142.012	1.379.697	CY
LV	15.327.740	891.292	16.219.032	10.139.221	855.917	252.580	11.247.718	6.608.502	891.658	265.449	400.000	8.165.609	1.950.461	663.403	260.378	2.874.242	LV
LT	19.403.583	1.045.764	20.449.347	12.932.845	1.020.931	318.852	14.272.628	8.478.265	1.060.605	317.368	400.000	10.256.238	2.497.893	803.759	324.528	3.626.180	LT
LU	3.948.628	536.350	4.484.978	2.600.974	436.972	128.952	3.166.898	1.667.910	400.000	120.000	400.000	2.587.910	491.409	400.000	130.554	1.021.963	LU
HU	34.227.335	1.545.714	35.773.049	23.072.558	1.725.576	489.660	25.287.794	14.682.793	1.714.227	488.285	400.000	17.285.305	4.291.346	1.285.386	490.925	6.067.657	HU
MT	4.123.652	552.131	4.675.783	2.721.142	435.203	128.431	3.284.776	1.756.523	400.000	120.000	400.000	2.676.523	511.618	400.000	129.684	1.041.302	MT
NL	51.190.285	2.051.487	53.241.772	34.067.789	2.367.329	669.105	37.104.223	21.905.830	2.207.797	658.964	560.591	25.333.182	6.306.554	1.820.244	662.529	8.789.327	NL
AT	30.637.281	1.336.602	31.973.883	20.567.183	1.496.330	423.416	22.486.929	13.094.911	1.542.782	439.449	400.000	15.477.142	3.872.269	1.123.518	427.583	5.423.370	AT
PL	103.575.934	4.788.062	108.363.996	69.424.918	5.320.075	1.505.422	76.250.415	44.143.123	5.256.680	1.497.323	1.119.478	52.016.604	12.848.102	4.063.352	1.531.103	18.442.557	PL
PT	38.183.827	1.711.861	39.895.688	25.281.300	1.904.059	538.791	27.724.150	16.349.876	1.872.271	533.302	400.000	19.155.449	4.822.240	1.408.880	536.186	6.767.306	PT
RO	57.983.693	2.531.900	60.515.593	38.799.059	2.746.854	776.374	42.322.287	24.751.157	2.958.664	842.751	628.959	29.181.531	7.184.281	2.198.140	820.076	10.202.497	RO
SI	14.993.450	823.465	15.816.915	9.645.434	787.140	232.285	10.664.859	6.270.828	820.169	244.165	400.000	7.735.162	1.857.579	608.555	238.848	2.704.982	SI
SK	23.933.243	1.185.052	25.118.295	15.408.072	1.173.242	360.917	16.942.231	9.999.551	1.197.986	360.757	400.000	11.958.294	2.962.859	901.393	360.520	4.224.772	SK
FI	26.014.756	1.254.015	27.268.771	16.846.035	1.213.601	372.077	18.431.713	10.912.370	1.273.865	381.181	400.000	12.967.416	3.237.629	962.045	388.438	4.588.112	FI
SE	31.995.348	1.508.159	33.503.507	21.502.981	1.698.541	462.566	23.664.088	13.833.518	1.682.635	479.285	400.000	16.395.438	3.994.209	1.266.179	481.877	5.742.265	SE
IS	4.542.440	563.520	5.105.960	2.919.082	447.786	132.141	3.499.009	1.902.428	400.000	120.000	400.000	2.822.428	563.337	400.000	133.380	1.096.717	IS
LI	1.144.293	487.601	1.631.894	738.735	400.000	120.000	1.258.735	478.838	400.000	120.000	400.000	1.398.838	142.274	400.000	120.000	662.274	LI
NO	19.524.593	967.202	20.491.795	13.195.385	1.097.604	300.806	14.593.795	8.443.325	1.127.885	319.626	400.000	10.290.836	2.438.845	832.649	311.115	3.582.609	NO
CH	29.889.214	1.310.768	31.199.982	20.064.997	1.467.409	415.232	21.947.638	11.889.057	1.512.964	430.955	400.000	14.232.976	3.777.720	1.101.804	419.319	5.298.843	CH
UK	170.089.016	6.446.588	176.535.604	112.843.262	7.346.989	2.076.563	122.266.814	71.906.149	6.937.778	2.070.725	2.000.618	82.915.270	21.213.380	5.719.929	2.081.928	29.015.237	UK
EU-32	1.554.909.830	68.488.171	1.623.398.001	1.036.281.516	74.850.501	21.245.280	1.132.377.297	663.267.240	73.907.869	21.601.684	21.554.780	780.331.573	194.676.507	58.131.038	21.598.839	274.406.384	EU-32
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TR	52.803.504	2.119.909	54.923.413	35.159.791	3.498.499	1.014.720	39.673.010	21.120.928	2.239.131	668.316	945.220	24.973.595	6.218.621	1.843.962	671.161	8.733.744	TR
MK	1.992.706	407.460	2.400.166	1.318.358	400.000	120.000	1.838.358	810.485	400.000	120.000	400.000	1.730.485	240.298	400.000	120.000	760.298	MK
RS	3.604.760	407.460	4.012.220	2.423.035	400.000	120.000	2.943.035	1.535.047	400.000	120.000	400.000	2.455.047	451.574	400.000	120.000	971.574	RS
EU-35	1.613.310.800	71.423.000	1.684.733.800	1.075.182.700	79.149.000	22.500.000	1.176.831.700	686.733.700	76.947.000	22.510.000	23.300.000	809.490.700	201.587.000	60.775.000	22.510.000	284.872.000	EU-35
*DE	5.000.000	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	8.930.967	1.099.720	304.136	10.334.823	2.009.712	966.452	2.976.164	13.310.987	191.974	BE
BG	8.095.850	996.890	252.856	9.345.596	1.674.783	797.416	2.472.199	11.817.795	159.980	BG
CZ	7.987.181	958.480	256.208	9.201.869	1.661.008	811.914	2.472.922	11.674.791	161.934	CZ
DK	5.432.491	668.937	187.811	6.289.239	1.243.965	592.288	1.836.253	8.125.492	118.825	DK
DE	39.851.274	4.698.586	1.069.209	45.619.069	6.758.759	3.447.722	10.206.481	55.825.550	679.015	DE
EE	4.900.233	603.396	168.472	5.672.101	1.115.870	531.298	1.647.168	7.319.269	106.591	EE
EL	7.731.058	911.517	245.836	8.888.411	1.611.074	769.430	2.380.504	11.268.915	150.449	EL
ES	24.368.218	2.873.085	729.740	27.971.043	4.601.118	2.372.466	6.973.584	34.944.627	463.875	ES
FR	26.296.446	3.100.435	907.156	30.304.037	5.734.375	2.925.168	8.659.543	38.963.580	576.104	FR
HR	5.549.028	683.285	180.735	6.413.048	1.197.097	569.973	1.767.070	8.180.118	114.350	HR
IE	5.565.481	684.406	196.406	6.446.293	1.300.894	619.394	1.920.288	8.366.581	124.265	IE
IT	24.332.775	2.868.912	837.022	28.038.709	5.291.034	2.699.015	7.990.049	36.028.758	531.557	IT
CY	4.027.076	495.878	151.807	4.674.761	1.005.486	478.742	1.484.228	6.158.989	96.046	CY
LV	4.844.905	596.581	167.748	5.609.234	1.111.079	529.019	1.640.098	7.249.332	106.134	LV
LT	5.346.836	658.388	172.168	6.177.392	1.140.356	542.958	1.683.314	7.860.706	108.930	LT
LU	3.110.866	383.059	115.775	3.609.700	766.840	365.116	1.131.956	4.741.656	73.250	LU
HU	8.176.764	1.006.854	253.679	9.437.297	1.676.296	814.176	2.490.472	11.927.769	160.127	HU
MT	3.200.470	394.094	104.979	3.699.543	695.329	331.066	1.026.395	4.725.938	66.420	MT
NL	9.464.970	1.115.952	304.109	10.885.031	1.922.350	980.613	2.902.963	13.787.994	193.129	NL
AT	6.802.110	837.584	228.090	7.867.784	1.507.196	732.045	2.239.241	10.107.025	143.972	AT
PL	23.216.660	2.737.316	652.756	26.606.732	4.089.594	2.129.569	6.219.163	32.825.895	413.049	PL
PT	8.697.848	1.071.018	285.511	10.054.377	1.886.626	916.334	2.802.960	12.857.337	180.217	PT
RO	13.658.815	1.620.173	413.478	15.692.466	2.682.271	1.307.685	3.989.956	19.682.422	252.648	RO
SI	5.191.664	639.278	159.124	5.990.066	1.053.961	501.822	1.555.783	7.545.849	100.678	SI
SK	6.415.581	789.990	202.907	7.408.478	1.343.942	639.891	1.983.833	9.392.311	128.379	SK
FI	6.535.715	804.780	186.915	7.527.410	1.244.010	580.232	1.824.242	9.351.652	117.738	FI
SE	7.406.324	888.987	245.523	8.540.834	1.593.397	775.426	2.368.823	10.909.657	154.658	SE
IS	2.970.361	365.275	105.009	3.440.645	695.522	331.159	1.026.681	4.467.326	66.439	IS
LI	796.616	98.092	49.225	943.933	400.000	120.000	520.000	1.463.933	27.957	LI
NO	5.498.237	677.034	184.388	6.359.659	1.226.059	574.147	1.800.206	8.159.865	116.814	NO
CH	6.641.847	817.850	222.807	7.682.504	1.472.291	715.092	2.187.383	9.869.887	140.638	CH
UK	26.400.655	3.112.721	908.875	30.422.251	5.745.239	2.930.711	8.675.950	39.098.201	577.196	UK
EU-32	327.445.322	39.258.553	10.450.460	377.154.335	67.457.533	33.398.339	100.855.872	478.010.207	6.603.338	EU-32
	-	-	-	-	-	-	-	-	-	
TR	13.672.677	1.612.049	434.384	15.719.110	3.742.467	1.361.661	5.104.128	20.823.238	340.748	TR
MK	793.167	23.096	57.578	873.841	400.000	120.000	520.000	1.393.841	27.957	MK
RS	891.834	106.302	57.578	1.055.714	400.000	120.000	520.000	1.575.714	27.957	RS
EU-35	342.803.000	41.000.000	11.000.000	394.803.000	72.000.000	35.000.000	107.000.000	501.803.000	7.000.000	EU-35

Table 13: Country allocation - Budget line 07 03 03 (Sport)

Country	Sport
	KA1
BE	586.051
BG	391.794
CZ	541.802
DK	353.562
DE	3.141.100
EE	193.216
EL	540.213
ES	2.031.258
FR	2.644.004
HR	285.922
IE	341.254
IT	2.328.027
CY	137.999
LV	212.572
LT	250.589
LU	95.229
HU	502.865
MT	78.151
NL	789.842
AT	467.546
PL	1.522.672
PT	568.826
RO	879.867
SI	219.779
SK	340.415
FI	349.838
SE	529.797
IS	57.802
LI	23.456
NO	344.892
CH	459.656
UK	2.647.975
EU-32	23.857.971
	-
TR	842.361
MK	110.541
RS	189.127
EU-35	25.000.000

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 Indicative budget
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	181.606.700	41.356.600	222.963.300
1.12	Virtual Exchanges in Higher Education and Youth	7.200.000	900.000	8.100.000
5.07	DiscoverEU Extension to Enlargement countries - Heading 6	748.000	187.000	935.000
	Sub-total KA1	189.554.700	42.443.600	231.998.300
KEY ACTION (KA) 2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES				
2.10	Partnerships for Excellence: European Universities	0	2.400.000	2.400.000
2.13	Erasmus Mundus Joint Masters - Additional scholarships for targeted regions of the world - Heading 6	18.984.000	2.137.400	21.121.400
2.20	Capacity building in Higher Education – Heading 6	96.285.000	9.765.000	106.050.000
2.21	Capacity building in VET - Heading 6	22.000.000	5.750.000	27.750.000
2.22	eTwinning National Support Organisations	350.000	50.000	400.000
2.30	IT services for Erasmus+ platforms	200.000	0	200.000
5.15	Capacity building in the field of youth	14.900.000	3.000.000	17.900.000
6.06	Capacity building in the field of Sport	1.105.000	1.515.000	2.620.000
	Sub-total KA2	153.824.000	24.617.400	178.441.400
KEY ACTION 3: Support to policy development and cooperation				
3.22	Preparation for candidate countries' and potential candidates' future association	1.924.000	2.712.600	4.636.600
3.33	International (International Student and Alumni Network Erasmus+)	2.370.000	330.000	2.700.000
3.34	Events, communication, awareness-raising (Meetings with grant-holders and other stakeholders)	300.000	100.000	400.000
3.40	Selection and implementation	4.630.000	970.000	5.600.000
5.60		935.000	465.000	1.400.000
6.50		210.000	70.000	280.000
5.35	Eurodesk Brussels-link	52.000	13.000	65.000
	Sub-total KA3	10.421.000	4.660.600	15.081.600
Jean Monnet Actions				
4.01	Jean Monnet Actions in the field of Higher Education: Modules, Chairs and Centres of Excellence	4.000.000	500.000	4.500.000
4.03	Jean Monnet Actions in the field of Higher Education: Jean Monnet policy debate	2.400.000	0	2.400.000
	Sub-total	6.400.000	500.000	6.900.000
7.00	Management fees of National Agencies	8.000.000	2.000.000	10.000.000
	TOTAL	368.199.700	74.221.600	442.421.300

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	4.637.714	1.056.131	5.693.845	BE
BG	2.895.578	659.399	3.554.977	BG
CZ	4.133.886	941.394	5.075.280	CZ
DK	2.480.409	564.854	3.045.263	DK
DE	22.569.522	5.139.671	27.709.193	DE
EE	1.448.522	329.866	1.778.388	EE
EL	3.992.173	909.122	4.901.295	EL
ES	14.969.051	3.408.845	18.377.896	ES
FR	19.168.279	4.365.119	23.533.398	FR
HR	1.960.357	446.425	2.406.782	HR
IE	2.256.984	513.974	2.770.958	IE
IT	17.146.248	3.904.650	21.050.898	IT
CY	745.889	169.858	915.747	CY
LV	1.725.409	392.921	2.118.330	LV
LT	2.184.217	497.403	2.681.620	LT
LU	444.488	101.222	545.710	LU
HU	3.852.893	877.405	4.730.298	HU
MT	464.190	105.708	569.898	MT
NL	5.762.373	1.312.243	7.074.616	NL
AT	3.448.768	785.375	4.234.143	AT
PL	11.659.306	2.655.129	14.314.435	PL
PT	4.298.266	978.828	5.277.094	PT
RO	6.527.091	1.486.390	8.013.481	RO
SI	1.687.778	384.351	2.072.129	SI
SK	2.694.110	613.519	3.307.629	SK
FI	2.928.421	666.878	3.595.299	FI
SE	3.601.643	820.188	4.421.831	SE
IS	511.332	116.444	627.776	IS
LI	128.810	29.333	158.143	LI
NO	2.197.839	500.505	2.698.344	NO
CH	3.364.560	766.198	4.130.758	CH
UK	19.146.531	4.360.166	23.506.697	UK
EU-32	175.032.637	39.859.514	214.892.151	EU-32
	-	-	-	
TR	5.943.969	1.353.597	7.297.566	TR
MK	224.314	51.082	275.396	MK
RS	405.780	92.407	498.187	RS
EU-35	181.606.700	41.356.600	222.963.300	EU-35

Flexibility clause: subject to keeping within the EU-30 and EU-35 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 2027.

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	5.084.638	204.300	51.075	255.375	5.340.013	BE
BG	3.168.657	127.554	31.888	159.442	3.328.099	BG
CZ	4.546.013	182.103	45.526	227.629	4.773.642	CZ
DK	3.500.812	109.264	27.316	136.580	3.637.392	DK
DE	17.597.100	994.215	248.554	1.242.769	18.839.869	DE
EE	1.711.493	63.809	15.952	79.761	1.791.254	EE
EL	4.759.278	175.860	43.965	219.825	4.979.103	EL
ES	13.177.326	659.405	164.851	824.256	14.001.582	ES
FR	15.901.845	844.386	211.097	1.055.483	16.957.328	FR
HR	1.897.000	86.356	21.589	107.945	2.004.945	HR
IE	3.022.755	99.423	24.856	124.279	3.147.034	IE
IT	13.988.657	755.313	188.828	944.141	14.932.798	IT
CY	1.395.617	32.857	8.214	41.071	1.436.688	CY
LV	2.055.067	76.006	19.002	95.008	2.150.075	LV
LT	2.637.135	96.217	24.054	120.271	2.757.406	LT
LU	1.179.080	19.580	4.895	24.475	1.203.555	LU
HU	4.175.916	169.725	42.431	212.156	4.388.072	HU
MT	1.140.984	20.448	5.112	25.560	1.166.544	MT
NL	6.919.056	253.840	63.460	317.300	7.236.356	NL
AT	4.768.984	151.923	37.981	189.904	4.958.888	AT
PL	9.411.836	513.607	128.402	642.009	10.053.845	PL
PT	4.875.600	189.344	47.336	236.680	5.112.280	PT
RO	6.976.053	287.526	71.882	359.408	7.335.461	RO
SI	1.978.847	74.349	18.587	92.936	2.071.783	SI
SK	2.950.779	118.679	29.670	148.349	3.099.128	SK
FI	4.088.336	129.001	32.250	161.251	4.249.587	FI
SE	4.899.770	158.657	39.664	198.321	5.098.091	SE
IS	1.526.821	22.525	5.631	28.156	1.554.977	IS
LI	658.872	5.674	1.419	7.093	665.965	LI
NO	3.297.223	96.818	24.204	121.022	3.418.245	NO
CH	4.606.538	148.213	37.053	185.266	4.791.804	CH
UK	15.892.355	843.428	210.857	1.054.285	16.946.640	UK
EU-32	173.790.443	7.710.405	1.927.601	9.638.006	183.428.449	EU-32
	-	-	-	-	-	
TR	9.480.734	261.839	65.460	327.299	9.808.033	TR
MK	544.237	9.881	2.470	12.351	556.588	MK
RS	684.586	17.875	4.469	22.344	706.930	RS
EU-35	184.500.000	8.000.000	2.000.000	10.000.000	194.500.000	EU-35

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	530.475	636.624	25.931	BE
BG	390.173	530.541	20.445	BG
CZ	514.425	524.541	23.088	CZ
DK	313.761	394.060	15.722	DK
DE	2.508.952	2.146.297	103.487	DE
EE	214.286	353.484	12.602	EE
EL	530.376	498.254	22.861	EL
ES	1.931.721	1.516.854	76.678	ES
FR	2.062.659	1.820.995	86.329	FR
HR	244.742	379.216	13.850	HR
IE	302.584	412.095	15.871	IE
IT	1.943.721	1.680.208	80.560	IT
CY	145.388	318.515	10.289	CY
LV	254.169	351.965	13.460	LV
LT	307.354	361.240	14.852	LT
LU	126.659	242.918	8.201	LU
HU	484.228	531.013	22.555	HU
MT	126.232	220.265	7.691	MT
NL	658.820	610.457	28.210	NL
AT	425.000	477.447	20.048	AT
PL	1.507.256	1.361.557	63.766	PL
PT	533.836	597.642	25.138	PT
RO	809.851	852.885	36.944	RO
SI	233.929	333.872	12.608	SI
SK	341.718	425.731	17.045	SK
FI	365.041	380.383	16.562	FI
SE	471.741	499.335	21.577	SE
IS	132.765	220.325	7.837	IS
LI	117.039	58.913	3.916	LI
NO	304.220	378.040	15.153	NO
CH	416.787	466.390	19.620	CH
UK	2.063.385	1.824.445	86.422	UK
EU-32	21.313.293	21.406.507	949.318	EU-32
	-	-		
TR	956.931	907.607	41.438	TR
MK	114.888	92.943	4.622	MK
RS	114.888	92.943	4.622	RS
EU-35	22.500.000	22.500.000	1.000.000	EU-35

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

	Eurydice - network of National units	Support services for eTwinning (National Support Organisations) - Heading 2	Support services for eTwinning (National Support Organisations) - Heading 6	EPALE (Electronic Platform for Adult Learning in Europe) - National Support Services (NSS)	Euroguidance - National centres	Europass	EQF	National Teams to support the implementation of EU VET priorities	Support to better knowledge in youth policy	Eurodesk network	
BE	490.000	95.750	0	0	139.194	201.832	74.470	95.892	0	112.632	BE
BG	86.000	66.500	0	0	118.315	132.234	83.516	95.892	0	73.081	BG
CZ	135.000	88.500	0	0	184.432	191.392	104.396	95.892	0	74.336	CZ
DK	190.000	64.750	0	0	180.952	182.344	71.768	95.892	0	79.829	DK
DE	300.000	376.750	0	0	396.703	352.161	220.622	131.397	0	272.581	DE
EE	90.000	43.000	0	0	120.313	125.275	128.754	61.578	0	50.932	EE
EL	160.000	122.750	0	0	191.392	153.113	89.084	95.892	0	95.755	EL
ES	225.000	293.500	0	0	236.630	229.670	98.828	131.397	0	187.296	ES
FR	190.000	366.000	0	0	292.307	301.355	94.652	131.397	0	255.076	FR
HR	163.000	47.000	0	0	83.516	104.396	84.908	61.578	0	60.457	HR
IE	190.000	62.750	0	0	125.275	153.113	119.707	95.892	0	78.498	IE
IT	245.000	373.000	0	0	236.630	264.469	155.897	131.397	0	201.283	IT
CY	110.000	41.500	0	0	86.996	114.835	31.319	61.578	0	44.694	CY
LV	110.000	50.500	0	0	116.833	135.018	132.234	61.578	0	46.397	LV
LT	100.000	59.250	0	0	125.275	149.634	97.436	61.578	0	50.824	LT
LU	150.000	33.000	0	0	93.956	103.004	49.414	61.578	0	49.349	LU
HU	75.000	68.250	0	0	180.952	152.417	107.179	95.892	0	84.112	HU
MT	90.000	33.000	0	0	80.037	83.516	75.165	61.578	0	40.161	MT
NL	195.000	96.750	0	0	198.351	198.351	141.978	95.892	0	116.018	NL
AT	190.000	78.250	0	0	198.351	205.311	135.714	95.892	0	85.629	AT
PL	120.000	256.000	0	0	215.751	240.110	100.916	131.397	0	157.696	PL
PT	168.000	65.750	0	0	135.714	135.714	86.996	95.892	0	97.063	PT
RO	126.000	90.250	0	0	104.396	107.179	66.117	95.892	0	106.303	RO
SI	140.000	44.000	0	0	139.194	113.443	98.828	61.578	0	53.280	SI
SK	100.000	74.000	0	0	116.923	111.355	87.692	95.892	0	56.308	SK
FI	185.000	71.250	0	0	194.872	169.121	96.044	95.892	0	78.617	FI
SE	195.000	91.250	0	0	200.439	134.322	127.363	95.892	0	90.024	SE
IS	190.000	43.500	0	0	109.963	121.795	105.787	61.578	0	46.170	IS
LI	150.000	5.750	0	0	76.557	76.557	83.516	61.578	0	12.184	LI
NO	190.000	64.000	0	0	153.113	139.194	73.077	95.892	0	79.571	NO
CH	203.000	461.250	0	360.000	185.000	0	85.000	95.892	74.150	66.500	CH
UK	300.000	1.507.500	0	840.000	285.000	0	90.000	131.397	57.250	256.100	UK
TR	121.000	124.500	0	0	247.069	278.388	144.762	131.397	0	242.370	TR
MK	71.000	24.000	0	0	80.037	55.678	66.117	61.578	0	10.738	MK
RS	60.000	41.250	0	0	121.795	97.436	69.597	95.892	0	10.738	RS
AL	60.000	0	22.250	0	83.516	87.692	66.813	0	0	0	AL
BA	60.000	0	22.750	0	83.516	89.084	68.901	0	0	0	BA
ME	77.000	0	14.500	0	76.557	83.516	62.637	0	0	0	ME
XK	0	0	15.500	0	0	0	0	0	0	0	XK
AM	0	0	26.500	0	0	0	0	0	0	0	AM
GE	77.000	0	37.000	0	93.240	99.900	59.940	0	0	0	GE
MD	77.000	0	36.500	0	99.900	113.220	73.260	0	0	0	MD
UA	176.000	0	72.750	0	199.800	209.790	99.900	0	0	0	UA
JO	0	0	50.750	0	0	0	0	0	0	0	JO
LB	0	0	22.500	0	0	0	0	0	0	0	LB
TN	0	0	48.500	0	0	0	0	0	0	0	TN
PS	0	0	30.500	0	0	0	0	0	0	0	PS
Total	6.330.000	5.425.000	400.000	1.200.000	6.388.762	5.996.934	3.910.304	3.227.300	131.400	3.422.600	Total

FR

RÉSUMÉ

Décision d'exécution 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 2027

La décision d'exécution de la Commission ci-jointe présente le programme de travail annuel 2027 en matière de subventions et de marchés concernant les lignes budgétaires 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 07 02 13, 14 02 01 50 et 15 02 01 02.

Elle vaut décision de financement et autorise l'ordonnateur à mettre en œuvre les subventions, les marchés, les prix et les autres actions relevant du programme Erasmus+ pour 2027.

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

Afin d'atteindre ses objectifs, le programme Erasmus+ met en œuvre les actions suivantes, dans les domaines de l'éducation, de la formation, de la jeunesse et du sport:

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

Le programme comporte une forte dimension internationale (coopération avec les pays tiers non associés au programme), en particulier en ce qui concerne l'enseignement supérieur, l'enseignement et la formation professionnels (EFP), ainsi que la jeunesse et le sport, et tient compte des différentes politiques extérieures, en particulier des objectifs des politiques de voisinage, d'élargissement et de développement. Pendant la durée du programme, des contributions financières sont mises à disposition au titre de l'instrument de voisinage, de coopération au développement et de coopération internationale (IVCDI – L'Europe dans le monde) et de l'instrument d'aide de préadhésion (IAP III).

Conformément à l'article 26, paragraphe 1, du règlement portant dispositions communes (RPDC) et à l'article 17, paragraphe 8, du règlement Erasmus+, les autorités allemandes ont demandé qu'une part de leur dotation nationale au titre du Fonds social européen plus (FSE+) soit transférée à Erasmus+. Comme le prévoit l'article 26, paragraphe 2, du RPDC, les ressources transférées doivent être mises en œuvre au profit de l'État membre concerné. Pour 2027, les ressources transférées seront allouées à la mobilité dans l'enseignement supérieur et s'élèveront à 5 000 000 EUR¹.

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

En ce qui concerne le mode d'exécution, la Commission européenne (direction générale de l'éducation, de la jeunesse, du sport et de la culture) assume la responsabilité finale de l'ensemble de la mise en œuvre du programme Erasmus+, y compris de la gestion directe de certaines actions. À

¹ Accord de partenariat avec l'Allemagne 2021-2027 [C(2022) 2369 du 19.4.2022].

l'échelle européenne, l'Agence exécutive pour l'éducation et la culture de la Commission européenne (EACEA, ci-après l'«agence exécutive») est compétente pour mettre en œuvre certaines actions du programme Erasmus+ (en gestion directe).

Certaines actions relevant des actions clés n° 2 et n° 3 dans les domaines de l'éducation des adultes, de l'enseignement et de la formation professionnels, ainsi que du développement et de la reconnaissance des compétences, sont partiellement ou totalement codéleguées à la direction générale de l'emploi, des affaires sociales et de l'inclusion (DG EMPL). Certaines actions relevant de l'action clé n° 3 concernant le multilinguisme sont codéleguées à la direction générale de la traduction (DGT), certaines actions concernant le développement informatique sont partiellement codéleguées à la direction générale des services numériques (DIGIT), tandis que certaines actions concernant des activités de diffusion et de communication sont partiellement codéleguées à la direction générale de la communication (DG COMM) ou à l'Office des publications (OP).

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

Un appel à propositions annuel pour 2027 et des appels spécifiques seront publiés par la Commission européenne ou par l'Agence exécutive conformément à l'article 192, paragraphe 1, du règlement financier. L'appel à propositions annuel pour la mise en œuvre du programme Erasmus+ fait référence à un guide du programme pour ce qui est des informations pratiques. Le guide du programme Erasmus+ vise à aider l'ensemble des parties intéressées à élaborer des projets dans le cadre du programme. Il les aide à comprendre les objectifs et les actions du programme. Il vise également à fournir des informations détaillées sur les conditions d'introduction d'une demande de subvention et sur le montant des subventions octroyées. Enfin, il fournit des renseignements sur la procédure de sélection des subventions ainsi que sur les règles applicables aux demandeurs retenus qui deviennent bénéficiaires de subventions de l'UE. Par ailleurs, certaines subventions seront octroyées en vertu de l'article 198, points c), d) et f), du règlement financier².

L'appel à propositions qui sera publié ou lancé pour sélectionner les actions et les programmes de travail à cofinancer en 2027, ainsi que les subventions octroyées sous certaines conditions sans appel à propositions, sont précisés dans la partie II du programme de travail.

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

Le présent programme de travail comprend également les actions qui seront mises en œuvre en grande partie au moyen de procédures de passation de marchés publics (appels d'offres ou recours à des contrats-cadres existants) (article 167 du règlement financier). Les montants réservés ainsi que le nombre indicatif de contrats et le calendrier de lancement des procédures de passation de marchés sont indiqués dans les tableaux de programmation figurant dans la partie III du présent programme de travail. Les coûts liés aux experts participant à l'évaluation des projets sont inclus dans le programme de travail (article 242 du règlement financier).

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

² Règlement (UE, Euratom) 2024/2509 du Parlement européen et du Conseil du 23 septembre 2024 relatif aux règles financières applicables au budget général de l'Union (refonte), JO L, 2024/2509, 26.9.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>

Le programme décernera également des prix pour reconnaître et célébrer le rôle du sport ainsi que les réalisations des organisations sportives et des parties prenantes dans ce domaine qui ont réussi à promouvoir le sport et l'activité physique à travers l'Europe.

En outre, le programme finance des activités en coopération avec le Centre commun de recherche (JRC) au moyen d'accords administratifs spéciaux.

Le montant total des crédits disponibles prévus dans le cadre du programme de travail 2027 pour les États membres de l'UE, les pays de l'Espace économique européen et d'autres pays tiers associés au programme (Macédoine du Nord, Turquie, Serbie, Suisse³ et Royaume-Uni⁴) s'élève à **6 212 985 300 EUR**.

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

- crédits provenant de la rubrique 2 du budget de l'Union: **4 443 194 353 EUR**;
- crédits provenant de la rubrique 6 du budget de l'Union: **348 493 210 EUR**;
- crédits provenant de la participation des pays de l'AELE membres de l'EEE: **118 499 797 EUR** provenant de la rubrique 2 et **9 304 769 EUR** provenant de la rubrique 6;
- crédits correspondant aux recettes affectées externes estimées: **988 562 566 EUR** provenant de la rubrique 2 et **84 623 321 EUR** provenant de la rubrique 6;
- crédits correspondant aux recettes affectées internes estimées: **220 307 284 EUR** provenant de la rubrique 2 et **0 EUR** provenant de la rubrique 6;

Tableau 1 – Erasmus+ 2027: total des crédits disponibles

Budget indicatif 2027		Lignes budgétaires	Budget de l'Union	AELE/EEE	Recettes affectées externes (autres pays)	Recettes affectées internes	Budget indicatif 2027
Rubrique 2	E&F en gestion indirecte	07 03 01 01	3 200 104 603	83 102 880	691 070 923	198 277 094	4 172 555 500
	E&F en gestion directe et action JMO	07 03 01 02	661 402 888	19 999 378	169 041 234	-	850 443 500
	Jeunesse	07 03 02	481 913 345	12 867 086	107 341 379	22 030 190	624 152 000
	Sport	07 03 03	94 773 517	2 530 453	21 109 030	-	118 413 000
	Total Erasmus+ (R2)		4 438 194 353	118 499 797	988 562 566	220 307 284	5 765 564 000
	FSE+	07 02 13	5 000 000	-	-	-	5 000 000
	Total (R2)		4 443 194 353	118 499 797	988 562 566	220 307 284	5 770 564 000
Rubrique 6	IVCDCl – Europe dans le monde	14 02 01 50	290 049 724	7 744 328	70 405 648	-	368 199 700
	IAP III	15 02 01 02	58 443 486	1 560 441	14 217 673	-	74 221 600
	Total (R6)		348 493 210	9 304 769	84 623 321	0	442 421 300
TOTAL			4 791 687 563	127 804 566	1 073 185 887	220 307 284	6 212 985 300

En 2027, le programme Erasmus+ est mis en œuvre par les moyens suivants:

³ À condition qu'elle participe à Erasmus+ en tant que pays tiers associé conformément à l'accord d'association concerné.

⁴ À condition qu'il participe à Erasmus+ en tant que pays tiers associé conformément à l'accord d'association concerné.

I. ACTIONS EXÉCUTÉES EN GESTION INDIRECTE

Action clé n° 1

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

Action clé n° 2

- a) Partenariats en faveur de la coopération: partenariats de coopération dans les domaines de l'éducation et de la formation et de la jeunesse;
- b) Partenariats en faveur de la coopération: partenariats à petite échelle dans les domaines de l'éducation et de la formation et de la jeunesse;
- c) Partenariats en faveur de la coopération: partenariats européens pour le développement des écoles.

Action clé n° 3

- a) Activités de formation et de coopération dans les domaines de l'éducation, de la formation, de la jeunesse et du sport;
- b) Centres de ressources SALTO dans les domaines de l'éducation, de la formation et de la jeunesse;
- c) Équipes nationales pour soutenir la mise en œuvre des priorités de l'UE en matière d'EFP;
- d) DiscoverEU - cycle d'apprentissage pour les participants à DiscoverEU;
- e) Réseau Eurodesk;
- f) Coopération avec le Conseil de l'Europe;
- g) Coopération avec l'OCDE;
- h) Coopération avec le Cedefop;
- i) Coopération avec la Fondation européenne pour la formation (ETF);
- j) Coopération avec l'Organisation mondiale de la santé (OMS).

Frais de gestion des agences nationales

- a) Frais de gestion.

II. ACTIONS EXÉCUTÉES EN GESTION DIRECTE

Action clé n° 1

Subventions octroyées à la suite d'appels à propositions

- a) Échanges virtuels Erasmus+ – rubrique 6

Marchés

- a) Possibilités d'apprentissage des langues;
- b) DiscoverEU général;
- c) Extension de DiscoverEU aux pays concernés par l'élargissement – Rubrique 6.

Autres actions

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

Action clé n° 2

Subventions octroyées à la suite d'appels à propositions

- a) Partenariats en faveur de la coopération: partenariats de coopération dans les domaines de l'éducation, de la formation et de la jeunesse - Partenariats de coopération soumis par des ONG européennes;
- b) Partenariats en faveur de la coopération: partenariats de coopération dans le domaine du sport;
- c) Partenariats en faveur de la coopération: partenariats à petite échelle dans le domaine du sport;
- d) Manifestations sportives européennes à but non lucratif;
- e) Partenariats pour l'excellence: universités européennes, ii) Action exploratoire relative au label «diplôme européen» action Erasmus Mundus, Masters communs Erasmus Mundus – bourses supplémentaires pour certaines régions du monde – rubrique 6, Centres d'excellence professionnelle, Académies Erasmus+ des enseignants;
- f) Partenariats en faveur de l'innovation: alliances;
- g) Renforcement des capacités dans le domaine de l'enseignement supérieur, de l'EFPP, de la jeunesse et du sport – rubrique 6.

Subventions octroyées sans appel à propositions – article 198 du règlement financier

- a) Services d'appui pour eTwinning (bureaux d'assistance nationaux);
- b) Plateforme électronique pour l'éducation et la formation des adultes en Europe (EPALE) – services nationaux d'assistance (NSS).

Marchés

- a) Erasmus sans papier;
- b) Service central d'assistance d'EPALE (plateforme électronique pour l'éducation et la formation des adultes en Europe);
- c) Plateforme Europass et outils connexes;
- d) Services centraux d'assistance de la plateforme européenne pour l'éducation scolaire (ESEP), notamment eTwinning;
- e) Carte d'étudiant européenne et future ESCI+;
- f) Soutien aux développements informatiques;
- g) Portail européen de la jeunesse.

Autres actions

- a) Services informatiques pour les plateformes Erasmus+.

Action clé n° 3

Subventions octroyées à la suite d'appels à propositions

- a) Coopération avec la société civile: éducation et formation et jeunesse;
- b) Expérimentation de politiques au niveau européen;
- c) Soutien à la coalition de l'UE en matière de compréhension de l'écrit; Réseaux de coalitions en matière de compréhension de l'écrit;
- d) Initiative «Les jeunes Européens ensemble».

Subventions octroyées sans appel à propositions – article 198 du règlement financier

- a) Enquête internationale sur l'éducation civique et l'éducation à la citoyenneté (ICCS);
- b) Étude internationale sur la maîtrise des outils informatiques et la culture de l'information (ICILS);
- c) Eurostudent;
- d) Eurydice – réseau d'unités nationales;
- e) Événements organisés par la présidence;
- f) CEC, Europass et réseau Euroguidance – centres nationaux;
- g) Coordinateurs nationaux en matière d'éducation et de formation des adultes – concrétisation des priorités énoncées dans l'agenda européen dans le domaine de l'éducation et de la formation des adultes ainsi que des priorités européennes et nationales en la matière;
- h) Soutien au registre européen d'assurance qualité en vue de poursuivre le développement de la base de données des résultats de l'assurance qualité externe et du répertoire des programmes pour le label «diplôme européen»;
- i) Préparation de la future association des pays candidats et candidats potentiels;
- j) Soutien à l'amélioration des connaissances en matière de politique de la jeunesse;
- k) Forum européen de la jeunesse;
- l) Bureau Eurodesk Brussels Link;
- m) Dialogue avec les parties prenantes – activités nationales;
- n) Coopération avec les comités olympiques européens;
- o) Activités d'apprentissage par les pairs.

Marchés

- a) Soutien à l'innovation et aux programmes d'action intersectoriels;
- b) Expertise, études, activités fondées sur des données probantes;
- c) Soutien aux programmes d'action sectoriels;
- d) International;
- e) Événements, communication, sensibilisation;
- f) Soutien au plan stratégique pour l'éducation dans le domaine des sciences, des technologies, de l'ingénierie et des mathématiques (STIM);
- g) Plan d'action pour les compétences de base.

Appels à manifestations d'intérêt

- a) Sélection et mise en œuvre.

Prix

- a) Prix européen du sport.

Actions Jean Monnet

Subventions octroyées à la suite d'appels à propositions:

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

Subventions octroyées sans appel à propositions – article 198 du règlement financier

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

ZUSAMMENFASSUNG

Durchführungsbeschluss der Kommission

über die Finanzierung von Erasmus+, dem Programm der Union für allgemeine und berufliche Bildung, Jugend und Sport, und zur Annahme des Arbeitsprogramms für 2027

Der beigefügte Durchführungsbeschluss der Kommission umfasst das Jahresarbeitsprogramm 2027 für Finanzhilfen und öffentliche Aufträge, die unter die Haushaltslinien 07 03 01 01, 07 03 01 02, 07 03 02, 07 03 03, 07 02 13, 14 02 01 50 und 15 02 01 02 fallen.

Er dient als Finanzierungsbeschluss und versetzt den Anweisungsbefugten in die Lage, 2027 Finanzhilfen, öffentliche Aufträge, Preisgelder und andere Maßnahmen im Rahmen des Programms Erasmus+ durchzuführen.

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

Um seine Ziele zu erreichen, werden im Rahmen des Programms Erasmus+ die folgenden Maßnahmen in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport durchgeführt:

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

Das Programm umfasst eine ausgeprägte internationale Dimension (d. h. die Zusammenarbeit mit Drittländern, die nicht mit dem Programm assoziiert sind), vor allem im Hinblick auf Hochschulbildung, berufliche Bildung sowie Jugend und Sport, und berücksichtigt die verschiedenen externen Politikbereiche, insbesondere die Ziele der Nachbarschafts-, der Erweiterungs- und der Entwicklungspolitik. Während der Laufzeit des Programms werden finanzielle Beiträge aus dem Instrument für Nachbarschaft, Entwicklungszusammenarbeit und internationale Zusammenarbeit (NDICI/Europa in der Welt) und dem Instrument für Heranführungshilfe (IPA III) bereitgestellt.

Gemäß Artikel 26 Absatz 1 der Dachverordnung und Artikel 17 Absatz 8 der Erasmus+-Verordnung haben die deutschen Behörden beantragt, dass ein Teil ihrer nationalen Mittelzuweisung im Rahmen des Europäischen Sozialfonds Plus (ESF+) auf Erasmus+ übertragen wird. Wie in Artikel 26 Absatz 2 der Dachverordnung bestimmt, werden die übertragenen Mittel zugunsten des betreffenden Mitgliedstaats eingesetzt. Für 2027 werden die übertragenen Mittel der Mobilität im Hochschulbereich zugewiesen und belaufen sich auf 5 000 000 EUR¹.

Mittels der verschiedenen Maßnahmen, die sich an eine Vielzahl von Interessenträgern richten (und die auf nationaler Ebene ergriffenen Maßnahmen ergänzen), strebt das Programm eine positive und nachhaltige Wirkung auf die Politik und die Praxis in den Bereichen allgemeine und berufliche Bildung, Jugend sowie Sport an.

¹ Partnerschaftsvereinbarung mit Deutschland 2021-2027 (C(2022) 2369 vom 19.4.2022).

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

Einige Maßnahmen im Rahmen der Leitaktionen 2 und 3 in den Bereichen Erwachsenenbildung, berufliche Bildung sowie Entwicklung und Anerkennung von Kompetenzen werden ganz oder teilweise an die Generaldirektion Beschäftigung, Soziales und Integration (GD EMPL) delegiert. Bestimmte Maßnahmen im Rahmen der Leitaktion 3 im Zusammenhang mit der Mehrsprachigkeit werden an die Generaldirektion Übersetzung (DGT) kodelegiert, einige Maßnahmen im Zusammenhang mit der IT-Entwicklung teilweise an die Generaldirektion Digitale Dienste (DIGIT), andere im Zusammenhang mit Verbreitungs- und Kommunikationstätigkeiten teilweise an die Generaldirektion Kommunikation (GD COMM) oder das Amt für Veröffentlichungen (OP).

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

Die Europäische Kommission bzw. die Exekutivagentur werden eine allgemeine Aufforderung zur Einreichung von Vorschlägen für 2027 sowie besondere Aufforderungen zur Einreichung von Vorschlägen im Einklang mit Artikel 192 Absatz 1 der Haushaltsordnung veröffentlichen. Die jährliche Aufforderung zur Einreichung von Vorschlägen für die Durchführung des Programms Erasmus+ verweist für praktische Informationen auf den Programmleitfaden. Der Erasmus+-Programmleitfaden soll all jenen, die an der Konzeption von Projekten im Rahmen des Programms interessiert sind, als Anleitung dienen. Darin sind die Ziele und die Maßnahmen des Programms verständlich erläutert. Darüber hinaus enthält der Leitfaden ausführliche Informationen darüber, was für eine Antragstellung benötigt wird und wie hoch die Finanzhilfe ist. Außerdem werden das Auswahlverfahren für die Gewährung von Finanzhilfen sowie die Bestimmungen erläutert, die für erfolgreiche Antragsteller gelten, die eine EU-Finanzhilfe erhalten. Einige Finanzhilfen werden alternativ gemäß Artikel 198 Buchstaben c, d und f der Haushaltsordnung² vergeben.

Die Aufforderungen zur Einreichung von Vorschlägen, die veröffentlicht werden, um Maßnahmen und Arbeitsprogramme auszuwählen, die 2027 kofinanziert werden sollen, sowie die Finanzhilfen, die unter bestimmten Bedingungen ohne die Veröffentlichung einer Aufforderung zur Einreichung von Vorschlägen vergeben werden, sind in Teil II dieses Arbeitsprogramms aufgeführt.

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

Dieses Arbeitsprogramm umfasst auch Maßnahmen, die größtenteils durch die Vergabe öffentlicher Aufträge durchgeführt werden (mittels Ausschreibungen oder bestehenden Rahmenverträgen) (Artikel 167 der Haushaltsordnung). Die eingeplanten Beträge sowie die voraussichtliche Zahl der Verträge und der Zeitrahmen für die Vergabeverfahren sind den Planungstabellen in Teil III dieses Arbeitsprogramms zu entnehmen. Im Arbeitsprogramm sind die Honorare für Sachverständige berücksichtigt, die an der Bewertung von Projekten mitwirken (Artikel 242 der Haushaltsordnung).

Im Rahmen einiger Maßnahmen in den Bereichen Hochschulbildung (Erasmus-Charta für die Hochschulbildung (ECHE)), berufliche Bildung, Schulbildung, Erwachsenenbildung und Jugend existieren Akkreditierungsverfahren (Erasmus-Akkreditierung), die den allgemeinen Qualitätsrahmen für europäische und internationale Kooperationsaktivitäten gewährleisten sollen. Nur wer Inhaber einer ECHE oder einer Erasmus-Akkreditierung ist, kommt für eine Finanzhilfe für bestimmte

²Verordnung (EU, Euratom) 2024/2509 des Europäischen Parlaments und des Rates vom 23. September 2024 über die Haushaltsordnung für den Gesamthaushaltsplan der Union (Neufassung) (ABl. L, 2024/2509, 26.9.2024, ELI: <http://data.europa.eu/eli/reg/2024/2509/oj>).

Mobilitätsprojekte im Rahmen der Leitaktion 1 in Frage oder kann an anderen Maßnahmen des Programms teilnehmen. Weitere Einzelheiten sind Teil II dieses Arbeitsprogramms zu entnehmen.

Im Rahmen des Programms werden auch Preise verliehen, um die Rolle des Sports und die Leistungen von Sportorganisationen und Interessenträgern, die Sport und körperliche Aktivität in ganz Europa erfolgreich gefördert haben, anzuerkennen und zu würdigen.

Ferner werden aus dem Programm Aktivitäten in Zusammenarbeit mit der Gemeinsamen Forschungsstelle (JRC) im Rahmen spezieller Verwaltungsvereinbarungen finanziert.

Die für das Arbeitsprogramm 2027 für die EU-Mitgliedstaaten, die Länder des Europäischen Wirtschaftsraums und andere am Programm assoziierte Drittländer (Nordmazedonien, Türkei, Serbien, Schweiz³, Vereinigtes Königreich⁴) verfügbaren Mittel belaufen sich insgesamt auf **6 212 985 300 EUR**.

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

- Mittel aus dem Gesamthaushaltsplan der Union und unter Rubrik 2: **4 443 194 353 EUR**;
- Mittel aus dem Gesamthaushaltsplan der Union und unter Rubrik 6: **348 493 210 EUR**;
- Mittel aus Beiträgen der EFTA-/EWR-Staaten: **118 499 797 EUR** unter Rubrik 2 und **9 304 769 EUR** unter Rubrik 6;
- Mittel, die den veranschlagten externen zweckgebundenen Einnahmen entsprechen: **988 562 566 EUR** unter Rubrik 2 und **84 623 321 EUR** unter Rubrik 6;
- Mittel, die den veranschlagten internen zweckgebundenen Einnahmen entsprechen: **220 307 284 EUR** unter Rubrik 2 und **0 EUR** unter Rubrik 6;

Tabelle 1 – Erasmus+ +2027: Verfügbare Mittel insgesamt

Vorläufiger Haushalt 2027		Haushaltslinie	EU-Haushalt	EFTA/EWR	Externe zweckgebundene Einnahmen (andere Länder)	Interne zweckgebundene Einnahmen	Vorläufiger Haushalt 2027
Rubrik 2	Allg./berufl. Bildung, indirekte Mittelverwaltung	07 03 01 01	3 200 104 603	83 102 880	691 070 923	198 277 094	4 172 555 500
	Allg./berufl. Bildung, direkte Mittelverwaltung und JMO-Maßnahmen	07 03 01 02	661 402 888	19 999 378	169 041 234	-	850 443 500
	Jugend	07 03 02	481 913 345	12 867 086	107 341 379	22 030 190	624 152 000
	Sport	07 03 03	94 773 517	2 530 453	21 109 030	-	118 413 000
	Erasmus+ insgesamt (H2)		4 438 194 353	118 499 797	988 562 566	220 307 284	5 765 564 000
	ESF+	07 02 13	5 000 000	-	-	-	5 000 000
	Insgesamt (H2)		4 443 194 353	118 499 797	988 562 566	220 307 284	5 770 564 000
Rubrik 6	NDICI/Europa in der Welt	14 02 01 50	290 049 724	7 744 328	70 405 648	-	368 199 700
	IPA III	15 02 01 02	58 443 486	1 560 441	14 217 673	-	74 221 600
	Insgesamt (H6)		348 493 210	9 304 769	84 623 321	0	442 421 300

³ Sofern es sich im Einklang mit dem jeweiligen Assoziierungsabkommen als assoziiertes Drittland an Erasmus+ beteiligt.

⁴ Sofern es sich im Einklang mit dem jeweiligen Assoziierungsabkommen als assoziiertes Drittland an Erasmus+ beteiligt.

SUMME			4 791 687 563	127 804 566	1 073 185 887	220 307 284	6 212 985 300
-------	--	--	---------------	-------------	---------------	-------------	---------------

2027 wird das Programm Erasmus+ durchgeführt durch:

I. MAßNAHMEN IM RAHMEN INDIREKTER MITTELVERWALTUNG

Leitaktion 1

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

Leitaktion 2

- a) Partnerschaften für Zusammenarbeit: Kooperationspartnerschaften in den Bereichen allgemeine und berufliche Bildung sowie Jugend
- b) Partnerschaften für Zusammenarbeit: kleinere Partnerschaften in den Bereichen allgemeine und berufliche Bildung sowie Jugend
- c) Partnerschaften für Zusammenarbeit: Europäische Partnerschaften für die Schulentwicklung

Leitaktion 3

- a) Schulungs- und Kooperationsaktivitäten in den Bereichen allgemeine und berufliche Bildung, Jugend und Sport
- b) SALTO-Ressourcententren in den Bereichen allgemeine und berufliche Bildung sowie Jugend
- c) nationale Teams zur Unterstützung der Durchführung von EU-Prioritäten für die berufliche Bildung
- d) DiscoverEU – Schulungsreihe für Teilnehmende an DiscoverEU
- e) Eurodesk-Netz
- f) Zusammenarbeit mit dem Europarat
- g) Zusammenarbeit mit der OECD
- h) Zusammenarbeit mit dem Cedefop
- i) Zusammenarbeit mit der Europäischen Stiftung für Berufsbildung
- j) Zusammenarbeit mit der Weltgesundheitsorganisation (WHO)

Verwaltungskosten der nationalen Agenturen

- a) Verwaltungskosten.

II. MAßNAHMEN IM RAHMEN DIREKTER MITTELVERWALTUNG

Leitaktion 1

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

- a) Virtueller Erasmus+-Austausch – Rubrik 6

Vergabe öffentlicher Aufträge

- a) Möglichkeiten des Fremdsprachenerwerbs
- b) DiscoverEU (allgemein)
- c) DiscoverEU – Ausweitung auf Bewerberländer – Rubrik 6

Weitere Maßnahmen

- a) Erasmus-Hochschulcharta (ECHE)

Leitaktion 2

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

- a) Partnerschaften für Zusammenarbeit: Kooperationspartnerschaften in den Bereichen allgemeine und berufliche Bildung sowie Jugend –von europäischen Nichtregierungsorganisationen vorgeschlagene Kooperationspartnerschaften
- b) Partnerschaften für Zusammenarbeit: Kooperationspartnerschaften im Bereich Sport
- c) Partnerschaften für Zusammenarbeit: kleinere Partnerschaften im Bereich Sport
- d) nichtkommerzielle europäische Sportveranstaltungen
- e) Exzellenzpartnerschaften: Europäische Hochschulen, ii) Sondierungsmaßnahme zum gemeinsamen Gütesiegel für e Erasmus Mundus, Gemeinsame Erasmus-Mundus-Masterabschlüsse – zusätzliche Stipendien für bestimmte Zielregionen der Welt – Rubrik 6 Zentren der beruflichen Exzellenz Erasmus+-Lehrkräfteakademien
- f) Innovationspartnerschaften: Allianzen
- g) Kapazitätsaufbau in den Bereichen Hochschulbildung, berufliche Bildung, Jugend und Sport – Rubrik 6

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen vergeben werden – Artikel 198 der Haushaltsordnung

- a) Unterstützungsdienste für eTwinning (nationale Koordinierungsorganisationen)
- b) EPALE (Elektronische Plattform für Erwachsenenbildung in Europa) – Nationale Koordinierungsstellen (National Support Services, NSS)

Vergabe öffentlicher Aufträge

- a) „Erasmus Without Paper“
- b) zentraler Unterstützungsdienst für EPALE (Elektronische Plattform für Erwachsenenbildung in Europa)
- c) Europass-Plattform und damit verbundene Tools
- d) zentrale Unterstützungsdienste für die europäische Plattform für Schulbildung (ESEP) einschließlich eTwinning
- e) Europäischer Studierendenausweis und künftiger Europäischer Studierendenausweis+ (ESCI+)
- f) Unterstützung von IT-Entwicklungen
- g) Europäisches Jugendportal

Sonstige Maßnahmen

- a) IT-Dienste für Erasmus+-Plattformen

Leitaktion 3

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

- a) Zusammenarbeit mit der Zivilgesellschaft: allgemeine und berufliche Bildung, Jugend
- b) Erprobung europäischer politischer Strategien
- c) Unterstützung des EU-Bündnisses für Lese- und Schreibkompetenz Netzwerk des EU-Bündnisses für Lese- und Schreibkompetenz
- d) „European Youth Together“ (Die europäische Jugend vereint)

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen vergeben werden – Artikel 198 der Haushaltsordnung

- a) Internationale Studie zur politischen und staatsbürgerlichen Bildung (International Civic and Citizenship Education Study – ICCS)
- b) Internationale Studie zur Messung der Computer- und Informationskompetenzen (ICLIS)
- c) Eurostudent
- d) Eurydice – Netzwerk der nationalen Stellen
- e) Veranstaltungen des Vorsitzes
- f) EQR, Europass und Euroguidance – nationale Zentren
- g) Nationale Koordinatoren für die Erwachsenenbildung – Umsetzung von Prioritäten für die europäische Agenda für die Erwachsenenbildung sowie von EU- und nationalen Prioritäten für die Erwachsenenbildung
- h) Unterstützung des Europäischen Registers für Qualitätssicherung bei der Weiterentwicklung der Datenbank für externe Qualitätssicherungsergebnisse und des Verzeichnisses gemeinsamer Programme für das Gütesiegel „Europäischer Hochschulabschluss“
- i) Vorbereitung auf die künftige Assoziierung von Kandidatenländern und potenziellen Kandidatenländern
- j) Förderung besserer Kenntnisse der Jugendpolitik
- k) Europäisches Jugendforum
- l) Eurodesk-Verbindungsstelle Brüssel
- m) Dialog mit Interessenträgern – nationale Aktivitäten
- n) Zusammenarbeit mit den Europäischen Olympischen Komitees
- o) Peer-Learning-Aktivitäten

Vergabe öffentlicher Aufträge

- a) Unterstützung von Innovation und sektorübergreifenden politischen Agenden
- b) Fachwissen, Studien, evidenzbasierte Tätigkeiten
- c) Unterstützung sektorbezogener politischer Agenden
- d) International
- e) Veranstaltungen, Kommunikation, Sensibilisierung
- f) Unterstützung des Strategieplans für die Bildung in MINT-Fächern
- g) Aktionsplan für Grundkompetenzen

Aufrufe zur Interessenbekundung

- a) Auswahl und Durchführung

Preise

- a) EU-Sportauszeichnungen

Jean Monnet

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

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

Finanzhilfen, die ausnahmsweise ohne Aufforderung zur Einreichung von Vorschlägen vergeben werden – Artikel 198 der Haushaltsordnung

- a) Beiträge zu den Betriebskosten für bestimmte Einrichtungen.

GETTING IN TOUCH WITH THE EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (https://european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls);
- at the following standard number: +32 22999696;
- via the following form: https://european-union.europa.eu/contact-eu/write-us_en.

FINDING INFORMATION ABOUT THE EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website (<https://european-union.europa.eu>).

EU publications

You can view or order EU publications at <https://op.europa.eu/en/publications>. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (https://european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (<https://eur-lex.europa.eu>).

EU open data

The portal <https://data.europa.eu> provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.



Publications Office
of the European Union