



Erasmus+ Annual Report 2024

Erasmus+
Enriching lives, opening minds.

2021-2027

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Erasmus+

Annual Report 2024

Foreword by the Executive Vice-President



Since it started in 1987, Erasmus+ has changed millions of lives. By giving learners and trainers the chance to study, train, volunteer or work abroad, and to take part in cross-border projects, it has helped over 16.7 million people discover new competences and skills, new perspectives, and new ways to

connect with Europe.

In 2024 alone, more than 1.4 million people were on the move thanks to Erasmus+. This is more than just learning: it's about growing, adapting, and feeling part of something bigger than ourselves.

We know, however, that not everyone has had this chance. Many young people, especially those from less privileged backgrounds, still cannot access Erasmus+. The demand is higher than what the programme can currently support. That is why I am determined to make Erasmus+ stronger and more inclusive.

The European Commission has proposed doubling the Erasmus+ budget for 2028–2034, so that more young people can experience what it has to offer. My hope is that Erasmus+ will not just be an opportunity for some, but a right for all.

Erasmus+ is also an investment in Europe's future. It helps people of all ages develop the competences they need for today's and for tomorrow's societal needs. Whether it's green technologies, digital innovation, healthcare, cybersecurity, or defence, Erasmus+ gives people the knowledge to succeed and to make Europe stronger and more independent.

At the same time, it has supported initiatives like European Universities Alliances, Centres of Vocational Excellence, and Teacher Academies that are reshaping education across Europe, making learning more connected, innovative, and inclusive.

But Erasmus+ is about more than skills. It gives young people the chance to experience Europe firsthand. Living in another country teaches adaptability, problem-solving, and critical thinking. It builds respect for different cultures and deepens a sense of belonging to Europe. In a world where democracy and open societies are increasingly under pressure, Erasmus+ can help shape citizens to be more informed, engaged, resilient and open-minded.

As we look to the future, my dream is simple: every young person in the EU – from primary school to university, including VET students and apprentices – should have the chance to take part in Erasmus+ at least once. Making this possible will require new ideas, more resources, and programmes that are easier to access.

Together, we can turn Erasmus+ into a path that truly reaches everyone, giving young people the experiences that can shape their lives and Europe's future.

Roxana Mînzatu
Executive Vice-President of the European Commission for Social
Rights and Skills, Quality Jobs and Preparedness

Introduction by the Director-General



2024 marked the fourth year of implementation and the mid-point of the current 2021-2027 Erasmus+ programme.

Erasmus+ supported more than 1.4 million learning mobility opportunities in 2024, with 522 300 mobilities in higher education, 248 300 in VET, 335 200 in school, 32 300 in adult education,

265 500 in the youth field and 2 800 for sport staff.

The programme is at full speed now expanding its reach to an increasing number of participants, and doing so in ways that are more user-friendly than ever before.

This year, we further increased our support to learning mobility to meet high demand across all sectors and needs expressed by our stakeholders. Our Erasmus+ accreditation, which is a recognition tool to indicate that an organisation has an Erasmus+ Plan, allows for simplified access to funding.

This report shows that Erasmus+ is much more than a mobility programme. The mid-term evaluation confirmed that Erasmus+ brings a wide range of benefits to people participating in the programme, by promoting skills' development and enhancing their academic performance. The programme plays essential role in promoting common EU values and a shared European identity. In addition, it supports international cooperation among organisations. This international cooperation continues even under the most challenging circumstances, such as the war in Ukraine, testifying to the strength and ability to adapt of the programme. Erasmus+ has helped 39 000 Ukrainians through mobility opportunities and has provided 1.5 million schoolbooks to Ukrainian children.

I invite you to dive into the 2024 report to find out more about the programme's milestones, read about inspiring projects and discover facts and figures in the sectors of your interest.

While the report's first section gives an overview of the programme in general and the programme's 2024 performance, the second part focusses on the activities in the fields of Education, Youth, Sport and Culture in 2024. Lastly, the report shows the activities of 2024 related to the programme's overarching priorities.

As we approach the 40th anniversary of Erasmus+ in 2027, we will continue to step up delivery so that many more people can benefit from a lifechanging Erasmus+ experience in the course of their education, no matter what their socio-economic background is.

Erasmus+ should become an opportunity truly for all!

Pia Ahrenkilde Hansen
Director-General for Education, Youth, Sport and Culture

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What is Erasmus+ about?

Erasmus+ is the EU programme in the fields of education, training, youth and sport for the period 2021-2027. It builds on the achievements of previous programmes since 1987.

Erasmus+ supports the educational, professional and personal development of people in all fields of the programme through cross-border learning mobility of people, and cooperation of organisations and institutions.

The 2021-2027 programme places a strong focus on inclusion of people that are harder to reach and newcomer organisations, the competences needed for the green and digital transitions, as well as promoting young people's participation in democratic life.

Erasmus+ is a key instrument for building the European Education Area, advancing the EU Youth Strategy 2019-2027, and developing the European dimension of sport. It also supports the implementation of policy priorities such as the Union of Skills and the Digital Education Action Plan.

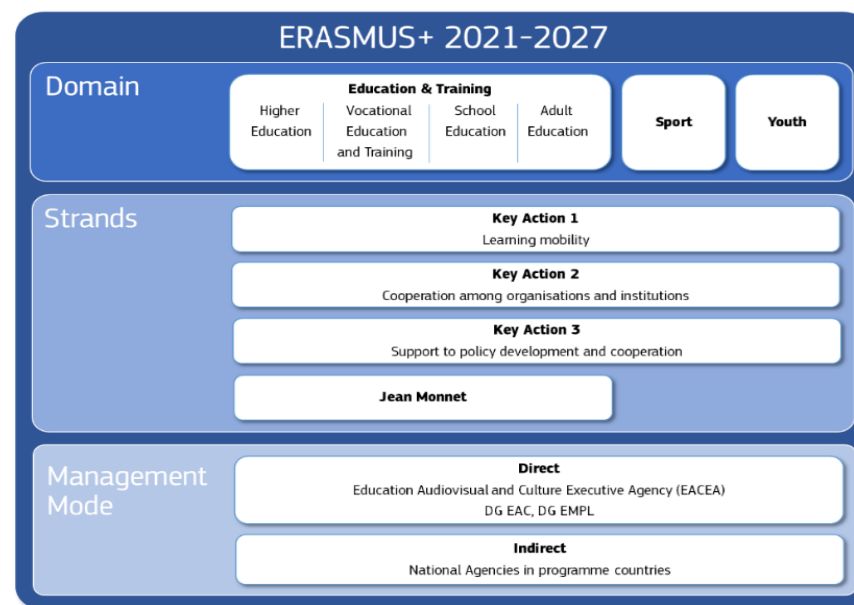
What is the structure of the programme?

Erasmus+ is structured around three Key Action strands together with Jean Monnet Actions.

Key Action 1 supports mobility opportunities for all, with a lifelong learning perspective. Supporting physical learning mobility in another country is and remains the essence and the backbone of Erasmus+. Mobility can play an essential role in the development of cultural understanding, language skills, learning new pedagogies and for having a sense of belonging with peers across Europe.

The programme also focuses on supporting **cooperation among organisations and institutions (Key Action 2)** and **policy development activities (Key Action 3)** in which organisations gain experience in international cooperation, strengthen their capacities, produce innovative approaches, exchange good practices and network.

The programme supports teaching, learning, research and debates on European integration matters, including on the Union's future challenges and opportunities, through **Jean Monnet Actions**.



The European Commission (Directorate-General Education, Youth, Sport and Culture - DG EAC) and the European Education and Culture Executive Agency (EACEA) are responsible for the implementation of the Erasmus+ programme. However, the Erasmus+ programme is mainly implemented

through indirect management. This means that the European Commission entrusts budget implementation tasks to designated National Agencies established in each Member State and third countries associated to the programme. The Commission also entrusts some budget implementation tasks to specific international organisations.

Who can participate in the Erasmus+ programme?

Erasmus+ offers mobility and cooperation opportunities to both individuals and organisations in the fields of higher education, vocational education and training, adult and school education (including early childhood education and care), youth and sport. In practice, the programme supports individuals by funding mobility activities and cooperation, and reaches them mainly through organisations, institutions, bodies or groups that organise such activities. **Participants can therefore be either individuals** (learners or staff) **or organisations** (including informal groups and self-employed persons).

As we look to the future, my dream is simple: every young person in the EU – from primary school to university, including VET students and apprentices – should have the chance to take part in Erasmus+ at least once.

Roxana Mînzatu, Executive Vice-President for Social Rights and Skills, Quality Jobs and Preparedness

Eligible participating organisations

Erasmus+ projects are submitted and managed by participating organisations. If a project is selected, the applicant organisation becomes a beneficiary of an Erasmus+ grant and receives financial support for the realisation of their project.

Tools and resources available

The programme provides support to Erasmus+ participants through different tools and platforms, including its **official website**¹, the **Erasmus+ App**² and the **European Education Area portal**³.

In the section ‘How to take part’⁴ on the programme’s website, candidate organisations can find detailed information regarding the application

procedure.

The programme is mainly implemented in Member States and third countries associated to the programme⁵ through 54 National Agencies. At European level, some actions are implemented by the European Commission, mainly via the European Education and Culture Executive Agency (EACEA).⁶

¹ <https://erasmus-plus.ec.europa.eu/>

² <https://erasmusapp.eu/>

³ <https://education.ec.europa.eu/>

⁴ <https://erasmus-plus.ec.europa.eu/about-erasmus/how-to-take-part>

⁵ <https://erasmus-plus.ec.europa.eu/programme-guide/part-a/eligible-countries>

⁶ [Erasmus+ Programme Guide 2024](#)

Erasmus+ Actions

Higher Education

Erasmus+ in higher education offers vast mobility opportunities for students and staff across Europe and around the world. In addition to opportunities for physical mobility, Erasmus+ also supports blended mobility, making it more accessible to a diverse range of learners and promoting international mobility activities to and from third countries. The programme also funds different types of cooperation projects to help higher education institutions and organisations to pool resources and deploy innovative courses and practices, making European higher education more attractive and more competitive.

Vocational Education and Training

In Vocational Education and Training (VET), Erasmus+ supports the internationalisation of VET providers and other organisations in VET through mobility activities and cooperation projects. The programme further supports the development, transfer and implementation of innovative practices at organisational, local, regional, national or European levels.

School Education

Erasmus+ in School Education supports the internationalisation of early childhood education and care (ECEC) providers, primary and secondary schools, teacher training institutions and other organisations active in school education through mobility activities and cooperation projects.

The demand in school education continues to grow at a fast pace. It continues to show potential for major additional growth in the coming years, provided that the available budget increases accordingly to support and sustain such a growth.

Adult Education

Adult Education in Erasmus+, covering all forms of non-vocational adult education, aims at strengthening the internationalisation and strategic development of adult education providers. It provides learning opportunities to individuals and supports internationalisation and institutional development of adult education providers and other organisations active in the field of adult education.

Youth

Erasmus+ Youth supports non-formal and informal learning for young people and youth workers. Non-formal and informal learning enable young people to acquire essential competences that contribute to their personal and socio-educational development and to foster their active participation in society, thereby improving their employment prospects.

Through their participation in learning mobility activities, youth workers develop skills relevant for their professional development, foster new organisational practices and raise the quality of youth work in general.

Sport

Erasmus+ actions in the field of sport promote participation in sport, physical activity, and voluntary activities. They are designed to tackle societal and sport-related challenges.

Jean Monnet Actions

With opportunities in the field of higher education and in other fields of education and training, the Jean Monnet Actions contribute to spread knowledge on European Union integration matters. For Jean Monnet open calls in 2024, 1 491 eligible applications were received out of which 377 projects were selected from 60 countries.

Erasmus+ flagship initiatives

Flagship initiatives such as the **Erasmus+ Teacher Academies**, the **Centres of Vocational Excellence** or the **European Universities alliances** are funded under the Partnerships for Excellence and have a leading role in the transformation of education and training systems and delivering on the European Education Area objectives⁷.

⁷ <https://education.ec.europa.eu/about-eea/strategic-framework>



Mobility of higher education students and staff supported by internal policy funds

Coordinating organisation:

**UNIVERZITET U NOVOM
SADU, Serbia**

EU Grant:

€530 497

The blended intensive programme (BIP) on Internet of Things and 3D Printing, organised within this project, dealt with significant trends in modern technology. Today's students will inevitably encounter IoT (Internet of Things) and 3D printing in their future jobs. This BIP introduced them to the underlying principles, technologies, and procedures of IoT and 3D printing, enabling them to produce prototype devices and to use them in their work.

Project ID: 2022-1-RS01-KA131-HED-000051647

PoVE Water Scale up



Coordinating organisation:

**STICHTING VOOR
BEROEPSONDERWIJS
VOLWASSENENEDUCATIE
EN ALGEMEEN
VOORTGEZET ONDERWIJS
IN FRIESLAND EN
FLEVOLAND, Netherlands**

EU Grant:

€3 995 484

Water is life. It is a precondition for human, animal, and plant life, as well as an indispensable resource for the economy and fundamental in climate regulation.

PoVE Water Scale-up is a joint initiative on vocational excellence of eight VET schools, seven water industry professionals, four academic partners and three support partners in Europe (NL, DE, MT, CZ, LV, EE, BE) and beyond (SA), aimed at educating VET students to become agile, digitally skilled, and sustainably- oriented water sector professionals that our future desperately needs.

The aim of the project is to integrate Vocational Excellence in the water sector, thereby ensuring high-quality skills and competences that lead to quality jobs and careers, meeting the needs of an innovative, inclusive and sustainable economy and creating regional and local skills ecosystems.

Project ID: [101055851](#)

ContinueUP



Coordinating organisation:

**EUN PARTNERSHIP AISBL,
Belgium**

EU Grant:

€1 499 673

The ContinueUP project addresses the question of how more, and more effective, teacher education and training can be offered to teachers across the continuum of initial and continuous teacher education and training. It achieves this by piloting processes and outputs at initial teacher education (ITE) and continuous professional development (CPD) levels, which on the one hand develop teachers' capacity to benefit from online training opportunities, and on the other hand reduce barriers to take up such opportunities. The project establishes a network of ITE and CPD providers that will co-construct and deliver an education and training programme across the continuum of ITE and CPD.

Project ID: [101103641](#)

The four priorities of Erasmus+

Inclusion and Diversity

The Commission has established dedicated measures to increase the inclusiveness and diversity of the Erasmus+ programme for the period 2021-2027⁸. The Inclusion and Diversity Strategy⁹ provides guidance to reinforce this dimension in the programme, and since 2022 has given a solid base for the National Agencies' inclusion and diversity plans.

The programme offers dedicated financial support for organisations and individuals with fewer opportunities. This support was substantially increased in call 2024 as a result of the study analysing the adequacy of the funding rules.

There are two SALTO Resource Centres dedicated entirely to inclusion and diversity, one is based in Belgium for Youth and the other in Croatia for Education and Training, both work in coordination to build on their reciprocal experiences.

Environment and Climate Change

The Erasmus+ programme is a key instrument for building knowledge, skills, and attitudes on climate change and supporting sustainable development within the European Union and beyond. It supports the green transition, for example, by promoting the incorporation of green practices in all projects when designing activities. In line with the European Green

Deal, the programme encourages participants to consider sustainable transport modes and environmentally responsible behaviour.

Digital Transition

The ongoing digital transformation continuously impacts our societies and economies. It creates new ways to learn, train, work, actively participate in society and communicate. To support the digital transformation in a human-centric manner, Europe needs education and training systems that are fit for the digital age. The Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring digital skills. At the same time, it supports developing the capacity and readiness of education and training institutions and organisations to manage an effective shift towards digital education. Finally, the programme supports meaningful use of digital tools and formats in the implementation of its activities, for example the digital management of student mobility workflows in the context of the European Student Card Initiative.

Democratic Participation

The Erasmus+ programme aims to encourage citizens' participation in democratic processes and improve knowledge about the European Union. This includes helping participants overcome the difficulties in actively engaging and playing their part in their communities or in the Union's political and social life. Moreover, the programme focuses on raising awareness and understanding of the European Union context, notably as regards the common EU values.

⁸ The framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027.

⁹ <https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>



Erasmus+ in numbers

The programme in numbers

The Erasmus programme was launched in 1987, only in higher education. The current programme structure was set up in 2014 to include all EU schemes for education, training, youth and sport. It is one of the European Commission flagship programmes and has been a success story since its beginning.

Mobility of individuals: continuous increase since 1987

At the end of 2024, the number of participants in mobility activities since 1987 reached 16.7 million.

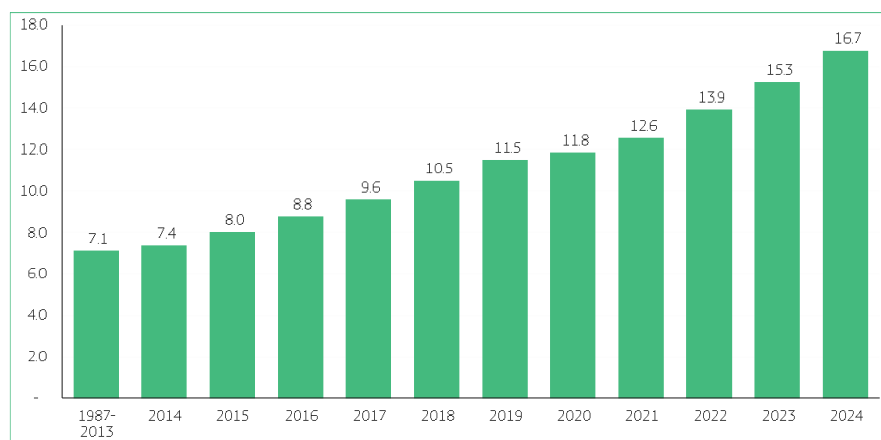


Figure 1 – Participants in mobility activities under the Erasmus+ programme and its predecessors since 1987¹⁰

¹⁰ More data are available here: [Data visualisations on Erasmus+](#).

Leaving behind the atypical period of 2020 and the first half of 2021, when cross-border learning mobility was significantly affected by the COVID-19 pandemic¹¹, the programme continued to be at cruising speed with close to 1.5 million participants undertaking mobility activities in 2024.

¹¹ The impact was particularly strong in 2020 with around 60% fewer mobilities than the average of the previous years 2016 to 2019. In the first half of 2021, the respective percentage was 30%.

Projects contracted

The 2021-2027 Erasmus+ programme¹² has been built on the success of the 2014-2020 programme and its predecessors, keeping substantial stability and continuity in the programme structure and management modes.

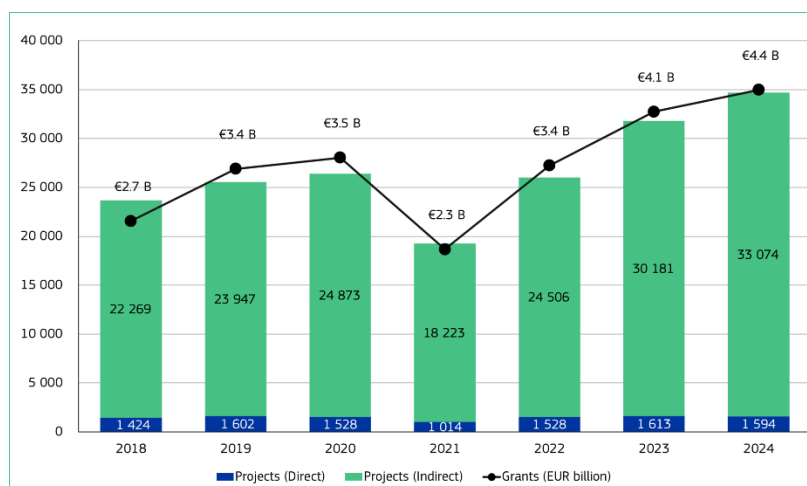


Figure 2 - Number of projects contracted across budget years, grants in billion

Compared to the previous MFF, programme funding nearly doubled over the current Multiannual Financial Framework (MFF 2021-2027). Financial allocation changes from year to year. In 2024, more than EUR 4 billion grants were allocated to implementing projects.

¹² Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013 (OJ L189/1, 28.5.2021): [EUR-Lex - 32021R0817 - EN - EUR-Lex \(europa.eu\)](https://eur-lex.europa.eu/eli/reg/2021/817/oj).

Organisations involved

After the lower budget in 2021, resulting in fewer organisations being involved, 2024 continued to see an increase in the number of participations of organisations.

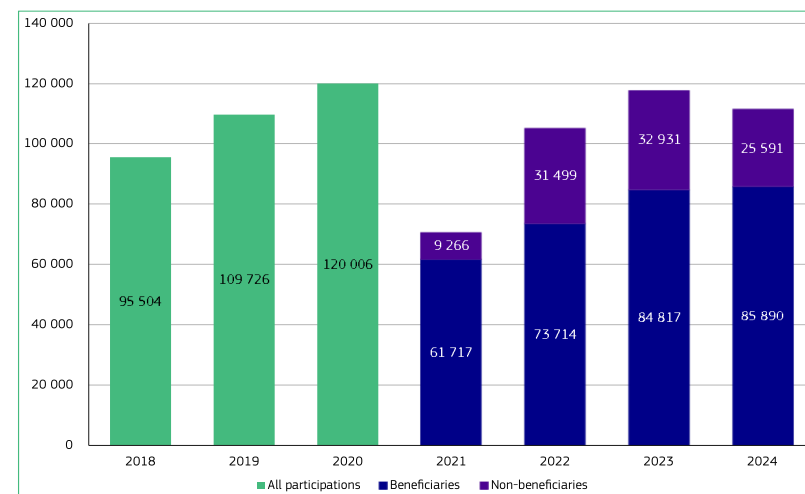


Figure 3 - Number of participations of organisations involved per year¹³

¹³ The above numbers refer to (beneficiary) organisations that receive funds. Receiving organisations etc. are not included in this number.

The programme in 2024

A reinforced budget tackling new challenges

The budget for Erasmus+ – a key factor to facing increasingly complex global challenges the new decade has presented – is more than **EUR 26.3 billion for the programming period 2021-2027**¹⁴, nearly double that of the previous seven years. In addition, the programme benefits from a **further EUR 2.2 billion from the EU's external cooperation policy instruments**¹⁵ as well as contributions from EFTA (European Free Trade Association) countries belonging to the European Economic Area and other non-EU participating countries.

More than **EUR 28.5 billion**
for the programming period 2021-2027

(More than EUR **26.3** billion from Erasmus+ budget

+

EUR **2.2** billion from External Cooperation Instruments)

¹⁴ The Erasmus+ programme budget is made of EUR 24.574 billion in current prices as part of the new Multiannual Financial Framework (MFF) 2021-2027 and an additional top-up of EUR 1.7 billion in 2018 prices, stemming from fines for infringements of EU competition law.

¹⁵ Neighbourhood, Development and Cooperation Instrument (NDICI) and the Instrument for Pre-Accession (IPA III).

The Erasmus+ budget in 2024

In 2024, Erasmus+ succeeded to implement about EUR 4.7 billion (including EUR 367 million from external cooperation policy instruments¹⁶ and EUR 543 million from other fund sources¹⁷).

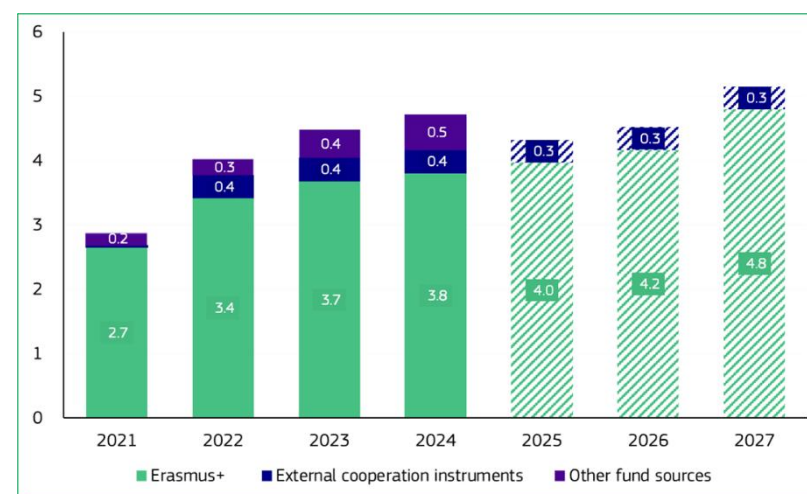


Figure 4 – Erasmus+ Financial Programming per year (billion EUR)

¹⁶ Appropriations for the 2024 financial year (EU budget).

¹⁷ Other fund sources (which include the financial contributions from the participation of EFTA and other non-EU associated countries, and used recoveries) are defined and allocated on a yearly base and therefore cannot be forecasted for the whole period.

How the budget is managed

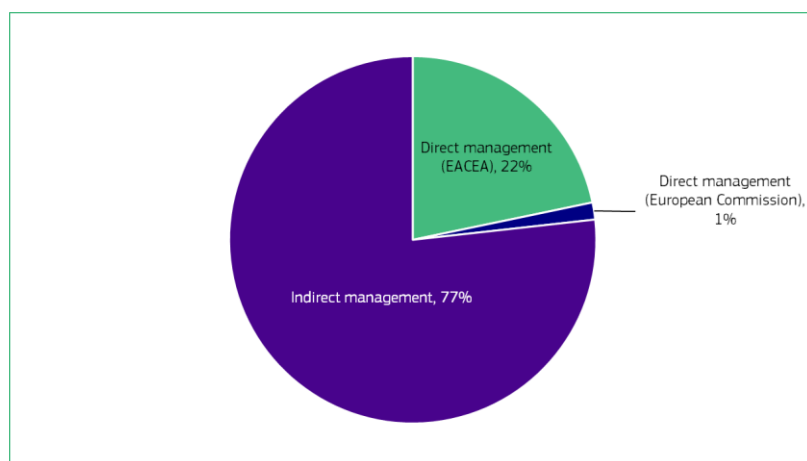


Figure 5 - Erasmus+ budget commitments 2024 per management mode

The European Commission's Directorate-General for Education, Youth, Sport and Culture (DG EAC) is responsible for the implementation of the Erasmus+ programme. It manages the budget and sets priorities, targets and criteria for the programme on an on-going basis.

Furthermore, DG EAC guides and monitors the general implementation, follow-up and evaluation of the programme as well as the **direct management of certain actions (1%)**.

The Commission's European Education and Culture Executive Agency (EACEA) is mainly responsible for the implementation of some centralised actions of the Erasmus+ programme under **direct management (22%)**.

However, the European Commission delegates significant implementation tasks to National Agencies established in each Member State, third countries associated to the programme and international organisations, which means that **77% of the budget is implemented through indirect management**.

Funding distribution per sector

The actions implemented under the Erasmus+ programme are distributed in different sectors depending on the area of action. The Education and Training sector, which includes Higher Education, Vocational Education and Training, School Education, Adult Learning and Cross-sectoral (actions which cannot be classified in a particular sector) received the largest budget share, with over 74% of the commitments in 2024. The Youth sector received almost 9% for the same period. The remaining budget was distributed between Jean Monnet Actions, Sport, International Cooperation, as well as 'other' – classified as essential administrative expenditure (including financial support to National Agencies as a contribution to their management costs).

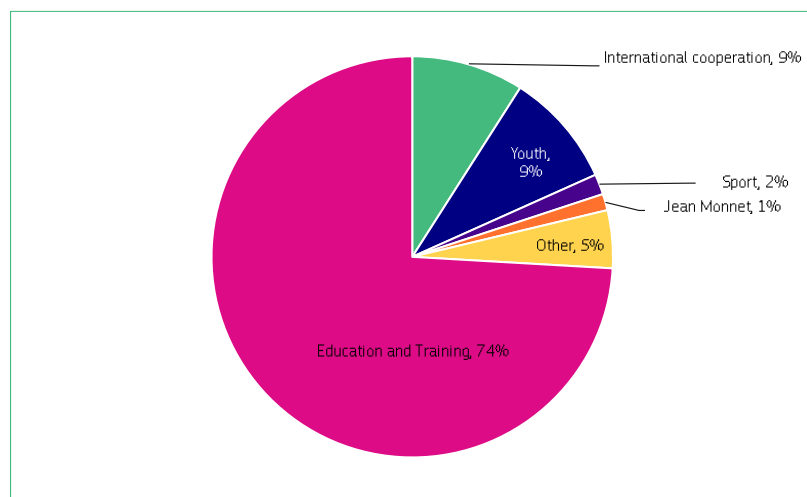


Figure 6 - Erasmus+ budget commitments 2024 per sector

Distribution per key action

The Erasmus+ programme is applied through different actions, which at the same time act as indicators to assess the performance of the programme throughout its implementation. These key actions are as follows:

- **Key Action 1 (KA1):** Learning mobility of individuals
- **Key Action 2 (KA2):** Cooperation among organisations and institutions
- **Key Action 3 (KA3):** Support to policy development and cooperation
- **Jean Monnet Actions**

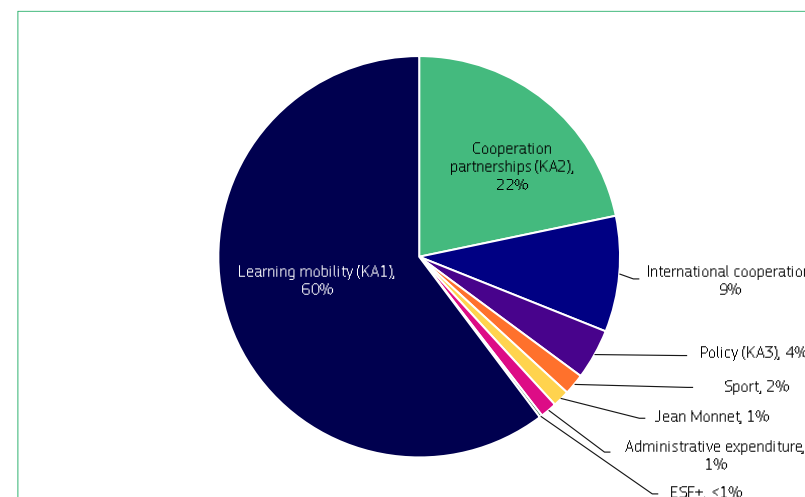
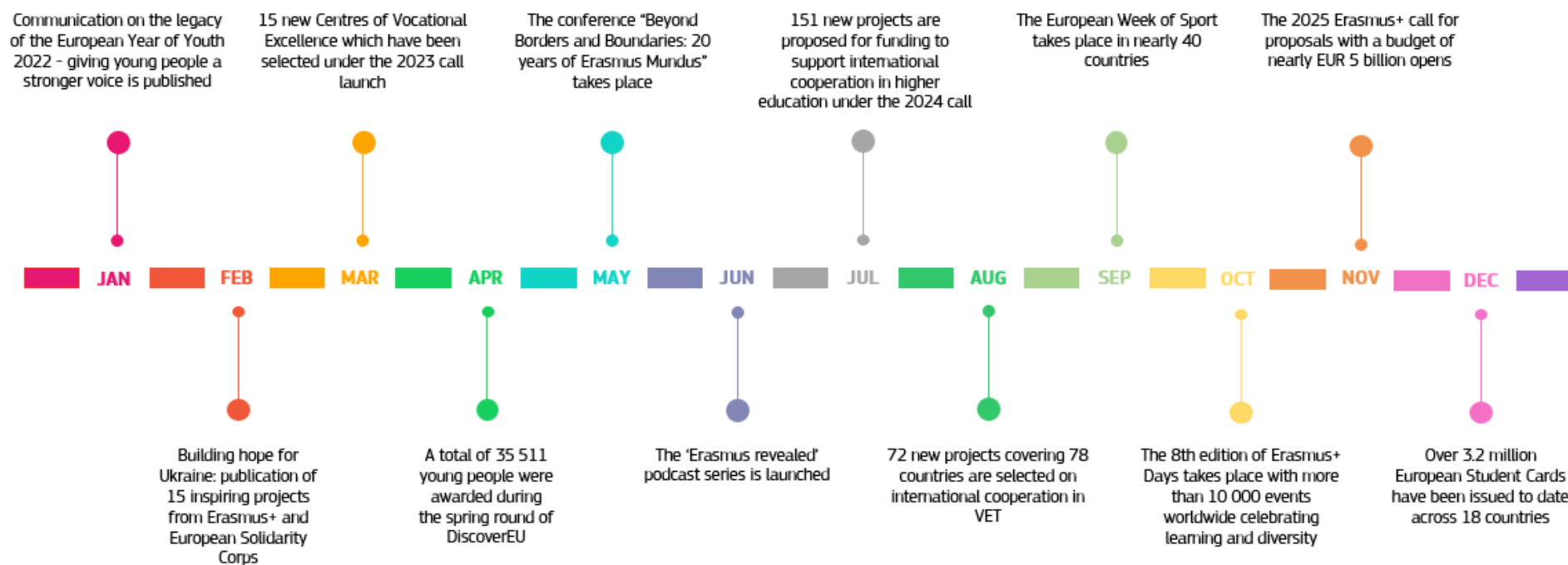


Figure 7 - Erasmus+ budget commitments 2024 per Key Action

Following previous years' trends, the combined allocation to Key Action 1 and Key Action 2 remained stable overall with close to 80% in 2024, which remained on the same level as in 2023. In 2024, the budget share for international cooperation instruments represented 9%. This will remain stable until the end of the programme in 2027.

Main achievements and activities of Erasmus+ in 2024



Erasmus+ evaluation

2024 marked the second phase of the **evaluation of Erasmus+**, which covered both the interim evaluation of the 2021-2027 programme¹⁸ and the final evaluation of the previous 2014-2020 programme, as established in the Erasmus+ regulation¹⁹. After the kick-off of the support study in 2023, the evaluation work continued during 2024, reaching an intense and crucial phase.

On top of the public consultation and most of the targeted surveys carried out in 2023, additional consultation activities were completed in 2024 under the external support study, the purpose of which was to gather evidence on both the current and previous Erasmus+ programme from all interested parties, including non-participants, and address the five evaluation criteria (i.e. the effectiveness, efficiency, coherence, relevance and EU added value of Erasmus+). Consultation activities included 44 case studies complementing insights from other consultation activities, a behavioural analysis to explore reasons for non-participation in the programme, and five stakeholder workshops involving over 500 participants.

In the second half of 2024, EU Member States and the third countries associated to the programme submitted national reports on the implementation and impact of the programme in their respective territories, to contribute to the EU evaluation. These reports provided key insights on the main achievements of the programme across both periods

allowing enrichment of the evidence base with data and insights from a national perspective.

The external support study was completed at the end of 2024, providing the evidence base for the preparation of Commission's report, an accompanying staff working document²⁰ and included recommendations on areas of future improvement.

The evaluation confirms that Erasmus+ delivers **strong, lasting benefits for individuals, organisations, as well as for education, training, youth and sport systems**. The programme yielded wide benefits to individuals by supporting skills development, such as their ability to learn, critical thinking, resilience, and enhancing their academic performance. It effectively supported cooperation among organisations, contributing to their internationalisation, improving their practices, triggering innovation and modernisation of education systems. Both programme generations have created **significant European added value** for individuals and organisations and played an essential role in promoting common EU values and a shared European identity.

The outcomes and recommendations of the evaluation will be an important contribution to further improve the implementation of the current programme and lay the groundwork for the post-2027 reflection period.

¹⁸ Covering the programme period 2021 to 2023.

¹⁹ Article 24(2) of the 2021-2027 Erasmus+ regulation.

²⁰ Adopted by the Commission on 15 July 2025.

2023-2024 European Year of Skills

The European Year of Skills launched in May 2023 significantly contributed to the further implementation of the **Skills Agenda and the Council Recommendation on Vocational Education and Training**. The topics of Individual Learning Accounts (ILA), micro-credentials, Centres of Vocational Excellence, Pact for Skills, apprenticeships, skills for the digital and green transition, skills-first approach, and the role of available EU funding featured prominently at the flagship events.

The Commission has embedded some of the above topics into Erasmus+ calls for proposals. For example, the “Forward-Looking Projects” under the 2023 call (to develop micro-credentials, promote attractiveness of VET, establish registries of labour market relevant and quality assured learning opportunities) were embedded in ILA schemes and supported the Pact for Skills partnerships. Centres of Vocational Excellence (CoVEs), under Erasmus+ funding, are gaining momentum and a new wave of 15 projects have been awarded under the 2023 call. Also, additional Erasmus+ funding is very relevant for the European Year of Skills. For example, the projects of the national Coordinators for Adult Learning (Erasmus+ Key Action 3, 2023) also gave the possibility to implement activities at national level, and promoted a comprehensive approach, for example in support of the establishment of ILA schemes.

The European Year of Skills achieved significant results already in 2023 and created the basis for future efforts. Flagship events such as “The European Year of Skills Festival”, “Making Skills Count”, “The VET Week” have brought together stakeholders from across Europe to discuss shared

challenges and solutions. 50 National Coordinators from 38 countries played a pivotal role in implementing the European Year of Skills across Europe. Many set up national websites with dedicated information on skills and communication campaigns on the Year. Feedback from the National Coordinators, social partners and other stakeholders demonstrated that the Year generated momentum and placed skills high on the priority list of public and private actors.

Giving young people a stronger voice in EU policy making

The Commission’s Political Guidelines 2024-2029 emphasise the importance of amplifying young voices in EU policymaking. Building on the success of the European Year of Youth 2022, several new mechanisms were initiated in 2024 and will be fully implemented by 2025 to support this priority. For instance, President von der Leyen directed every European Commissioner to conduct a Youth Policy Dialogue within their first 100 days, a practice that will continue annually. Efforts increased to introduce the youth check process, which aims to integrate youth perspectives into EU policymaking, starting with the 2025 Commission Work Programme.

In 2024, members were identified for the new **EU Youth Stakeholders Group**, in preparation of the kick-off in March 2025. In addition, steps to create the **President’s Youth Advisory Board** commenced. Along with strengthening the long-standing EU Youth Dialogue, these initiatives represent a comprehensive framework for sustained youth engagement,

ensuring that young voices significantly influence EU policy in line with the 2019-2027 EU Youth Strategy²¹.

Support to Ukraine

Erasmus+ continues to play a key role in the framework of the Commission's reactions to the Russian war of aggression against Ukraine since its beginning in February 2022. The Commission immediately acted in a variety of ways to support Ukrainian pupils, students, young people, teachers, educators, and professors through the Erasmus+ programme, encouraging the mobilisation of ongoing projects and of upcoming initiatives. The Erasmus+ stakeholder community was very quickly mobilised on the ground in support of the people fleeing the war and the programme demonstrated once again its flexibility.

In 2024, the programme continued providing meaningful support to projects addressing the consequences of the war. As a result, the exceptional opening up of learning mobility opportunities for participants from Ukraine set up since the start of the war was prolonged. Under KA2, a dedicated priority continued to be offered for each sector to attract projects aiming to implement, share and promote inclusive approaches and practices targeting learners and staff fleeing the war. 93 projects that chose to focus their activities on such priority were awarded.

Overall, 878 (764 under indirect management and 114 under direct management) projects involving Ukrainian organisations were contracted in 2024. In the same period, more than 13 600 Ukrainian nationals participated in Erasmus+ learning mobilities. Under the 2024 call, under the Capacity Building in Higher Education and the Capacity Building in

Vocational Education and Training actions, respectively 14 and 6 projects involving Ukrainian institutions have been selected, covering a wide range of topics related to the reconstruction and recovery of the country.

In addition, an Erasmus+ dissemination action supported the printing of around 1 million schoolbooks (in Ukrainian language) delivered to Ukraine in September 2024.

Following the 2024 Erasmus+ European Universities call, European Universities alliances were cooperating with over 35 higher education institutions in Ukraine as associated partners, a token of the alliances' strong commitment to offer mobility opportunities to Ukrainian student and staff members, and to help integrating Ukrainian institutions into the European higher education landscape. Moreover, two new actions under the international dimension of Erasmus+, namely Capacity Building for Sport and Capacity Building for Youth, were opened under the 2024 call to Ukraine, as well as to other countries of the Eastern Neighbourhood region. Under Capacity Building for Youth and Capacity Building for Sport, respectively 9 and 7 projects involving Ukrainian organisations have been selected. Among the selected projects as Centres of Vocational Excellence in 2024, 2 projects included partners from Ukraine, the EQAVET4.0 project to facilitate pathways to employment and the SeaAhead project to enhance training in the maritime sector.

²¹ https://youth.europa.eu/strategy_en

Academies4Ukraine



Coordinating organisation:

I-STRATEGIES, Italy

EU Grant:

€400 000

The project Academies4Ukraine aims to strengthen the resilience of the Ukrainian and European higher education systems.

Three main objectives have been outlined:

- 1. Exchange of best practices and knowledge on higher education resilience during wartime.*
- 2. Support for students' mental health.*
- 3. Dissemination of EU values and democracy, strengthening solidarity with Ukraine.*

Project ID: [2023-1-IT02-KA220-HED-000164059](#)

Council Recommendation ‘Europe on the Move’

In May 2024 the Council adopted the Recommendation **‘Europe on the Move’ – learning mobility opportunities for everyone**²². This recommendation aims for the deeper integration of the European Education Area by promoting seamless movement of all learners, educators and staff within it and by progressing towards making learning mobilities abroad a real opportunity for everyone.

To achieve the systematic provision of learning mobility opportunities in any learning pathway across the EU, the Recommendation encourages Member States to make mobility an integral part of all education and training strands, be it in higher education and VET, including work-based learning such as traineeships and apprenticeships, in school education, adult education, or as embedded in non-formal and informal learning, youth exchanges and sport.

To focus the efforts of the Member States and to foster the monitoring of progress, the ‘Europe on the Move’ Recommendation establishes new EU-level targets by 2030 with an increased level of ambition: minimum 23% target for higher education graduates having done a mobility period and minimum 12% for VET graduates having done a mobility. It also sets an aspiration at the EU-level of reaching a share of at least 20% of people with fewer opportunities among all learners benefiting from learning mobility abroad by 2027. These targets aim to capture important policy developments, the evolution of learning patterns and the wide range of learning mobility experiences that are currently taking place. The Erasmus+ programme will be a key instrument in achieving these targets.

To enable learning mobility opportunities and to remove barriers to mobility, the Recommendation provides important guidance for Member States, with a specific focus on mobility of teachers and apprentices with two dedicated annexes. They include detailed proposals on making learning mobility more inclusive and accessible, enhancing language learning, supporting engagement in learning mobility, providing information on learning mobility opportunities, supporting transparency and recognition of learning outcomes, supporting the transition to the labour market and work mobility, making learning mobility more environmentally sustainable, making use of digital technologies to facilitate learning mobility, promoting EU values, and promoting the EU as a learning destination. The Recommendation also provides in annexes two dedicated policy frameworks for teacher mobility and for apprentice mobility. By the end of 2026, the Member States are requested to inform the Commission of existing or planned internationalisation and/or mobility strategies or approaches in all sectors to address both outgoing and incoming mobility. Member States are also requested to ensure cooperation with stakeholders in the area of learning mobility with a view to implementing the Recommendation.

²² https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=consil:ST_9804_2024_INIT

Key figures of 2024

More than **34 400** projects have been contracted, supporting more than **85 600** (beneficiary) organisations from Member States and third countries associated to the programme as applicant or partner²³.

Close to **1.5 million** learners and staff carried out a mobility activity in 2024 (individual and group mobility).

Almost 265 000 participants with fewer opportunities were supported by the programme (**18.8%** of total participants).

By the end of year 2024, and **since 1987**, **16.7 million** people had benefited from the programme actions supporting learning mobility.

Projects funded by the 2024 budget

Most of the projects (**95%**) are coordinated by 54 National Agencies distributed across programme countries. In terms of funding, this represents 77% of the budget allocated to projects being indirectly managed by the National Agencies. The programme also provides support to management costs and other initiatives such as online platforms.

The financial support of the higher education field is the largest funding amount while school education concentrates the highest number of projects with more than 12 000.

This distribution is in line with the EU regulation 2021/817²⁴ establishing the programme for the period 2021–2027 and defining the allocation of budget per action. This is reflected in line with the annual adjustments in political priorities.

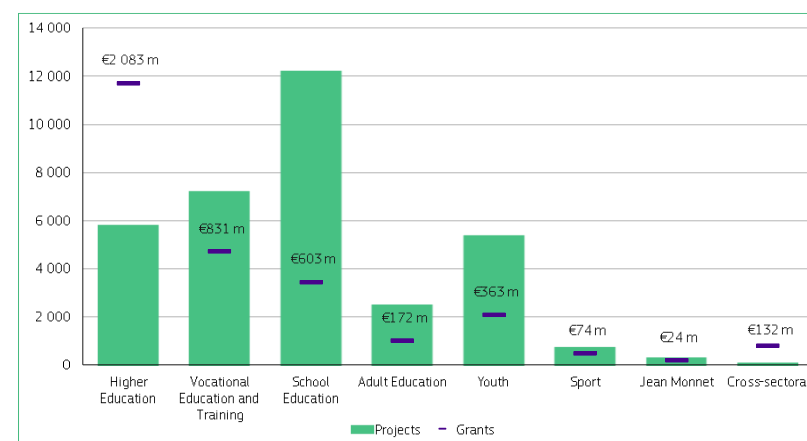


Figure 8 - Erasmus+ budget commitments 2024 per Key Action
(total project counts and grants in million)

²³ This number shows the participations of beneficiary organisations in Erasmus+. An organisation can participate in several projects under the different actions of the programme.

²⁴ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021R0817>

Most of the Erasmus+ funded projects support learning mobility (86%) and cooperation (12%). Projects supporting policy development and cooperation and Jean Monnet Actions account for 2%.

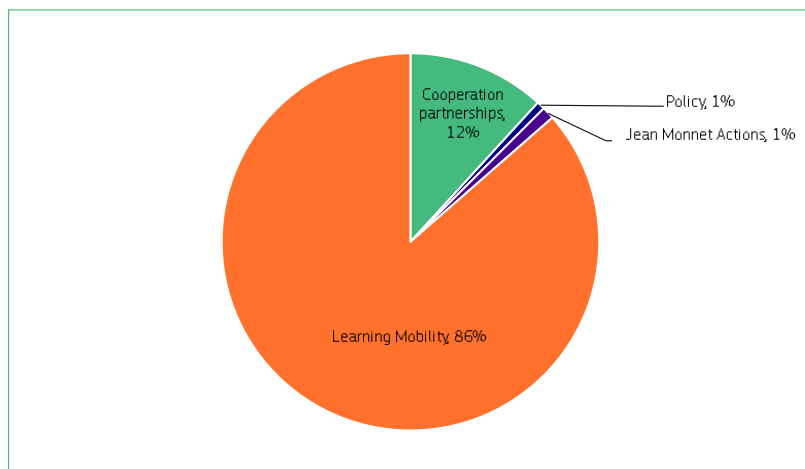


Figure 9 – Funded projects per action

Under call 2024, mobility projects are expected to allow close to 1.5 (i.e., 1.481) million participants to take part in a mobility activity within the next few years²⁵.

²⁵ A mobility project may last several years, and Erasmus+ supports participants during their entire mobility period.

Involvement of organisations

The implementation of the programme, which is widely known for its mobility element, would not be possible without the involvement of thousands of organisations across programme countries in all activities of the programme.

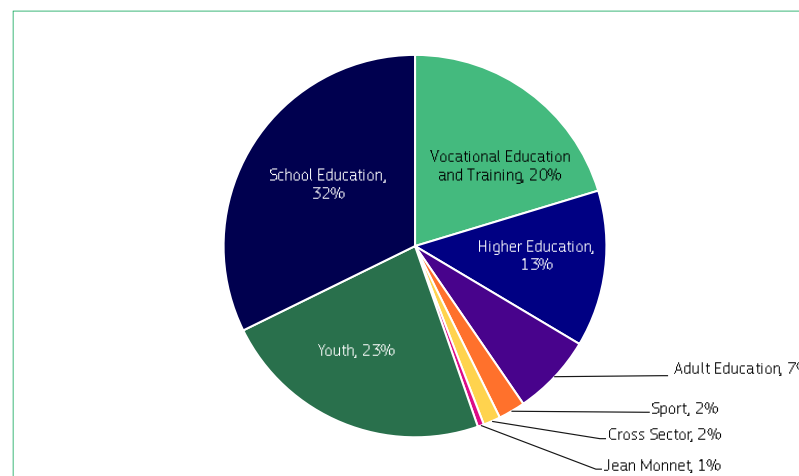


Figure 10 – Organisations' participations per field

These organisations support participants with their mobility and also take part in numerous projects on cooperation and policy building in the domain of education and training.

In 2024, close to 58 300 unique organisations received funds from the programme.

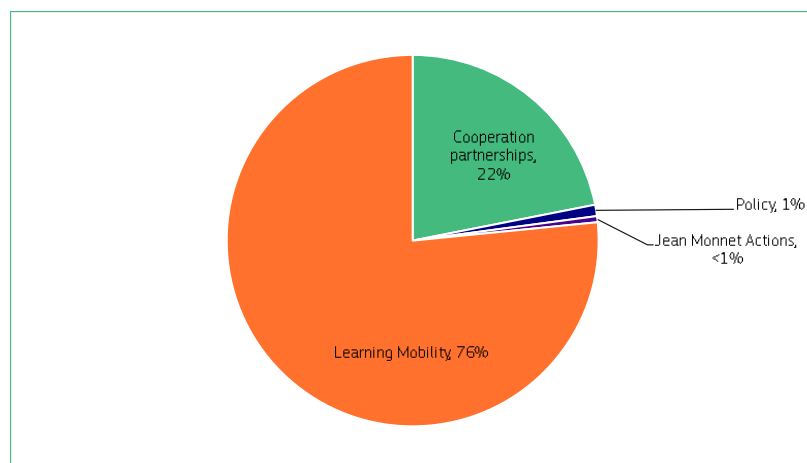


Figure 11 – Organisations' participations per Key Action

The organisations involved can play different roles. The applicant organisation is responsible for the project's submission and coordination. Organisations can also take part in the programme as member of consortium partners in Erasmus+ programme countries or partners in other countries anywhere in the world.

In 2024, Erasmus+ involved organisations from more than 180 countries in mobility activities.

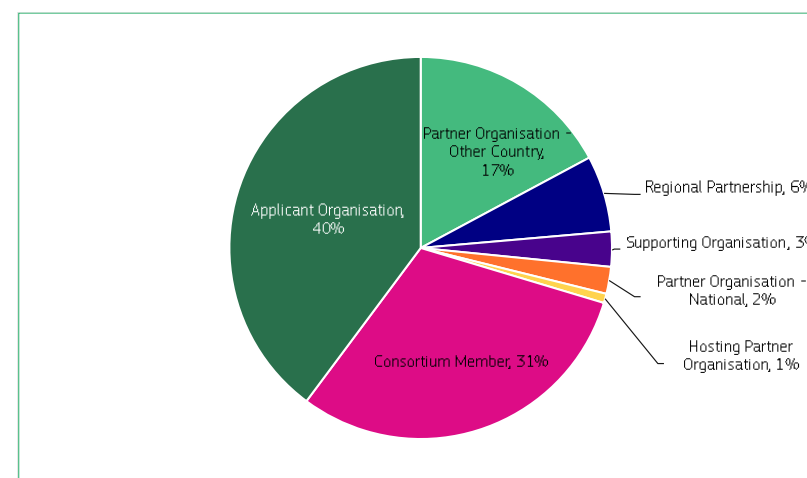


Figure 12 – Organisations by role

With the current programme, the application process has been simplified to attract even more organisations. Just over half of them (50.1%) are part of education systems, but other types of organisations are involved.

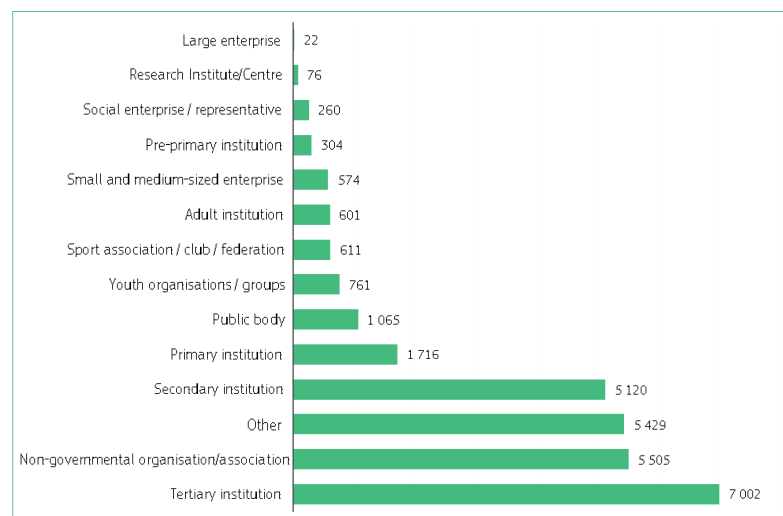


Figure 13 – Applicant organisations by type²⁶

²⁶ 'Other' includes: Accreditation, certification or qualification body, Counselling body, Foundation, National Youth Council, European grouping of territorial cooperation, as well as organisations which declared themselves as such at application stage. Pre-Primary,

Primary, Secondary, Tertiary and Adult Institutions include Schools, Institutes, and Educational centres. Chart data displays applicant organisations for indirect management only.

Learning mobility: what happened in 2024

Key figures



Close to **1.5 million learners and staff** mobilities in 2024²⁷



19% participants with **fewer opportunities**²⁸



77% learners (22% staff, 1% other)



60% women (39% men, others less than 1%)

With more than 403 800 participants and the highest budget, higher education learners represent the majority of participants who carried out a learning mobility period in 2024, followed by group mobility in schools (more than 247 300 pupils) and VET (more than 209 500 learners). Staff mobility amounts to more than 316 000 participants.

In order to alleviate the effect of inflation on participants learning abroad and allow a wide participation, the programme raised mobility grant levels in 2024.

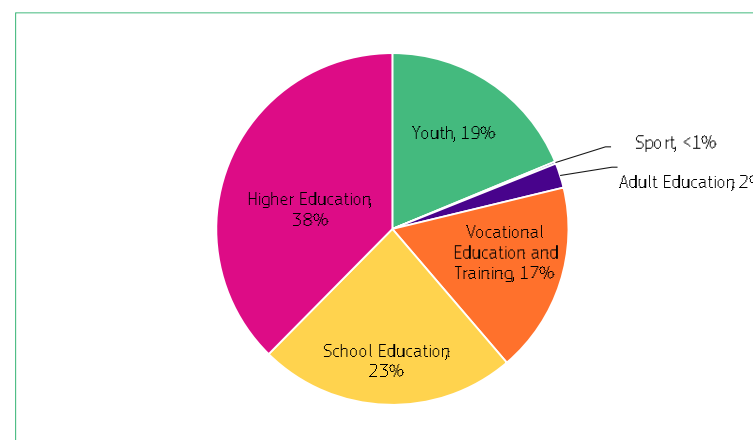


Figure 14 - Mobility in 2024 per field

²⁷ Mobility activities started between 01/01/2024 and 31/12/2024 (projects funded under calls 2020, 2021, 2022, 2023 and 2024).

²⁸ People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability

and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

Erasmus+ gender distribution

Erasmus+ supports gender equality and encourages all genders to participate in mobility activities. In 2024, 60% of the provided mobility opportunities were taken up by women.

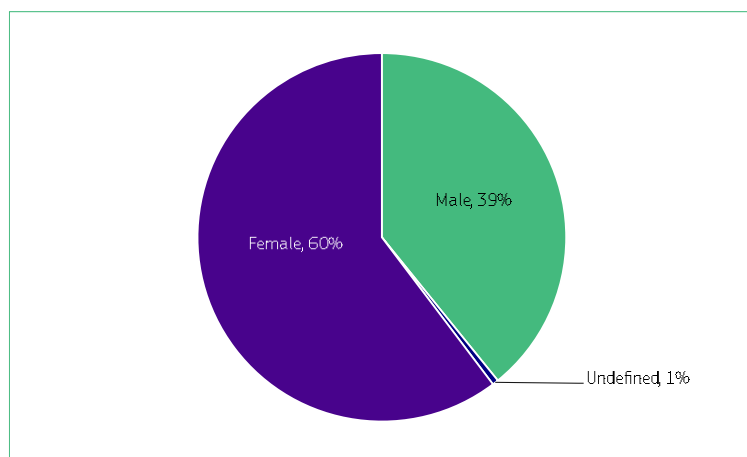


Figure 15 – Gender breakdown in Erasmus+

The gender distribution in mobility activities varies depending on the field of education. Adult Education has the highest percentage of women (69%), followed by School Education (65%), Higher Education (60%), Youth (58%) and Vocational Education and Training (54%).

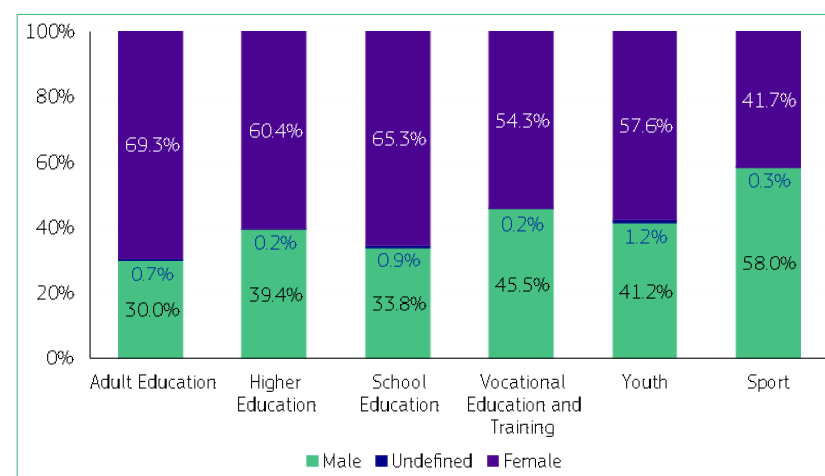


Figure 16 – Gender distribution in Erasmus+ per field of education²⁹

²⁹ Mobility activities under Key Action 1 of the Erasmus+ programme.

Participants from the outermost regions

The number of participants from EU outermost regions (ORs) has steadily increased since 2021, with more than 12 445 participants (learners and staff) in mobility activities for the year 2024. The largest number of participants is in the field of School Education (40%), followed by Higher Education (30%), Vocational Education and Training (17%), Youth (9%), Adult Education (4%), and Sport (less than 1%). The distribution of participants among the outermost regions is as follows: Canary Islands (46%), Réunion (27%), Martinique (7%), Azores and Madeira (each 5%), Guadeloupe and French Guiana (each 4%), and Mayotte (1%).

Mobility activities in Key Action 1

An Erasmus+ mobility project may last several years. Consequently, participants starting their learning mobility during 2024 were supported by projects contracted between 2020 and 2024, spanning two Multiannual Financial Frameworks (MFFs).

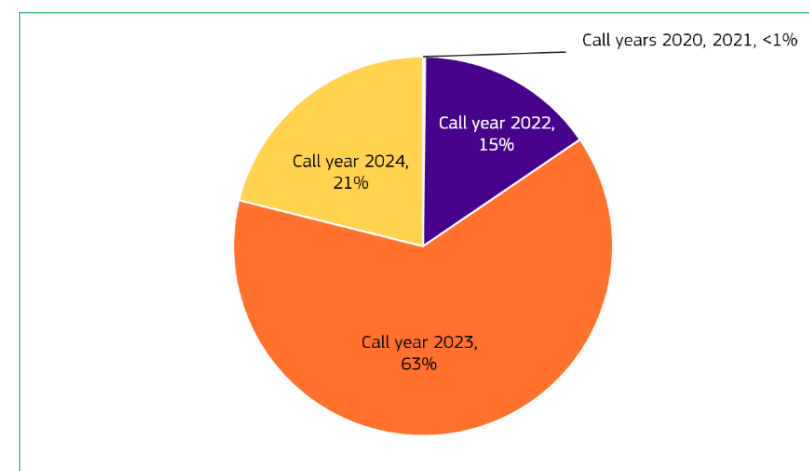


Figure 17 - Mobility funding in 2024, per call year

Upon application, organisations estimate the number of expected participants for their projects. At the end of the project, the number of participants finally supported might be different from the estimation.

For simplicity, this document will always report on mobility activity using all activities taking place in 2024 merging data from various financial periods.

Where do participants go? Where are they coming from?

The programme supports mobility of learners and staff mainly across programme countries. The current programme introduced more flexibility for international mobility, the impact of which will be visible in the coming years.

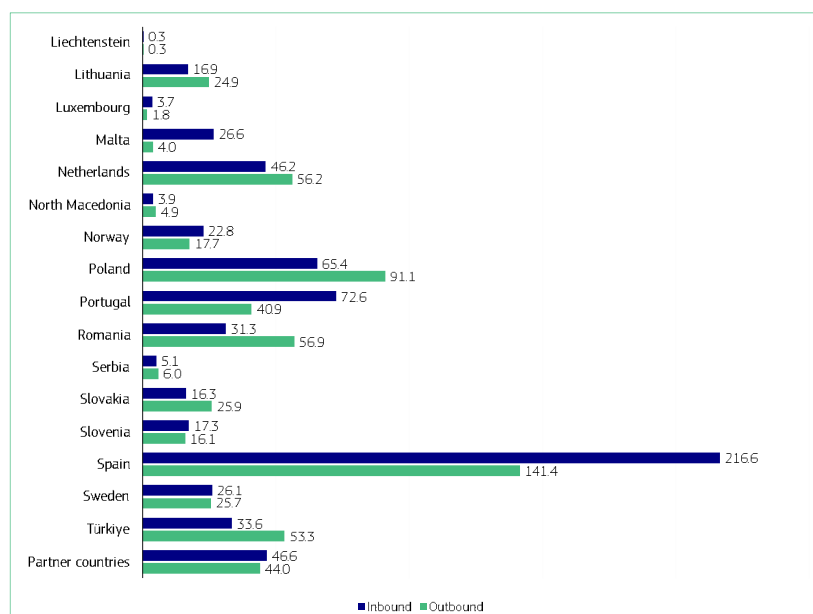


Figure 18 – Mobility flows in 2024 (thousands) – 1/2

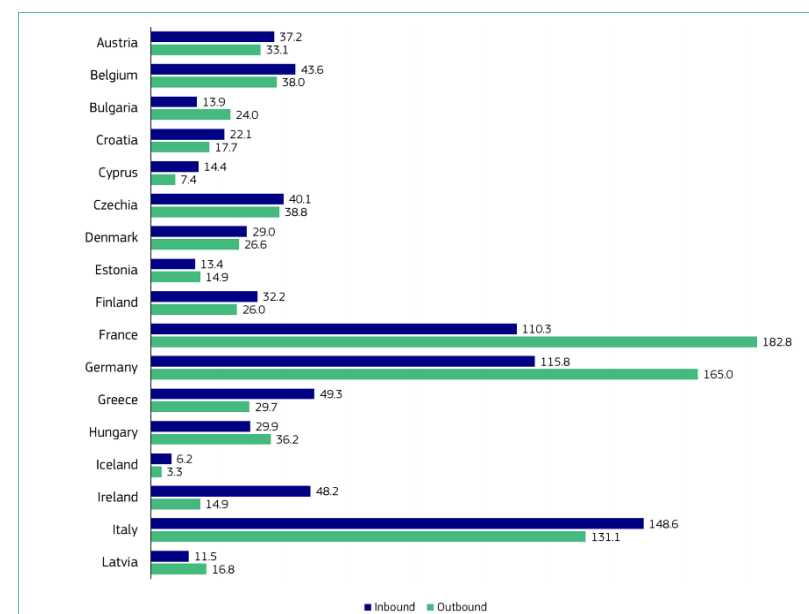


Figure 19 – Mobility flows in 2024 (thousands)³⁰ – 2/2

³⁰ Mobility periods from/to United Kingdom linked to ongoing projects from the 2014-2020 programme and later are included in Partner countries.

What do participants think about the outcomes of their learning mobility?

Every participant to a learning mobility activity has the opportunity to provide comprehensive feedback about their experience.

This valuable feedback helps the organisations, the National Agencies and the European Commission to improve the programme while providing deep insight about a programme inspiring people all over the world since 1987.

Out of participants having started a mobility activity in 2024,

- 96% are either satisfied or very satisfied with their mobility.
- 99% consider they have benefited from their participation in learning mobility.
- 98% would recommend the experience.
- 80% have improved their foreign language competence.
- 78% have increased their key competences.
- 68% think that they have better career opportunities.
- 67% have a better idea about their future career.
- 78% think that they have improved competences useful for their current work or studies.
- 88% have received full academic recognition of their student mobility.

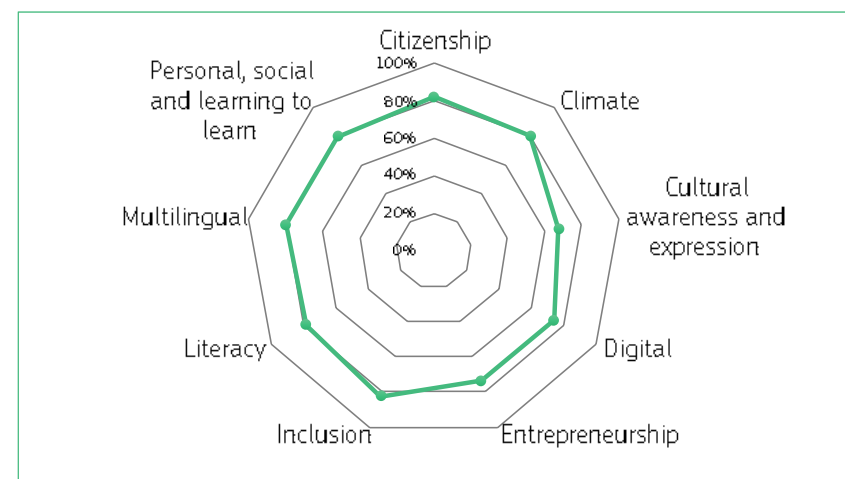


Figure 20 – Participants' feedback about their key competences' improvement³¹

³¹ [Council Recommendation on Key Competences for Lifelong Learning | European Education Area \(europa.eu\)](#). Climate has been separated from Citizenship competence.



Programme's Activities

Higher Education

Erasmus+ and its predecessor programmes have supported student mobility since 1987, making higher education mobility one of the top benefits of EU membership according to EU citizens.³² It supports people wishing to study or train abroad and to projects fostering cross-border cooperation between higher education institutions.

Erasmus+ also fosters innovation and internationalisation in higher education, improving quality and relevance of curricula, pedagogies, skills development, academic performance, employability³³ and engagement with the EU, notably for learners with fewer opportunities.

The accreditation called the **Erasmus Charter for Higher Education (ECHE)** is the entry ticket to Erasmus+, enabling higher education institutions to submit applications for **mobility and cooperation activities** for the whole Erasmus+ programme duration from call 2021 to 2027. Following ECHE applications from 2020 to 2023, approximately **5 640 higher education institutions** were **awarded the ECHE** and thus eligible to apply to the 2024 calls.

³² [Flash Eurobarometer 528 - Citizenship and democracy December 2023](#)

³³ European Experts Network on Economics of Education [EENEE_AR36.pdf](#)

³⁴ Total Erasmus+ grants allocated to projects contracted under the 2024 budget. Policy support represents less than 0.5%.

³⁵ Projects managed by the European Commission and 54 National Agencies

³⁶ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

Key figures in 2024

EUR 2 083 million³⁴ in contracted projects

68% managed by National Agencies



Projects funded³⁵

Over 5 800

Beneficiary organisations³⁶

Over 11 300

Learning Mobility activities³⁷



More than 527 600 participants³⁸



12% international learning mobility³⁹



21% learners with **fewer opportunities**

³⁷ Learning mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2021 to 2024 (a mobility project might last several years).

³⁸ Including close to 5 300 mobility activities (flows) in Erasmus Mundus Joint Masters.

³⁹ Participants moving from/to third countries not associated to the Programme.

Highlights in 2024

Learning mobility of individuals – funding allocated in 2024 and mobility forecast

Through call 2024, Erasmus+ provided **EUR 1 520 million** to higher education institutions to support learning mobility of higher education students and staff. Thanks to the funds allocated in 2024, **510 400 participants** will undertake a mobility activity within the next few years – 392 600 forecasted student mobilities and 117 800 forecasted staff mobilities. These mobility activities are implemented through two actions: one action supports both transnational and international activities, supported by EU internal policy funds (the ‘classic Erasmus’ scheme), while the other action has a specific international outreach (‘International Credit Mobility’).

As regards the action for transnational and international mobility activities, the call 2024 resulted in **4 194 higher education mobility projects** for **457 600 forecasted students and staff** with a total Erasmus+ funding of EUR 1 299 million (a **budget increase of 15.4%** compared to the previous call year). Of these projects, mobility consortia⁴⁰ ran 203 mobility projects. Student mobility for studies was still the biggest activity type in the Erasmus+ programme in 2024, accounting for EUR 751 million provided to fund 261 700 expected students, followed by traineeship mobility for EUR 271 million for around 105 600 expected students and recent graduates. The forecasted number of student mobilities stagnated compared to 2023 due to the general introduction of the travel support

budget category in the student mobility activity types from call 2024 onwards.

Previously, the Erasmus+ contribution to travel and subsistence costs abroad was provided in a single grant category for most of the mobile students (some specific subtypes of student mobility had already received a separate travel support grant since call 2021). This introduction of travel support for all mobile students led to a substantial increase in the average student mobility grant level (three National Agencies decided to postpone this introduction to call 2025). Staff mobility received EUR 116 million of funding for 90 400 staff members who teach or receive training abroad. Finally, institutions received EUR 25 million to organise more than 3 000 blended intensive programmes that will stimulate blended student and staff mobility and the development of innovative learning and teaching methods.

For International Credit Mobility projects supported by EU external policy funds, under call 2024, Erasmus+ continued funding allowing exchanges of higher education students and staff from/to other countries of the world. In 2024, the International Credit Mobility call resulted in **1 057 higher education mobility projects** with a total budget of approximately EUR 221 million. Thanks to the funds allocated in 2024 almost **35 000 students and staff** from all over the world are expected to come to Europe and around **18 000 European students and staff** are anticipated to go abroad to different third countries of the world.

⁴⁰ Consortia are groups of institutions managing student and staff mobility together.

Learning mobility of individuals – actual mobility activities in 2024 supported by EU internal policy funds

In 2024, close to 385 400 higher education student mobilities and 105 000 higher education staff mobilities⁴¹ supported by Erasmus+ internal policy funds via calls 2022-2024.

Most of the mobile students in 2024 studied at bachelor's level (60.6%), followed by 32.6% at master's level, 3.2% at short cycle studies and 2.6% at doctoral level. The top three broad study fields were business, administration and law; arts and humanities; and engineering, manufacturing and construction.

In terms of mobility activities started during the calendar year 2024 (while funded by calls 2022-2024), the new features and priorities in the field of higher education mobility supported by internal policy funds were taken up well and progressed compared to 2023:

- **Inclusion and diversity: 19.6%** (2023: 17.7%) of higher education students and recent graduates received an Erasmus+ top-up grant in addition to their normal grant, due to persons belonging to a category of people with fewer opportunities as defined at national level. This additional financial support helps ensure their inclusion as well as equal access and opportunities in participating in mobility activities. Overall, **21.3%** (2023: 19.5%) of Erasmus+ students were considered participants with fewer opportunities, above the EU target (recipients of the Erasmus+

top-up grant, Erasmus+ inclusion support or a national top-up grant due to fewer opportunities).

- **Green transition: 15.1%** (2023: 14.0%) of higher education students and staff used sustainable means of transportation to travel to their mobility destinations ('green mobility').
- **Digital transition: 14.4%** (2023: 9.2%) of higher education students carried out a short-term blended mobility; 20 100 digital opportunity traineeships⁴² were undertaken to develop forward-looking advanced digital skills (almost 20% of all traineeships, a strong increase compared to 2023 with 15.5%).
- **International dimension:** higher education projects may use up to 20% of the project funds for outgoing international student and staff mobility to almost any country in the world. As a result, **5.0%** (2023: 4.3%) of higher education participants went overseas (**24 600** students and staff – without counting those from Ukraine), i.e. undertook outgoing international mobility. The ten most popular destination countries in 2024 – in decreasing order – were the UK (36% of all mobilities to third countries not associated to the programme), Switzerland (8%), the United States of America (7%), Canada (6%), Japan (3%), South Korea, Mexico, Argentina, Chile and Brazil. Overall, participants travelled to **137 third countries** not associated to the Erasmus+ programme (slightly more than in 2023). About 1 370 incoming students and staff from Ukraine also received mobility grants.

⁴¹ The figures in this chapter do not include Erasmus Mundus Joint Masters mobility activities.

⁴² In the field of higher education, – regardless of the source of funds – over 32 000 mobility activities – with a digital opportunity element – of learners and staff took place in

2024. Over 10 400 teaching and training activities for staff and more than 21 600 mobility activities for studies and traineeships for learners. The mobility activities supported with external funds amount to 1 380 (80% staff and 20% learners).

- **Link between education and research: 2.6%** (2023: 2.4%) of higher education student mobilities were undertaken by doctoral candidates, of which more than half as the recently introduced short-term student mobility activity and the rest as the traditional long-term student mobility.

According to feedback after their higher education mobility, Erasmus+ participants were generally satisfied or very satisfied with their mobility experience - mobile students at 95% and mobile staff at 99%. In terms of recognition of mobility outcomes, credits earned from 88% of the student mobilities for studies were fully and automatically recognised towards their degree programme.

Higher education projects had a positive impact on participants in terms of skills and competence levels, including transversal skills, employability, social cohesion and interest in the EU and democratic engagement. Participant surveys showed that 90% of mobile students became more confident in their abilities and 93% became more able to adapt to and act in new situations. 88% of mobile students learned to better cooperate with people from other backgrounds and cultures and 81% became more tolerant towards other persons' values and behaviours. 96% of mobile students improved their competence in the language of studies or the traineeship workplace during their mobility. 90% of mobile staff improved their social, linguistic and/or cultural competencies during their stay abroad. Finally, 69% of mobile students became more interested in European topics.

Eurydice Network

On policy level, the Eurydice Network published the 'Validation of non-formal and informal learning in higher education in Europe' report⁴³. Covering 37 education systems, it explores how higher education recognises learning acquired outside formal education – for access to studies, fulfilment of study requirements, the types of learning validated, and quality assurance arrangements. The findings show that 18 systems allow learners without traditional entry qualifications to access higher education through validation, while 30 systems permit validation to substitute study requirements, often with restrictions on the amount that can be validated. Work-based experience and structured training are most often recognised, and two thirds of systems embed validation in national quality assurance frameworks, supporting greater transparency and consistency.

Whereas the Eurydice study offers a focused analysis of how higher education institutions recognise non-formal and informal learning outcomes, the Bologna Process Implementation report⁴⁴ provides an overview of the latest policy commitments in the European Higher Education Area (EHEA) and assesses their implementation across the countries.

⁴³ <https://op.europa.eu/en/publication-detail/-/publication/8aac7503-069b-11ef-a251-01aa75ed71a1/language-en>

⁴⁴ <https://eurydice.eacea.ec.europa.eu/publications/european-higher-education-area-2024-bologna-process-implementation-report>

Cooperation among organisations and institutions

Partnerships for Cooperation

With a budget of EUR 103 million in 2024, the National Agencies were able to fund 305 cooperation partnerships in the field of higher education.

Of these funded higher education cooperation projects, 28% addressed the topic of new, innovative or joint curricula or courses; 25% digital content, technologies and practices; 23% new learning and teaching methods and approaches; 16% digital skills and competences; 15% environment and climate change; 13% artificial intelligence and data usage; 11% inclusion, promoting equality and non-discrimination; 11% green skills; 10% initial and continuous teacher training; and 9% cooperation between educational institutions and business. Most of the top topics of the call 2024 remained the same with a similar distribution compared to call 2023. The projects funded under call 2024 addressed substantially more AI and data use as well as teacher training related topics.

I see Erasmus+ as the fuel that helps collaboration grow in all possible directions. For me, that's what Erasmus+ funding is - a catalyst and a lot of fuel!

Kasper Rodil, Lecturer at Aalborg University

European Universities Initiative

European Universities – supported by Erasmus+ – are ambitious transnational alliances of higher education institutions (9 on average per alliance), developing long-term structural and systemic cooperation, across all their missions (education, research, and innovation at the service of society) for the benefit of their students, staff and communities.

The European Universities Initiative brings higher education institutions from all parts of Europe to cooperate together, as never before, providing the potential to collaborate and to better understand each other. This is key to maintaining peace in Europe and in a world that is becoming increasingly polarised and more geopolitically complex. The added-value of European Universities alliances is also their capacity to provide students access to a richer education offer and allow students

to develop a broader, future-oriented set of skills and competences across their inter-university campus, where students can get access to all courses available at each participating institution, be it on-line or physical. They bring together a new generation of Europeans to study and work in different European countries, in different languages, and across sectors and academic disciplines. Students can obtain a high-level degree by combining studies in several European countries.

15 new European Universities alliances have been selected under the 2024 Erasmus+ call, further supporting the rollout of the European Universities initiative. Together with the 50 alliances selected in 2022 and 2023, this meant a total of 65 European Universities alliances funded under Erasmus+, involving more than 570 higher education institutions from 35 countries. They were cooperating with almost 2 200 associated partners ranging from non-governmental organisations, enterprises, cities local and regional authorities, bringing innovation to Europe's regions.

The 2024 call also included the creation of a community of practice for European Universities. This community of practice aims to reinforce peer learning between all existing European Universities alliances by sharing best practices and enhancing synergies between the European Universities community and beyond. The community of practice will also boost the dissemination of reusable results and models within the wider higher education sector.

Erasmus Mundus Joint Masters

Call 2024 received more applications in Erasmus Mundus than the previous year: 140 for Joint Masters (93 in 2023) and 77 for the Erasmus Mundus Design Measures (146 in 2023). The budget available allowed for the selection of 36 Erasmus Mundus Joint Masters and 55 Erasmus Mundus Design Measures projects in the run up to the 20th Anniversary of Erasmus Mundus. The Erasmus Mundus Support Initiative, launched in 2023, organised a series of activities to support the exchange of experiences between the projects. This included the 20th Anniversary of Erasmus Mundus conference, a regional seminar for Asia held in Japan and a thematic seminar on the topic of 'Planning and delivering Jointness in Erasmus Mundus Master's programmes'.

Over 2 800 students from all over the world received scholarships to start their masters in the academic year 2024-2025.

Ranking	Country	Number of Erasmus Mundus Scholarship recipients
1	Pakistan	205
2	India	152
3	Bangladesh	133
4	Mexico	130
5	Nigeria	107

Table 1 - Top 5 countries in number of scholarship recipients

Alliances for Innovation

The Alliances for Innovation action builds on the actions of Knowledge Alliances and Sector Skills Alliances of the previous programming period. The Alliances are organised in two lots: Lot One 'The Alliances for Education and Enterprises' and Lot Two 'The Alliances for Sectoral Cooperation on Skills'. 321 applications were submitted under Call 2024. 30 projects have been selected: 22 for Lot One and 8 for Lot Two. The selection rate for Lot 1 has slightly decreased to 7% (compared to 53% for Lot 2); this once again confirms the high interest in the call and the high level of competition.

Capacity Building in Higher Education (CBHE)

Erasmus+ Capacity Building in Higher Education action projects, which last from two to three years, are aimed at modernising and reforming higher education institutions and systems in third countries, developing new curricula, improving governance, and building relationships between higher education and enterprises. They can also tackle policy topics and issues, preparing the ground for higher education reform, in cooperation with national authorities.

The third selection of projects in the 2021–2027 phase was made in 2024. Out of 972 applications, 153 projects were selected. These are open to ten regions, namely Western Balkans, Neighbourhood East, South Mediterranean, Asia, Central Asia, Middle East, Pacific, Sub-Saharan Africa, Latin America and the Caribbean.

Women STEM -UP



Coordinating organisation:

**LINKÖPINGS
UNIVERSITET, Sweden**

EU Grant:

€400 000

WOMEN STEM UP tackles a key challenge related to the persistent gender gap in STEM higher education and, consequently, in the labour market. High dropout rates of women in STEM – the so-called ‘leaky pipeline syndrome’ – indicate that women change their studies and careers from STEM to other fields more than men. By employing a gender-based approach to inspire, recruit, and retain women in STEM, and by training the education community, the project breaks down stereotypes and unlocks female confidence and creativity. Project activities include research design activities (focus groups, surveys); training of educators and university staff on gender-neutral teaching methods and tools; co-design sessions; development of resources and training material for an online course, a digital platform, and a mentoring program; mentors’ engagement and training activities; the development of E-STEAM training material; and the implementation of a three-day international hackathon event.

Project ID: [2022-1-SE01-KA220-HED-000086239](#)

Mobility of higher education students and staff



Coordinating organisation:

**AALBORG UNIVERSITET,
Denmark**

EU Grant:

€119 430

The Aalborg University (AAU) is working with higher education institutions from several third countries which are not associated to Erasmus+, e.g. Australia, Brazil, India, and USA, to enhance international cooperation and provide mobility activities for students and staff for over a decade.

One of the recent projects aimed to support the long-term collaboration between the AAU and the University of Namibia. Together they co-create technological solutions like Virtual Reality games that preserve cultural heritage, promote innovation, and strengthen research-based education. Impressions of the project can be found [here](#).

Project ID: [2022-1-DK01-KA171-HED-000072826](#)

Policy support, platforms and tools

Erasmus+ policy experimentation projects piloting a joint European degree (label) and institutionalised EU cooperation instruments

The 10 projects concluded their activities in Spring 2024 and results were presented at a joint conference in Brussels on April 29, 2024. The projects provided valuable insights into the feasibility and future direction of two key instruments: (i) the European degree (label); and (ii) the institutionalised EU cooperation instruments, such as a possible legal status for alliances of higher education institutions. The projects provided evidence on the added value of such initiatives and concluded that further developing such instruments is important in enabling deeper cooperation and boosting the global competitiveness of European higher education. The full final outcomes of the Erasmus+ policy experimentation projects were published in a Commission Staff Working Document⁴⁵ on 19 December 2024. These projects directly inspired the Blueprint for a European Degree⁴⁶, presented by the European Commission in March 2024 and informed the adoption of the Council Resolution on a joint European degree label and a possible joint European degree⁴⁷ as well as the adoption of the Council Recommendation on a European Quality Assurance and Recognition System in higher education⁴⁸ in May 2025.

⁴⁵ [https://ec.europa.eu/transparency/documents-register/detail?ref=SWD\(2024\)291&lang=en](https://ec.europa.eu/transparency/documents-register/detail?ref=SWD(2024)291&lang=en)

⁴⁶ <https://education.ec.europa.eu/news/commission-presents-a-blueprint-for-a-european-degree>

Recognition

The Erasmus+ call for the European Higher Education Area (EHEA) and National Academic Recognition Information Centres (NARICs) was launched on 19 September 2024, with an application deadline of 18 December 2024. This call aims to support NARICs in implementing the key EU and EHEA commitments in the area of recognition, in particular automatic mutual recognition and fair recognition practices for the qualifications of third-country nationals. The applicants were informed about call results on 10 April 2025.

HEInnovate

As a self-assessment tool contributing to the European Strategy for Universities, HEInnovate continued to be a popular platform for higher education institutions (HEIs) to assess their own innovation and entrepreneurship capacities. Over 2 100 HEIs have used the tool to evaluate and enhance their performance, and there are around 35 000 registered users so far HEInnovate continued to run a series of workshops and Train the Trainers sessions for practitioners. Regular webinars were also organised on topics linked to higher education and innovation in collaboration with a dedicated expert group. In 2024, a new call for tenders was published and a new contractor selected to implement this action in 2025.

⁴⁷ [Council Resolution on a joint European degree label and a possible joint European degree](#)

⁴⁸ <https://eur-lex.europa.eu/eli/C/2025/3006/oj/eng>

Education and Innovation Practice Community

In 2024, the Education and Innovation Practice Community – in partnership with the OECD – contributed to cultivate the competencies needed to drive innovation and foster the digital and green transition through webinars, international peer-learning workshops, analytical reports and innovation bulletins. This Community is made up of around 1 200 members (including all EU countries), bringing together higher education institutions with businesses and policy makers to discuss education for innovation, as foreseen under the New European Innovation Agenda. Its work consists of three strands: (i) higher education and school innovation; (ii) programme innovation in higher education and (iii) adult learners' upskilling and reskilling for innovation (finalised in 2024). Based on the positive outcomes, a follow-up initiative in 2025 is foreseen.

European Student Card Initiative

The European Student Card Initiative (ESCI) facilitates student mobility by digitising and standardising data exchanges across higher education institutions (HEIs) and establishing a single European student identity for cross-border access to student services in the European Education Area. The uptake of its key components – the Erasmus Without Paper (EWP) network, the Erasmus+ Mobile App and the European Student Card – has continued to increase through 2024. By the end of 2024, HEIs had significantly increased the digital exchange of learning agreements and inter-institutional agreements, highlighting strong progress in Erasmus+ digitalisation efforts. This is the result of joint community efforts, and a range of targeted support measures implemented throughout the year.

These included the publication of updated user guides, the launch of a Learning Agreements Action Plan providing dedicated user support, a review of technical implementation, improved communication and support materials, the active involvement of relationship managers, debugging workshops, and other initiatives.

The EWP Stats Portal⁴⁹ continued to operate throughout 2024, providing information on EWP trends and usage. This enables effective real-time monitoring, supports the uptake of digital standards and paves the way for the digitalisation of additional processes to reduce administrative burden and continuing widening the initiative, in line with the European strategy for universities⁵⁰.

The Erasmus+ App was updated to improve the student user experience, including the introduction of the HOME2 module, which enables students to search for verified accommodation directly in the App. The module features housing providers specialising in student accommodation, with listings moderated to ensure safety, affordability and suitability for students' needs.

The number of European Student Cards (ESC) issued across the EEA has continued its upward trend, following the successful migration of the ESC-Router to the European Commission's cloud in October 2024; the launch of a clearer and easier to implement visual identity for the European Student Card; and the publication of user guidelines, including updated technical and general specifications and a graphic charter. The European Student Card governance bodies met throughout 2024 to collect structured input on the most relevant functionalities, services and card technology for students and higher education institutions. A pilot was

⁴⁹ [EWP Stats Portal](#)

⁵⁰ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2022%3A16%3AFIN>

carried out in 2024 to link key student services at European level with the European Student Card in 2025.

The ESCI represents a shared effort by Europe's higher education community to digitise and modernise core processes whose impact goes beyond the management of student mobility. This is reflected in the testimonials shared by Erasmus Without Paper Champions. This group of 49 higher education institutions across 26 countries was set up in December 2023 to showcase good practices in exchanging information through the EWP network and overcoming the challenges associated to the digital transformation. The EWP Champions met in September in person in Toulouse to enhance cooperation and co-design strategic actions for supporting peer HEIs in their EWP journey through webinars, video tutorials and workshops at various ESCI days.

During 2024, the cooperation with the Digital Officers in Erasmus+ National Agencies and National Authorities was strengthened with a benchmarking exercise to track progress of ESCI implementation (EWP and ESC country fiches), bi-monthly online meetings and a physical meeting in Brussels in May. Erasmus+ National Agencies organised five ESCI Days – the Netherlands, Italy, Spain, Portugal and France – bringing together representatives of HEIs, national authorities and third-party service providers to identify and act on concrete ESCI challenges and opportunities at the national level.

⁵¹ Approved by both higher education institutions.

⁵² Learning agreements approved by the sending and receiving institution as well as by the student.

ESCI component	Total by end 2023	Total by end 2024	Percentage change
European Student Card			
Total ESCs issued	2 303 003	3 229 619	+40%
Countries where ESCs are issued	16	18	+12%
Institutions that have issued ESCs	242	316	+30%
Erasmus Without Paper Network			
Higher education institutions connected	3 342	3 396	+1.6%
Inter-institutional agreements approved ⁵¹	152 253	196 000	+29%
Learning agreements approved ⁵²	185 027	320 000	+73%
Erasmus+ Mobile App			
Total downloads	218 546	250 000	+14%

Table 2 - Overview of trends in the usage of the ESCI components⁵³

⁵³ The table presents cumulative data as reported by the EWP stats portal, app stores and the ESC-Router.

Vocational Education and Training

In the field of Vocational Education and Training, the Erasmus+ programme aims at supporting the implementation of the Council Recommendation on vocational education and training, the Osnabrück Declaration and the Copenhagen process, the European Education Area and the European Skills Agenda. It contributes to the personal and professional development of participants through the funding of a **wide range of mobility activities**, including job shadowing and professional development courses for staff, but also in group and individual short- and long-term mobility activities for VET learners and apprentices.

Through the implementation of partnerships for cooperation, participating organisations and institutions gain experience in European/cross-border cooperation, strengthen their capacities, exchange good practices and produce high-quality innovative deliverables.

Finally, the Erasmus+ **Centres of Vocational Excellence** (CoVEs) are international collaborative networks that bring together local and regional VET stakeholders in strong and broad public-private partnerships, thereby creating comprehensive skills ecosystems for innovation, regional development, and social inclusion and supporting European innovation and growth. The initiative aims at funding between 2021 and 2027 at least 100 projects under Erasmus+ with a total budget of EUR 400 million.

Key figures in 2024

EUR 831 million⁵⁴ in contracted projects

90% managed by National Agencies



Projects funded⁵⁵

Over 7 200

Beneficiary organisations⁵⁶

Over 17 400

Learning mobility activities⁵⁷



More than **248 000** participants



84% of participants are **learners (including apprentices)**



20% learners with **fewer opportunities**

⁵⁴ Total Erasmus+ grants allocated to projects contracted under the 2024 budget.

⁵⁵ Projects managed by the European Commission and 54 National Agencies.

⁵⁶ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

⁵⁷ Mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2021 to 2024 (a mobility project might last several years).

Highlights in 2024

The year 2024 was characterised by a continued expansion of the programme in Vocational Education and Training, with increases in the number of submitted applications, contracted projects and participants as well as an increased uptake of grants. The 2024 call for proposals introduced the group mobility for VET learners to the programme, a new activity type aimed at more inclusion and better accessibility, especially for initial VET providers. The success of the programme in the sector is shown by the demand for learning mobility in VET continuing to increase, maintaining a high level of competition among applicant organisations. It shows a potential for significant additional growth in upcoming years, provided the available budget will be allocated to support and sustain such a growth.

In Key Action 2 decentralised actions, new rules were introduced aiming at diversifying the participating organisations and involving more newcomers. These measures were successful, as seen by the increase in the number of newcomer organisations that were able to receive funding, almost doubling from 2023 to 2024 and increasing their share in participation in KA2 projects from 22% (565 organisations) to 45% (1 074 organisations).

In the fourth year of the programme, the actions in the field of vocational education and training have reached a level of stability and maturity that is benefitting from the efficiency and effectiveness of implementation. Applicants and beneficiaries have become familiar with the actions, they have built up their knowledge about rules and procedures, which provides opportunities for increased participation and amplifies the effects of simplification-oriented changes introduced at the beginning of the programming period. This is equally true for National Agencies managing

the decentralised actions; stability of key rules and procedures is a pre-condition for high quality implementation and efficient management. Therefore, the aim for the following years is to take advantage of this stability, address the growing demand for learning mobility and build a strong base for the future programme.

Learning mobility of individuals

Overall, more than EUR 651 million were contracted for 6 483 mobility projects (Key Action 1) in Vocational Education and Training, with expected 236 000 participants in contracted projects (82% learners, 18% staff) out of a total of 417 000 participants requested in applications, representing a **56% approval rate** in terms of participants. Compared to the previous year, the number of participants requested in project applications increased by 22%. A total of around 16 700 distinct VET providers have become beneficiaries of Key Action 1, both in accredited and short-term projects. This includes 9 600 as members of accredited consortia, showing once again the attractiveness and usefulness of consortia for strategically facilitating access to the programme and promoting mobility as the norm rather than the exception.

The number of short-term learning mobility activities of VET learners has increased from around 142 000 mobility activities contracted under call year 2023 to around 152 000 activities contracted under call year 2024, representing an increase of 7%. Regarding long-term learning mobility of VET learners (ErasmusPro), the number of forecasted participants has increased compared to previous call years and now surpasses 11 000. Most prominently, the new group mobility for VET learners started out with almost 27 000 forecasted participants and a share of 14% of all contracted learning mobilities of VET learners.

Overall, 25.5% of all contracted learners in VET in the call year 2024 are learners with fewer opportunities, a slight increase from 24% in 2023.

Apprentices continue to play an important part in mobility for VET learners: Over 210 000 mobilities for VET learners started in 2024 of which more than 55 000 (or 27%) were apprentices, in line with the share in between 2021 and 2023, and an increase from the predecessor programme, where the percentage was usually around 22-23% of all learner mobility activities.

Learning mobility of VET staff has seen another increase from more than 36 000 to almost 42 000 contracted participants from 2023 to 2024. The most popular activity type remains job shadowing, accounting for more than 26 000 participants in contracted projects (a share just below 64% of all staff mobility activities). Courses and trainings also continued to grow, accounting for almost 14 000 contracted staff participants (33% of the total). Teaching and training assignments decreased to around 1 300 contracted participants, with a share of 3%.

The international dimension of VET continues to attract interest among VET providers: the number of mobility activities of VET learners and staff from accredited organisations to countries which are not associated to the programme (worldwide) has decreased slightly to around 8 600 participants from around 10 000 in 2023, a decrease from 5.5% to 3.7% of all contracted activities. The number of carried out mobility activities to countries not associated to the Erasmus+ programme has decreased slightly after years of growth, from only 26 in 2021 to 1 941 in 2022, and 4 804 in 2023 to 4 388 in 2024. The ten most popular destination countries in 2024 were the United Kingdom (22.3% of all mobility activities to third countries not associated to the programme), Morocco (7.8%), Switzerland (7.2%), the United States of America, Canada, Japan,

Bosnia and Herzegovina, China, Ghana and South Africa. In total, participants went to 92 different third countries not associated to the Erasmus+ programme.

In October 2024, the annual application call for accreditations, resulted in 1 917 applications and 692 new accreditations being awarded to 653 individual VET providers and 39 consortium coordinators. The interest in new accreditations remains high, showing the attractiveness and success of the scheme.

In 2024, 5 251 out of the 5 711 accredited organisations (92%) used their accreditation to apply for Key Action 1 funding. They have received more than EUR 573 million in grants. Opportunities remained open for VET providers that prefer to apply for small projects of a limited duration. The short-term projects for mobility of VET learners and staff are designed as a stepping-stone into the programme. Under call 2024, 1 296 short-term mobility projects were contracted (out of 3 740 submitted, representing an approval rate of 36%) receiving EUR 78 million in total funding. The overwhelming interest with once again drastically increased number of applications, together with the limited budget for Key Action 1 continues to pose a high threshold for approved short-term projects, with the approval rate increasing only slightly from 34% in 2023 to 35% in 2024.

Cooperation among organisations and institutions

Partnerships for Cooperation

With the **Partnerships for Cooperation** (Key Action 2), sector specific priorities increase clarity and the pedagogic approach in linking these priorities with project proposals. The Key Action 2 partnerships saw a slightly declining interest in 2024 in line with a lower budget available.

However, the amount of submitted projects and grants remains far higher than the available budget. Overall, 640 partnerships were contracted for co-funding in 2024 (out of 3 272 submitted, an approval rate of 19.6%), with lump sums of approximately EUR 99 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The demand increased by 11% compared to 2023 (from 1 496 to 1 652 submitted projects). 355 small-scale partnerships were contracted with over EUR 20 million in co-funding, utilising 102% of the budgeted funds. The total requested amount for small-scale partnerships was close to EUR 95 million, which shows considerable interest for this action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. Interest decreased sharply by 15% in this action (from 1 920 in 2023 to 1 620 submitted projects in 2024), likely due to a combination of multi-year projects not applying every year and the limitation of the number of projects in which an organisation can participate. 285 cooperation partnerships were contracted with EUR 79 million in co-funding, representing 105% of the budgeted funds. The total requested amount for the cooperation partnerships was EUR 458 million (down from EUR 529 million in 2023), which shows that there remains a considerable interest for this well-established action.

Key Action 2 partnerships for cooperation are essential to achieve the programme's priorities. In the field of Vocational education and training, 196 contracted partnerships addressed digital transformation, 203

addressed climate change / environment, 192 addressed inclusion and 57 addressed civic engagement. This is largely in line with the spread among horizontal priorities observed in previous years. Many projects focused additionally on the specific field priorities, the top priority in both types of partnerships were 'Contributing to innovation in vocational education and training' and 'Adapting vocational education and training to labour market needs'.

Capacity Building in the field of Vocational Education and Training

Launched in 2022, the Capacity Building for Vocational Education and Training (CBVET) continues to develop cooperation between EU Member States or countries associated to the programme and VET stakeholders in several regions of the world. This action supports multilateral partnerships of organisations active in the field of VET in EU Member States or countries associated to the programme, and those from the Western Balkans, Eastern and Southern Neighbourhood, Sub-Saharan Africa as well as Latin America and Caribbean. They aim to support the relevance, accessibility and responsiveness of VET institutions and systems in these regions and countries of the world as a driver of sustainable socio-economic development. In 2024, out of 299 applications, 74 projects were selected, covering these six regions.

Centres of Vocational Excellence (CoVE)

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

and contributing to increasing the attractiveness of VET. The CoVEs develop innovative VET practices, e.g. for use of digital technologies, including AI, develop skills for the green and digital transitions, contribute to VET attractiveness and inclusion and applied research, facilitate mobility and apprenticeships and professional development of teachers and trainers, and can work on validation and recognition and graduate tracking systems, etc. They act as catalysts for local business development and innovation, including for the digital and green transition, by working closely with companies, in particular small and medium-sized enterprises (SMEs) on applied research projects, creating knowledge and innovation hubs, as well as supporting entrepreneurial initiatives of their learners.

The CoVEs are 4-year projects, and each project can receive up to EUR 4 million. The initiative supports "upward convergence" on VET excellence through transnational partnerships, increasing the quality and effectiveness of VET in the participating regions and setting inspiring standards in the broader international community. Partnerships can involve countries with well-developed vocational excellence systems, as well as other in the process of developing similar approaches. The partners involved provide opportunities for initial training of young people as well as the continuing up- and re-skilling of adults, through innovative, flexible and timely offer of training that meets the needs of a dynamic labour market.

In the 2024 call, 132 applications were received. This was an increase of 21% compared to 2023, when 109 applications were received. The total available budget was EUR 56 million. 16 Centres of Vocational Excellence projects were selected for co-funding under the 2024 call. These selected CoVEs cover a broad range of sectors and topics, such as construction, energy efficiency and sustainable housing, hydrogen technologies,

fashion, STEM, and professional development of teachers and trainers, and involve 403 organisations from 27 countries.

Since 2021, the programme has co-funded 57 CoVEs across Europe (13 in 2021, 13 in 2022, 15 in 2023 and 16 in 2024) and aims to reach the target of 100 Centres of Vocational Excellence projects funded by 2027. The initiative also included some pilot projects launched in 2019 and 2020 to prepare the ground for the current MFF (5 and 7 projects respectively).

Alliances for Innovation

Lot 1 of this action, the Alliances for Education and Enterprise, aims at **fostering cooperation and flow of knowledge** among higher education, vocational education and training (both initial and continuous), and the broader socio-economic environment, including research and business. The 2024 selection round was very successful (see section on Higher Education).

Projects under Lot 2 of this action, Alliances for sectoral cooperation on skills ("Blueprint Alliances") gather skills intelligence, elaborate sectoral skills strategies, revise, or define new job roles, revise or develop related training programmes and design long-term plans for the roll-out of the project results. Following the Erasmus+ call for proposals 2023, five Blueprint Alliances in the sectors Aerospace & Defence, Digital, Health, Mobility-Automotive and Textiles-Clothing-Leather-Footwear were selected, supporting the related ecosystem-based large-scale partnerships (LSPs) under the Pact for Skills. In total, all 25 ongoing Blueprints are cooperating with all existing 20 LSPs in all 14 industrial ecosystems.

Policy Experimentations

European policy experimentations are transnational cooperation projects that involve developing, implementing and testing the relevance, effectiveness, potential impact and scalability of activities to address policy priorities in different countries. By combining strategic leadership, methodological soundness, and a strong European dimension, they enable mutual learning and support evidence-based policy at European level.

The topic related to VET was composed of two priorities: Women in GreenTech and; Support structures and networks for apprentices' mobility.

The 2024 selection round was successful in terms of applicants' interest. A total of 62 proposals have been submitted and 10 projects have been selected under the VET topic (4 proposals focusing on Woman in Green Tech and 6 dedicated to Support structures and networks for apprentices' mobility).

National VET teams

Most National Agencies have set up their own national team of VET experts that support the programme's implementation on this field. The added value of this initiative is clear. Throughout 2024, these teams have carried out different activities such as support to beneficiaries for high-quality project implementation, studies on relevant topics of the VET sector, or have developed pedagogical guidelines and other kinds of useful materials.

European Skills Agenda

The Erasmus+ programme contributed to the implementation of the European Skills Agenda by funding 70 policy networks associated with Europass, Euroguidance, and the European National Qualification Framework (EQF). These interconnected EU initiatives support lifelong learning, career guidance, and the transparency of skills and qualifications. Since 2024, Ukraine has been included in those networks.

GreenVETers



Coordinating organisation:

**STICHTING
KENNISCENTRUM PRO
WORK, Netherlands**

EU Grant:

€244 392

The project aimed to address the environmental crisis by integrating the principles of deliberative democracy and citizen deliberation into public and private debates, aligning with initiatives like the EU Green Deal. Key objectives included enhancing democratic participation, particularly among younger generations, and fostering media literacy and active citizenship to address environmental challenges effectively. Furthermore, the project sought to fill gaps in VET schools regarding climate action and democratic principles, aiming to equip students with the skills needed for green occupations and sustainable development practices.

The project engaged vocational students with real-world sustainability challenges through hands-on learning and international collaboration, translating EU Green Deal themes into practical tools and fostering civic and democratic participation.

Project ID: [2021-2-NL01-KA220-VET-000048185](#)

Promoting Cooperation for the Development of Vocational Education in the Automotive Repair Industry



Coordinating organisation:

AUTO ASOCIACIJA, Latvia

EU Grant:

€30 000

The project aimed at establishing a partnership between Latvian and Estonian stakeholders, to facilitate collaboration and knowledge exchange. By incorporating industry-relevant skills into vocational education and developing explanatory materials on professional duties and safety, it helped to ensure that future professionals have the necessary skills to adapt to the changing labour market. This initiative enhanced the quality of education and fostered a safer work environment.

The project addressed the urgent need to align vocational education with the evolving requirements of the automotive repair industry. Rapid technological advancements, particularly in environmentally friendly technologies and digitalisation, demand continuous skill development.

Project ID: [2023-1-LV01-KA210-VET-000160481](#)

School Education

In the field of school education, the Erasmus+ programme aims to strengthen the internationalisation and institutional development of schools in all programme countries as well as to implement EU political priorities in line with the European Education Area. It also supports personal and professional development of participants through the co-funding of **mobility activities for pupils and staff**, and partnerships with relevant institutions.

With regard to learning mobility for school pupils and staff, a wide range of activities, such as job shadowing and professional development courses for staff, individual and group mobility for pupils, invited experts and hosting of teachers and educators in training are supported by the programme.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, exchange good practices and also produce high-quality innovative deliverables. Cooperation projects also contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

Key figures in 2024

EUR 603 million⁵⁸ in contracted projects

96% managed by National Agencies



Projects funded⁵⁹

Over 12 100

Beneficiary organisations⁶⁰

Over 27 600

Learning mobility activities⁶¹



More than **335 000 participants**



74% of participants are **learners**



16% learners with **fewer opportunities**

⁵⁸ Total Erasmus+ grants allocated to projects contracted under the 2024 budget.

⁵⁹ Projects managed by the European Commission and 54 National Agencies.

⁶⁰ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

⁶¹ Mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme, these activities may be funded by budget allocated to years 2021 to 2024 (a mobility project might last several years).

Highlights in 2024

The year 2024 saw once again considerable increases in interest in the school education field, in terms of mobility project applications and of mobility activities of learners and staff. The continued success of the programme in the sector is shown by the significantly increasing demand for mobility in school education, leading to an increased competition among applicant organisations and thus a lower share of approved project applications. It continues to show potential for major additional growth in the coming years, provided that the available budget increases accordingly to support and sustain such a growth, in line with the Letta's report⁶².

In decentralised actions for cooperation among organisations and institutions, new rules were introduced aiming at diversifying the participating organisations and involving more newcomers. These measures were successful, as seen by the increase in the number of newcomer organisations that were able to receive funding, almost doubling from 2023 to 2024 and increasing their share in participation in cooperation projects from 26% (1 011 organisations) to 51% (1 677 organisations).

In the fourth year of the programme, the actions in the field of school education have reached a level of stability and maturity that is benefitting the efficiency and effectiveness of implementation. Applicants and beneficiaries have become familiar with the actions, they have built up their knowledge about rules and procedures, which provides opportunities for increased participation and amplifies the effects of simplification-oriented changes introduced at the beginning of the programming period.

This is equally true for National Agencies managing the decentralised actions – stability of key rules and procedures is a pre-condition for high quality implementation and efficient management. Therefore, the aim for the following years is to take advantage of this stability and build a strong base for the future programme.

Learning mobility of individuals

Overall, more than EUR 465 million were contracted for 11 302 mobility projects (Key Action 1) in school education, with almost 314 000 contracted participants (71% pupils, 29% staff) out of a total of 712 000 submitted participants (44% approval rate in terms of participants). The number of submitted participants increased by 30%, and much faster than the available budget, thus leading to higher competition between projects and a lower approval rate. Up to and including call year 2024, a total of around 38 000 distinct organisations have become beneficiaries of Erasmus+ Key Action 1 in school education, both in accredited and short-term projects. This includes 23 000 members of accredited consortia, showing once again the attractiveness and usefulness of consortia for strategically facilitating access to the programme and promoting mobility as the norm rather than the exception.

The programme saw an important increase in the numbers of requested and approved group mobility activities for pupils, with around 208 000 pupils (compared to 168 000 in 2023) forecasted to participate in this activity type (representing more than 93% of all pupil mobility activities).

⁶² <https://www.consilium.europa.eu/media/ny3j24sm/much-more-than-a-market-report-by-enrico-letta.pdf>

Individual short-term learning mobility of pupils remained stable with around 10 400 participants in contracted projects in 2024.

Regarding individual long-term learning mobility of pupils, the number of participants in contracted projects has remained stable between 2023 and 2024 at around 3 500 after previous significant increases. Considered as a priority activity of the Erasmus+ programme, long-term pupil mobility benefits from strengthened support: EUR 500 for organisational support per participant and EUR 300 per participant for language learning training and materials.

Overall, 21% of all contracted learners in school education in the call year 2024 are learners with fewer opportunities, a slight increase compared to 2023, when the share was 20%.

Compared to 2023, in 2024 learning mobility of staff has increased from more than 84 000 to almost 90 000 participants in contracted projects. Courses and training remain the most popular type of activity, accounting for more than 50 000 staff participants in contracted projects (more than 56% of the total). While stable in actual numbers, the percentage decreased compared to 2023 due to an important increase in job shadowing, now accounting for more than 38 000 participants in contracted projects (a share of 42%, up from 39% in 2023). Teaching and training assignments grew by almost 20%, but remain quite limited at around 1 200 participants, less than 2%.

In October 2024, the annual application call for accreditations resulted in 5 519 applications for new accreditations, out of which 1 331 have been awarded to 1 226 individual schools and 105 consortium coordinators. The interest and demand in accreditations remain very high and, in many countries, resulting in very strong competition for a limited number of new

accreditations due to budgetary restrictions. This is, at the same time, showing the continued attractiveness and success of the scheme.

In 2024, 8 857 out of 10 129 accredited organisations (87%) applied for Key Action 1 funding using their accreditation. They have received EUR 387 million in grants.

Opportunities remain open for schools that prefer to apply for small projects of a limited duration. The short-term projects for mobility of learners and staff are designed as a stepping-stone into the programme. Under call 2024, 2 572 short-term mobility projects were contracted (out of 10 738 submitted applications) and have received close to EUR 82 million in funding. The increase in the number of applications by 25% from 2023 to 2024 combined with the stable budget available in this action led to the quality threshold for approved applications becoming higher and the approval rate decreasing further from 48% in 2022 and 33% in 2023 to 24% in 2024.

Cooperation among organisations and institutions

Partnerships for Cooperation

The **Partnerships for Cooperation (Key Action 2)** saw once again an increased interest in 2024, however, the increase rate has slowed down considerably (+5% submitted projects compared to +45% from 2022 to 2023) and is differentiated across the two partnership types. At the same time, the available budget decreased, resulting in the number of contracted projects decreasing. Overall, 852 partnerships were contracted in 2024 (out of 7 115 submitted, a success rate of 12%), with lump sums totalling over EUR 112 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide opportunities to facilitate the access of newcomers and smaller organisations with shorter projects and an overall smaller scope. The interest once again increased from 2023 (from 4 804 to 5 218 submitted projects). 560 small-scale partnerships were contracted with almost EUR 32 million in co-funding, utilising 159% of the budgeted funds. The total requested amount for small-scale partnerships was EUR 296 million, almost 15 times the available budget, which shows that there was a considerable interest for this action.
- **Cooperation partnerships** enable large cooperation projects over a longer period of time. Interest has decreased by 17% in this action (from 2 275 to 1 897 submitted projects), likely due to a combination of multi-year projects not applying every year and the limitation of the number of projects in which an organisation can participate. 292 cooperation partnerships were contracted with over EUR 80 million in co-funding, utilising 87% of the budgeted funds (the remainder was used for funding additional small-scale partnerships). The total requested amount for cooperation partnerships was EUR 495 million, which shows that the interest for this well-established action remains very high and selected projects need to be of very high quality.

Partnerships for cooperation are essential to achieve the programme priorities. In the field of school education, 218 contracted partnerships addressed digital transformation, 309 addressed climate change / environment, 309 addressed inclusion and 193 addressed civic engagement, demonstrating a good spread of partnerships across priorities and continuing largely the spread across horizontal priorities observed in previous years. Many more cooperation partnerships focused additionally on the specific field priorities, the top priority in both types of

partnership were the development of key competences and supporting teachers, school leaders and other teaching professions.

Erasmus+ Teacher Academies

Erasmus+ Teacher Academies, European partnerships between teacher education institutions and training providers, contribute to high-quality teacher education. They embrace multilingualism, language awareness and diversity, as they develop teacher education in line with the EU's priorities in education policy, in particular the digital and green transitions, towards the achievement of the European Education Area, the EU's joint vision for the education and training sector.

On top of the 27 projects funded under the first two calls for proposals, 17 new Erasmus+ Teacher Academies were launched in autumn 2024, under the third call for proposals. They will benefit from almost EUR 23.89 million from the Erasmus+ budget over three years to provide teachers at all stages of their careers with learning opportunities that include new teachers' courses, modules and other learning opportunities, mobility, access to learning platforms and professional communities.

With a total of 44 projects in place, the target of creating 25 Erasmus+ Teacher Academies by 2027, as part of the efforts towards establishing the European Education Area, has been achieved ahead of schedule.

Policy support, platforms and tools

The European School Education Platform

The **European School Education Platform (ESEP)** is a place for the school education community – school staff, researchers, and policymakers – to share news, interviews, publications, practice examples, courses and

partners for their Erasmus+ projects. It is also the home of **eTwinning**, the online community for schools to collaborate and develop national and international projects. In 2024, the platform continued to improve and develop, and included the launch of a new homepage and improvements to the main site navigation. ESEP editorial content – thematic news, expert interviews, videos, publications and teaching materials – and professional development offer – webinars, short and long online training courses – focus on defined monthly themes. In 2024, these themes were: Citizenship education and disinformation; The teaching profession; PISA and basic skills; AI for teaching and learning; Well-being and resilience in schools; Learning for sustainability; History education; Language teaching and learning; VET, Special education needs (SEN); Restorative practice and conflict resolution.

In 2024, over 107 000 new users were registered on the ESEP platform, of which 57 420 were eTwinners. 10 editions of the ESEP newsletter and 10 editions of the eTwinning newsletter were sent to registered users during 2024. The newsletter highlights the latest platform content, professional development opportunities and announcements for users.

The 2024 eTwinning annual theme was “Well-being at school”, which was also the topic of the annual eTwinning conference held in September 2024.

European Innovative Teaching Award

The fourth edition of the **European Innovative Teaching Award** was successfully implemented by Erasmus+ National Agencies, with 96 Erasmus+ projects from across Europe awarded. The year’s theme was: “Well-being at school”, with a focus on a holistic approach to promoting the mental and physical health of both learners and educators. For the 2024 edition, the winning projects are divided as follows:

- 17 projects in the “early childhood education and care” category,
- 27 projects in the “primary education” category,
- 31 projects in the “secondary education” category and
- 21 projects for the “vocational education and training (VET)” category.

An event in Brussels celebrated teachers and their schools that carried out these projects, giving them an opportunity to connect and exchange experiences.

European Language Label

The **European Language Label** is an award encouraging the development of new techniques and initiatives in the field of language learning and teaching, as well as the enhancement of intercultural awareness across Europe. The European themes for projects applying in – 2024 were as follows: supporting newly arrived migrants and displaced children and young people in their language learning needs; professional development of teachers to address inclusion and intercultural dialogue; support to projects addressing minorities and regional languages as a means to promote equity, social cohesion and active citizenship; and language learning which supports the personal growth of adult learners. In 2024 approximately 50 completed projects from Erasmus+ and other initiatives were awarded through national ceremonies.

Fairness in Teaching



Coordinating organisation:

**LUXEMBOURG INSTITUTE OF
SCIENCE AND TECHNOLOGY,
Luxembourg**

EU Grant:

€366 294

Building on the Gender4STEM project, the Fairness In Teaching (FIT) project aimed at developing an advanced approach to stepping up fair teaching practices especially in STEM disciplines, thereby ensuring equal opportunities and access to STEM for a diverse range of pupils. Fairness is understood as impartial and just treatment or behaviour without favouritism or discrimination. The project aimed at:

- 1. Extending the competency framework of fairness in teaching from gender to intersectional approach and observing a continuum between primary and secondary school level,*
- 2. Ensuring wide accessibility of the digital assistant platform,*
- 3. Developing a FIT community of practice as a pillar to ensure the wide transferability of the FIT advanced approach.*

Project ID: [2021-1-LU01-KA220-SCH-000029569](#)

Co-Create



Coordinating organisation:

**TAMPEREEN KAUPUNKI,
Finland**

EU Grant:

€250 000

The aims of the project are to compare digital literacy curricula and academic research; to investigate and exchange good practices in digital and pedagogical skills for teachers; to raise teachers' level of knowledge in digital literacy; to teach students digital literacy skills; to co-create lesson plans for schools; and to develop and implement digital literacy curricula as a culture within schools.

Project ID: [2024-1-FI01-KA220-SCH-000256253](#)

Adult Education

In the field of adult education, the Erasmus+ programme aims at contributing to the implementation of the EU political priorities in line with the Union of Skills, building on the European Education Area and the EU Skills Agenda for 2020-2024. More precisely, it should strengthen the internationalisation and strategic development of adult education providers in all programme countries, and support the personal and professional development of participants through the funding of **mobility activities** for learners and staff in adult education. In the context of Erasmus+, adult education covers all forms of non-vocational adult education.

Through the implementation of **cooperation projects**, participating organisations and institutions gain experience in international cooperation, strengthen their capacities, exchange good practices and produce high-quality innovative deliverables. Apart from developing capacities of organisations, cooperation projects contribute towards achieving the priorities and objectives set on a yearly basis by the European Commission.

Key figures in 2024

EUR 172 million⁶³ in contracted projects

100% managed by National Agencies



Projects funded⁶⁴

More than 2 500

Beneficiary organisations⁶⁵

Close to 5 900

Learning mobility activities⁶⁶



More than 32 300 participants



31% of participants are learners



76% learners with fewer opportunities

⁶³ Total Erasmus+ grants allocated to projects contracted under the 2024 budget.

⁶⁴ Projects managed by the European Commission.

⁶⁵ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

⁶⁶ Mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme these activities may be funded by budget allocated to years 2020 to 2024 (a mobility project might last several years).

Highlights in 2024

Following a period of slow take-up of learning mobility activities for adult learners in the beginning of the programming period, the improvements to the rules of the action and other measures implemented together with the National Agencies have led to first effects under the 2023 call and continued to improve significantly in 2024.

At the same time, the budget available for the action has continued to grow sharply (+56% in Key Action 1 compared to 2023) to give the sector the chance to continue its growth and provide opportunities for learning mobility and cooperation for as many learners, staff members and organisations as possible.

Indicators show impressive growth, such as the number of learners in contracted projects (+81%), the number of staff in contracted projects (+35%) and the number of submitted (+46%) and contracted projects (+39%). The detailed data are presented in the following paragraphs. Overall, the sector is developing in a very positive and promising direction and growing its share in the programme and is expected to continue to do so in the coming years.

One caveat that must be mentioned is that this growth is not happening equally across all countries participating in the programme: We observe very strong performances in some countries, where the demand has surpassed the available budget, and other countries struggling to spend the available budget. The National Agencies continue to work hard to ensure the success of learning mobility opportunities in adult education across all countries.

In Key Action 2 decentralised actions, new rules were introduced aiming at diversifying the participating organisations and involving more newcomers. These measures were successful, as seen by the increase in the number of newcomer organisations that were able to receive funding, almost doubling from 2023 to 2024 and increasing their share in participation in Key Action 2 projects from 30% (671 organisations) to 48% (1 094 organisations).

In the fourth year of the programme, the actions in the field of adult education have reached a level of stability and maturity that is benefitting the efficiency and effectiveness of implementation. Applicants and beneficiaries have become familiar with the actions, they have built up their knowledge about rules and procedures, which provides opportunities for increased participation and amplifies the effects of simplification-oriented changes introduced at the beginning of the programming period. This is equally true for National Agencies managing the decentralised actions – stability of key rules and procedures is a pre-condition for high quality implementation and efficient management. Therefore, the aim for the following years is to take advantage of this stability and build a strong base for the future programme.

Learning mobility of individuals

Almost EUR 91 million were contracted for 1 866 mobility projects (Key Action 1) in adult education, with nearly 45 000 expected participants (35% learners, 62% staff, a noteworthy shift towards learners from 28% learners and 68% staff in 2023) out of a total of 65 000 participants requested in project applications (69% approval rate in terms of

participants). The number of participants in submitted applications increased by 54%, which together with an increase in the available budget by 56% lead to a stable budget absorption in the field than in 2023 (66%). Especially noteworthy is the very positive trend of the number of learners in contracted projects: after an increase of 85% from 4 606 in 2022 to 8 530 in 2023, it increased by another 82% to 15 564 in 2024. Up to and including call year 2024, a total of around 5 100 distinct adult education organisations have become beneficiaries of Key Action 1, both in accredited and short-term projects. This includes 2 300 members of accredited consortia, showing once again the attractiveness and usefulness of consortia for facilitating strategic access to the programme and promoting mobility.

Overall, 71% of all learners in contracted adult education projects for the call year 2024 are learners with fewer opportunities, a decrease of 3% compared to 2023 which is due to the change in the action rules that lead to a broader definition of the eligible participants for learner mobility activities in the previous year. In terms of absolute figures, the number of adult learners with fewer opportunities has increased significantly, from 6 242 to 11 058.

From 2023 to 2024, learning mobility of staff has increased from 20 600 to almost 28 000 participants in contracted projects. The most popular activity type is courses and trainings, accounting for 14 400 staff participants (52% of the total). Job shadowing increased to 12 900 participants (a share of about 46%). Interest in teaching and training assignments increased slightly to around 600 participants, around 2.2%.

In 2024, 928 out of 1 095 accredited organisations (85%) applied for funding using their accreditation. They have received over EUR 60 million in grants, up from EUR 38 million in 2023.

In October 2024, the annual call for accreditations took place, resulting in 793 applications for new accreditations, of which 314 were awarded (270 to individual schools and 44 to consortium coordinators). The interest and demand in accreditations remain high, showing the attractiveness and success of the scheme and its acceptance in adult education. In the context of this sector, accreditations are an especially useful tool for helping organisations increase their organisational capacity through reliable access to annual funding.

Opportunities are also open for adult education providers that prefer to apply for small projects of a limited duration. The short-term projects for mobility of learners and staff are designed as a stepping-stone into the programme. Under call 2024, 954 short-term mobility projects were contracted out of 2 047 submitted application (an approval rate of 47%). They have received more than EUR 30 million in funding, an increase of 58% from EUR 19 million in 2023.

Cooperation among organisations and institutions

Partnerships for Cooperation

The **Partnerships for Cooperation** (Key Action 2) saw increased interest also in 2024, however, the increase rate has slowed down considerably (+5% submitted projects compared to +51% from 2022 to 2023) and is differentiated across the two partnership types. Together with a decreased budget, the number of contracted projects was slightly lower than in 2023. Overall, 681 partnerships were contracted in 2024 (out of 5 084 submitted, a success rate of 13%), with lump sums totalling almost EUR 83 million. These data include the results from two types of partnerships:

- **Small-scale partnerships** provide opportunities to facilitate the access of newcomers and smaller organisations with shorter project durations and an overall smaller scope. The interest increased once more by around 20% compared to 2023 (from 2 851 to 3 410 submitted projects). 469 small-scale partnerships were contracted with over EUR 26.5 million in co-funding, utilising 133% of the budgeted funds. The total requested amount for small-scale partnerships was EUR 196 million, which shows that there was considerable interest for this action.

Cooperation partnerships enable large cooperation projects over a longer period of time. Interest has decreased by 16% in this action (from 1 997 to 1 674 submitted projects), likely due to a combination of multi-year projects not applying every year and the limitation of the number of projects in which an organisation can participate. 212 cooperation partnerships were contracted with EUR 56 million in co-funding, representing 117% of the budgeted funds. The total requested amount for the cooperation partnerships was over EUR 446 million, nine times the available budget, which shows that there is still a high interest for this well-established action.

Key Action 2 partnerships for cooperation are essential to achieve the programme priorities. In the field of adult education, 167 contracted partnerships addressed digital transformation, 119 addressed climate change / environment, 356 addressed inclusion and 163 addressed civic engagement in 2024. We continue to observe a priority on inclusion, in line with the programme's objective for adult education. Partnerships also focused on the specific field priorities, the top priorities in both actions were 'Improving the competences of educators and other adult education staff' and 'Creating and promoting learning opportunities among all citizens and generations'.

Electronic Platform for Adult Learning in Europe

In 2024, the Electronic Platform for Adult Learning in Europe (EPALE) experienced significant activities and developments focused on enhancing adult learning and skills. The EPALE Community conference, held under the theme 'Forward – Adult Learning: Igniting Change, Shaping Tomorrow', was the highlight of the year. The conference underlined the critical role of the digital transition, emphasizing upskilling and reskilling. It stressed the importance of incorporating creativity, flexibility, and social inclusion in adult education and advocated for a holistic approach that considers both individuals and the environment to foster a more equitable future.

Particularly successful was the 2024 edition of the EPALE Community storybook 'Seeds of Change' that features inspiring stories from adult educators across Europe and showcases innovative practices and transformative pathways in lifelong learning. It also presents initiatives that promote inclusion, adaptability, and skills development.

By the end of 2024, EPALE had over 157 000 members and attracted around 100 000 visitors a month.

Digital Generations



Coordinating organisation:

**RAZVOJNI CENTER SRCA
SLOVENIJE DOO,
Slovenia**

EU Grant:

€209 158

This project aimed to empower elderly citizens by equipping them with digital skills and enabling them to connect with their peers. The project recognised that younger generations excel in online creative expression and sought to leverage their expertise to train older adults. The project had several objectives, including investigating isolation among older citizens; collecting examples of effective digital activities; researching intergenerational good practices; identifying digital tools for creative expression, and developing a training methodology based on intergenerational learning. The project also aimed to enhance the social inclusion and mental health of elderly citizens, share findings beyond the partnership, create synergies between adult education and youth work organisations, encourage the creativity and interaction of elderly individuals, advocate for active ageing through digital means, and provide guidelines for implementing similar programmes at various levels.

Project ID: [2021-1-SI01-KA220-ADU-000035182](#)

ARISA - Artificial Intelligence Skills Alliance



Coordinating organisation:

**DIGITALEUROPE,
Belgium**

EU Grant:

€3 464 356

Young people growing up in regions affected by armed conflicts, who endure the consequences of physical, cultural, and structural violence, often face life-altering experiences, emotions, and challenges. Such circumstances significantly shape their perceptions of their own and other communities, influence their relationship with conflict and peace, and affect their sense of identity. Despite the hardships, many young people choose to rise above these adversities, engaging in constructive initiatives and dialogue rather than perpetuating hatred, violence, or discrimination.

The training course FREEDOM engaged 40 youth workers and eight youth organisations from conflict-affected regions in dialogue and peacebuilding activities based on human rights education and intercultural learning during and after the project.

Project ID: [2023-1-CY02-KA153-YOU-000143810](#)

Youth

In the field of youth, Erasmus+ funds projects that support personal development, help young people gain competences and increase their employability through informal and non-formal learning.

Erasmus+ Youth actions support capacity building of **youth organisations and youth workers** and provide opportunities for organisations and public bodies for innovative types of cooperation and exchange of good practices.

International cooperation projects are developed through multilateral partnerships between organisations active in the field of youth in programme countries and third countries not associated to the programme.

Erasmus+ supports **Youth Participation** through youth-driven local, national and transnational participation projects run by informal groups of young people and/or youth organisations encouraging youth participation in Europe's democratic life.

Key figures in 2024

EUR 411 million⁶⁷ in contracted projects

80% managed by National Agencies



Projects funded⁶⁸

Close to 5 400

Beneficiary organisations⁶⁹

More than 19 700

Learning mobility activities⁷⁰



More than 336 500 participants⁷¹



83% of participants are **young people**



32% learners with **fewer opportunities**

⁶⁷ Total Erasmus+ grants allocated to projects contracted under the 2024 budget, including DiscoverEU (EUR 41 million).

⁶⁸ Projects managed by the European Commission and 54 National Agencies.

⁶⁹ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

⁷⁰ Mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme these activities may be funded by budget allocated to years 2020 to 2024 (a mobility project might last several years).

⁷¹ Including DiscoverEU participants: 71 000.

Highlights in 2024

The Youth actions remain characterised by:

- the importance of informal and non-formal learning mobility;
- the large number of involved organisations and participants;
- the high share of people with fewer opportunities represented by 32% of the participants in Erasmus+ Youth Key Action 1.

The new limitation to 5 applications per organisation (per deadline and action) in Key Action 1 youth projects has allowed many more youth organisations to receive funding for the first time.

Participation in the programme is proven to increase young people's social and civic competences. Youth workers have reported key improvements: the quality of youth work and; international networks.

The 2021-2027 actions are now well known by the applicants in the youth sector and the increasing number of accreditations brings stability to beneficiaries. Key Action 2 continues to bring knowledge-sharing and connections between organisations at local, regional, national and European level.

Learning mobility of individuals

Mobility activities in the field of youth continued in 2024 offering opportunities to more than 336 500 young people and youth workers, of which around 65 000 come from disadvantaged backgrounds.

Youth Exchanges

In 2024, 99 000 young people from different countries participated in **Youth Exchange** actions. This allowed them to exchange and learn outside their formal educational system, to acquire or further develop skills, competences and European values. Thanks to the format of group mobilities and the possibility of a short duration of activities, youth exchanges proved to be a shining example of improving the inclusion of young people with fewer opportunities. This is demonstrated by the large number of young people with fewer opportunities who were involved in projects (close to 32% of the participants who were granted funding).

Of these youth exchanges, around 66 000 young people, from more than 8 000 organisations, participated in standard youth exchanges and over 32 000 came from accredited organisations. On average, standard youth exchange projects included five organisations and had a EUR 39 194 average grant per project.

Mobility projects for Youth Workers

This well-established action format provides **youth workers** with professional development activities and opportunities to develop key competences. In 2024, almost 44 000 youth workers took part in transnational training courses, seminars, networking events, study visits or job shadowing. Close to 24 000 of these youth workers participated in standard mobilities and 20 000 participated in projects run by accredited organisations.

During the year, more than 822 contracted standard projects took place, corresponding to over EUR 28 million in grants, involving over 5 600 organisations. The most common topic for awarded youth workers mobility

projects was 'Quality and innovation of youth work', followed by 'New learning and teaching methods and approaches'. Horizontal priorities were well represented, with around 137 projects focusing on environment and climate change and 127 on digital transition.

To enhance their impact, mobility projects for youth workers may include System Development and Outreach Activities in the project design. By spreading project results and good practices, the projects contribute to the European Youth Work Agenda for quality, innovation and recognition of youth work. They bring back the benefits of the mobilities to the organisations involved, but also to the youth work field at local, national and European level. In 2024, this was done as part of 64 activities.

Erasmus accreditation in the field of youth

The Erasmus accreditation in the field of youth gives simplified access to funding opportunities under Key Action 1 – learning mobility activities in the field of youth – for organisations that plan to implement youth exchanges and mobilities for youth workers on an annual basis.

Applicants are required to lay down their longer-term objectives and plan in terms of activities to be supported with Erasmus funds, expected benefits as well as their approach to project management. The award of the Erasmus accreditation in the field of youth confirms that the applicant has appropriate and effective processes and measures in place to implement high-quality learning mobility activities for benefit of the youth field. Erasmus accredited organisations must also have a proven record of at least two years of relevant experience in carrying out activities in the field of youth before being awarded.

The number of accredited organisations keeps growing: In total, 774 accredited projects involving close to 54 000 participants have been funded in 2024 for a total grants amount of over EUR 83 million. The contracted projects included 434 Professional development activities, and 445 Youth exchanges, covering about 36% of the total number of participants in the Key Action Learning mobility of Individuals. Around 32% of the participants were individuals with fewer opportunities.

Youth participation activities

The **Youth participation activities** constitute a new action format under the Erasmus+ programme for 2021–2027. The awarded projects consist of non-formal learning activities revolving around active participation of young people, and supported activities should strengthen the participants' personal, social, citizenship and digital competences and help them become active European citizens. The action was made a flagship activity for the 2022 European Year of Youth and has since then continued to contribute to the legacy of the European Year of Youth. In 2024, the number of received and contracted projects under the action continued to grow. Of the 2 409 received proposals, 907 were contracted, as compared to 1 086 received and 555 contracted in 2023. This will offer the opportunity for many young people to design and implement their own projects with activities reaching a number of approximately 116 000 young people across Europe and benefiting large communities by driving positive societal change. A total of 1 861 organisations are involved in contracted projects, 992 of which are non-governmental organisations (NGOs) and Youth Organisations. Just around 200 public bodies on national, regional or local level were involved, and 60 informal groups of young people.

DiscoverEU

DiscoverEU offers 18-year-olds the chance to explore Europe by train. In 2024, over 322 400 young people applied for 71 273 travel passes available across two application rounds (April and October), reflecting young people's strong interest in the action. In addition, the Erasmus+ National Agencies support organisations helping young people with fewer opportunities through the **DiscoverEU Inclusion Action**, with 416 projects submitted and 222 awarded in 2024. The National Agencies also implement the DiscoverEU Learning Cycle, enhancing the educational aspect of the initiative through pre-departure and post-travel meetings, as well as meet-ups across Europe.

Virtual Exchanges in higher education and youth

Erasmus+ Virtual Exchanges in Higher Education and Youth foster online people-to-people activities that promote intercultural dialogue and the development of soft skills. Young people gain access to high-quality, cross-cultural education (formal and non-formal) without physical mobility. Moderated discussions, training courses and interactive open courses are among the activities supported. Out of 160 applications, 25 projects were selected, covering the Western Balkans, the Eastern and Southern Neighbourhood as well as Sub-Saharan Africa.

DiscoverEU opens the door to adventure, learning, and unforgettable experiences.

Glenn Micallef,
Commissioner for Intergenerational Fairness, Youth, Culture and Sport

Cooperation among organisations and institutions

Partnerships for Cooperation

The action has proved continually popular as both the call for Cooperation partnerships and small-scale partnerships received a high number of applications compared to the available funding. The action received a total number of 6 514 applications with a total demand for EUR 949 million. Due to the high demand compared to the available funding, measures

were introduced in 2024 to limit the number of applications from organisations. For cooperation partnerships the same organisation could be involved in a maximum of 10 applications, while for small-scale partnerships an organisation could only apply once per deadline.

Cooperation partnerships enable large cooperation projects over a longer period of time. Of the total budget of EUR 82 million for cooperation partnerships in 2024, the National Agencies contracted

EUR 79.9 million in grants for 329 projects. Involving 1 418 organisations, of which around 862 were NGOs and associations, all contributing to promote sector specific priorities on increasing quality, innovation and recognition of youth work and promotion of active citizenship, along with horizontal priorities on inclusion and diversity and common values, civic engagement and participation.

Small-scale partnerships provide additional opportunities to facilitate the access of newcomers and smaller organisations with a shorter project duration and an overall smaller scope. In 2024, the action continued to attract applicants, and National Agencies contracted a total of EUR 27.96 million in grants for 488 projects. 1 298 organisations, of which around 880 NGOs and associations, are involved in the contracted activities.

The most addressed priorities were the horizontal priority on inclusion and diversity, the sectoral priorities on promoting active citizenship, and increasing quality, innovation and recognition of youth work, and finally the horizontal priority on common values, civic engagement and participation. The most frequently addressed topics were inclusion, promoting equality and non-discrimination, quality and innovation of youth work, and physical and mental health well-being.

Capacity Building

Capacity building in the field of Youth funds transnational cooperation projects based on multilateral partnerships between organisations in EU and associated countries, and in third countries not associated to the programme of the Western Balkans, Neighbourhood East and South Mediterranean⁷². These projects aim at raising the capacity of organisations working with young people outside formal learning. In 2024, a total of 367 project proposals were received, out of which 137 were selected for funding.

⁷² In the 2025 Call that was published in the autumn of 2024, the action was opened to countries from the Sub-Saharan Africa region.

Policy support, platforms and tools

European Youth

European Youth Together projects aim to create cooperation, enabling young people across Europe to set up joint projects, organise exchanges and promote training (e.g. for youth leaders/youth workers) through both physical and online activities. The action supports **transnational partnerships for youth organisations** from both grassroots and large-scale level, aiming to reinforce the European dimension of their activities, in close cooperation with young people from across Europe. European Youth Together encourages the promotion and development of more structured cooperation between different youth organisations to build or strengthen their partnership. The action also supports youth organisations, youth workers and the young people involved in the partnership in their initiatives to hold training sessions, showcase commonalities among different young Europeans and to encourage discussion on their connection to the EU, its values and democratic foundations. The initiative encourages projects with a diverse youth population. 21 projects were selected under the call 2024, for a budget of EUR 8.25 million.

Training and Cooperation Activities (TCA)

Training and Cooperation Activities organised by the National Agencies, aim to improve the quality of the programme implementation and to increase strategic actions by building closer links with relevant elements of policy development. Typical examples of activities are national and transnational training on programme implementation and

programme priorities, along with workshops that focus on sharing best practices. Contact seminars are an appreciated and efficient way for newcomers to find partners for future projects.

In 2024, work continued in the long-term activities (LTA) carried out by the National Agencies. Currently, 14 long-term strategic projects are run by National Agencies for Erasmus+ Youth and European Solidarity Corps, aiming to support the youth sector.

Other forms of long-term activity are recurring training sessions organised by the National Agencies, and the research done by the RAY Network⁷³. The RAY research contributes to: quality assurance and quality development in the implementation of the European youth programmes; to evidence-based and research-informed youth policy development in the youth field in Europe; the recognition of non-formal education and learning in the youth field as well as to the dialogue between research, policy and practice in the youth field.

The European Youth Portal

The **European Youth Portal** (EYP) offers both European and national information and opportunities that are of interest to young people aged 18-30 (35 for Humanitarian aid volunteering under the European Solidarity Corps) who live, learn and work in Europe. Information focuses on how to 'Get involved' and 'Go abroad' and provides direct access to EU initiatives targeting young people. The Portal also informs and updates young people and youth workers about what the activities of the EU in terms of Youth policy, including the EU Youth Strategy.

In 2024, there were more than 45 million page views, with over 12 million visits. This shows that the European Youth Portal is highly appreciated by its visitors. The European Youth Portal is home to the European Solidarity Corps (including the Humanitarian Aid Strand) and DiscoverEU. Through the portal, young people can join the Corps and apply to the DiscoverEU application rounds.

EU Youth Strategy 2019-2027

The implementation of the EU Youth Strategy 2019-2027 – the framework for European cooperation in the youth field – continued to gain momentum, boosted by initiatives introduced during and after the 2022 European Year of Youth. The implementation is guided by the EU Youth Strategy Work Plan for 2022-2024, under the thematic priority '*Engaging together for a sustainable and inclusive Europe*'. Erasmus+ continues to be the main EU level instrument facilitating the implementation of the EU Youth Strategy. Actions such as youth participation activities, DiscoverEU and youth worker mobility support the 'engage' and 'empower' pillars of the Strategy. Meanwhile, cooperation partnerships enhance the quality and innovation of youth work systems, aligning with the European Youth Work Agenda under the 'empower' pillar. Actions under 'Support to policy development and cooperation' advance youth policy development and key instruments of the EU Youth Strategy. This includes the EU Youth Dialogue, mutual learning activities, civil society cooperation, the EU-Council of Europe Youth Partnership, the Youth Wiki and other evidence and knowledge-building.

⁷³ [Research-based analysis of European youth programmes \(RAY\)](#)

In April 2024, the Commission published the report on the interim evaluation of the EU Youth Strategy 2019-2027⁷⁴. The evaluation found that the Strategy is effective and relevant as a strategic framework for cooperation on youth and in relation to many challenges of young people. It complemented the Communication on the European Year of Youth legacy, published in January 2024, echoing priority areas of youth participation and youth mainstreaming.

In 2024, work started on the next triennial implementation report on the EU Youth Strategy – the EU Youth Report for 2022-2024. This report aims to provide further insights and contribute to the knowledge base for preparing the post-2027 EU Youth Strategy.

In 2024, the Commission continued its contributions to the implementation of the **European Youth Work Agenda** (EYWA), established by the Council in its 2020 Resolution. Primarily through support for the professional development of youth workers — including training, networking activities, and KA1 mobility projects — as well as through the seven active Strategic National Agencies Cooperation (SNACs) initiatives on youth work, the Commission has been actively advancing the development of youth work and putting the EYWA into practice.

In 2024, the **EU Youth Coordinator**⁷⁵, led efforts on integrating the youth perspective across Commission policy fields of relevance to young people. The coordinator was responsible for the functioning of the internal Commission Youth Network and the launch of the new EU Youth

Stakeholders Group⁷⁶. The coordinator led the initiation of the new Youth Check⁷⁷ process in the European Commission. The EU Youth Coordinator undertook 88 outreach activities (speaking engagements at conferences, meetings with young people and stakeholders, interviews).

The **EU Youth Dialogue** process is the main participatory tool of the EU Youth Strategy, where young people and youth organisations debate with policy and decision makers, as well as experts, researchers and other civil society actors. It is based on work-cycles of 18 months with a theme that correspond to the priorities of the EU Youth Strategy and the European Youth Goals. National Working Groups are in charge of conducting consultations and activities in their country with young people, youth organisations and policy makers.

The 10th cycle, held under the Trio Presidency of Spain – Belgium – Hungary, started on 1 July 2023 and continued through to the end of 2024. The thematic priority chosen by the Trio Presidency was “We need Youth” linked to Youth Goal 3 – Inclusive societies. The Belgian Presidency published Council Conclusions on the legacy of the European Year of Youth 2022, focusing on systematic consideration of the effects of EU policies on youth through an EU youth test. During the Belgian Presidency, the proposal for a Council Recommendation ‘Europe on the move – learning mobility opportunities for everyone’, in which the youth sector is addressed, was also adopted. The Hungarian Presidency published conclusions on providing glocal (global and local) opportunities for young people living in rural and remote areas, conclusions on the EU Youth

⁷⁴ [Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Interim evaluation of the EU Youth Strategy 2019-2027](#) – Publications Office of the EU. For more information: [Evidence-based policy-making | European Youth Portal](#)

⁷⁵ [EU Youth Coordinator | European Youth Portal](#)

⁷⁶ [EU Youth Stakeholders Group | European Youth Portal](#)

⁷⁷ [European Commission Youth Check | European Youth Portal](#)

Strategy work plan 2025 -2027, as well as a resolution on the outcomes of the 10th cycle of the EU Youth Dialogue.

SALTos (Support, Advanced Learning and Training opportunities)

SALTos, a network of resource centres, support the National Agencies, the Commission, as well as organisations and partners involved in the Erasmus+ and European Solidarity Corps programmes through expertise, non-formal learning resources, information and training for specific thematic and regional areas. In 2024, SALTos were key to the success of several events and activities.

Eurodesk

The **Eurodesk** network offers information services to young people and to those who work with them. The network supports the Erasmus+ objective to raise young people's awareness of mobility opportunities and to encourage them to become active citizens. It does this via information, support and communication activities, with a priority on reaching out to those with fewer opportunities and/or who are not yet aware of such opportunities. Eurodesk is dedicated to constantly enhance and customise its services based on the needs of youth information workers and young people. Eurodesk federates 38 national coordinators and around 4 000 local youth information providers, so called 'multipliers' and 'ambassadors', that are regional or local organisations working with young people and delivering youth information (e.g. youth centres, youth information centres, associations and municipalities). Eurodesk information and helpdesk services are instrumental in ensuring fair access to EU opportunities and therefore promoting inclusion and diversity.

European Youth Week 2024

The European Youth Week 2024, held in April under the slogan "Voice Your Vision," celebrated youth engagement and active citizenship across Europe and beyond, ahead of the European elections in June 2024. A central kick-off event was organised in the European Parliament, with the attendance of 800 young people. Activities in all member states, coordinated by the National Agencies, promoted participation in Erasmus+ and the European Solidarity Corps.

Youthpass

Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under Erasmus+ Youth (and the European Solidarity Corps). In 2024, 193 142 **Youthpass** certificates were issued to participants of Erasmus+ projects in the field of youth (compared to 162 356 Youthpass certificates in 2023), the highest annual number so far significantly exceeding the pre-pandemic figures. The total number of Youthpass certificates issued as of the end of 2024 exceeded 1.8 million, with approximately 30% of the certificates containing a full self-assessment of learning outcomes, rather than only a certificate of participation. In 2024, Youthpass certificates became available in Croatian, Finnish, Italian, Latvian and Lithuanian language versions, joining the previously launched Czech, English, French, German, Hungarian, Polish and Spanish versions.

Ultimate Workshopper



Coordinating organisation:

SALESIAN ORATORY, Malta

EU Grant:

€21 077

The main goal of the project was to equip youth workers with universal facilitation skills that can be easily applied when working with young people on different topics, whether it be motivation, social issues, lack of critical thinking, etc.

The need of such a project was identified during an analysis of the current state of the professional development of youth workers which showed that they need to work regularly on their professional development and improve their skills.

The objective of the project was to acquaint participants with key features of facilitation as a skill, with a focus on 21st century skills.

Project ID: [2023-1-MT01-KA153-YOU-000141337](#)

Shifting the paradigm for women in IT sector



Coordinating organisation:

**CENTAR TEHNICKE
KULTURE RIJEKA, Croatia**

EU Grant:

€400 000

The project is designed to address the growing talent gap in the IT sector by developing a comprehensive learning path tailored for young women, equipping them with the necessary skills to transition into roles as project managers within the IT industry.

This ongoing project has already achieved significant impact: strong collaboration has been established between partner organisations and the IT sector, particularly with small and medium-sized enterprises (SMEs). Employers have expressed high interest and a willingness to continue cooperation and, through direct engagement, a curriculum that truly reflects labour market needs has been defined. This increases the employability of future training participants and further strengthens the position of women in the IT sector.

Project ID: [2023-2-HR01-KA220-YOU-000185052](#)

Sport

The Erasmus+ programme promotes the **participation in sport and physical activity**.

In 2024, the **Mobility of staff** in the field of sport was successfully implemented, marking the consolidation of the action, established in 2023. The initiative was positively received by stakeholders across the European sport sector, demonstrating its relevance for grassroots sport and added value in the EU sport sector. Supporting mobility for sport coaches and other sport staff gives the opportunity to grassroots sport organisations to exchange best practices and learn from peers through job shadowing and coaching assignments.

Encouraging a healthy lifestyle for all, promoting integrity and values in sport, promoting education in and through sport and combating violence, racism, discrimination and intolerance were the priorities for **KA2 sport activities** in 2024. The 2024 call for proposals received 1 780 proposals, a 19% increase compared to 2023, and funded 302 projects

Capacity Building in the field of Sport aims to support sport activities and policies in the Western Balkans and Neighbourhood East as a vehicle to promote values and build more cohesive communities. In 2024, 15 Capacity Building projects were funded.

⁷⁸ Total Erasmus+ grants allocated to projects contracted under the 2024 budget.

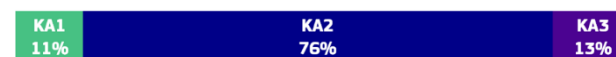
⁷⁹ Projects managed by the European Commission and EACEA.

⁸⁰ Beneficiary organisations involved in the Erasmus+ projects (the number of participations).

Key figures in 2024

EUR 74 million⁷⁸ in contracted projects

89% managed by the Executive Agency (EACEA)



Projects funded⁷⁹
795

Beneficiary organisations⁸⁰
Over 1 900

Mobility activities⁸¹



More than **2 800 participants**



100% of mobility participants are **sport staff**



8% participants with **fewer opportunities**

⁸¹ Mobility activities started between 01/01/2024 and 31/12/2024. Due to the implementation scheme of the programme these activities may be funded by budget allocated to years 2020 to 2024 (a mobility project might last several years).

Highlights in 2024

The 2024 European Week of Sport



The 2024 edition of the European Week of Sport was officially launched on 23 September at the National Athletics Centre in Budapest, and ran until 30 September. Under the overarching theme #BeActive, the Week took place in 39 European countries – involving all 27 EU Member States and partner countries – featuring thousands of events across Europe. Over 15 million citizens participated in more than 50 000 sport and physical activity events – ranging

from marathons, club tournaments and fitness classes, to community walks – demonstrating the use of sport as an effective tool for promoting healthy lifestyles, social inclusion, equality and EU values.

As is customary, the 2024 #BeActive campaign was launched on Olympic Day (June 23rd) stressing its alignment with Olympic values.

The 2024 EU Sport Forum

The annual EU Sport Forum, the main platform for Structured Dialogue between the European Commission and the sport stakeholders, was held on 16-17 April in Liège, under the Belgian Council presidency. More than 350 participants – including policymakers, sport organisations, athletes, and experts – gathered for high-level panels and interactive sessions. In the run-up to Paris 2024, discussions focused on strengthening the connection between EU and Olympic values, and on topical issues such as

integrity, sustainability, gender equality, the future of European football, digital transformation in sport, and lifelong sport.

#BeActive Awards



A key element of the #BeActive campaign, the 2024 #BeActive Awards ceremony took place in Brussels on 26 November. A jury selected the most inspiring projects and individuals promoting sport and healthy

lifestyles across Europe. The winners in the four categories were: Education: Sportunion Österreich (Austria); Workplace: Métropole de Lyon (France); Local Hero: Alessio Bernabò (Italy) and Across Generations: Fundacja Rozwoju Sportu Espanola (Poland).

#BeInclusive EU Sport Awards

In 2024, the #BeInclusive EU Sport Awards ceremony took place in Liège during the EU Sport Forum, where the winners of the 2023 edition were officially announced. The awards celebrated outstanding initiatives using sport to promote inclusion and equal opportunities. The winners in the three categories were: Breaking barriers: Olympic Urban Festival (Belgium), Be Equal: Danmarks Idrætsforbund (Denmark); and Sport for Peace to Champions Factory, (Bulgaria).

EU Work Plan for Sport

The new EU Work Plan for Sport (2024-2027), adopted on 14 May 2024, established the main line of action for the EU intervention in the sport policy. It outlines three main priorities: promoting integrity and values in sport, enhancing the socio-economic and sustainable dimensions of sport and; increasing participation in sport and health-enhancing physical activity. In a context of increasing cooperation and governance, the new EU Work Plan invites the Member States, the Presidencies of the Council, the European Commission and the sports movement to take part in its implementation and to work together to strengthen the EU sport policy and promote the European dimension of sport.

Share 2.0 Initiative

The Share 2.0 Initiative held its first annual conference in September and released two insightful papers aimed at boosting competitiveness and entrepreneurship in the sport sector, offering strategies to improve digital skills and infrastructure and to strengthen Entrepreneurial ecosystems in sport.



GAMES – Green Approaches in Management for Enhancing Sport

Coordinating organisation:

**SCUOLA SUPERIORE DI
STUDI UNIVERSITARI E DI
PERFEZIONAMENTO S ANNA,
Italy**

EU Grant:

€400 000

The main objectives of GAMES were to increase awareness and to foster the adoption of climate change practices by key actors in sport in order to improve sustainability during sports events. Building on the shortcomings that characterise the current governance of these sport events, and to prevent and reduce environmental impacts during sports events and to fight climate change, the project focused its activities on the entire sport event life cycle, with particular attention to athletics, floorball and biathlon.

GAMES analysed the current climate change governance and management models adopted in the partner sport organisations. GAMES supported sports organisations in developing a roadmap for the decarbonisation of their activities, through the development of a strategic set of objectives, programmes and a coherent operational framework of actions aimed at mitigating, neutralising or offsetting their own greenhouse gas emissions.

Project ID: [101049869](#)



Safe GRASSroots Sport: building capacity for grassroots sport organisations

Coordinating organisation:

**COMITE OLIMPICO DE
PORTUGAL, Portugal**

EU Grant:

€250 000

The project is designed to enhance positive impacts by raising awareness and providing practical tools to assist grassroots sport organisations in addressing their responsibility and duty of care to ensure safe sport for children and young people, fostering structural and cultural changes, and to strengthen good governance in the field of safeguarding.

Coordinated by the National Olympic Committee (NOC) of Portugal, the project brings together seven organisations, including three European NOCs, a national sport governmental organisation, and three expert organisations in the field of safeguarding in sport, as well as the European Olympic Committees (EOC EU Office) and the Council of Europe (EPAS) as associated partners.

Project ID: [101134139](#)

Jean Monnet Actions

The Jean Monnet Actions constitute an integral part of the Erasmus+ programme and aim to contribute to spread knowledge about matters of European Union integration. In this context, the Jean Monnet Actions offer opportunities in the field of Higher Education and in other fields of education and training (International Standard Classification of Education (ISCED) 1–4), while, in parallel, they provide support to designated institutions pursuing an aim of European interest.

The Jean Monnet Actions in the field of Higher Education support teaching and research in the field of European Union studies worldwide, with particular emphasis on the promotion of the European citizenship and values as well as on the role of the EU in a globalised world. In that sense, the Jean Monnet Actions strive to function as a vector of public diplomacy towards third countries, promoting EU values and enhancing the visibility of what the European Union stands for and what it intends to achieve.

Learning about the objectives and the functioning of the European Union is an important part of promoting active citizenship and the common values of freedom, tolerance and non-discrimination. Teachers and trainers are keen to expand their professional development regarding the European dimension of teaching at school, in particular on teaching about the European Union in engaging ways. This is the overall objective of the Jean Monnet Actions in other fields of education and training, in the sense of promoting a better understanding, both in general education and vocational training (ISCED 1–4), of the European Union and its values and the functioning of its Institutions.

Key figures in 2024

EUR 23.9 million⁸² in contracted projects

100% managed by the Executive Agency (EACEA)

Projects funded

368

Beneficiary organisations

Over 450

⁸² Total Erasmus grants allocated to projects contracted under the 2024 budget.

Highlights in 2024

Since its launch in 1989, the Jean Monnet Actions have supported more than 1 000 universities around the world to offer courses on European studies as part of their curricula. More than 6 000 projects on European integration studies have been created providing the possibility for around 300 000 students each year to learn more about Europe.

The Jean Monnet Actions in the field of Higher Education have a global scope and are open to any officially recognised higher education institution anywhere in the world. Today, the Jean Monnet Actions are present in more than 90 countries, and they are a prime, worldwide EU public diplomacy tool. Countries not associated to the programme are very well represented, with over twice the number of applications compared to those from programme countries in higher education.

For Jean Monnet open calls in 2024, 1 491 eligible applications were received. In total, 377 projects including 314 organisations were selected from 60 countries with support of more than EUR 24 million.

1 312 eligible applications were received for calls for Jean Monnet Actions in the field of Higher Education. The 261 selected projects implement EU studies-related activities during three years through Modules, Chairs and Centres of Excellence as well as five higher education networks in 57 countries worldwide. Overall, programme countries manage 57% of the awarded proposals for higher education institutions and 53% of networks.

As regards Jean Monnet in other fields of education and training, the Learning EU Initiatives, Teacher Training and School Networks actions are reserved for programme countries. In 2024, 19 countries received funds. This part represents 29% of the total available budget. The ‘Teacher

Training’ action received 28 eligible applications and 14 projects were selected. The “Learning EU Initiative” for its second edition received 112 eligible applications, out of which 94 were selected. Three Schools Networks involving 22 partners also benefit from financial support in 2024.

Jean Monnet Operating grants

Over EUR 43 million contributed to the operating grants of seven institutions, designated in the Erasmus+ regulation, based at seven sites:

- The College of Europe, Bruges
- The College of Europe, Natolin
- The European University Institute, Florence
- The Academy of European Law, Trier
- The Institute of Public Administration, Maastricht
- The European Agency for Special Needs and Inclusive Education, Odense
- The Centre international de formation européenne, Nice

Their 2024 activities included master programmes, summer courses, workshops, conferences, thematic working groups, research activities, data collection and analysis, and support to public authorities for enhancing reforms.



LaudEU Week: Inspiring Youth through Active EU Education

Coordinating organisation:

**COMPLEXUL EDUCATIONAL
LAUDE-REUT, Romania**

EU Grant:

€22 000

The Laude Reut Educational Complex proudly presents LaudEU Week, a groundbreaking project designed to foster a deeper understanding of the European Union among students and to empower educators to effectively integrate EU-related content into their teaching practices. This week-long immersive experience will seamlessly integrate EU-focused learning across a wide range of academic disciplines and subjects, employing innovative and engaging pedagogical methods. LaudEU Week seamlessly blends theoretical learning with practical engagement, ensuring a holistic understanding of the European Union. This innovative initiative empowers students to become informed and engaged citizens, prepared to navigate the complexities of the EU and to contribute positively to its future.

Project ID: [101176350](#)



EU-ISDEPO - EU Initiative for Strengthening Democracy through Parliamentary Election Observation

Coordinating organisation:

**UNIVERSIDAD SAN
FRANCISCO DE QUITO,
Ecuador**

EU Grant:

€35 000

This project aims at contributing to the EU's objective of strengthening democratic institutions in third countries by integrating regional parliaments – such as the European Parliament – into high-level research and teaching activities on election observation. Election observation is often absent from teaching programmes in universities worldwide, and contemporary research projects and publications tend to overlook the crucial role of regional parliaments in election observation and support.

This project will contribute to a better understanding of the existing EU instruments of election assistance and election observation – particularly those implemented by the European Parliament – by providing clear research insights and suggesting relevant improvements.

Project ID: [101176026](#)



Programme's Priorities

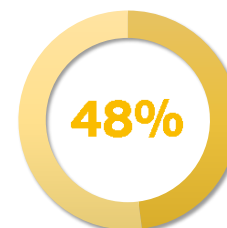
Inclusion and Diversity

Inclusion is a transversal priority of the Erasmus+ programme 2021-2027, and the improved access of the programme to people with fewer opportunities is one of its main objectives.

The programme's implementing documents use a broad and encompassing definition of people with fewer opportunities, focused on addressing the barriers that different target groups may face in accessing programme opportunities. This includes people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote and rural areas. This is in line with, and supports the implementation of, the 2022 Council Recommendation on Pathways to School Success.

The Commission has set up dedicated inclusion measures in the Erasmus+ programme aimed at better promoting social inclusion and improving outreach to people with fewer opportunities in the fields of education, training, youth and sport. These inclusion measures range from targeted communication, awareness raising activities and easier-to-access activity formats. Due to the bottom-up design of the programme, people with fewer opportunities and relevant organisations can benefit from dedicated financial mechanisms to access the programme.

2024 Key figures



EUR 582.6 million
of the 2024 budget spent for
cooperation projects supporting
inclusion and diversity



2 077 cooperation projects (55% of Key Action 2)



8 932 beneficiary organisations involved



18.8% participants with **fewer opportunities**



87% of participants declare that they have increased their
tolerance awareness



89% of participants have reached a **better understanding** of
inclusion and diversity



19% of higher education students received a **top-up grant**
due to fewer opportunities

Highlights in 2024

In 2024, the programme continued with its commitment to increase its reach out to people of different ages and from diverse cultural, social and economic backgrounds, as well as to come closer to those with fewer opportunities, including people with disabilities, migrants, those facing health problems, barriers linked to social and cultural differences, discrimination, education and training systems, geography, economic status.

To increase the impact of the “Erasmus+ and European Solidarity Corps Inclusion and Diversity strategy” and the related framework of inclusion measures⁸³ adopted by the Commission in October 2021, National Agencies have been drawing up inclusion and diversity plans, to best address the needs of participants with fewer opportunities and to support the organisations working in favour of inclusion, defining dedicated measures adapted to their local, regional and national contexts.

The Framework of Inclusion Measures and the Inclusion and Diversity Strategy, introduced in the current programme, are assessed positively as they enable better outreach to more participants with fewer opportunities. Participants learn about inclusion and diversity issues and become more committed to taking action on these issues as a result of their participation in the programme.

SALTOs Inclusion and Diversity

National Agencies benefit from the support provided by the two Inclusion and Diversity SALTOs (for Youth and for Education and Training) that offer mentoring services, provide guidelines, support National Agencies by monitoring the implementation of their respective inclusion and diversity plans, analyse the needs and challenges related to this horizontal priority and foster networking and knowledge sharing.

The two SALTOs promote inclusion and diversity by supporting individuals, organisations and National Agencies (NA) in embracing diversity through training, conferences and forums, publications and tools on inclusion and diversity, conducting and sharing relevant research, facilitating learning and cooperation between NAs and supporting the network of inclusion and diversity officers, including through the organisation of regular meetings. National Agencies are key actors in implementing the inclusion dimension of the programme, also actively reaching out to organisations active in this area.

In 2024, two meetings of inclusion and diversity officers took place over the year. Additionally, SALTO Youth Inclusion and Diversity organised the third edition of the Inclusion and Diversity Forum, an initiative focused on creating greater visibility for inclusion and diversity and building bridges between inclusion-related practice, policy and research stakeholders active within the field of EU Youth programmes.

⁸³ [Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ \(europa.eu\)](#)

EACEA plays an equally important role for the programme strands that are managed centrally. It implements an Inclusion and Diversity Action Plan, building upon the Commission's strategy and implementation guidelines. The plan serves as a practical tool to ensure wider access for people with fewer opportunities through capacity building, awareness raising, communication activities, and support for applicants and beneficiaries throughout project's cycles. In third countries not associated to the programme, EU Delegations and – where they exist – the National Erasmus+ Offices (NEOs) and Erasmus+ Focal Points are also key in bringing the programme closer to the target groups addressed by this strategy.

In 2024, a budget of EUR 824.2 million was awarded to almost 2 200 cooperation projects supporting inclusion and diversity, involving more than almost 9 000 organisations.

Erasmus+ gender breakdown in tertiary education

Women represent more than 60% of the Erasmus+ higher education mobility participants. The share of women in the programme varies depending on their field of education but remains higher compared to the EU27 educational systems.

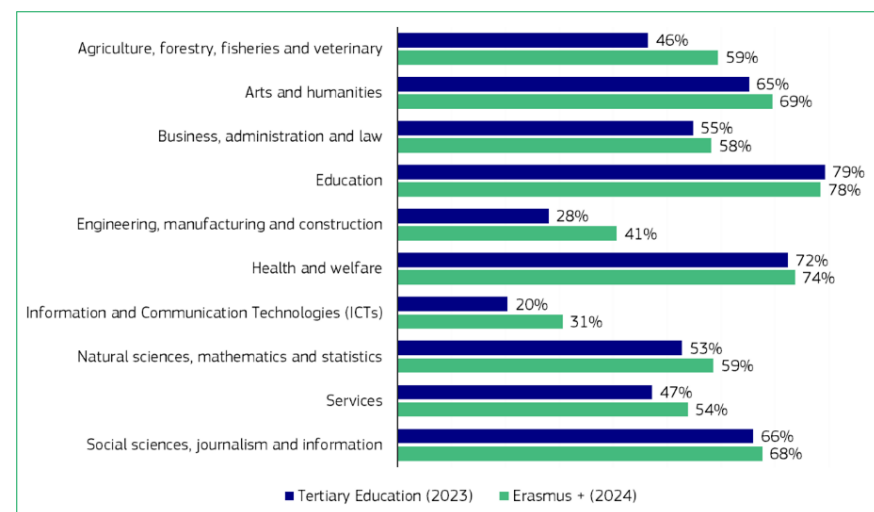


Figure 21 - Women representation in the Erasmus+ programme compared to EU27 tertiary education

Erasmus+ for those with fewer opportunities

The programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions. Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal.

In addition to providing financial support for organisations and individuals with fewer opportunities to cover any additional costs related to their participation in the programme, including additional costs for accompanying persons, the programme offers blended mobility programmes (combining physical and virtual mobility to increase programme accessibility for participants unable to participate in long-term

physical mobility) and strives to ensure equal access and adequate support in learning mobilities. The programme also offers more accessible actions for small and grassroots organisations, such as small-scale partnerships and Youth Participation activities – which are particularly suited to involve people with fewer opportunities – and to ensure the participation of newcomer organisations.

The participation rate of individuals with fewer opportunities in Erasmus+ has increased to 18.8% in 2024, though this rate varies across different sectors, spanning from around 8% in sport and the highest rate in youth and adult education (both around 30%).

In the field of sport, Erasmus+ sport actions promote social inclusion, including refugees and migrants. The #BeInclusive EU Sport Awards aim to celebrate organisations which show inspiring examples of the power of sport in fostering the inclusion of disadvantaged groups.

In the field of youth, since 2022, DiscoverEU includes an action specifically targeted at young people with fewer opportunities. With this **DiscoverEU Inclusion Action**, organisations and informal groups of young people can receive support to carry out projects allowing young people with fewer opportunities to participate in DiscoverEU on an equal footing with their peers.



Livsmestring, opplevelser, livsglede, sosial mestring og utvikling i et inkluderingsaspekt

Coordinating organisation:

EU Grant:

AUTISMEFORENINGEN I NORGE
ØSTFOLD LOKALLAG, Norway

€6 300

Two 18-year-old boys with autism travelled around Europe by train, with accompanying persons. In their travel journeys both boys write that the experience was unlike anything they had ever done, and that the journey has given them more confidence.

The objective was for young with an autism spectrum diagnosis to experience life skills, activity and joy, develop and grow.

The project shows the significance of the DiscoverEU experience in the life of a young person facing barriers for participation.

Project ID: [2023-2-N002-KA155-YOU-000172008](#)

Tegyük a világot az értelmi sérült emberekkel közösen, számukra is érthetővé!



Coordinating organisation:

**Értelmi Fogytékosok
Csongrád Megyei Érdekvédelmi
Szervezete Közhasznú
Egyesülete, Hungary**

EU Grant:

€60 000

In a world of people with intellectual disabilities, one of the most important objectives is to develop self-advocacy and autonomy. The project took an innovative approach: people with intellectual disabilities were able to participate actively in the project as experts and educators.

The project enhanced the social inclusion of people with intellectual disabilities in Hungary and Serbia. By training them as paid experts, they co-created easy-to-read materials on daily life topics, improving their self-advocacy and autonomy while promoting the "nothing about us without us" principle.

The project also demonstrates that this level of social inclusion can lead to lasting, transformative change. It not only helped to expand the participants' knowledge, but also increased their self-confidence and independence, which are essential for independent living.

Project ID: [2023-1-HU01-KA210-ADU-000158648](#)

FREEDOM



Coordinating organisation:

**AYII ANARGIRI OF LARNACA
YOUTH UNITED, Cyprus**

EU Grant:

€43 980

Young people growing up in regions affected by armed conflicts, who endure the consequences of physical, cultural, and structural violence, often face life-altering experiences, emotions, and challenges. Such circumstances significantly shape their perceptions of their own and other communities, influence their relationship with conflict and peace, and affect their sense of identity. Despite the hardships, many young people choose to rise above these adversities, engaging in constructive initiatives and dialogue rather than perpetuating hatred, violence, or discrimination.

The training course FREEDOM engaged 40 youth workers and eight youth organisations from conflict-affected regions in dialogue and peacebuilding activities based on human rights education and intercultural learning during and after the project.

Project ID: [2023-1-CY02-KA153-YOU-000143810](#)

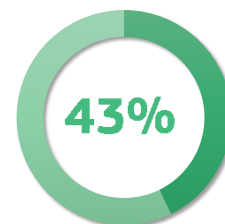
Environment and Climate Change

Supporting the green transition is one of the overarching priorities of the Erasmus+ programme. In line with the European Green Deal, the programme leads by example, through encouraging participants to use lower-carbon transport as an alternative to airplanes.

Erasmus+ funding is also channelled into building up knowledge and understanding of sustainability and climate action, so that Europeans acquire the world-leading competences needed to create sustainable societies, lifestyles and economies. Erasmus+ thus contributes to equipping Europeans with the necessary skills and developing innovative practices to bring about change, in line with the objectives defined in the 2022 Council recommendation on learning for the green transition and sustainable development.

The 'Green Erasmus' dimension promotes the incorporation of green practices in all projects and supports, across all sectors, awareness raising about environmental and climate change challenges. It supports the use of innovative practices to make learners, staff and youth workers true agents of change (through actions which save resources, reduce energy use, reduce waste such as plastics, compensate carbon footprint emissions, opt for sustainable food and mobility choices, improve ocean literacy, responsibly treat waste and use marine sustainably).

2024 Key figures⁸⁴



EUR 519.8 million
of the 2024 budget spent for
cooperation projects supporting
environment and climate change



1 332 cooperation projects (35% of Key Action 2)



7 146 beneficiary organisations involved



22% green travel during mobility activities in the current programme



82% of participants have learnt about environmental, climate and sustainability issues, or have changed their habits to become more sustainable

⁸⁴ Calendar year 2024 has been taken as a reference year for the calculation of the data on participants and green travel. Mobility activities started between 01/01/2024 and 31/12/2024.

Environment and fight against climate change

Environment and climate action are key priorities for the EU now and in the future. The European Green Deal⁸⁵ Communication recognises the key role of schools, training institutions and universities to engage with pupils, parents, and the wider community on the changes needed for a successful transition to become climate neutral by 2050.

The Erasmus+ programme is a key instrument for building knowledge, skills, and attitudes on climate change and sustainable development both within the European Union and beyond. Thanks to its multidimensional nature, the programme has a broad environmental impact: it operates at many levels by incentivising sustainable travel, prioritising green projects, raising awareness about environmental issues – with a wide spectrum of actors such as citizens, educational institutions, VET providers, youth and sport organisations, NGOs, local and regional authorities, and civil society organisations.

The programme aims to increase the number of mobility opportunities in green forward-looking domains which foster the development of competences, enhance career prospects and engage participants in areas which are strategic for sustainable growth, with special attention to rural development (sustainable farming, management of natural resources, soil protection, and bio-agriculture). Moreover, with mobility at its core, Erasmus+ strives for carbon-neutrality by promoting sustainable transport modes and more environmentally responsible behaviour.

The DiscoverEU action offers young Europeans aged 18 free travel passes across the continent. Travelling mainly by train, which is one of the most eco-friendly means of transport, the participants are inspired to be conscious and feel accountable for their choices while travelling, including those related to the environment and nature of the places they visit. Following this experience, young people are encouraged to embrace sustainable practices in their future travelling. Over 90% of participants in the post-travel survey expressed a greater preference for rail travel within the European Union after their DiscoverEU adventure.



Youth participation activities (supported youth-led local and transnational initiatives run by informal groups of young people and/or youth organisations) and Youth exchanges often choose to address environmental protection and to make contribution to fighting climate change through their activities.

Platforms such as eTwinning and Electronic Platform for Adult Learning in Europe (EPAL) continue to produce support materials and facilitate the exchange of effective educational practices and policies for environmental sustainability.

⁸⁵ [A European Green Deal | European Commission \(europa.eu\)](https://european-council.europa.eu/media/en/press-articles/detail/14644)

Highlights in 2024

In 2024, the programme offered stronger incentives for sustainable travel, presented as the default option, with participants from remote areas, islands or places with insufficient rail networks getting adequate compensation for using those sustainable modes of travel. 22% of the total mobilities were green travel mobilities, with a higher share achieved in the youth field, thanks to the contribution of DiscoverEU, whose participants travel mainly by train. Among other elements, the programme also delivers 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.

Education for Climate Coalition

The Education for Climate Coalition⁸⁶ supports teaching and learning for the green transition and sustainable development. By the end of 2024, the community had gathered over 7 000 members of all ages and learning levels, including students, educators, trainers, education stakeholders, institutions, industry professionals, and NGOs. They can participate in co-innovation labs, tackling concrete climate education challenges and actions, such as creating new teaching materials and citizen science projects. The Education for Climate Coalition also hosts the GreenComp community, which focuses on developing the knowledge, skills, and attitudes needed to live, work and act sustainably, based on the European sustainability competence framework.

These activities are valorised during the annual Education for Climate Day. In 2024, this event featured eight thematic policy and practice sessions, which attracted a total of 2 000 online watchers, and 1 556 unique Slido users. The event has also generated 365 new climate education activities to be valorised within the community and its challenge hub. Through these efforts, the Education for Climate Coalition promotes sustainability education in an innovative way, empowering people from all walks of life to contribute actively to activities in their institutions and neighbourhoods, aimed at fighting climate change and mitigating its consequences.

Environment and the fight against global warming are a horizontal priority for the selection of projects. Projects actively promoting this priority aim to develop competences in various green sectors, including those in the framework of the contribution from education and culture to sustainable development goals, develop green sectoral skills strategies and methodologies, future-oriented curricula, and more generally support active engagement for sustainable development, as well as initiatives that support the planned approaches of the participating organisations regarding environmental sustainability.

The incorporation of green practices in all facets of project implementation is part of the award criteria, encouraging participants and participating organisations to take an environmentally friendly approach when designing all project activities, regardless of the overarching theme of their project, thereby fostering discussion, learning and practical activities about environmental issues.

⁸⁶ <https://education-for-climate.ec.europa.eu/>

Erasmus+ and European Solidarity Corps green transition and sustainable development strategy

In 2024, the Erasmus+ and European Solidarity Corps green transition and sustainable development strategy was published.⁸⁷ Its goal is to put emphasise on the importance of this priority to all stakeholders and to help them implement it through projects as well as through the management of their organisations.

The implementation of this strategy is supported by the network of green contact points that have been nominated in each National Agency to share knowledge and practices, and to support the work of the SALTO Resources Centre on green transition and sustainable development to improve the quality and impact of projects in the field of environmental protection, sustainability, and fight against climate change.

In terms of policy analysis, the Eurydice Network published the report “Learning for sustainability in Europe: Building competences and supporting teachers and schools”.⁸⁸ This Eurydice report explores how European education systems support the development of sustainability competences in learners, teachers, and schools. It examines how learning for sustainability is integrated into curricula, the role of teachers and school leaders (including training and professional development), and whole-school approaches, support measures, and monitoring. The analysis focuses on primary and general secondary education, using qualitative data on national policies and initiatives.

SALTO Green

The SALTO Green provides support to National Agencies, the Commission, and other relevant programme actors in mainstreaming environmental protection and sustainability and fighting climate change across the programmes and supports National Agencies in building effective synergies with other EU programmes in environmental protection, sustainability, and fight against climate change.

The SALTO coordinates work on the green priority and fosters the exchange of knowledge and good practices among the network of Green Contact Point in the National Agencies.

In 2024, the SALTO was actively involved in implementing the Erasmus+ and European Solidarity Corps green transition and sustainable development strategy. To achieve this, the SALTO undertook a variety of activities including thematic webinars, training sessions, targeted publications and best practices, all aimed at expanding the knowledge and capabilities of the network of Green Contact Points.

⁸⁷ <https://op.europa.eu/en/publication-detail/-/publication/fddb0dff-e38d-11ef-be2a-01aa75ed71a1/language-en>

⁸⁸ <https://eurydice.eacea.ec.europa.eu/publications/learning-sustainability-europe-building-competences-and-supporting-teachers-and>

Kartu galime daugiau



Coordinating
organisation:

**SILUTES R. USENU
PAGRINDINE
MOKYKLA, Lithuania**

EU Grant:

€43 180

The project aimed to strengthen pupils' STEAM and intercultural skills while promoting sustainability, inclusion, and digital education. A STEAM education strategy was also developed and approved within the school.

This project implemented by a small rural school where 40% of pupils face economic and social hardship, stands out for its holistic and inclusive approach to education. The activities were designed to be inclusive and accessible for all, and created long-term changes in teaching practices and school culture. The results of the project demonstrate a strong impact and potential for transferability: 85% of pupils improved at least one area of information and communication technologies; 63% of teachers reported an increase in their digital competence; and 82% of pupils developed greater tolerance for cultural diversity. The school also developed a STEAM education strategy, created an eTwinning project, and established strong collaboration with local schools, ensuring the sustainability of the project results in the long term.

Project ID: [2023-1-LT01-KA122-SCH-000144979](#)

CoE SUBE – Centre of Excellence on sustainable blue economy in the Euro-Mediterranean region



Coordinating organisation:

**EVRO-SREDOZEMSKA
UNIVERZA, Slovenia**

EU Grant:

€100 000

Seas and oceans, as central to the achievement of the European Green Deal and green transition, are one of the pillars of the EU's diplomacy vis-a-vis its neighbours.

The project establishes a Centre of Excellence on Sustainable Blue Economy to foster interactions within the knowledge triangle related to sustainable and smart blue economy, both internally - particularly in the Adriatic region of the EU - and in the relationship between the EU and the Mediterranean countries. The project built on the collaborative, inter-institutional and region-wide approach embedded at EMUNI University.

The project's strong expertise capitalised on the results of past activities. It has contributed to the implementation of the EU's internal and foreign policy, as well as to the UN Decade of Ocean Science for Sustainable Development.

Project ID: [101048038](#)

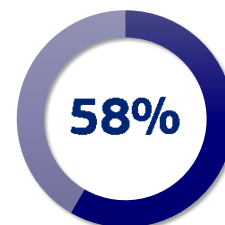
Digital Transition

In 2024, the Erasmus+ programme continued to equip individuals and organisations for the digital transition, as it supported accessible and high-quality digital learning. It fostered the capacity of teachers, trainers, educators and youth workers to use digital tools and content, and test and promote distance (as well as blended) learning. Furthermore, it contributed to the implementation of the Digital Education Action Plan 2021-2027 (DEAP) and its two strategic priorities, through actions aiming at enhancing digital skills for everyone and supporting organisational capacity development. The programme supported in particular the implementation of the two Council Recommendations adopted in 2023: one on the key enabling factors for successful digital education and training⁸⁹, and one on improving the provision of digital skills and competences in education and training⁹⁰.

⁸⁹ [Council Recommendation on the key enabling factors for successful digital education and training](#)

⁹⁰ [Council Recommendation on improving the provision of digital skills and competences in education and training](#)

2024 Key figures⁹¹



EUR 709.0 million
of the 2024 budget spent for
cooperation projects supporting
digital transition



1 940 cooperation projects (51% of Key Action 2)



9 871 beneficiary organisations involved



37 297 mobility activities in digital skills in all fields of education and training (over 32 000 traineeships and training activities in advanced digital skills for higher education students and staff)



72% of participants in mobility activities have **improved their digital competences**, **41%** developed their social media competences



12% of higher education participants carried out a blended mobility

⁹¹ Calendar year 2024 has been taken as a reference year for the calculation of the data on participants. Mobility activities started between 01/01/2024 and 31/12/2024.

Highlights in 2024

2024 marked the Digital Education Action Plan's (DEAP) fourth year, and its mid-point of implementation. In April, the Commission launched a comprehensive review process of the Action Plan to demonstrate the achievements of the specific actions and to reflect on emerging challenges in digital education and training since the adoption of the Action Plan and how they could be addressed at EU level.

To support strategic and qualitative implementation of the horizontal digital priority in the programme, based on the DEAP, the European Commission published Erasmus+ and European Solidarity Corps programmes Digital Strategy - Implementation Guidelines.⁹² These implementation guidelines aim to engage, inspire and motivate Erasmus+ participants, beneficiaries, project coordinators and partners, as well as implementing bodies and other stakeholders to play an active part in the digital transition. The Guidelines also support Erasmus+ National Agencies and education, training and youth institutions and organisations in developing and implementing their digital transformation plans and enhancing their capacity and readiness to exploit different opportunities offered by digital technologies. Finally, the Implementation Guidelines offer a guiding framework for the work of the SALTO Digital Resource centre.

⁹² [Erasmus+ and European Solidarity Corps programmes digital strategy - Publications Office of the EU](#)

SALTO Digital Resource centre

The Digital SALTO Resource Centre⁹³ aims to support the implementation of the digital dimension in both Erasmus+ and European Solidarity Corps programmes, in line with the DEAP and Erasmus+ and European Solidarity

Corps programmes Digital Strategy - Implementation Guidelines. Through its work, SALTO Digital is seeking to continuously raise the quality and impact of Erasmus+ projects and activities addressing the Programme's digital horizontal priority. To that end, in 2024 the SALTO organised numerous capacity building activities targeting National Agencies and beneficiaries, provided learning materials and tools, shared best practices, conducted and disseminated research on the digital priority, and prepared frameworks for identifying good practices. Furthermore, the SALTO assisted National Agencies to develop their own digital strategies by offering materials and training opportunities to better equip the National Agencies' staff, particularly the network of Digital Contact Points (DCP) in sharing the knowledge, skills and practices related to the digital horizontal priority across the programme. Materials and detailed information on SALTO's activities are available on SALTO web site.

Digital Opportunity Traineeships (DOTs)

Digital Opportunity Traineeships (DOTs) are part of the Mobility Action (Key Action 1) and support the objectives of the DEAP. The DOTs enable short-term mobility opportunities for students, recent graduates, and education staff to enhance their digital skills through job shadowing, work placements, study visits, and teaching assignments. These opportunities

⁹³ [European SALTO Digital Resource Centre | Finnish National Agency for Education](#)

span both academic and non-academic sectors and are designed to bridge the gap between education and labour market needs. The DOTs enable participants to strengthen advanced digital competences through international mobility in areas such as cybersecurity, big data, digital marketing, software development, and AI-related fields. Since the launch of this action under Erasmus+ in 2018, participation in DOTs has steadily increased. Since 2018, the programme has reached over 154 900 participants. Among them, more than 113 700 learners have benefited from digital traineeships or staff training periods. This includes over 103 800 student traineeships and more than 33 000 training periods for higher education staff. An additional 8 065 education staff from other sectors (vocational education and training, adult learning, school education) have taken part to improve their digital competence.

European Policy Experimentations

Under the European Policy experimentations Call 2024 the programme included a specific focus on digital education and training, and supported the launch of projects under three priority areas:

- Building a teaching framework and policy intervention aiming to boost gender balance in pursuing ICT related studies and professions;
- Digital well-being: Putting into practice what works which focused on how schools can best strengthen well-being in digital education;
- Data strategies in primary and secondary education.

17 projects addressing the three priorities were contracted with a total budget of more than EUR 15 million.

European Digital Education Hub

In December 2024, the European Digital Education Hub community counted more than 6 200 members, covering the entire spectrum of education and training – from early childhood education and care to adult education – and a variety of professional profiles such as teachers, school representatives, policymakers, researchers, professors, and entrepreneurs. 6 squads were established gathering around 25 members each, and focusing on topics such as hybrid learning spaces, safety and security, immersive learning, well-being in digital education, and explainable AI. The Digital Education Accelerator Programme supported 7 projects for 2024, centred on three guiding themes: Digital transformation in education; Future skills and competences; and green education and sustainable development. A series of peer learning activities, comprising 3 clinics and 30 mentorships, were conducted to support practitioners in tackling specific challenges and enhancing problem-solving in areas such as Massive Open Online Courses (MOOCs) and micro-credentials, digital assessment tools, teacher–student interaction in virtual classrooms, and organising hackathons within their own institutions. A mapping of national best practices⁹⁴ on digital education looking at innovative solutions was prepared. Monthly webinars and online workshops were organised within the Community of Practice (CoP) to disseminate knowledge on different cutting-edge topics. Additionally, 3 face-to-face workshops were organised for the CoP in Paris, Stockholm, and Brussels with the themes of well-being, explainable AI, and sustainability in digital education. A two-

⁹⁴ <https://op.europa.eu/en/publication-detail/-/publication/6b5cb652-e505-11ef-bc1c-01aa75ed71a1/>

day Design Thinking workshop also took place at the HPI School of Design Thinking in Potsdam, Germany, engaging 40 hub members in a collaborative process to design user-driven solutions addressing real-world challenges in digitalisation.

SELFIE

SELFIE is an online tool, which supports schools to build their digital capacity through a process of self-reflection. It supports the key priority of the DEAP to enhance digital skills and competences for the digital transition. The tool, available in 41 languages, is comprised of questions for school leaders, teachers and students on how digital tools and technologies are used within the school and how students are acquiring digital skills. The tool allows schools to add additional questions to suit their needs, for example, on internet safety, AI, coding or robotics. On completing the questions, the schools receive a personalised report that highlights strengths, weaknesses and areas for further improvement regarding technology use.

In 2024, the SELFIE tool exceeded 6.7 million users. New features, such as EU login and multi-factor authentication were integrated in the tool, as well as automatic data anonymisation to allow stakeholders to make use of the raw SELFIE data.

The Digital Education Hackathon

The Digital Education Hackathon held its fifth edition in November 2024 on the theme ‘Imagining the digital education of the future’. 51 grass-root local hackathons took place across 25 countries in the EU and globally, engaging around 1 700 participants across different ages and backgrounds.

Digital Education Content and High-quality informatics

In 2023, the Council provided recommendations on digital education and skills. Member States welcomed the Commission's intention to set up two Expert Groups on: (i) the development of guidelines and quality requirements for accessible, well-designed and high-quality digital education content⁹⁵ and; (ii) the development of guidelines on high-quality informatics education. Both expert groups were launched in 2024, with the objective to elaborate guidelines for teachers and school leaders.

During 2024, the expert group on digital education content (DEC) produced a first draft for teachers and school leaders. They consulted the “Digital Education Learning, Teaching and Assessment” working group in December 2024 to test the key findings and proposals with the objective to improve the guidelines. The work of the expert group on high-quality informatics started in July 2024. The second meeting was held in November 2024 and helped outline the scope, target audience and content of the guidelines. The experts were also presented with the findings of a teacher consultation workshop, which further helped define key challenges faced by informatics teachers.

⁹⁵ [Council Recommendation on the key enabling factors for successful digital in education and training](#)

AI and Disinformation

To support the education and training community in better understanding Artificial Intelligence (AI) and its impact for teaching and learning and respectively promote its effective and ethical adoption, in 2024 the Commission launched a study on the implications of the latest EU digital legislation, including the AI Act on education and training ecosystems and stakeholders. In addition, a mapping of good examples on the effective use of AI in education across the EU as well as of support mechanisms by EU Member States to support those goals was launched in December 2024.

In 2024, the ongoing promotion of the 2022 Ethical Guidelines on the use of AI and data in teaching and learning as well as of those on Tackling Disinformation and promoting Digital literacy through education and training continued, providing recurrent support for primary and secondary teachers and educators to address these issues in the classroom.

Higher Education Interoperability Framework (HEIF)

In July 2023, a Working Group was launched within the European Digital Education Hub with the objective of creating a Higher Education Interoperability Framework (HEIF). Based on the consolidation of learning and experiences from European University alliances regarding interoperable solutions for higher education institution's digital learning and teaching systems, the HEIF aims to make seamless joint education provisions and optimal teaching and learning experiences within and across virtual inter-university campuses a reality. Developed collaboratively by approximately 250 higher education representatives (from over 45 European University alliances) and interoperability experts from the public and private sectors, the Framework serves European higher education institutions as a practical toolkit to ensure interoperable

virtual learning environments, seamless student mobility and data exchange, and will be accompanied by recommendations for the practical implementation, maintenance and governance of the framework.

In line with the 2022 European Strategy for Universities and the 2024 Council Recommendation 'Europe on the Move' – learning mobility opportunities for everyone, the European Student Card Initiative has scaled up and continues to facilitate interoperability among higher education institutions by digitising mobility workflows, connecting IT systems, and rolling out a unique European student identifier to enable the secure authentication of students' status. By the end of 2024, over 3.2 million European Student Cards had been issued, whereas the Erasmus Without Paper network registered 3 396 connections that have enabled 196 000 inter-institutional agreements and 320 000 learning agreements to be completed fully online.

Pact4Skills



Coordinating organisation:

**PEN UNIVERSITY OF
CYPRUS, Cyprus**

EU Grant:

€315 276

Pact4Skills investigated digital, entrepreneurial, and other needs for skills in the heritage sphere to help actors respond to demand/labour-market needs and identify a new generation of culture-driven products. By researching the needs of cultural agencies to develop domain-specific innovation linking the results to the workforce, Pact4Skills identified experienced-based products and services, thereby helping to connect new skills and new jobs more effectively to the needs of job seekers and labour markets in the cultural sector. The partnership promoted the quality of digital narratives, improved standards in design and production of digital artworks and encouraged the inclusion of cultural education in the leisure time of different audiences, thus gaining a new market to accommodate better paid jobs.

Project ID: [2021-1-CY01-KA220-HED-000031113](#)

Promoting Digitalisation Among Teacher Educators in Europe



Coordinating organisation:

**PAEDAGOGISCHE
HOCHSCHULE
LUDWIGSBURG, Germany**

EU Grant:

€390 028

The project was initiated to address the urgent need for the digital professional development among teacher educators in Europe. Education today must prepare students for a rapidly changing world where digital competence is essential. However, many teacher educators lack structured opportunities to develop their digital skills, leading to disparities in digital proficiency. The project aimed to promote and facilitate digitalisation among teacher educators in Europe and beyond. Through its implementation, the participating organisations sought to enhance digital competences, foster collaboration, and establish long-term strategies for supporting teacher educators.

Project ID: [2021-1-DE01-KA220-HED-000031115](#)

Democratic Participation

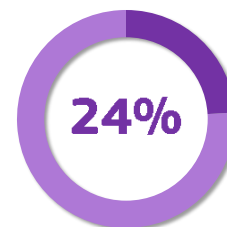
One of the four transversal priorities of Erasmus+ is promoting democratic participation, common values and civic engagement. Erasmus+ has a key role in strengthening European identity and values and in contributing to a more democratic Union, as underlined in the Erasmus+ regulation.

The Erasmus+ regulation also emphasises the objective of encouraging the participation of young people in Europe's democratic life by supporting active citizenship, education and participation projects for young people. This is demonstrated by the programmes' promotion of cooperation partnerships focusing on 'common values, civic engagement and participation' as a priority in all programme sectors, under Key Action 2 of the programme. Priority is given to projects that enable people to participate in democratic life, social and civic engagement through formal, non-formal or informal learning mobility activities.

The Jean Monnet actions are also instrumental in promoting teaching about the European Union, at both schools and higher education levels.

Furthermore, the Erasmus+ programme is a key instrument in the implementation of the EU Youth Strategy aiming at engaging and empowering young people, including through the EU youth dialogue process. The strategy fosters youth participation in democratic life, supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society.

2024 Key figures



EUR 292.2 million
of the 2024 budget spent for
cooperation projects supporting
democratic participation



1 311 cooperation projects (35% of Key Action 2)



5 118 beneficiary organisations involved



94% of participants in mobility activities declare that they
feel more European



92% of participants are **more aware of European values**



73% of participants are **more interested in European topics**

Highlights in 2024

Based on the Council Conclusions on the contribution of education and training to strengthening common European values and democratic citizenship⁹⁶ from November 2023, the Commission, together with National Agencies, worked on the development of a learning module adapted to the age and profile of participants in 2024, focusing on its added value compared to existing online tools and taking into account technological limitations.

In 2024, a budget of EUR 292.2 million was granted to more than 1 300 cooperation projects focusing on promoting democratic participation, EU values and civic engagement, involving more than 5 100 organisations.

Cooperation with civil society organisations in the fields of education, training and youth continued in 2024. Moreover, under Key Action 3, structural support (in the form of operating grants) was provided to European non-governmental organisations (NGOs) and EU-wide networks in programme countries. These play an important role in ensuring awareness raising on the European Education Area and other European sector-specific policy agendas, as well as the active involvement of stakeholders in the implementation of policy reforms in different countries.

We have seen real transformation in the participants; many arrived unsure and left as confident, engaged young people, ready to lead change in their communities. The impact goes far beyond the project itself.

Organiser of a youth project

The Learning EU Initiatives under Other fields of education and training of the Jean Monnet Actions promote knowledge of the European Union in schools and Vocational Education and Training institutes in programme countries, enabling them to provide specific content on EU-related subjects over the last three years.

SALTO Participation and Information

Among the activities organised by the SALTO Participation and Information resource centre (SALTO PI) in 2024 were the online panel sessions and training activities for experts and youth workers, and the Participation Forum which took place in Tallinn, Estonia, bringing together more than 150 stakeholders.

Youth Participation Activities

The action 'Youth Participation Activities' became a flagship initiative of the European Year of Youth in 2022, and continued to benefit from a reinforced budget in 2024, with further growth in the number of received and contracted projects. This action supports the use of alternative, innovative, smart and digital forms of youth participation and focuses on reaching out to young people from all backgrounds, including those with fewer opportunities.

⁹⁶ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52023XG01339>



European Citizenship Academy Seminar

Coordinating organisation:

EU Grant:



PISTES SOLIDAIRES,
France

€25 380

The project aimed to address the need for education about Europe among young people by working with youth workers to equip them with the necessary knowledge, skills, and competences in this field. It also sought to promote education about the EU values, responding to the need to educate about Europe – especially among young people who rarely participate in European elections – to help citizens understand what the EU is, how it works, its role, and the challenges it faces. This is especially important in the current context, as Europe confronts the resurgence of populism worldwide and war at its borders.

Project ID: [2024-1-FR02-KA153-YOU-000238238](#)



Powered by V – Engaged Volunteering for the Future of EU Values

Coordinating organisation:

EU Grant:

**DKOLEKTIV – ORGANIZACIJA
ZA DRUŠTVENI RAZVOJ,**
Croatia

€250 000

The project aimed to promote a better understanding of the cultural, social, and political context of the relationship between youth engagement through volunteering and EU values. One of its objectives was to support youth volunteering as a transformative force for strengthening EU values, resilience and sustainable communities. Another objective was to strengthen the capacities of youth organisations to develop more impactful volunteer engagement that promotes democratic principles, solidarity, inclusion and human rights. Finally, the project aimed to unlock the potential of national, transnational, and EU cooperation by building a common narrative and practical tools that foster youth civic participation and affirm fundamental EU values.

Project ID: [2022-1-HR01-KA220-YOU-000088701](#)

Communication and dissemination

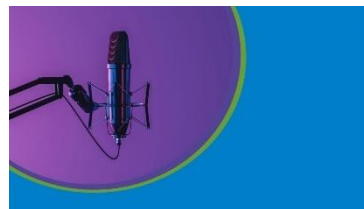
In 2024, the Erasmus+ website received over 11 million visits and more than 26 million page views, underscoring a continued increasing trend in interest over recent years.

The dissemination of Erasmus+ projects and their results continued to be underpinned by the Erasmus+ Project Results Platform⁹⁷ which hosts more than 320 000 projects. Projects can be searched by topic, key action, country, year, etc.

Erasmus+ Youth projects are also highlighted on the European Youth Portal through inspiring stories of beneficiaries.

Erasmus+ Social Media channels on Facebook⁹⁸, X (formerly Twitter⁹⁹) as well as the Youth channel¹⁰⁰ on Instagram bring former and current Erasmus+ participants and the wider Erasmus+ community together, engage them in lively conversations and share up-to-date information about the programme, education and training in the wider sense on a daily basis. In addition, the #DiscoverEU Official Facebook Group, with over 110 000 members, offers a unique space to communicate programme updates directly to young travellers, foster peer exchange, and promote EU opportunities in an authentic setting.

Podcast “Erasmus revealed”



June 2024 marked the launch of the podcast “Erasmus revealed”, a pilot series of 8 episodes exploring lesser-known aspects of the Erasmus+ programme.

The podcast offers clear and concise answers to frequently asked questions, helping listeners understand the extensive benefits of Erasmus+. Listeners learn about the application process, funding opportunities, and hear personal stories of current and past participants, highlighting the transformative power of education, mobility, and solidarity.

⁹⁷ [Erasmus+ Project Results Platform](https://www.projectresultsplatform.eu/)

⁹⁸ <https://www.facebook.com/EUErasmusPlusProgramme>

⁹⁹ <https://twitter.com/EUErasmusPlus>

¹⁰⁰ https://www.instagram.com/european_youth_eu/

Glossary of terms

AI	Artificial Intelligence	EYP	European Youth Portal
CBHE	Capacity Building in Higher Education	EYWA	European Youth Work Agenda
CBVET	Capacity Building for Vocational Education and Training	HE	Higher Education
CoP	Community of Practice	HEI	Higher Education Institution
CoVE	Centre of Vocational Excellence	HEIF	Higher Education Interoperability Framework
DEAP	Digital Education Action Plan	HEPA	Health-Enhancing Physical Activity
DCP	Digital Contact Points	ILA	Individual Learning Accounts
DEC	digital education content	IPA	Instrument for Pre-Accession
DG EAC	Directorate-General for Education, Youth, Sport and Culture	ISCED	International Standard Classification of Education
DG EMPL	Directorate-General for Employment, Social Affairs and Inclusion	JRC	Joint Research Centre
DOT	Digital Opportunity Traineeships	KA1	Erasmus+ Key Action 1
EACEA	European Education and Culture Executive Agency	KA2	Erasmus+ Key Action 2
ECEC	Early childhood education & care	KA3	Erasmus+ Key Action 3
ECHE	Erasmus Charter for Higher Education	LTA	Long-term activities
ECTS	European Credit Transfer and Accumulation System	MFF	Multiannual Financial Framework
EEA	European Education Area	NARIC	National Academic Recognition Information Centre
EFTA	European Free Trade Association	NDICI	Neighbourhood, Development and Cooperation Instrument
EHEA	European Higher Education Area	NEO	National Erasmus+ Office
ENGO	European non-governmental organisation	NGO	Non-governmental organisation
EPALE	Electronic Platform for Adult Learning in Europe	OER	Open educational resources
ESCI	European Student Card Initiative	OR	Outermost Regions
ESEP	European School Education Platform	SALTO	Support, Advanced Learning and Training Opportunities
EU	European Union	SALTO PI	SALTO Participation and Information resource centre
EuroMed	Euro-Mediterranean	SELFIE	Self-reflection tool enabling schools and teachers
EWP	Erasmus Without Paper	SME	Small and medium-sized enterprises
		SNAC	Strategic National Agencies Cooperation
		TCAs	Training and Cooperation Activities
		VET	Vocational Education and Training

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The portal 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.

