U!REKA
EUROPEAN UNIVERSITY

Proposed Erasmus+ amendments

March, 2026

U!REKA European University alliance will propose amendments to the EU regulation governing the Erasmus+ Programme within the EU's next multiannual financial framework (2028-2034).

- Proposal for a Regulation of the European Parliament and of the Council establishing the Erasmus+ programme for the period 2028-2034

  Link: EUR-Lex - 52025PC0549 - EN - EUR-Lex

U!REKA in brief

At U!REKA European University we are 11 Applied Universities all over Europe. Together we empower future generations through cross-border collaboration in higher education. By uniting diverse expertise across Europe, we educate inclusive, forward-thinking professionals equipped to lead the transition to climate-neutral, smart, and sustainable cities.

Our key messages for future Erasmus+ program (2028-2034)

- At least 35% of the education & training budget should be allocated to higher education. Any real-term reductions will reduce mobility and weaken the European higher education area.
- Mobility must remain central. Dedicating 70% of the Erasmus+ budget to mobility across sectors is key, especially for learners with fewer opportunities. Administrative burden must be reduced, and paperwork should be proportional to the duration and type of mobility.
- The second pillar of Erasmus+ (2028-2034) should continue to support the current Erasmus+ KA2 cooperation projects, as both nationally and centrally managed Erasmus+ partnerships have been successful in boosting skills development and innovation capacity in collaboration with labour market actors across Europe.
- The planned increase in the number of transnational joint study programmes is welcome, and we must ensure sufficient funding for their implementation. We urge the use of joint study programs to pilot the European Degree Label.
- We argue for long-term, holistic, non-directional, and flexible funding mechanism for the European University Alliance to facilitate all our students and staff to benefit from our joint education and mobility opportunities.

Our proposed Erasmus+ amendments

The amendments below are in line with the amendments from EURASHE and other European University associations.

Draft Erasmus regulation	Amendment	Amendment rationale
(29) The Programme should support long-term strategic cooperation at institutional level to build excellence, competitiveness and attractiveness and generate sustainable and systemic transformation of education and training, youth and sport organisations and institutions, in line with the EU's priorities, including by acting as testbeds for innovative education, training and skills development instruments, supporting cooperation with business and industry. The Programme should continue to support the work of education and training institutions and Member States towards removing remaining barriers to transnational cooperation and multiplying the offer of transnational joint study programmes, contributing towards a joint European Degree.	**Among different cooperation formats,** the Programme should **also** support long-term strategic cooperation at institutional level to build excellence, competitiveness and attractiveness and generate sustainable and systemic transformation of education and training, youth and sport organisations and institutions, in line with the EU's priorities, including by acting as testbeds for innovative education, training and skills development instruments**, and by** supporting, **inter alia**, cooperation with business and industry. The Programme should continue to support the work of education and training institutions and Member States towards removing remaining barriers to transnational cooperation and ~~multiplying~~ **increasing** the offer of transnational joint study programmes **across all study fields, as well as inter- and multi-disciplinary programmes,** contributing towards a joint European Degree.	The new wording points to the variety of cooperation formats within Erasmus +. The following rephrasing emphasizes the importance of multi- and inter-disciplinary approaches
(30) The Programme should support the core education mission of the European Universities Alliances to enable systemic impact achieved more efficiently through long-term Union level action, notably to reinforce excellence, reduce fragmentation and increase the attractiveness and inclusiveness of EU higher education systems, develop innovative instruments to increase quality of learning and teaching, develop future oriented skills and competences (such as AI, cybersecurity, sustainability, STEM), including the sectors already identified in the Union of Skills, through relevant and future-proof curricula, pedagogical innovation, joint degrees, lifelong learning, micro-credentials, to nurture and attract talent and facilitate transnational cooperation in education, including with business and industry.	The Programme should support the core education mission of the European Universities Alliances cooperation ~~to enable systemic impact achieved more efficiently through long-term Union level action, notably to reinforce excellence, reduce fragmentation and increase the attractiveness and inclusiveness of EU higher education systems, develop innovative instruments to increase quality of learning and teaching, develop future oriented skills and competences (such as AI, cybersecurity, sustainability, STEM), including the sectors already identified in the Union of Skills, through relevant and future-proof curricula, pedagogical innovation, joint degrees, lifelong learning, micro-credentials, to nurture and attract talent and facilitate transnational cooperation in education, including with business and industry.~~ to **enhance university missions and deliver systemic**	The amendment streamlines the recital while strengthening the case for European Universities Alliances as drivers of systemic impact in higher education. It clarifies their role as testbeds for integrated transnational cooperation, reinforces the focus on excellence, attractiveness, inclusiveness and future-oriented learning and skills, and highlights the importance of complementarity with other Union instruments

	impact. Alliances should act as testbeds for integrated transnational cooperation across education, research, innovation and service to society, strengthening excellence, attractiveness and inclusiveness, and supporting high-quality and future-oriented learning and skills, including through cooperation with external partners such as business and industry. **The activities of the alliances should be implemented in complementarity with other Union instruments, particularly the successor to Horizon Europe, the European Competitiveness Fund, and National and Regional Plans, while preserving the Programme's core educational mission.**	Regarding synergies, the amendment clarifies the level of complementarity with other Union funding instruments. It calls for more explicit and structured synergies between Erasmus+ and other programmes, in particular FP10 and the European Competitiveness Fund, to maximise impact and ensure coherent support across education, research, innovation and service to society.
(40) In order to simplify requirements for beneficiaries, simplified cost options in the form of lump sums, unit costs and flat rates should be used to the maximum possible extent. Simplified cost options to support learning mobility under the Programme should take into account the living and subsistence costs in the host country. In accordance with national law, Member States should be encouraged to exempt those grants from any taxes and social levies; grants awarded to individuals by public or private legal entities should be treated in the same manner.	(40) In order to simplify requirements for beneficiaries, simplified cost options in the form of lump sums, unit costs and flat rates should be used to the maximum possible extent. Simplified cost options to support learning mobility under the Programme ~~should take into account the~~ **shall be determined with reference to the actual** living and subsistence costs in the host country. In accordance with national law, Member States ~~should~~ **must** exempt those grants from any taxes and social levies; grants awarded to individuals by public or private legal entities should be treated in the same manner.	These changes ensure that the amounts calculated consider the actual costs of living and subsistence in the host country.
(45) In view to optimise the added value, increase scale and impact of investments, synergies should be sought between the Programme and other Union funding instruments, including through enabling mechanisms. The Programme should seek synergies as well that strengthen collaboration between education and the private sector.	(45) In view to optimise the added value, increase scale and impact of investments, synergies should be sought between the Programme and other Union funding instruments, including through enabling mechanisms. **In this context, the Programme should be designed in complementarity with the other funding instruments, including Horizon Europe, the European Competitiveness Fund, and the National and Regional Plans, with a view to strengthening collaboration across education, research and innovation. In line with the Programme's objectives,** the Programme should **also** seek synergies as well **that strengthen**	Regarding synergies, the amendment clarifies the level of complementarity with other Union funding instruments. It calls for more explicit and structured synergies between Erasmus+ and other programmes, in particular FP10 and the European Competitiveness Fund, to maximise impact and ensure coherent support across education, research and innovation.

	collaboration between education and the private sector.	
Article 3 Programme objectives		
The general objective of the Programme is to contribute to a resilient, competitive, and cohesive Europe by promoting high quality lifelong learning, enhancing skills and competences for life and for jobs for all, while fostering Union values, democratic and societal participation, solidarity, social inclusion and equal opportunities, in the EU and beyond. The Programme shall be a key instrument for building the Union of Skills, developing the European Education Area and supporting the implementation of European strategic cooperation in the fields of education and training, including its underlying sectoral agendas.	The general objective of the Programme is to ~~contribute to a resilient, competitive, and cohesive Europe by promoting high quality lifelong learning, enhancing skills and~~ **promote high quality lifelong learning, and personal, educational and professional development**, while fostering **a sense of European identity and values**, democratic and societal participation, **active citizenship**, solidarity, social inclusion and equal opportunities, in the EU and beyond. **Through this core educational mission, the Programme will contribute to a resilient, cohesive and competitive Europe**. The Programme shall be a key instrument for **developing the European Education Area, building the Union of Skills**, and supporting the implementation of European strategic cooperation in the fields of education and training, including its underlying sectoral agendas. **For this purpose, the Programme shall focus on supporting the learning mobility of individuals and groups, as well as cooperation and innovation at the level of organisations and policies in the field of education and training, youth and sport.**	The modified text aims to clarify the core mission of the Programme, which is mobility and cooperation in education, while recognising that this should contribute to the EU's wider goals of competitiveness, cohesion and resilience.
Article 6 Cooperation among organisations and institutions		
The Programme shall support: (a) Partnerships for cooperation, including small-scale partnerships to foster wider and more inclusive access to the Programme; (b) Partnerships for excellence and innovation, building on the European Universities Alliances, Centres of Vocational Excellence, European Teacher Academies, European School Alliances, Joint study programmes, European Youth Together and Sport Collaborative Alliances.	(b) Partnerships for excellence and innovation~~, building on~~ **including** the European Universities Alliances, Centres of Vocational Excellence, European Teacher Academies, European School Alliances, **Erasmus+ Innovation Alliances**, Joint study programmes, European Youth Together and Sport Collaborative Alliances.	We aim to highlight the added value of the second programme pillar. Partnerships for cooperation have the advantage of fostering a more inclusive access to the Programme, strengthening the internal capacities of project partners towards European collaboration and internationalisation. Erasmus+ Partnerships for excellence and innovation, such as Erasmus+ Innovation Alliances, can greatly contribute to addressing strategic skills shortages, supporting entrepreneurial mindsets and enhancing the overall innovation capacity of Europe.

		These partnerships are well aligned to support cross-cutting partnerships between the HEI sector, VET sector, the labour market and businesses.
Article 9 Budget		
	New Article 9 - paragraph 1a The proportional distribution of the total programme budget shall be: a) 83 % to actions in the field of education and training (i) at least 35% of the total amount in point (a) of this paragraph, to actions in the field of higher education (ii) at least 21,5% of the total amount in point (a) of this paragraph, to actions in the field of vocational education and training b) 10,3 % to actions in the field of youth c) 1,9 % to actions in the field of sport (d) at least 3,3 % to the operational costs of the national agencies e) 1,5% for Programme support	This distribution of the total programme budget is in line with the current budget distribution. Clear indicative minimum allocations across sectors are needed to reflect participation levels between different education actors as well as to counteract rising implementation costs and the programme's expanded scope compared to 2021–2027 In higher education, stable investment in mobility and cooperation is critical for institutional capacity, high-quality learning and deep transnational collaboration, including through the European Universities alliances. Minimum allocations also help safeguard core programme actions from erosion by new priorities, inflation or unforeseen policy demands, while still leaving flexibility to respond to emerging needs.
	New Article 9 - paragraph 4a **The annual allocations for the Programme shall be distributed in a balanced and even manner across the years 2028–2034, ensuring stability and predictability for learning mobility and cooperation actions.**	A balanced annual distribution of the Programme budget across 2028–2034 is important to provide stability and predictability for learning mobility and cooperation actions. **Stable yearly allocations** allow national agencies and institutions to plan calls, manage resources and support participants effectively. This helps ensure continuity, maintain quality, avoid disruptions, and maintain equitable access for participants throughout the entire programming period