



# Proposals for amendments to the CULT Draft Report



## Eurochambres proposals for amendments to the CULT Draft Report

Eurochambres, the Association of European Chambers of Commerce and Industry, representing over 20 million businesses, welcomes the opportunity to contribute to the discussion on the future Erasmus+ programme and welcomes in particular the stronger emphasis on learning mobility throughout the draft report, the recognition of the need for simpler and more reliable implementation and technical support mechanisms, as well as the stronger focus on ensuring clear European added value for funded activities. The introduction of clearer budget allocations gives learners of all levels the required planning security, however, Eurochambres regrets the approach to significantly reduce the budget share allocated to Education and Training compared to the current programme.

The following proposals aim to strengthen vocational education and training (VET) mobility, improve the deliverability of agreed mobility targets and ensure that the Programme's financial and implementation framework fully supports these objectives. A reinforced VET mobility dimension is essential to ensure parity of esteem between vocational and academic pathways.

These proposals are consistent with the broader Eurochambres [position](#) on the Erasmus+ 2028-2034 proposal.

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The amendments set out below are based on the Draft Report of the on Culture and Education (CULT) on the proposal for a regulation of the European Parliament and of the Council establishing the Erasmus+ programme for the period 2028-2034.

The tables follow the structure:

- Column 1 reproduces the text proposed by the Commission in the original proposal.
- Column 2 reproduces the text proposed by the CULT Committee in its Draft Report.
- Column 3 sets out the proposed amendments suggested by Eurochambres (in green).

Each amendment is followed by a justification.

## Amendment 14

### Recital 10

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
<p>(10) The Programme should support the implementation of the Union of Skills<sup>6</sup> and the overall strategic frameworks for Union policy cooperation in the fields of education and training, including the policy agendas for school education, higher education, vocational education and training and adult learning, including up-skilling and re-skilling, to allow citizens to develop competences and skills at all stages of their life to thrive in society.</p> <hr/> <p><sup>6</sup> Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions the Union of Skills (COM/2025/90 final).</p>	<p>(10) The Programme should support <b>further development of the European Education Area</b>, the implementation of the Union of Skills<sup>6</sup> and the overall strategic frameworks for Union policy cooperation in the fields of education and training, including the policy agendas for school education, higher education, vocational education and training and adult learning, including up-skilling and re-skilling, to allow citizens to develop competences and skills at all stages of their life to thrive in society.</p> <hr/> <p><sup>6</sup> Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions the Union of Skills (COM/2025/90 final).</p>	<p>(10) <b>The Programme should maintain a strong and explicit focus on learning mobility as the Programme’s core added value.</b></p> <p>The Programme should support <b>further development of the European Education Area</b>, the implementation of the Union of Skills<sup>6</sup> , <b>the implementation of the Herning Declaration</b>, and the overall strategic frameworks for Union policy cooperation in the fields of education and training, including the policy agendas for school education, higher education, vocational education and training and adult learning, including up-skilling and re-skilling, to allow citizens to develop competences and skills at all stages of their life to thrive in society.</p> <p><b>The Programme should explicitly support vocational education and training and work-based learning, as these pathways are essential to address skills shortages and strengthen competitiveness.</b></p> <hr/> <p><sup>6</sup> Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions the Union of Skills (COM/2025/90 final).</p>

**Justification:** Learning mobility, particularly in VET, delivers measurable European added value by strengthening employability, supporting skills circulation and contributing to

addressing labour and skills shortages. The [Herning Declaration](#) on attractive and inclusive Vocational Education and Training for increased competitiveness and quality jobs 2026-2030 represents the main European strategic framework for VET and directly supports the objectives of the Union of Skills, the European Education Area and Europe’s competitiveness agenda. It emphasises the attractiveness of VET, work-based learning, apprenticeships, skills intelligence, mobility and stronger cooperation with social partners and businesses. Referring explicitly to the Herning Declaration would strengthen coherence between Erasmus+ and agreed European priorities for VET, while reinforcing the Programme’s role in supporting quality, inclusive and labour-market relevant education and training systems.

**Amendment 15**  
**Recital 11a (new)**

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
		<p><b>(11a) In line with the Herning Declaration on attractive and inclusive Vocational Education and Training for increased competitiveness and quality jobs 2026-2030 and the Council Recommendation of 13 May 2024 entitled “Europe on the Move - Learning opportunities for everyone”, the Programme should contribute to enhancing the attractiveness of vocation education and training (VET) and parity of esteem with general academic education. In particular, the Programme should take into account the specific characteristics of VET in order to help achieve the 2030 VET mobility target of 12 %. Achieving this objective requires stable and reinforced funding for VET mobility, including apprenticeships, as well as tailored implementation for dual systems and SMEs. Administrative and reporting requirements should remain proportionate and SME-friendly in order to make mobility the norm rather than the exception.</b></p>

**Justification:** The 12% target require credible delivery conditions. VET mobility operates within dual systems and company-based training cycles, often involving SMEs with limited

administrative capacity. Proportionate and SME-friendly implementation is essential to make the target achievable in practice.

**Amendment 32**  
**Recital 31**

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
<p>(31) In line with relevant Union frameworks and tools, the Programme should contribute to the development and circulation of skills, including <b>by setting up</b> a basic skills support scheme and fostering quality assurance, transparency, the recognition of skills, competences and qualifications, their digitalisation, and the validation of non-formal and informal learning, skills management and guidance. In that regard, the Programme should also provide support to contact points and networks at national, and European level that facilitate cross-European exchanges and beyond, and the development of flexible learning pathways between different fields of education and training and youth and across formal and non-formal settings, including through the support of micro-credentials' eco-systems.</p>	<p>(31) In line with relevant Union frameworks and tools, the Programme should contribute to the development and circulation of skills, including <b>through the establishment of</b> a basic skills support scheme and <b>by</b> fostering quality assurance, transparency, the recognition of skills, competences and qualifications, their digitalisation, and the validation of non-formal and informal learning, <b>as well as</b> skills management and guidance. In that regard, the Programme should also provide support to contact points and networks at national, and European level that facilitate cross-European exchanges and beyond, <b>support the automatic mutual recognition of relevant education and training qualifications and the outcomes of learning periods abroad</b> and the development of flexible learning pathways between different fields of education and training and youth and across formal and non-formal settings, including through the support of micro-credentials' eco-systems.</p>	<p>(31) In line with relevant Union frameworks and tools, the Programme should contribute to the development and circulation of skills, <b>learning mobility including through the establishment of a basic skills support scheme and by</b> fostering quality assurance, transparency, <b>recognition validation</b> of skills, competences <b>and qualifications</b>, their digitalisation, and the validation of non-formal and informal learning, <b>as well as</b> skills management and guidance. In that regard, the Programme should also provide support contact points and networks at national, and European level that facilitate cross-European exchanges and beyond, <b>support the automatic mutual recognition of relevant education and training qualifications and the outcomes of learning periods abroad and the development of flexible learning pathways between different fields of education and training and youth and across formal and non-formal settings, including through the support of micro-credentials' eco-systems. transparency and comparability of qualifications and learning outcomes, including the outcomes of learning periods abroad, while fully respecting Member State competences in education and training. The</b></p>

		<p><b>Programme should also support flexible learning pathways between different fields of education and training and across formal and non-formal settings, in a way that remains proportionate, accessible and supportive of learning mobility, vocational education and training, apprenticeships and work-based learning.</b></p>
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**Justification:** While strengthening basic skills is essential for personal and professional development, active citizenship, lifelong learning and successful participation in education and training, Erasmus+ should primarily remain a mobility-driven programme focused on learning mobility, cooperation and exchange activities with clear European added value. The proposed “basic skills support scheme” remains insufficiently defined in terms of objectives, implementation and interaction with existing EU and national initiatives and risks broadening the Programme into a wider structural reform and delivery instrument for national education systems. Any potential scheme should first be tested through a pilot phase and assessed in terms of relevance, added value, impact and interaction with existing instruments before being integrated into the Programme on a larger scale.

Recognition of qualifications remains primarily a Member State competence and vocational education and training systems differ significantly across Europe in terms of structure, occupational standards and apprenticeship models. The Programme should therefore focus on facilitating transparency, comparability and validation of qualifications and learning outcomes, including through existing Union tools and cooperation frameworks that support mobility and skills circulation, while fully respecting national systems and competences. Measures should remain practical, proportionate and supportive of learners, SMEs, vocational education and training providers and intermediary organisations.

### Amendment 70

#### Article 4 - paragraph 1 - point bb (new)

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
		<p><b>b) Learning mobility of vocational education and training learners and staff; Short-term and flexible mobility formats, including mobility periods of 2-8 weeks, should remain fully eligible, particularly for vocational education and training, dual systems, apprenticeships and SMEs.</b></p> <p><b>The Programme should support both group and individual mobility</b></p>

		<p><b>opportunities, including for apprentices and vocational education and training learners.</b></p> <p><b>The Programme should allow recent graduates and former apprentices to continue benefiting from mobility opportunities for up to five years following completion of their education or training, taking into account the increasing importance of lifelong learning, up-and reskilling in evolving labour markets.</b></p>
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**Justification:** Short-term and flexible mobility formats are particularly important for VET learners, apprentices and SMEs, whose participation is often constrained by training schedules, workplace organisation and limited administrative capacity. Preserving both short-term and individual mobility opportunities would improve accessibility and help make mobility the norm rather than the exception in VET and dual systems.

At the same time, evolving labour markets and the growing importance of lifelong learning, up-and reskilling require more flexible access to mobility opportunities beyond initial education and training. Extending eligibility for recent graduates and former apprentices would support continued skills development, labour market adaptability, professional and personal growth, while contributing to wider participation in European mobility opportunities and supporting progress towards the 2030 VET mobility target of 12% set out in the Council Recommendation “Europe on the Move”.

**Amendment 82**  
**Article 7 - paragraph 1- point b**

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
(b) Programme implementation including synergies with, and support to other Union policies and programmes, online platforms, tools for virtual cooperation and tools to facilitate learning mobility;	(b) Programme implementation including synergies with, and support to other Union policies and programmes, online platforms, <b>resource centres</b> , tools for virtual cooperation and tools to facilitate learning mobility;	(b) Programme implementation including synergies with, and support to other Union policies and programmes, online platforms, <b>resource centres</b> , tools for virtual cooperation and tools to facilitate learning mobility, <b>including organisational, administrative and pedagogical support structures that facilitate high-quality mobility opportunities for apprentices and vocational education and training learners, particularly for SMEs and dual learning systems.</b>

**Justification:** High-quality mobility opportunities in vocational education and training and apprenticeships often require tailored organisational, administrative and pedagogical support, particularly for SMEs and dual learning systems with limited implementation capacity. Strengthening support structures and mobility facilitation mechanisms would help reduce practical barriers to participation, improve the quality of mobility experiences and contribute to wider participation in learning mobility, including progress towards the 2030 VET mobility target of 12% set out in the Council Recommendation “Europe on the Move”.

### Amendment 85

#### Article 9 - paragraph 1 a - point a (new)

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
	<b>a) at least EUR XXXX, representing 73,4% of the amount set out in paragraph 1, to actions in the field of education and training as referred to in Article 4, and Articles 5, 6 and 7, allocated as follows:</b>	<b>a) at least EUR XXXX, representing 73,4% 79,7% of the amount set out in paragraph 1, to actions in the field of education and training as referred to in Article 4, and Articles 5, 6 and 7, allocated as follows:</b>

### Amendment 94

#### Article 9 - paragraph 1 a - point c (new)

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
	<b>(c) at least EUR XXXX, representing 4,1% of the amount set out in paragraph 1 of this Article, to actions in the field of sport as referred to in Article 4b and Article 6(3);</b>	<b>(c) at least EUR XXXX, representing 4,1% 2,8% of the amount set out in paragraph 1 of this Article, to actions in the field of sport as referred to in Article 4b and Article 6(3);</b>

### Amendment 97

#### Article 9 - paragraph 1 a - point f (new)

Text proposed by the Commission	Amendment proposed by CULT Draft Report	Amendment proposed by Eurochambres
	<b>(f) EUR XXXX, representing 5% of the amount set out in paragraph 1, for a margin of flexibility that can be used to support any of the actions referred to in paragraph 1a.</b>	<b>deleted</b>

**Justification:** Eurochambres’ proposals for Amendments 85, 94 and 97, restore the budget share allocated to Education and Training under the current programme and ensure that the Education and Training sector genuinely benefits from the overall increase in the Erasmus+ budget. This can be achieved by directing the 5% flexibility margin to Education and Training

(Amendment 97 should therefore be deleted) and by reducing the allocation for sport to 2,8%. Given that sport currently accounts for 1,9% of the budget, an allocation of 2,8% would still represent a substantial increase.



Eurochambres – the association of European chambers of commerce and industry – represents more than 20 million businesses through its members and a network of 1700 regional and local chambers across Europe. Eurochambres is the leading voice for the broad business community at EU level, building on chambers’ strong connections with the grass roots economy and their hands-on support to entrepreneurs. Chambers’ member businesses – over 93% of which are SMEs – employ over 120 million people.

Previous positions can be found here: <https://bit.ly/ECHPositions>

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