



Plenary sitting

B10-0436/2026

2.10.2026

MOTION FOR A RESOLUTION

to wind up the debate on the statement by the Commission

pursuant to Rule 136(2) of the Rules of Procedure

on the pilot project on European Schools Alliances
(2026/2713(RSP))

Nela Riehl

on behalf of the Committee on Culture and Education

European Parliament resolution on the pilot project on European Schools Alliances (2026/2713(RSP))

The European Parliament,

- having regard to the statement by the Commission of ... on the pilot project on European School Alliances,
 - having regard to Article 165 of the Treaty on the Functioning of the European Union,
 - having regard to 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 1288/2013¹,
 - having regard to the Commission communication of 5 March 2025 on the Union of Skills (COM(2025)0090),
 - having regard to the Council Recommendation of 13 May 2024 ‘Europe on the Move’ – learning mobility opportunities for everyone²,
 - having regard to its resolution of 6 April 2022 on the implementation of citizenship education actions³,
 - having regard to its resolution of 11 September 2025 on a new vision for the European Universities alliances⁴,
 - having regard to the Commission work programme 2026,
 - having regard to Rule 136(2) of its Rules of Procedure,
 - having regard to the motion for a resolution of the Committee on Culture and Education,
- A. whereas the forthcoming pilot on European Schools Alliances, announced in the Commission work programme 2026, aims to strengthen structured cooperation between schools across the EU, moving beyond project-based cooperation towards more sustained and system-level collaboration in school education;
- B. whereas, under the Erasmus+ 2026 annual work programme, European Partnerships for School Development will support cooperation between schools, school authorities and other relevant actors in testing innovative pedagogical methods and in helping develop structured, sustainable and accessible cooperation and mobility in school education,

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

² OJ C, C/2024/3364, 14.6.2024, ELI: <http://data.europa.eu/eli/C/2024/3364/oj>.

³ OJ C 434, 15.11.2022, p. 31.

⁴ OJ C, C/2026/1482, 9.4.2026, ELI: <http://data.europa.eu/eli/C/2026/1482/oj>.

including under the forthcoming European Schools Alliances initiative;

- C. whereas schools play a central role in equipping young people with basic skills, including citizenship competences which are increasingly recognised as a core component of basic skills in EU policy frameworks, as well as media literacy, critical thinking and the ability to actively participate in democratic life;
 - D. whereas significant disparities persist across regions, including rural, remote and border areas, islands and outermost regions, affecting the capacity of schools and local and regional authorities to engage in European cooperation;
 - E. whereas schools with fewer resources and learners with fewer opportunities should be able to benefit fully from European education initiatives;
 - F. whereas the Council Recommendation ‘Europe on the Move’ seeks to make learning mobility more systemic, inclusive and accessible, and calls for at least 20 % of learners benefiting from learning mobility abroad to be people with fewer opportunities by 2027;
 - G. whereas the experience of the European Universities Alliances demonstrates the importance of effective and flexible governance, stakeholder engagement and transparency, while also showing that there is no one-size-fits-all model;
 - H. whereas vocational education and training, and schools within a specific field, such as sports or arts, play an important role in skills development, social inclusion and participation in society;
 - I. whereas according to Eurobarometer surveys only 42 % of 16–30-year-olds understand a great deal or a fair amount about the EU, and only 30 % feel they have a say over decisions affecting the EU, underlining the need to strengthen active citizenship, democratic participation, critical thinking and resilience to disinformation from an early age;
 - J. whereas the Commission’s 2025 Strategic Foresight Report highlights the need to modernise education systems in response to future labour market and societal challenges, including by strengthening transversal competences such as critical thinking, civic literacy, intercultural understanding and resilience; whereas European Schools Alliances, among other EU initiatives, can help support these objectives through cross-border cooperation, teacher collaboration and innovative learning approaches, providing greater continuity in action than individual cooperation projects may offer;
- 1. Welcomes the Commission’s forthcoming pilot on European Schools Alliances initiative, which was rolled out under the Erasmus+ annual work programme in 2026; considers it an opportunity to strengthen cooperation in school education across the EU;
 - 2. Stresses that the initiative should pursue a balanced set of objectives, combining improved educational outcomes, stronger basic skills, innovation in teaching and learning, mobility opportunities, social inclusion, democratic resilience and preparation for future skills needs;

3. Calls on the Commission to ensure that citizenship education, democratic competences, media literacy, critical thinking and knowledge of the EU and its values are integral components of the pilot, including through participatory and experiential learning approaches that enable pupils to engage actively with democratic processes and European cooperation;
4. Underlines that participation must be genuinely inclusive and calls for targeted measures to enable schools in disadvantaged or low-capacity contexts, as well as learners with fewer opportunities to become involved; further stresses the importance of including diverse education pathways, such as vocational education and training and, where relevant, schools within a specific field such as sport or art; calls for the development of capacity-building measures and tailored support, while taking into account socio-economic barriers to access to learning mobility and European cooperation opportunities;
5. Calls on the Commission to minimise administrative burdens and complexity for participating schools, particularly through proportionate reporting requirements, simplified procedures and clear, practical guidance for schools, school authorities and local actors;
6. Encourages the pilot to support accessible and inclusive pupil and teacher mobility, including through group exchanges, collaborative teaching, peer learning, digital cooperation and the exchange of innovative and inclusive teaching practices, as well as to help make mobility a more regular and sustainable feature of school education in line with the objectives of the Council Recommendation ‘Europe on the Move’;
7. Considers that the design of the pilot should take into account lessons learned from the European Universities Alliances, particularly regarding governance, stakeholder engagement, transparency, communication and long-term sustainability, avoiding unnecessary administrative complexity and recognising the specific nature of school education;
8. Invites the Commission, in cooperation with the Member States, to promote synergies between the pilot and existing EU funding programmes and initiatives, such as Erasmus+, national and regional partnership plans, the European Social Fund Plus, and the Youth Guarantee, in order to generate stronger cooperation partnerships, including mobility activities, improved educational outcomes, stronger basic skills, innovation in teaching and learning, social inclusion, democratic resilience, better preparation for future skills needs, and effective teacher professional development;
9. Calls for clear monitoring and evaluation criteria from the outset, covering participation, inclusion, learning outcomes, mobility uptake, administrative efficiency and impact on basic skill levels, including civic competences;
10. Stresses that European cooperation in school education should complement and support national systems, while fully respecting Member State competences in the field of education;
11. Emphasises that the pilot’s design and implementation should involve close cooperation with the Member States and relevant national and regional authorities, schools, teachers

and other relevant stakeholders, in order to ensure alignment with existing education systems and full implementation and ownership by the beneficiaries;

12. Encourages the pilot to promote geographically and territorially balanced partnerships, including the participation of schools from a diverse range of regions and socio-economic contexts across the EU, and to enable schools from less represented or lower-capacity areas to become involved through targeted outreach and support measures;
13. Requests that Parliament be regularly informed during the preparatory phase and implementation of the pilot, including through timely exchanges on objectives, governance, selection criteria and interim results;
14. Instructs its President to forward this resolution to the Council, the Commission and the governments and parliaments of the Member States.