



Annual Training
Report 2025

EUAA Annual Training Report 2025

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Abbreviations

Term	Definition
AMMR	Asylum and Migration Management Regulation (Regulation (EU) 2024/1351 of the European Parliament and of the Council of 14 May 2024 on asylum and migration management, amending Regulations (EU) 2021/1147 and (EU) 2021/1060 and repealing Regulation (EU) No 604/2013)
CEAS	Common European Asylum System
Dublin III Regulation	Regulation (EU) No 604/2013 of the European Parliament and of the Council of 26 June 2013 establishing the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person (recast)
COI	Country of Origin Information
EAC	European Asylum Curriculum
EUAA	European Union Agency for Asylum
EUAA Regulation	Regulation (EU) 2021/2303 of the European Parliament and of the Council of 15 December 2021 on the European Union Agency for Asylum and repealing Regulation (EU) No 439/2010
EU	European Union
EU+ countries	Member States of the European Union and associated countries
MedCOI	Medical Country of Origin Information
Member States	Member States of the European Union
LMS	Learning Management System



Foreword



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As we reflect on 2025, we recognise it as a significant phase in the strengthening of training frameworks for asylum and reception authorities across the European Union. As national systems continued to adapt to the operational and legal requirements stemming from the EU Pact on Migration and Asylum, the European Union Agency for Asylum (EUAA) focused on consolidating capacity, promoting consistency and supporting EU Member States through the delivery of high-quality, standards-based training for officials working in the asylum and reception sector.

A defining moment in 2025 was the **official inauguration of the EUAA Academy**, held in Malta in June, in the presence of representatives from the European Commission, EUAA Management Board members, representatives of national authorities from across the Member States, and international partners. This event marked the launch of **Europe's first accredited training academy dedicated specifically to asylum and reception officials**, establishing both a physical and institutional hub for recognised, specialised learning across EU+ countries.

Following its formal accreditation as a recognised qualifications provider, the EUAA Academy has welcomed national officials from across the EU to its dedicated training centre. This represents a tangible step in advancing professional pathways within the sector, offering **internationally recognised training** that supports the consistent application of asylum and reception legislation and practices.

At the same time, 2025 saw a significant expansion of EUAA training activities, with **participation increasing markedly** compared with the previous year. The figures demonstrate sustained and strong engagement from Member States, underlining the continued relevance of EUAA training initiatives. This expansion was supported by an evidence-based approach to learning design, strengthened quality assurance mechanisms and closer engagement with national authorities, ensuring that training remained responsive to evolving operational needs. Cooperation with Member States and partners further contributed to the promotion of shared standards across the EU.

In the context of the implementation of the Pact on Migration and Asylum in 2026, the role of the EUAA Academy becomes even more central to the Agency's mandate. Training and professional development are fundamental to ensuring the consistent and effective application of the Common European Asylum System across the EU. I am confident that the EUAA Academy will continue to serve as a cornerstone of the Agency's support to Member States, strengthening preparedness, resilience and convergence in the years ahead.

Nina Gregori

EUAA Executive Director



Preface



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2025 has been a key year for the European Union Agency for Asylum (EUAA) Academy. Throughout this year, a record number of asylum and reception officials were trained, reaching a total of 31 751 participations. The Agency has been operating as a further and higher education provider since August 2024 (Licence No 2024-027, issued by the Malta Further and Higher Education Authority), following a rigorous application and review process. To date, the EUAA has already received accreditation for around 30 modules and is at an advanced stage in the accreditation process of the European Master's Degree in Asylum and Reception Management – an initiative that continues to strengthen the convergent application of the Common European Asylum System across EU Member States.

As Member States continue to prepare for the implementation of the Pact Migration and Asylum, which will enter into force as from June 2026, demand for high-quality training has continued to grow. Throughout the year, the EUAA has supported Member States in strengthening staff competencies and fostering a shared understanding of how to implement the EU Pact on Asylum and Migration effectively and coherently. Through the European Asylum Curriculum, the Agency continues to promote convergence, high standards and professional excellence across the European Union. This transition period has confirmed that investing in people is an essential strategic decision to ensure convergent and robust asylum systems. For the Agency, training and professional development are not peripheral activities but strategic enablers of a well-functioning, efficient and sustainable Common European Asylum System.

As we look ahead, 2026 represents a decisive moment. The entry into application of the Pact will reshape training obligations and operational realities across Europe. In response, the EUAA's work is guided by three strategic pillars.

First, strengthening training methodologies to support Pact implementation.

Training is now firmly recognised as a structural component of asylum and reception systems. Nearly 150 pact-related training sessions were delivered this year, with over 12 100 participations – reflecting both the scale of demand and the trust placed in the EUAA. The Agency's focus remains on ensuring that the curriculum reflects operational realities, addresses competency gaps and supports a coherent transition across Member States.

Second, advancing the EUAA Academy – a milestone in professionalisation.

The EUAA's accreditation as a qualifications provider marks a transformative step forward. The Agency will continue to offer accredited learning, laying a strong foundation for structured learning pathways aligned with EU standards. The upcoming launch of the European Master's Degree in Asylum and Reception Management aims to further strengthen knowledge management across the sector.



Third, enhancing data management, monitoring and evaluation.

Effective training must be evidence based. The Agency is strengthening its analytical capacity to monitor learner progression, anticipate skills gaps, adapt modules proactively and ensure that our programmes deliver measurable impact.

The EUAA's vision remains clear: (1) to promote convergence in the implementation of the asylum *acquis*; (2) to support operationally effective, fundamentally rights-compliant systems; (3) to advance evidence-based learning; and (4) to enhance knowledge management across Europe's asylum sector.

The EUAA Academy is not only expanding the Agency's training offer but also raising standards, reinforcing quality and consolidating professional excellence across Member States.

2025 has laid the groundwork. 2026 will be the year in which training proves its full strategic value in shaping a coherent, professional, sustainable and efficient European asylum system.

Rachelle Cortis

Head of the Training and Professional Development Centre



Executive summary

The *EUAA Annual Training Report 2025* presents an overview of the training activities carried out by the European Union Agency for Asylum (EUAA) in 2025. It highlights how the Agency continued to support Member States in strengthening the implementation of the Common European Asylum System (CEAS), while also assisting national authorities in preparing for the Pact on Migration and Asylum, which will become fully applicable in June 2026.

Policy context

The EUAA's training activities are grounded in the EUAA Regulation ⁽¹⁾, which entered into force in 2022. Under Article 8 of the regulation, the Agency is responsible for establishing, developing and reviewing training for its staff and for national authorities responsible for asylum and reception. In carrying out this mandate, the Agency develops and maintains the European Asylum Curriculum (EAC), which serves as a common framework to support Member States in training their personnel involved in asylum and reception procedures. The curriculum promotes high standards and contributes to the consistent implementation of the CEAS across the EU.

EUAA training is developed in close cooperation with Member States and, where relevant, with other EU agencies, academic institutions and specialised training networks. Through this collaborative approach, the Agency supports the exchange of expertise and the identification of best practices, while contributing to greater convergence in decision-making and practices.

The EUAA's training also helps Member States prepare for the implementation of the Pact on Migration and Asylum, which is to become fully applicable in June 2026, by strengthening knowledge, skills and competences among asylum and reception authorities.

Main findings and achievements

In 2025, the EUAA significantly strengthened its training and capacity-building activities, reflecting growing demand and the Agency's key role in professionalising the asylum and reception sector. Across all training activities, a record 17 339 individuals participated, representing a total of 31 751 participations across 1 151 sessions in 18 languages.

Operational support accounted for 56 % of participations, reaching 11 Member States under operational plans, while permanent support frameworks represented 41 %, and other activities, including international cooperation, accounted for 3 %. The sharp increase in 2025 was largely driven by training related to the implementation of the Pact, which accounted for 38 % of all participations, compared with only 4 % in 2024.

(1) Regulation (EU) 2021/2303 of the European Parliament and of the Council of 15 December 2021 on the European Union Agency for Asylum and repealing Regulation (EU) No 439/2010 (OJ L 468, 30.12.2021, p. 1, ELI: <http://data.europa.eu/eli/req/2021/2303/oj>).



The EAC continued to expand, with a total of 149 awarded official certificates delivered across 20 accredited modules, maintaining a strong pass rate of 80 %. Modules with the highest number of awards included ‘Introduction to the legal framework on fundamental rights in the EU’, ‘Working with an interpreter’, ‘Professional well-being’ and ‘Introduction to ethical and professional standards.’

Key conclusions

In 2025, the EUAA continued to respond to the growing demand for asylum and reception training, achieving record levels of participation. Key accomplishments include 31 751 participations across 1 151 training sessions, the expansion of training related to the Pact on Migration and Asylum, and the continued development of high-quality modules, including accredited modules.

The Agency strengthened its work with 149 awards delivered and a strong 80 % pass rate across accredited modules. Operational support remained a central focus, reaching 11 Member States and enhancing the capacity of officials working under pressure in national asylum and reception systems across Europe.

The continued growth in participation, positive feedback from learners and widespread adoption of self-paced online and blended learning formats highlight the relevance, accessibility and quality of EUAA training. By equipping officials with the knowledge and operational skills required, the Agency reinforces its role as a central driver in strengthening and harmonising asylum and reception systems across Europe.

Future work

Looking ahead to 2026, several important developments will shape the EUAA’s training activities in the year to come. In addition to its ongoing support to Member States in preparing for implementing and applying EU legislation under the Pact, the EUAA will launch the first cohort of the new European Master’s Degree in Asylum and Reception Management in September 2026. The EUAA will also invest in an independent external evaluation of the EAC, following its procurement in 2025. The evaluation will assess the curriculum’s effectiveness and identify opportunities for further development.

Together, these initiatives will strengthen a culture of continuous learning and professional development among asylum and reception authorities, while at the same time supporting the Agency in further enhancing the quality, relevance and impact of its training.

Quick guide

This report reviews the EUAA’s 2025 training activities, highlighting developments such as its support to Member States in preparation for the entry into application of the Pact, the expansion of accredited modules and efforts to ensure that asylum and reception officials



across Europe are equipped to manage asylum procedures in line with EU standards and the evolving migration landscape.



1. Overview

1.1 Introduction

The *EUAA Annual Training Report 2025* provides a comprehensive overview of training activities carried out by the European Union Agency for Asylum (EUAA) during the reporting year. It adopts a descriptive and evidence-based approach, with the aim of describing the scope, reach and perceived impact of EUAA training. The report presents quantitative and qualitative evidence on training delivery, participation and user feedback, highlighting how training activities supported EU Member States and operational priorities throughout the year.

The main objective of the report is to present key findings in comparison with previous years, identify trends and patterns in training delivery and participation, reflect on user feedback and training outcomes and to position training activities within the broader context of training needs analysis and operational support. The report also highlights forthcoming developments relevant to EUAA training, including future planning priorities.

Following a foreword by the Executive Director, a preface by the head of the Training and Professional Development Centre and an executive summary, Chapter 1 ('Overview') introduces the purpose, scope and structure of the report, along with the methodological elements underlying the analysis. Chapter 2 ('Training activities in 2025') provides a comprehensive overview of training delivery across different forms of support, including permanent support to EU+ countries, operational support, ad hoc training and training related to the implementation of the new Pact on Migration and Asylum, combining key figures with descriptive analysis to illustrate the volume, distribution and focus of activities delivered during the year. Chapter 3 ('Trends') examines developments over time across 13 themes of training content, such as participation, completion, and response rates, and presents an exploratory analysis of changes observed across training content and delivery formats, supporting the identification of emerging patterns and areas for further attention. Finally, Chapter 4 ('User experience, conclusions and future focus') brings together insights from user feedback, links training provision to job-related tasks, presents updates on the EUAA training plan and training catalogue and concludes with reflections on the main findings of the report and the future priorities for EUAA training.

Overall, the annual training report serves as a key analytical and reference document for stakeholders engaged in asylum and migration. By examining training activities, delivery contexts and user perspectives, it supports evidence-based reflection on the effectiveness and relevance of EUAA training. The report also highlights how training contributes to supporting Member States in the implementation of the common European asylum system (CEAS), including preparations related to the Pact on Migration and Asylum. In the context of the Agency's role in fostering quality in asylum procedures, and following the EUAA's accreditation as a training academy, the report contributes to a shared understanding of current achievements and future directions in EUAA training.



1.2 EUAA training data

The EUAA applies a consistent and established approach to the collection and analysis of training data, building on the methodology applied in the previous annual training report. The metrics used in this report are aligned with those presented in the previous report, ensuring continuity and comparability over time. This approach enables the EUAA to monitor training performance in a systematic manner and to assess developments across reporting periods.

Training data are analysed using a set of core metrics that capture both the scale of training delivery and learner engagement. **Training efficiency** metrics provide an overview of training delivery, including participation levels, numbers of learners trained and training sessions delivered across different training activities. These metrics describe the scope and distribution of training activities during the reporting year.

Training effectiveness is assessed through established performance metrics reflecting learner engagement and perceived training outcomes. These include completion rates, response rates to feedback mechanisms and satisfaction rates, which capture participants’ feedback on the training content, delivery methods and overall learning experience. Together, these metrics provide a structured basis for assessing training performance and identifying areas for improvement.

Figure 1. EUAA training data



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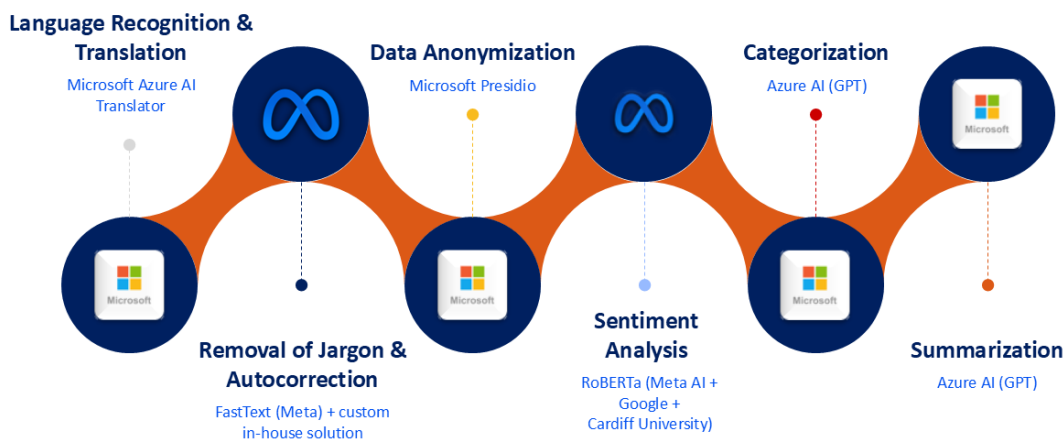
Training data management process

Training data management follows a standardised process that has been consistently applied in recent reporting cycles. Data are collected through training delivery and the participant registration process and are managed centrally in accordance with EU data protection requirements.

The learning management system (LMS) serves as the primary tool for monitoring training activities, enabling the tracking of enrolments, completion status and key performance indicators, along with the automated collection of participants’ feedback. Data extracted from the LMS are transferred to a central data repository, where they are validated, processed and prepared for analysis to ensure consistency and comparability across training activities.

In addition, the EUAA applies an automated, AI-supported process to analyse qualitative learner feedback. This process enables the systematic and consistent examination of open-text responses while ensuring compliance with data protection requirements. Learner feedback is first translated into English, then cleaned through automated autocorrection and the removal of domain-specific jargon, before being anonymised. The prepared data are then analysed using sentiment analysis techniques to quantify overall emotional tone, categorised into five predefined thematic areas and summarised to identify key trends, strengths and areas for improvement across training activities.

Figure 2. EUAA automated process for qualitative learner feedback analysis



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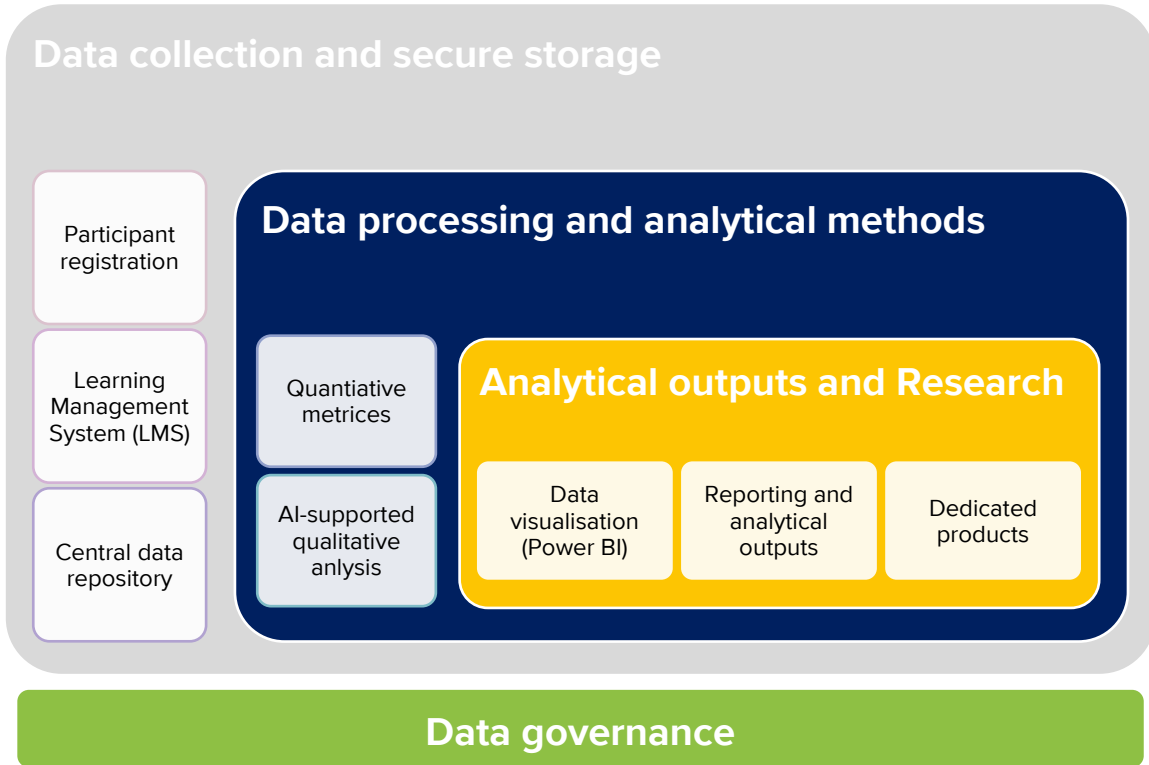
Analytical and visualisation tools, including Microsoft Power BI, are used to support reporting and evaluation by presenting trends and structured outputs in a consistent manner. Data quality and governance are embedded throughout the process through defined roles, standardised procedures and quality checks, ensuring the reliability, integrity and usability of training data.

By applying this methodology, the EUAA ensures a consistent approach to the collection, processing, analysis and governance of training data, supporting both quantitative and qualitative evaluation. This enables evidence-based decision-making, continuous



improvement and a more robust assessment of the long-term impact of EUAA training activities.

Figure 3. Training data management process



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2. Training activities in 2025

2.1 Key figures

The EUAA provides specialised vocational training for asylum and reception officials working with asylum seekers and applicants for international protection. This report presents an overview of the implementation of EUAA training across EU+ countries in 2025, aimed at strengthening capacity within national asylum and reception systems.



As a hub of expertise, the EUAA trains thousands of professionals working in the field of international protection. In 2025, the Agency trained a record 17 339 officials across all training activities offered. With an overall attendance level of 31 751 participations², this indicates that many officials participated in more than one training session.

This represents a significant increase of 79 % compared with the previous year. These participations took place across 1 151 completed training sessions, delivered in 18 languages. The overall satisfaction rate reached 84 %, reflecting the positive reception of the training activities delivered.

Since 2012, EUAA training activities recorded a total of 133 678 participations, with particularly strong engagement observed this year.

² The difference between 'learners trained' and 'participations' is that individual learners can attend multiple sessions. Therefore, 'participations' reflects the total amount of training undertaken/delivered, while 'learners trained' represents the actual number of people undertaking training

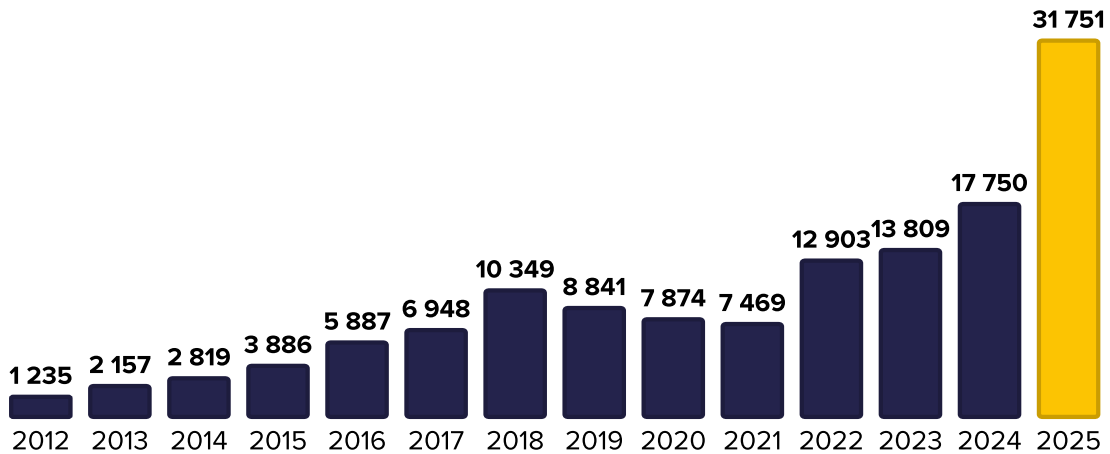


Figure 4. Total participations in EUAA training activities, 2012–2025

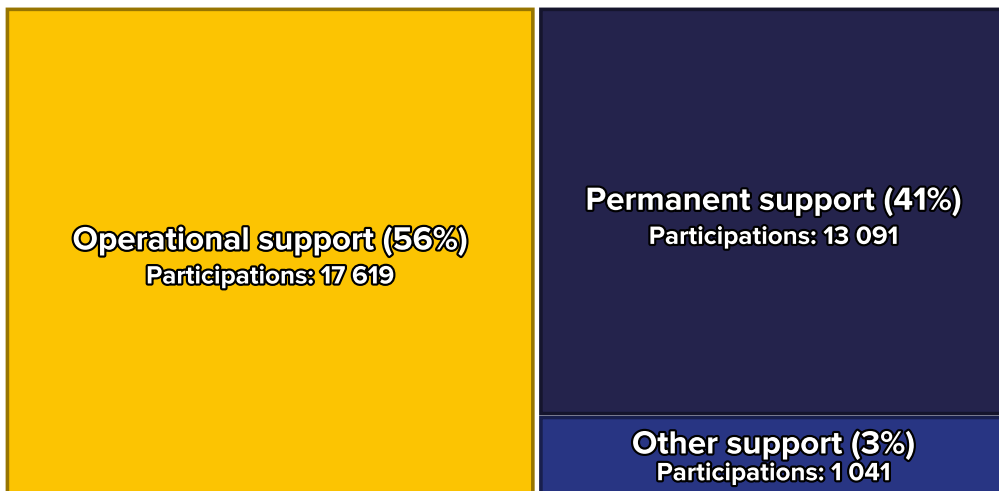
Source: EUAA.

2.2 Overall training activities

The EUAA’s main training activities focused on capacity building in the context of permanent support and operational support provided to Member States. Training was also delivered in the framework of international cooperation, including under roadmaps and other cooperation agreements, and through training for EUAA staff.

Training participation delivered in the context of operational support accounted for the largest share of total participations in 2025, representing 56 %. Permanent support accounted for 41 % of total participations, while other support activities, including international cooperation and EUAA staff training, represented 3 %.

Figure 5. Participations in 2025, by category of training support



Source: EUAA.



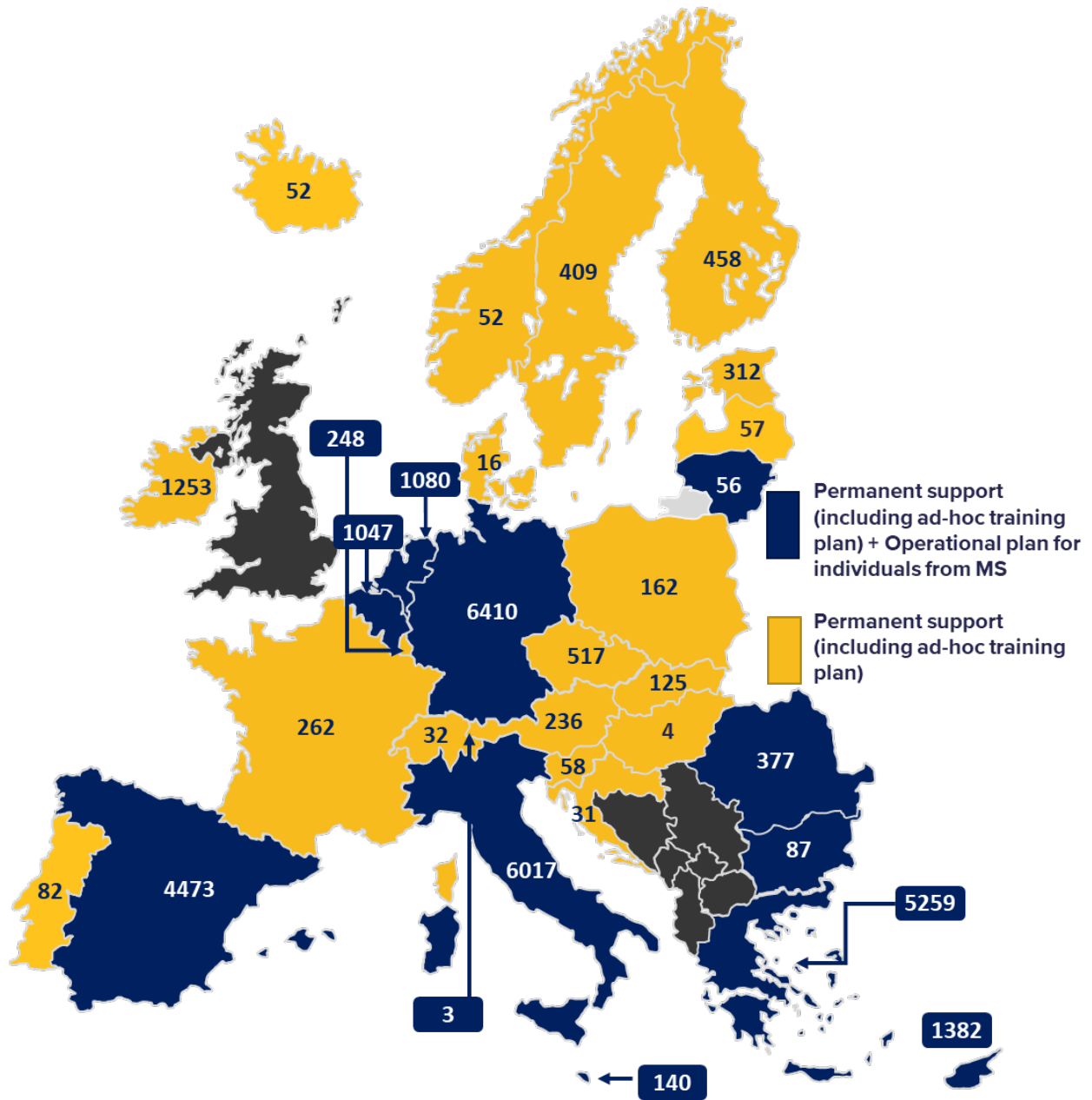
The significant increase in training participation recorded in 2025 was largely driven by the implementation of training related to the Pact on Migration and Asylum. In 2025, 38 % of all training participations (12 101) were recorded in pact-related content, compared with 4 % (688 participations) in 2024. This represents a substantial increase in participation in pact-related training activities.

By comparison, participation in non-pact training content grew more moderately, accounting for 62 % of all participations in 2025 (16 950 participations), compared with 96 % in 2024 (17 062 participations).

Overall, the introduction and expansion of pact-related training activities accounted for most of the increase in total training participations in 2025, contributing approximately 82 % of the overall growth, while 18 % of the increase was related to other training content. This development reflects the growing demand from EU+ countries for training to support the preparation for the implementation of the Pact on Migration and Asylum.



Figure 6. Overview of participations in EU+ countries in 2025



Source: EUAA.

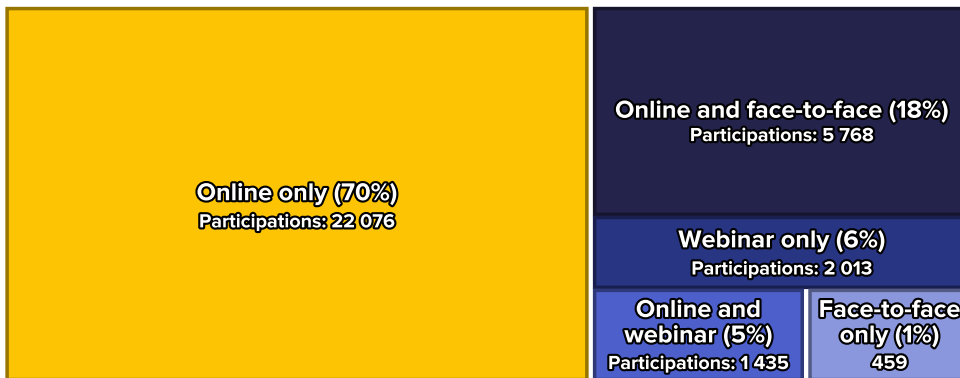
In 2025, more than half of all EUAA training participations were recorded in Germany, Italy and Greece. The 10 countries with the highest participation were all supported through permanent support, including ad hoc training, and operational plans.

The highest numbers of participations were recorded in Germany (6 410), Italy (6 017) and Greece (5 259), followed by Spain (4 473). Other countries with significant participation included Cyprus (1 382), Ireland (1 253), the Netherlands (1 080) and Belgium (1 047).

Additional participations were recorded in Sweden (409), Romania (377), Estonia (312), France (262), Luxembourg (248), Austria (236), Poland (162), Malta (140), Slovakia (125), Bulgaria (87), Portugal (82) and Slovenia (58).



Figure 7. Delivery of training sessions in 2025



Source: EUAA.

In 2025, the majority of EUAA training was delivered through fully online formats, which accounted for 70 % of all participations (22 076). This reflects the continued importance of flexible and accessible digital learning solutions for asylum and reception professionals across EU+ countries.

Blended learning formats, combining online and face-to-face components, accounted for 18 % of participations (5 768), demonstrating the added value of both remote learning and interactive in-person training.

Webinar-only sessions represented 6 % of participations (2 013), while online and webinar combinations accounted for 5 % (1 435). Training delivered exclusively face-to-face represented a smaller share (1 %, or 459 participations).

2.3 Training in the context of permanent support to EU+ countries

The EUAA responds to the training and professional development needs of national authorities by offering permanent support to EU+ countries. The permanent support framework also includes ad hoc training support that enables the Agency to respond more flexibly to requests from Member States and to complement the annual training plan with additional targeted training activities.

In this chapter, figures are presented cumulatively and cover training delivered in the context of permanent support, including ad hoc training support provided to Belgium, Czechia, Estonia, Ireland, Spain, Lithuania and Portugal. For reference purposes, the term ‘permanent support’ is used throughout this report to refer to both permanent support and ad hoc training support activities.

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2.3.1. Overview of training activities in the context of permanent support to EU+ countries

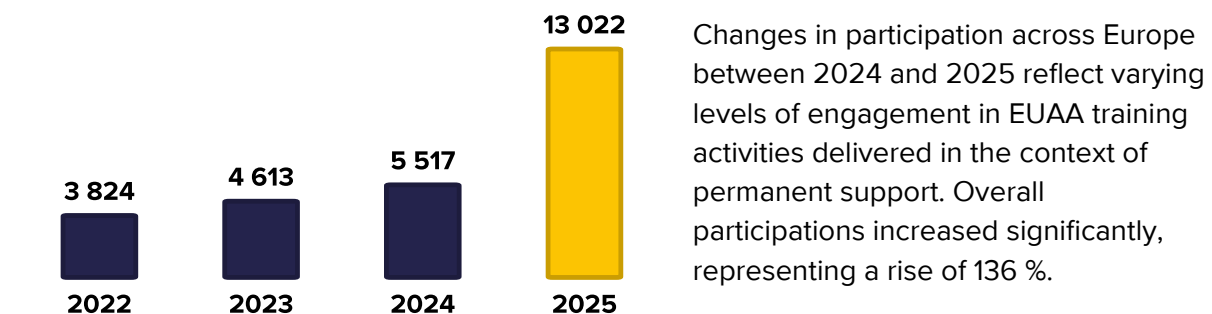
In 2025, training delivered in the context of permanent support recorded a strong increase in participation compared with the previous year. A total of 13 022 participations were recorded, more than doubling the 5 517 participations recorded in 2024. These training activities reached 7 894 officials, highlighting the growing engagement of EU+ countries in EUAA training.



This increase reflects the importance that EU+ countries place on capacity building and the convergence of practices in the field of international protection. In the context of permanent support activities, the EUAA focuses both on induction training for newly recruited staff and on the continuing professional development of more experienced officials. Through a combination of in-person and online training, the EUAA also promotes the exchange of expertise and cooperation among Member States. Training participations facilitated in the context of permanent support to EU+ countries between 2022 and 2025 increased steadily over the period, rising from 3 824 participations in 2022 to 4 613 in 2023, and to 5 517 in 2024.

In 2025, the number of participations increased significantly to 13 022, marking the highest level recorded during the period. This sharp rise reflects the growing demand from EU+ countries for EUAA training activities aimed at strengthening national capacity and supporting the convergence of practices in the field of international protection.

Figure 8. Training participations in the context of permanent support to EU+ countries, 2022–2025



Source: EUAA.

In 2025, the increase in training participation delivered under the permanent support framework was significantly impacted by the delivery of training related to the Pact on Migration and Asylum. The overall growth in participation was largely driven by the implementation of pact-related training content, which increased nearly twenty times compared to 2024.



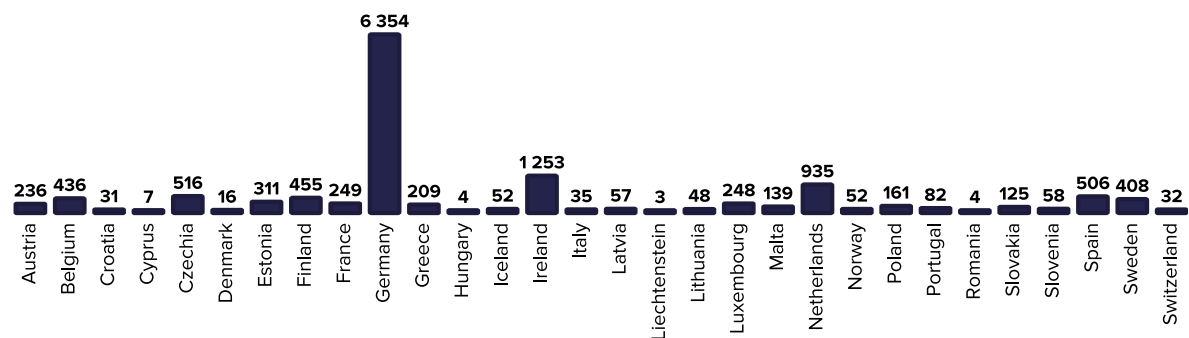
By contrast, participation in non-pact training content rose more relatively, recording an increase of 15 % compared with the previous year. As a result, approximately 90 % of the overall increase in participation in 2025 can be attributed to pact-related training, while 10 % of the growth resulted from other training content. In total, pact-related training accounted for 54 % of all participations facilitated under the permanent support framework in 2025, while 46 % of participations were recorded for other training content. This highlights the central role of EUAA training activities in supporting Member States’ preparations for the implementation of the Pact on Migration and Asylum.

Several countries recorded particularly strong growth in participation, indicating increased demand for EUAA training. Overall, of the 26 976 participations, Germany accounted for the largest share with 6 354 participations, followed by Ireland (1 253) and the Netherlands (935). Significant participation levels were also recorded in Czechia (516), Spain (506), Finland (455) and Belgium (436).

Strong relative growth was observed in a number of EU+ countries. Participation increased substantially in Estonia, rising from 9 participations in 2024 to 311 in 2025, mainly driven by higher participation in foundation and caseworker content. Spain recorded a notable increase in participations, from 32 to 506, largely driven by participation in foundation and caseworker themes delivered under the permanent support framework – a trend similar to that observed in Estonia. Greece also saw a significant rise, with participations growing from 23 in 2024 to 209 in 2025, largely linked to participation in caseworker and country of origin information (COI) and medical country of origin information (MedCOI) content. In Italy, participations increased from only 1 in 2024 to 35 in 2025, with most participations recorded in COI and MedCOI. The cases of Spain, Greece and Italy suggest that, beyond the high level of training delivered under the operational support framework, these Member States are gradually expanding their engagement in EUAA training activities delivered under the permanent support framework.

In addition to the notable increases above, Austria, Ireland and Iceland also saw an increased uptake of EUAA training. Participations in Austria grew from 86 in 2024 to 236 in 2025, while Ireland recorded a strong increase from 527 to 1 253. Iceland also experienced notable growth, rising from 14 to 52 participations.

Figure 9. Number of participations in EUAA training activities in the context of permanent support in 2025, by EU+ country



Source: EUAA.



Conversely, some Member States recorded a decline in participation in training delivered under the permanent support framework. A decrease was observed in Romania, Cyprus and Poland compared to 2024. These variations can reflect shifts in training priorities, changes in delivery frameworks or the completion of previous training cycles, rather than a reduction in overall engagement with EUAA training activities.

2.3.2. Sessions delivered in the context of permanent support



In 2025, a total of 572 training sessions were organised in the context of permanent support (compared with 457 in 2024). Of these, 403 were delivered nationally by EU+ countries (compared with 353 in 2024) and 170 by the EUAA. In total, 64 training sessions were delivered, including 47 modules and 17 tailor-made courses, in 14 languages.

Sessions delivered by the EUAA in the context of permanent support

The EUAA increased its activities under the permanent support framework in 2025, delivering 169 training sessions, representing an increase of 34 % compared with 2024.

- 169 training sessions were delivered by the EUAA, of which:
 - 120 sessions were delivered by the EUAA under the permanent support framework (excluding ad hoc training plans);
 - 49 sessions were delivered under EUAA ad hoc training plans;
 - 2 641 learners were trained, representing a total of 5 117 participations.
- 62 training contents were delivered, including:
 - 45 curriculum modules; and
 - 17 tailor-made courses.
- 43 % of training sessions were delivered fully online, 40 % included at least one face-to-face component and 17 % incorporated a webinar.
- 31 EU+ countries sent 2 166 learners (4 282 participations) to 169 training sessions.
- There was an 87 % satisfaction rate among learners.

(a) Sessions delivered under trainer curriculum



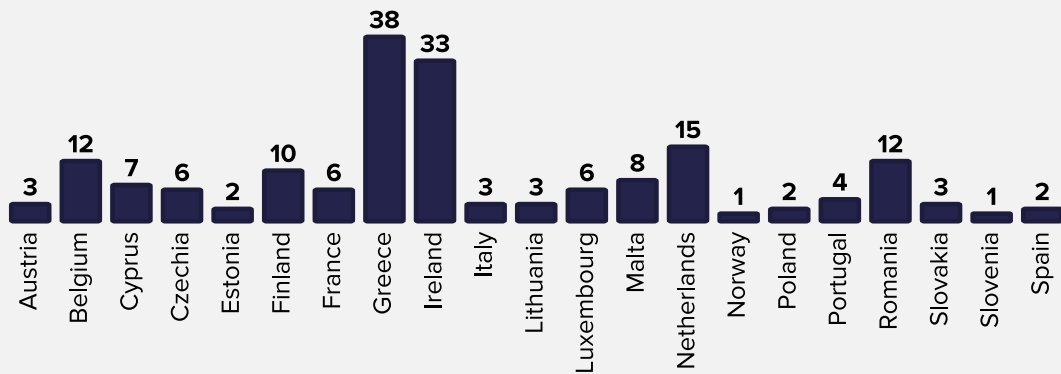


Sessions for trainers under the EUAA trainer curriculum plan

The EUAA delivered 15 sessions under the EUAA trainer curriculum plan in 2025, of which 11 were organised in Malta or online, and 4 were delivered regionally in the Netherlands (1), Belgium (1) and Ireland (2).

- 3 modules targeting future trainers were delivered:
 - ‘Becoming an EUAA trainer and assessor’ (162 participations);
 - ‘Becoming an EUAA assessor’ (41 participations);
 - ‘Introduction to coaching’ (16 participations).
- 21 EU+ countries sent learners to these 15 training sessions.
- There was a 95 % satisfaction rate among learners.

Figure 10. Permanent support: participation in training for trainers in 2025, by EU+ country



Source: EUAA.

(b) Sessions delivered under learner curriculum, content module assessment and tailor-made training

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">150</p> <p style="text-align: center;">sessions delivered by the EUAA</p>	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">59</p> <p style="text-align: center;">content module sessions delivered</p>	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">4 802</p> <p style="text-align: center;">attendees in training activities</p>	<p style="text-align: center; font-weight: bold; font-size: 1.2em;">87 %</p> <p style="text-align: center;">overall satisfaction rate</p>
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Sessions organised by the EUAA under the learner curriculum, content module assessment and tailor-made training

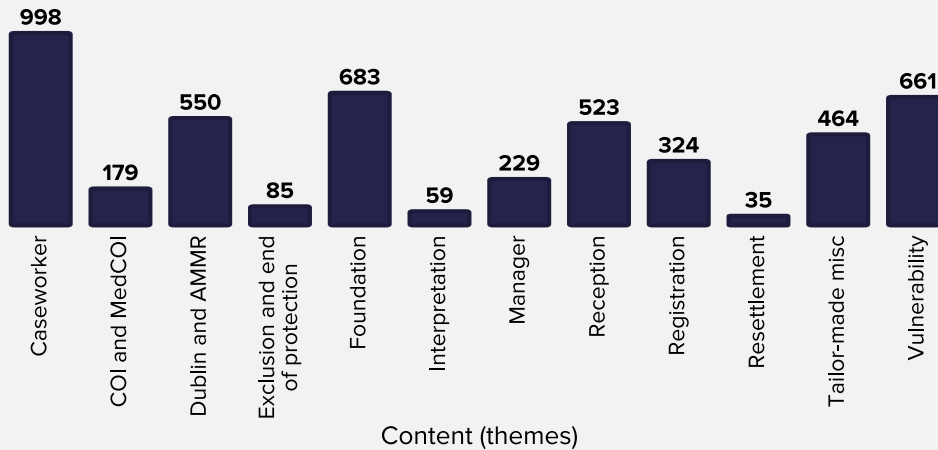
150 training sessions were delivered by the EUAA under the learner curriculum, content module assessment and tailor-made training.

- 59 contents were delivered, of which:
 - 43 EUAA curriculum modules; and



- 16 tailor-made training sessions.
- 2 486 representatives from 31 EU+ countries were trained, representing 4 802 participations.
- There was an 87 % satisfaction rate among learners.

Figure 11. Participations in training sessions organised under learner curriculum, content module assessment and tailor-made training in 2025



Source: EUAA.

Information on content themes is available in the Annex.

Table 1. Top 10 most attended EUAA training contents in 2025 (permanent support across learner curriculum, content module assessment and tailor-made training)

Content	Participations
Tailor-made: ‘The asylum procedure in the Pact on Migration and Asylum’	552
Tailor-made: ‘Vulnerability in the Pact on Migration and Asylum’	517
Tailor-made: ‘The new Asylum and Migration Management Regulation (AMMR)’	491
Tailor-made: ‘The Reception Conditions Directive in the Pact on Migration and Asylum’	363
Tailor-made: ‘Pact on Migration and Asylum: key legislative changes’	352
Module: ‘Introduction to vulnerability’	198
Module: ‘Introduction to the legal framework on fundamental rights and international protection in the EU’	196
Tailor-made: ‘Contingency planning as part of the Pact on Migration and Asylum’	185
Module: ‘Access to the asylum procedure: making an application for international protection’	136
Module: ‘Medical country of origin information (basic)’	130

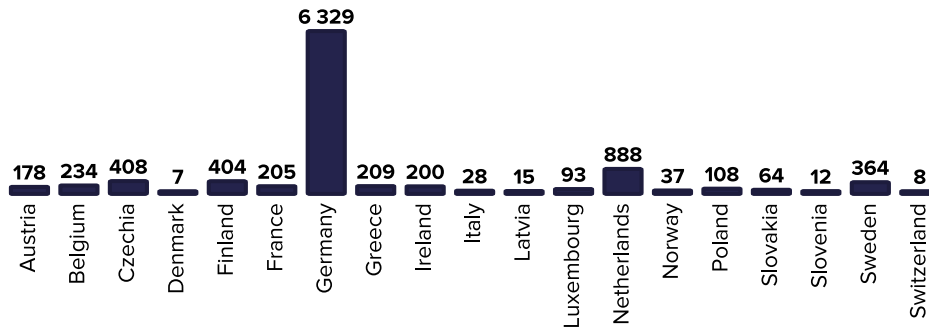
(c) National training sessions

EUAA training was used to complement national training modules. The Agency supported EU+ countries in setting up and delivering national training sessions using European Asylum Curriculum modules. National sessions were organised autonomously by the national administrations and delivered by their national trainers, who have been trained using the EUAA’s train-the-trainer methodology.



19 EU+ countries delivered 403 national training sessions in the context of permanent support. Three out of four national training sessions were delivered by five EU+ countries: Germany (111 sessions), the Netherlands (95), Belgium (34), Finland (30) and Sweden (28). In total, 6 659 learners completed national training on EUAA modules and tailor-made courses in 2025, accounting for 9 791 participations, representing a 137 % increase compared with 2024.

Figure 12. Permanent support: participations in national training sessions in 2025, by country



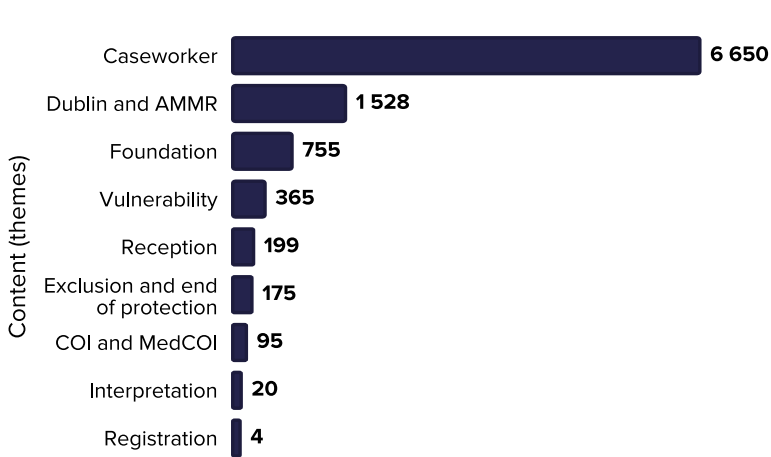
Source: EUAA.

On average, 17 learners completed each national training session. In total, 31 EUAA contents were delivered through national training sessions in the context of permanent support. More than half of all participations were recorded in the two most attended contents: ‘The asylum procedure in the ‘Pact on Migration and Asylum’ (4 098 participations; 42 %) and ‘The new Asylum and Migration Management Regulation (AMMR)’ (1 435 participations; 15 %). This was followed by ‘Inclusion’ (679 participations; 7 %) and ‘Interviewing vulnerable persons’ (547 participations; 6 %).

In total, 403 sessions were delivered in 10 languages. English was the most frequently used language (51 % of sessions), followed by German (25 %), French (9 %), Dutch (8 %) and Czech (4 %).

Approximately 68% of training sessions were delivered in a blended format, combining an online and face-to-face components (276 sessions). Fully online self-paced sessions accounted for 25 % (101 sessions), while a smaller share (26 sessions; 6 %) followed an online and webinar format. Although representing only a quarter of sessions, fully online self-paced delivery generated 67 % of all participations.

Figure 13. Participations in national training sessions delivered by EU+ countries in 2025, by content theme



Caseworker content accounted for almost 7 out of 10 participations in national training delivered by EU+ countries in 2025. It was followed by content on the Dublin III Regulation ⁽³⁾ and the new Asylum and Migration Management Regulation (AMMR) ⁽⁴⁾ (16 %), foundation content (8 %), vulnerability content (4 %), reception content (2 %) and exclusion and end-of-protection content (2 %).

Source: EUAA.

Training content for caseworkers was delivered by 12 EU+ countries, with the largest number of participations recorded in Germany (4 868). Other countries with notable participations included the Netherlands (500), Belgium (152), Sweden (163), Finland (133) and France (84).

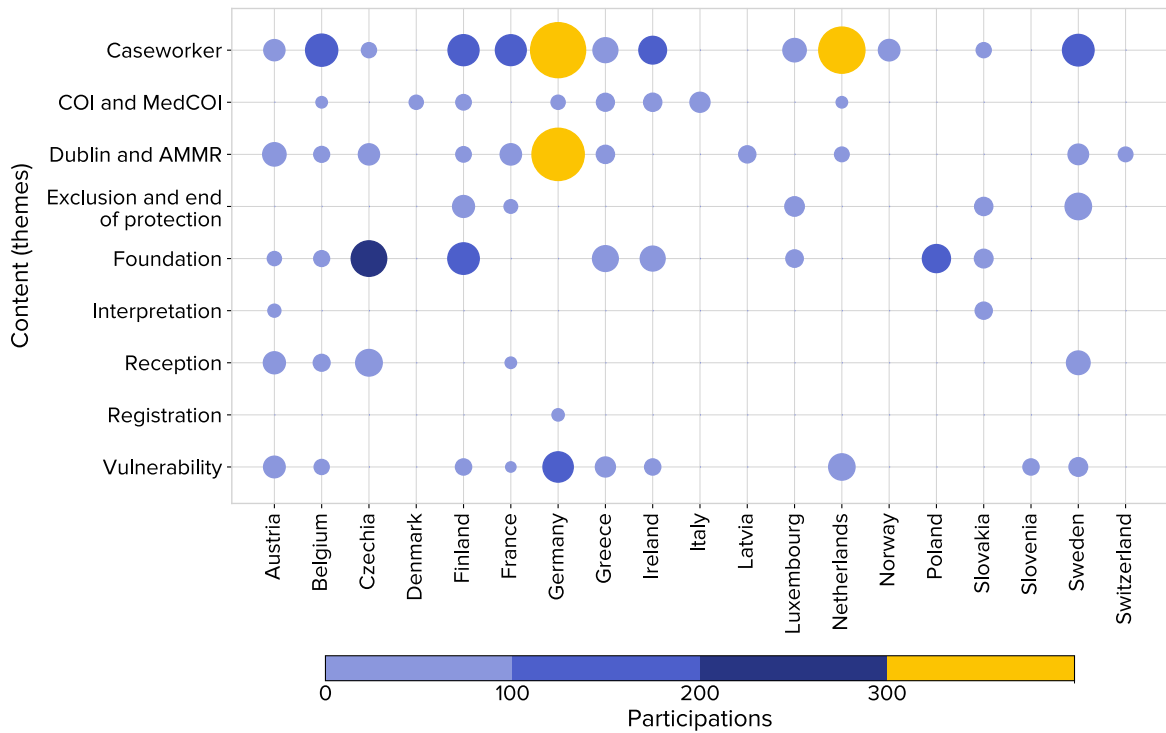
Trainings on the Dublin and AMMR theme were also delivered predominantly in Germany, which accounted for more than 80 % of participations. Additional participation was recorded in Austria (52), France (36), Czechia (35) and Sweden (31).

⁽³⁾ Regulation (EU) No [604/2013](#) of the European Parliament and of the Council of 26 June 2013 establishing the criteria and mechanisms for determining the Member State responsible for examining an application for international protection lodged in one of the Member States by a third-country national or a stateless person (recast).

⁽⁴⁾ Regulation (EU) [2024/1351](#) of the European Parliament and of the Council of 14 May 2024 on asylum and migration management, amending Regulations (EU) 2021/1147 and (EU) 2021/1060 and repealing Regulation (EU) No 604/2013.



Figure 14. Participations in 2025, by content theme and by country



Source: EUAA.

Foundation training content theme was most attended in Czechia (277 participations), followed by Finland (171), Poland (108), Greece (67) and Slovakia (21).

National training on vulnerability content was delivered by nine EU+ countries, with the highest participation recorded in Germany (147) and the Netherlands (84), followed by Austria (38), Greece (28), Sweden (21), Finland (12), Ireland (12), Belgium (9) and France (2).

Training on reception-related content was delivered by five EU+ countries (Belgium, Czechia, France, Austria and Sweden), with the majority of participations recorded in Czechia (87).

The exclusion and end of protection content theme was delivered by five countries, notably Sweden (85 participations), Finland (40), Luxembourg (25), Slovakia (19) and France (1).

In addition, COI and MedCOI content theme was delivered in eight EU+ countries, while interpretation-related content was delivered in two countries. Germany was the only EU+ country to deliver national training sessions on EUAA on registration-related content.

2.3.3. Sessions accredited

The EUAA provides accredited training sessions as part of the European Asylum Curriculum (EAC), designed for asylum and reception officials across Member States. These sessions are integrated into a common training system aimed at supporting the harmonisation of practices in the field of international protection.

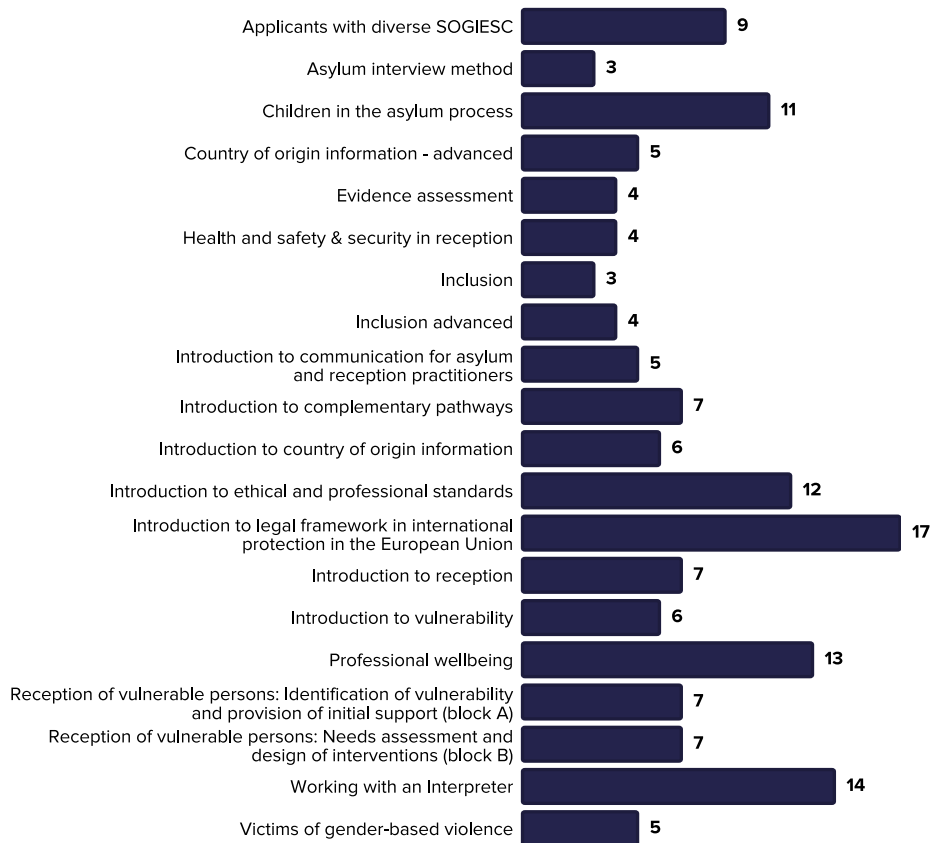


In 2025, the EUAA delivered 29 accredited training sessions under the EAC. As a result, 126 learners were awarded accredited certificates, contributing to a total of 149 awarded accredited certificates delivered across the accredited modules. The overall pass rate reached 80 % across 20 modules offering awards delivered during the year.



Figure 15 illustrates the distribution of sessions delivered per accredited module and “micro credential” in 2025. The highest number of awards/qualifications was recorded for ‘Introduction to the legal framework in international protection in the European Union’ (17), followed by ‘Working with an interpreter’ (14), ‘Professional well-being’ (13) and ‘Introduction to ethical and professional standards’ (12).

Figure 15. Number of awards and qualifications delivered in 2025, by module



Source: EUAA.

2.4 Training in the context of operational support

The EUAA responds to the training and professional development needs of national authorities through operational support activities provided to EU+ countries facing particular operational pressures. Within this framework, the Agency delivers targeted training to support



national authorities involved in asylum and reception procedures, ensuring that officials are equipped with the necessary knowledge and skills to perform their duties effectively. Training delivered in the context of operational support is closely aligned with the operational plans agreed between the EUAA and the beneficiary Member States. These operational plans outline the provision of operational and/or technical assistance to Member States facing disproportionate pressure on their asylum and reception systems, or to those in need of support in fulfilling their obligations under the CEAS. In this chapter, figures present training delivered in the context of operational support activities across EU+ countries supported by the EUAA in 2025.

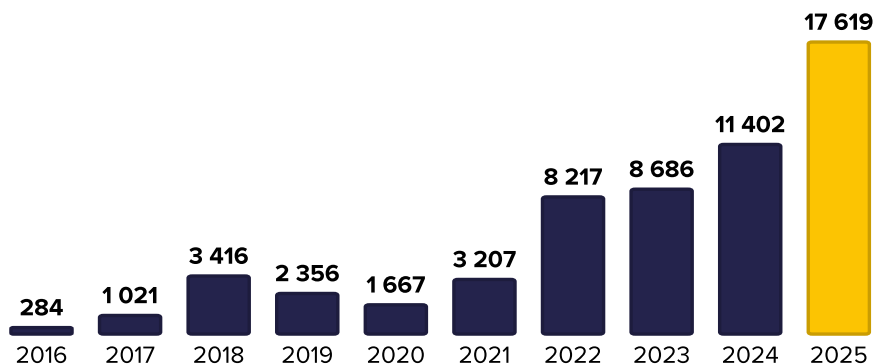
2.4.1. Overview of training activities in the context of operational support

In 2025, training delivered in the context of operational support reached 17 619 participations across EUAA training activities. These activities supported 11 countries under operational plans and reached 9 167 asylum and reception officials trained, highlighting the important role of operational support in strengthening national capacity in situations of increased pressure on asylum and reception systems. The overall satisfaction rate reached 87 %, reflecting the positive reception of the training activities delivered.



Participation in operational support training has increased steadily in recent years, rising from 8 686 participations in 2023 and 11 402 in 2024 to 17 619 in 2025, marking the highest level recorded during the period and a 55 % increase compared with 2024.

Figure 16. Participations in the context of operational support, by year



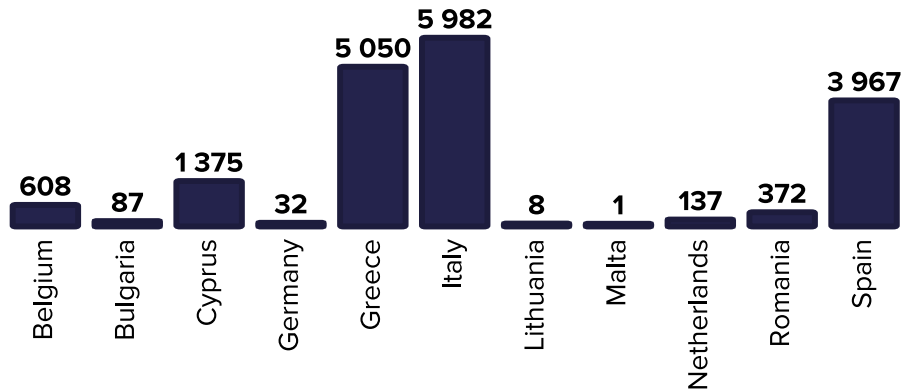
Source: EUAA.

The highest numbers of training participations delivered in the context of operational support were recorded in Italy (5 982 participations) and Greece (5 050), followed by Spain (3 967). Together, these three countries accounted for 85 % of participations delivered under operational support in 2025.



Additional participations were recorded in Cyprus (1 375) and Belgium (608), while more moderate participations level were observed in Romania (372) and the Netherlands (137). Smaller numbers of participations were recorded in Bulgaria (87) and Germany (32), while Lithuania (8) and Malta (1) accounted for only a very limited share of training activities.

Figure 17. Participations in the context of operational support in 2025, by operational plan



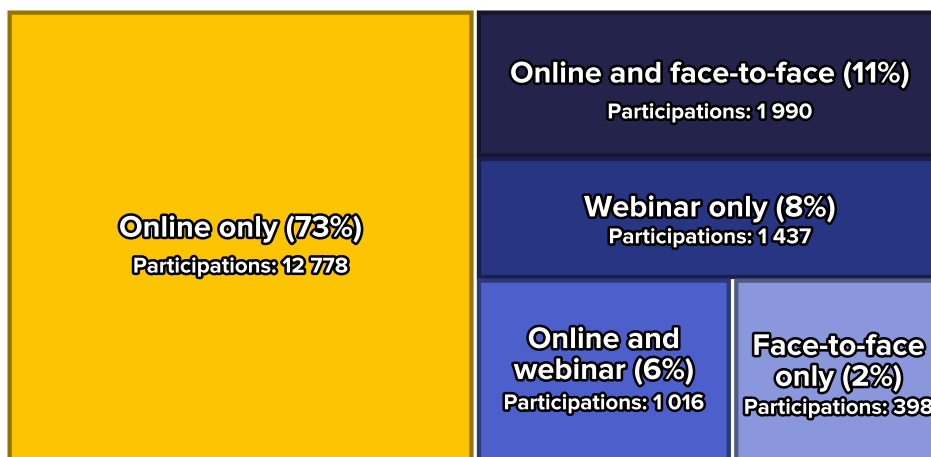
Source: EUAA.

Training sessions that included a face-to-face training component (with at least one face-to-face element) accounted for a total of 2 388 participations in 2025.

Training sessions incorporating a webinar component represented 2 453 participations, combining both webinar-only sessions and blended formats integrating online and webinar delivery.

At the same time, fully online self-paced training remained the dominant delivery mode, accounting for 12 778 participations, representing 73 % of overall participations, and reflecting the continued importance of flexibility and accessibility in EUAA training activities.

Figure 18. Participations in 2025, by method of delivery of training sessions



Source: EUAA.

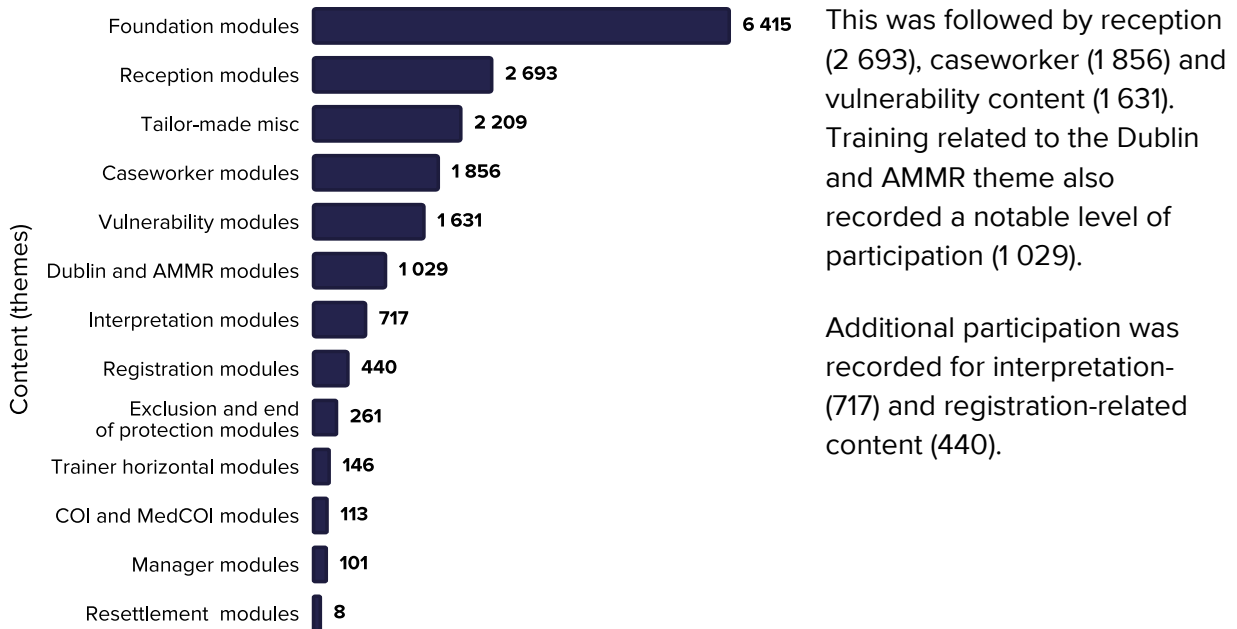
Content of the training activities attended

In 2025, training delivered in the context of operational support covered a broad range of EUAA curriculum themes. Foundation content accounted for the largest share of participations



(6 415), representing 36 % of all participations, and highlighting the continued need to provide induction training for newly recruited asylum and reception officials working under operational plans.

Figure 19. Participations in the context of operational plans in 2025, by content theme



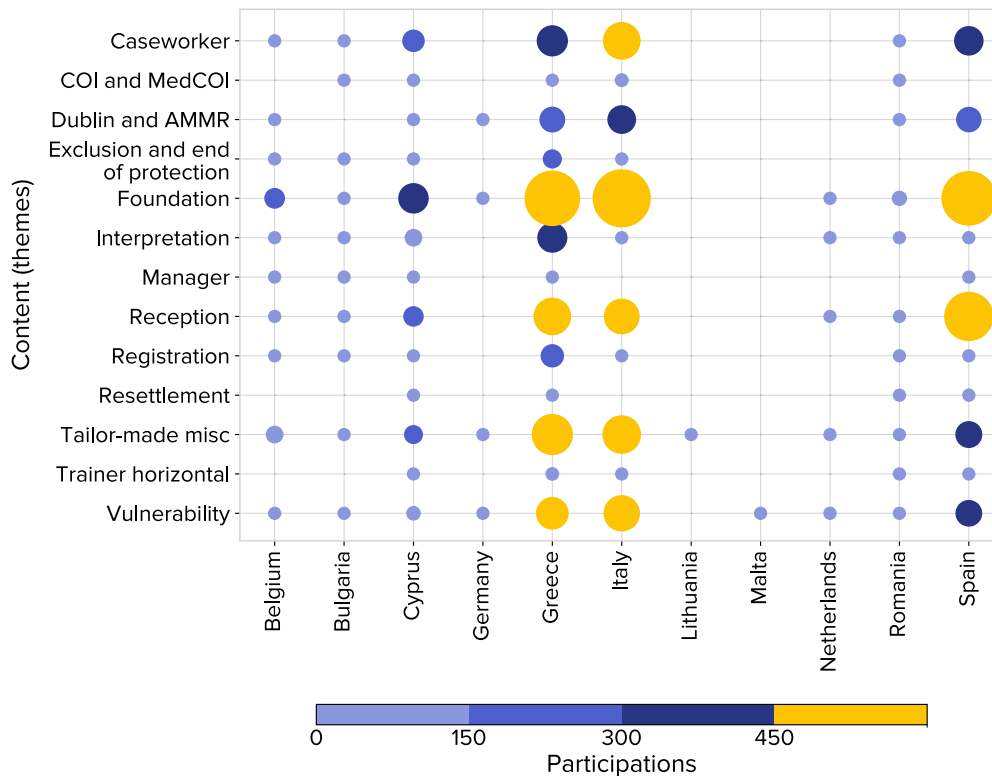
Source: EUAA.

More specialised training areas included exclusion and end of protection (261), trainer horizontal content (146), COI and MedCOI (113) and manager-related theme (101). Training on resettlement accounted for a small number of participations (8), reflecting the more limited scope of these activities within operational support. In addition, tailor-made content theme accounted for 2 209 participations, addressing specific operational needs identified in the framework of EUAA operational plans.





Figure 20. Participations in 2025, by content theme and operational plan



Source: EUAA.

In 2025, under the operational support framework, vulnerability-related training content was the most geographically widespread, with participations recorded under 10 operational plans. The foundation theme also demonstrated strong geographical coverage, with learners from nine operational plans, recording the highest number of participations overall (6 415). This was followed by reception- and interpretation-related content, delivered under eight operational plans, accounting for 2 693 participations for reception theme and 717 for interpretation.

Training content on the caseworker, Dublin and AMMR, and registration themes each reached seven operational plans, recording 1 856, 1 029 and 449 participations, respectively. Training on the exclusion and end of protection, trainer horizontal, COI and MedCOI, and manager themes was recorded under five operational plans, together accounting for 621 participations. Resettlement-related content demonstrated a more limited geographical reach, with learners from four operational plans and eight participations recorded.

2.4.2. Focus on training activities for four operational plans

In 2025, the EUAA delivered a broad range of training activities across operational contexts, targeting asylum case officers, reception staff, interpreters, vulnerability experts and other professionals involved in asylum and reception procedures. The training covered both foundational and specialised modules, strengthening knowledge and practical skills relevant



to the implementation of asylum and reception tasks. It supported staff across different operational roles, from onboarding to more advanced responsibilities.

Training was carried out to prepare officials for the entry into application of the Pact on Migration and Asylum in June 2026, helping national authorities familiarise staff with forthcoming legislative and procedural changes. By combining practical, thematic and legislative components, the training contributed to capacity building and reinforced the effective implementation of asylum and reception procedures in line with the EU asylum *acquis*. Overall, EUAA training delivered under the operational support framework in 2025 equipped staff to address both current operational needs and emerging challenges.

(a) Belgium

In 2025, the EUAA's training activities in Belgium demonstrated notable growth compared with 2024. A total of 608 participations were recorded across all sessions under the Belgium Operational Plan in 2025, representing a marked increase from the 452 participations in the previous year. Overall participant satisfaction remained high at 88.9 %, reflecting continued positive engagement with the training offerings and the relevance of the topics covered to the national context. Onboarding and induction activities remained central to EUAA training in Belgium, with participation at 68 learners and a satisfaction rate of 96.9 %. This underscores the importance of foundational orientation for new staff.

A clear shift in focus towards legislative and policy-oriented training emerged in Belgium in 2025, in preparation for the entry into application of the Pact. 'The asylum procedure in the Pact on Migration and Asylum', 'Vulnerability in the Pact on Migration and Asylum' and 'The Reception Conditions Directive in the Pact on Migration and Asylum' collectively engaged 145 participants, representing nearly one quarter of all participations in 2025. At the same time, other sessions – such as the modules 'Introduction to vulnerability' and 'Introduction to communication for asylum and reception practitioners' – also drew substantial participation,



highlighting the importance of core operational skills alongside legislative preparation. The complementary modules 'Ethical and professional standards' and 'Introduction to the legal framework for fundamental rights and international protection in the EU' supported personnel in maintaining a solid understanding of essential procedures and professional responsibilities.

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Participation levels and satisfaction rates indicate that training was well received, with all sessions reporting satisfaction rates above 84 % and a large number achieving rates above 90 %. This consistency demonstrates the continuing relevance and effectiveness of EUAA training in Belgium, supporting officials in undertaking their duties in asylum and reception effectively. Specialised modules, including 'Interpreting in the reception context', 'Professional



well-being' and 'Conflict management and mediation in reception', further contributed to enhancing staff readiness and confidence in handling complex operational tasks.

Overall, EUAA training delivered in 2025 under the framework of the Belgium Operational Plan combined induction, practical skills and thematic content. The high levels of participation and satisfaction suggest that training effectively supported staff in navigating their roles.

(b) Cyprus

In Cyprus, a diverse range of training modules were delivered under the framework of the operational plan in 2025, with a total of 1 375 participations and an overall satisfaction rate of 88.2 %. The training combined thematic, operational and legislative components.



The most widely attended sessions focused on operational skills and communication, with the modules 'Introduction to ethical and professional standards' and 'Introduction to communication for asylum and reception practitioners' together accounting for nearly a quarter (23.3 %) of all participations in Cyprus in 2025. These sessions highlighted the importance of ensuring that staff are well equipped to carry out their core duties in reception and asylum procedures, and both

achieved satisfaction rates of 89 %.

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Training in preparation for the Pact remained a key focus, with tailor-made sessions including 'The asylum procedure in the Pact on Migration and Asylum', 'Vulnerability in the Pact on Migration and Asylum', 'The Reception Conditions Directive in the Pact on Migration and Asylum', and 'The new Asylum and Migration Management Regulation (AMMR)'. More specialised training was offered in areas such as 'Interpreting in the asylum context', 'Working with an interpreter' and 'Introduction to reception', covering key practical aspects including case handling.

Overall, EUAA training in Cyprus in 2025 effectively responded to operational and legislative priorities. By combining core training with sessions on emerging legislative developments and targeted operational priorities, EUAA training helped officials prepare for current and emerging challenges.

(c) Italy

The EUAA delivered a significant volume of training in Italy in 2025 under the framework of the Operational Plan, with 5 982 participations and a satisfaction rate of 88.3 %. As in other Member States, training addressed both operational needs and evolving legislative developments, particularly with a view to the upcoming entry into application of the Pact.

Training activities covered both foundational and specialised topics, supporting staff working in asylum processing, reception, and operational coordination. The most widely attended



sessions focused on vulnerability and legislative developments related to the Pact. For instance, the module on 'Introduction to vulnerability' recorded the highest participation, reflecting the continued importance of strengthening the identification and support of applicants with specific needs. High levels of participation were also recorded for tailor-made sessions addressing key elements of the new legislative framework, including 'The Reception Conditions Directive in the Pact on Migration and Asylum', 'Vulnerability in the Pact on Migration and Asylum', 'The Asylum Procedure in the Pact on Migration and Asylum', and 'The new Asylum and Migration Management Regulation (AMMR)'. These sessions supported national authorities in preparing for upcoming changes to EU asylum and migration legislation and their operational implications. Taken together, these sessions accounted for more than one quarter of all participations under the Italy Operational Plan in 2025.

Additional tailor-made sessions addressed operational needs linked to EUAA activities in the field. These included specialised training designed for personnel working in EUAA operations, such as pre-deployment induction training and training on topics such as 'Introduction to the Screening Regulation' and 'Communication in emergencies.'

Overall, EUAA training delivered under the Italy Operational Plan in 2025 combined legislative, operational and thematic components, enabling asylum and reception officials to consolidate knowledge and skills across multiple operational areas. The consistently high satisfaction rates, along with the high levels of engagement, indicate that EUAA training effectively met operational needs.

(d) Romania

EUAA training delivered under the framework of the Romania Operational Plan accounted for a total of 372 participations in 2025, with an overall satisfaction rate of 91.6 %, indicating strong engagement and positive feedback from learners.

EUAA training in Romania placed a clear emphasis on vulnerability-related topics, which attracted the highest levels of participation. For instance, the module 'Introduction to vulnerability' was the most attended session, with 61 learners and a satisfaction rate of 93.1 %. In addition, several tailor-made sessions addressed specialised protection themes and evolving legal developments. For instance, 'Slavery and severe human exploitation as persecution' and 'Introduction to the Screening Regulation' both attracted substantial participation and recorded satisfaction rates above 94 %. In parallel, training on vulnerability in the Pact supported staff in strengthening their understanding of vulnerability considerations in light of the Pact's forthcoming application. The module 'Introduction to the legal framework on fundamental rights and international protection in the EU' further contributed to reinforcing knowledge of the broader legal context underpinning asylum procedures.

More specialised training was offered in areas such as 'Gender, gender identity and sexual orientation', 'Inclusion', 'Asylum interview method', 'Interpreting in the asylum context' and 'Conflict management and mediation in reception'. These sessions supported staff in managing a variety of procedural, communication and operational challenges.



Overall, EUAA training delivered in Romania in 2025 combined thematic, operational and legislative elements. The consistently high satisfaction rates suggest that the training was very well received.

2.5 Training in the context of the new Pact on Migration and Asylum

In 2025, the EUAA delivered tailor-made training on the new Pact on Migration and Asylum, contributing to strengthening national preparedness for its implementation by supporting asylum and reception authorities in understanding the new regulatory framework and its practical application.

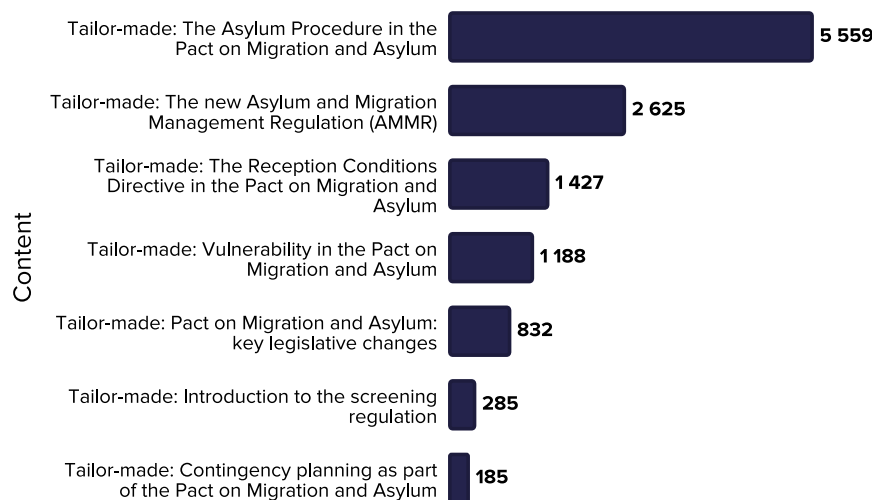
In total, 146 training sessions were delivered, including 83 sessions conducted directly by the EUAA, while 63 sessions were delivered by EU+ countries. These activities reached 7 997 individuals trained, resulting in 12 101 total participations, indicating that many participants attended more than one session.



In 2025, the highest number of participations was recorded in training on the asylum procedure in the Pact on Migration and Asylum, with 5 559 participations, followed by ‘The new Asylum and Migration Management Regulation (AMMR)’ (2 625) and ‘The Reception Conditions Directive’ (1 427).

Other sessions addressed topics such as ‘Vulnerability in the Pact’ (1 188), ‘Key legislative changes’ (832) and ‘Introduction to the Screening Regulation’ (285). A smaller number of participations were recorded for training on contingency planning as part of the Pact (185).

Figure 21. Participations in training sessions on the Pact on Migration and Asylum in 2025, by content type

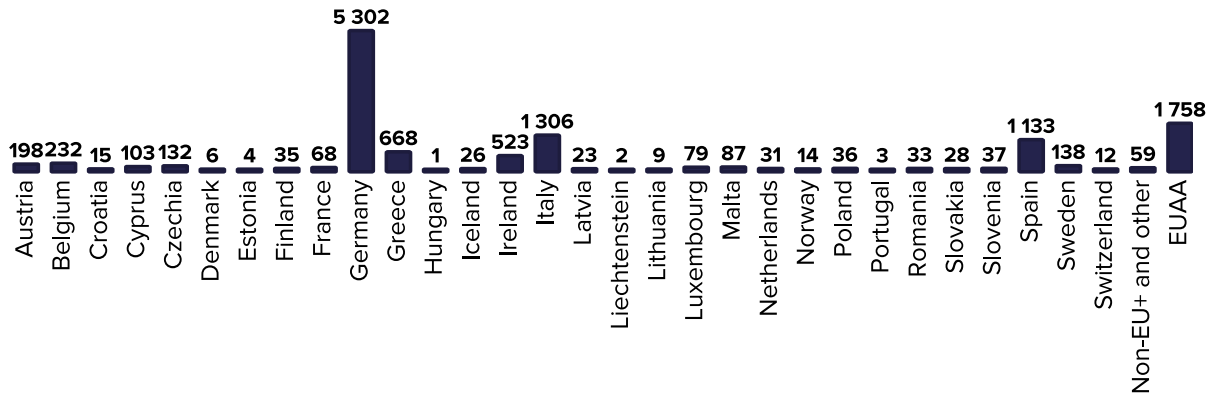




Source: EUAA.

In 2025, the highest number of participations was recorded in Germany (5 302), followed by Italy (1 306) and Spain (1 133). Other countries with notable participation included Greece (668) and Ireland (523), while more moderate participation levels were observed across several other EU+ countries. In addition, 1 758 participations were recorded for EUAA staff, and 56 for non-EU+ participants.

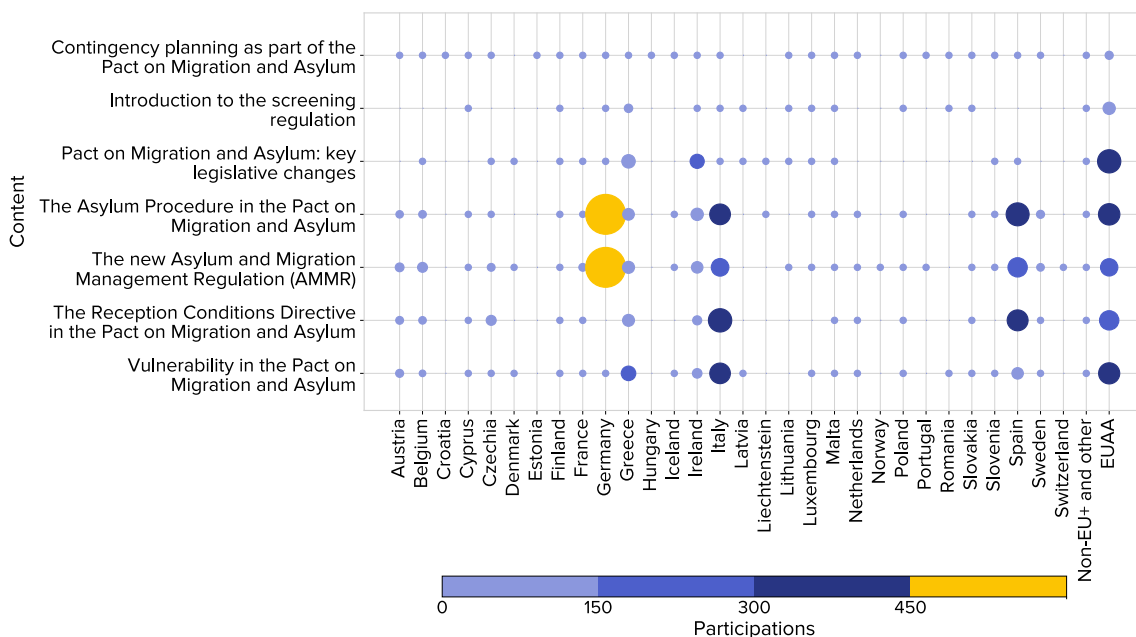
Figure 22. Participations in training sessions on the Pact on Migration and Asylum in 2025, by country



Source: EUAA.

In 2025, tailor-made training developed for ‘Contingency planning as part of the Pact on Migration and Asylum’ was the most geographically widespread across EU+ countries. Representatives from 25 EU+ countries attended this training. At the same time, it recorded the lowest overall participation volume among all training on the Pact, with 185 participations.

Figure 23. Participations in 2025, by content topic and by country



Source: EUAA.



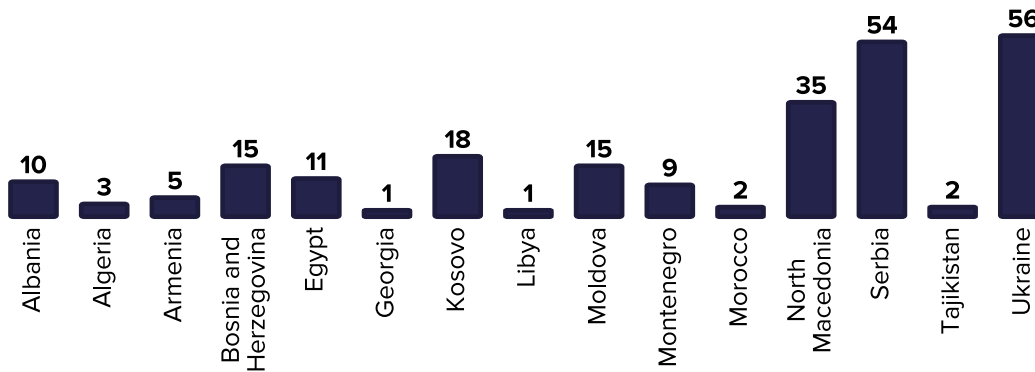
The new AMMR training also demonstrated strong geographical reach, with learners from 24 EU+ countries, and 2 625 participations. This was followed by ‘Vulnerability in the Pact’, which reached 22 EU+ countries and recorded 1 188 participations. ‘The asylum procedure in the Pact on Migration and Asylum’ reached 20 EU+ countries and recorded the highest number of participations overall – 2 790.

Training on key legislative changes recorded 822 participations and was attended by representatives from 16 EU+ countries, while ‘The Reception Conditions Directive in the Pact on Migration and Asylum’ reached 15 EU+ countries with 1 403 participations. ‘Introduction to the Screening Regulation’ demonstrated a more limited geographical reach, with learners from 13 EU+ countries and 285 participations.

2.6 International cooperation

In addition, training was delivered in countries collaborating with the EUAA as part of the Agency’s external cooperation strategy. In 2025, 158 individuals from 15 third countries participated in EUAA training activities, representing 237 participations.

Figure 24. Non-EU-country participations in EUAA training in 2025

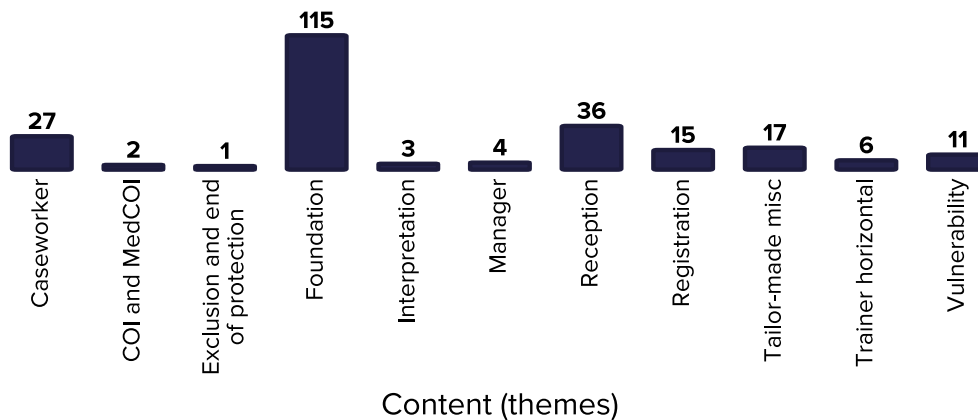


Source: EUAA.

In 2025, the highest number of participations among third-country representative was recorded for Ukraine (56) and Serbia (54), followed by North Macedonia (35). Additional participations were recorded for Kosovo (18), Bosnia and Herzegovina (15) and Moldova (15), indicating continued engagement with partners in the Western Balkans and Eastern Partnership regions. Lower participation levels were recorded for Armenia (5), Algeria (3), Morocco (2) and Tajikistan (2), while Georgia and Libya each recorded one participation.



Figure 25. Participations in EUAA training from learners third countries in 2025, by content theme



Source: EUAA.

In 2025, the highest number of participations among learners from third countries in EUAA training activities was recorded in foundation-related training content theme (115), followed by reception (36) and caseworker content theme (27). Additional participations were recorded in tailor-made training activities (17) and registration (15), while vulnerability-related content theme accounted for 11 participations.

Lower levels of participation were observed in content dedicated to trainers (6), managers (4), interpretation (3) and COI and MedCOI (2). Training on exclusion and end of protection recorded one participation, representing the most specialised topic within the distribution.

2.7 EUAA staff training

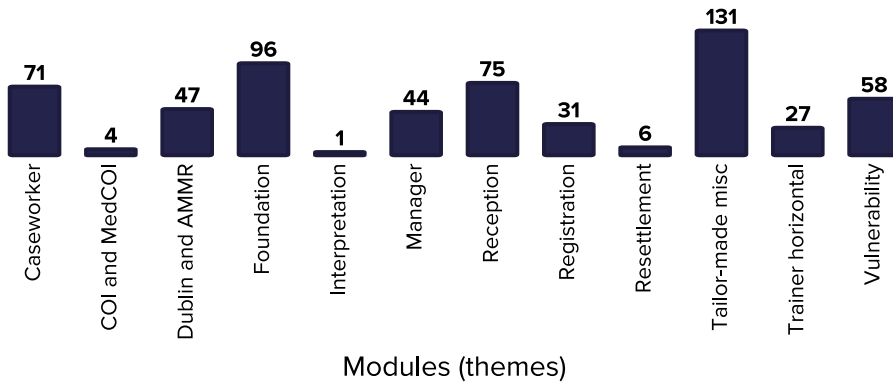
In 2025, the EUAA also delivered training outside the frameworks detailed above. This included training for in-house staff.

Overall, the Agency trained 244 EUAA staff members across all training activities offered, representing a total of 591 training participations across 54 content themes.

Among EUAA staff, the highest participation was recorded in tailor-made training activities (131), followed by foundation (96), reception (75) and caseworker content theme (71). These areas represent core competencies required for EUAA staff supporting asylum and reception activities.



Figure 26. Participations of EUAA staff in 2025, by content theme



Source: EUAA.

Additional participations were recorded in content related to vulnerability (58) and Dublin and the AMMR (47). Training related to managers (44) and registration-focused theme (31) also attracted notable participation, supporting management competencies and operational procedures.

More moderate participation levels were observed in trainer horizontal content (27) and resettlement (6), while the COI and MedCOI theme recorded four participations and interpretation-related content recorded one participation, representing more specialised training areas.



3. Trends

3.1 Trends in delivery

The EUAA has been delivering training since 2012, offering a comprehensive EUAA training catalogue of 82 modules and tailor-made courses. In 2025, a total of 68 training contents were delivered, of which 54 were EUAA modules and 15 were tailor-made courses.

This chapter presents data on training participations across 13 thematic areas. The figures and trends reflect all participations across all training sessions and delivery frameworks. The content offered through the EUAA training catalogue are grouped and presented under the following 13 themes.

Table 2. EUAA training content themes ⁽⁵⁾

Caseworker content
Foundation content
Reception content
Vulnerability content
Exclusion and end-of-protection content
Interpretation content
Dublin and AMMR content
COI and MedCOI content
Trainer horizontal content
Manager content
Registration content
Resettlement content
Tailor-made misc. content

Source: EUAA.

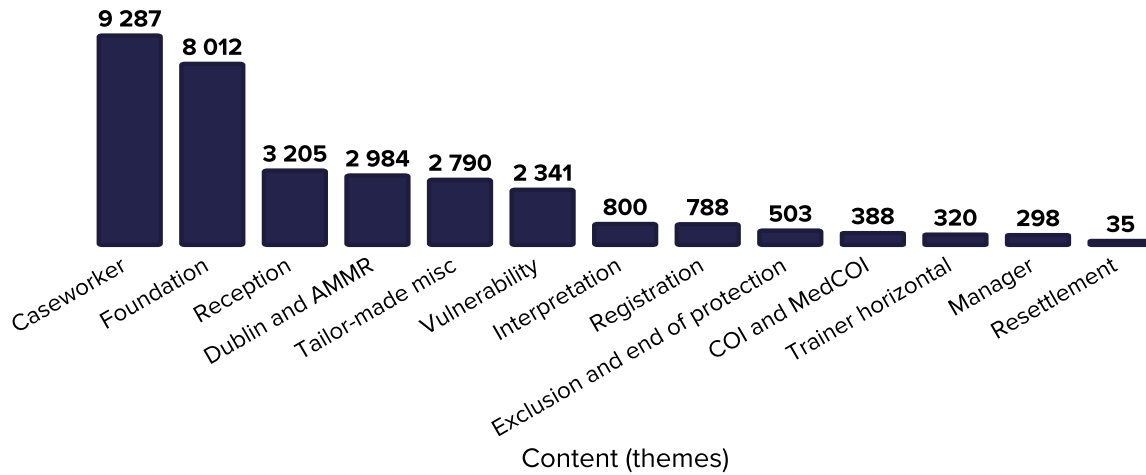
⁽⁵⁾ ‘Tailor-made miscellaneous’ is a miscellaneous category that includes additional tailor-made courses, along with tailor-made courses that do not clearly fit into the existing themes, for example those concerning temporary protection.



A detailed list of content by theme is available in the Annex, which also contains a factsheet for each theme, outlining the number of participations per content type.

Themes of content followed in 2025 ⁽⁶⁾

Figure 27. Participations in EUAA training in 2025, by content theme



Source: EUAA.

In 2025, 9 287 training participations were recorded in content developed for caseworkers, representing the largest share of overall engagement. Foundation content followed closely with 8 012 participations. Together, these two themes accounted for more than half of all participations in 2025.

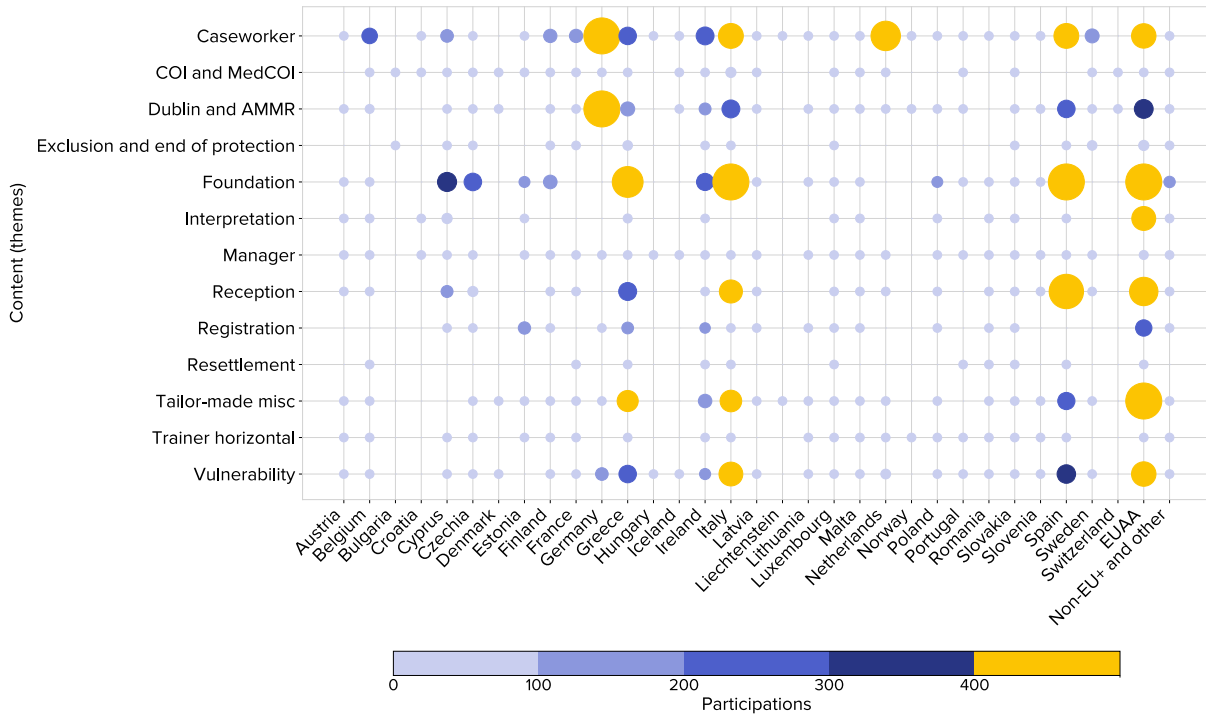
Reception (3 205), Dublin and AMMR (2 984) and tailor-made miscellaneous training (2 790) also recorded substantial participation.

Additional participations were recorded in vulnerability (2 341), interpretation (800), registration (788), exclusion and end of protection (503) and COI and MedCOI (388). More specialised themes, such as trainer horizontal (320), manager (298) and resettlement (35), demonstrated more targeted participation patterns.

⁽⁶⁾ Includes participations across all training frameworks.



Figure 28. Participations in EUAA training in 2025, by content theme and by country



Source: EUAA.

In 2025, training content developed for caseworkers was the most geographically widespread across EU+ countries. Representatives from 28 EU+ countries attended at least one caseworker training content session, and the category also recorded the highest overall participation volume among all content themes (9 287 participations).

Content targeting managers (26 EU+ countries; 298 participations), along with Dublin and AMMR (25 EU+ countries; 2 984 participations) and vulnerability content (25 EU+ countries, 2 341 participations), also demonstrated a strong geographical reach.

Tailor-made miscellaneous content reached 23 EU+ countries and recorded 2 790 participations. Similarly, trainer horizontal content was followed by representatives from 21 EU+ countries (320 participations).

Training content related to COI and MedCOI (388 participations), along with reception and foundation, reached more than 19 EU+ countries. Foundation training content recorded particularly high participations (8 012), while reception-related content accounted for 3 205 participations. Registration-related content (788 participations) was attended by representatives from 15 EU+ countries.

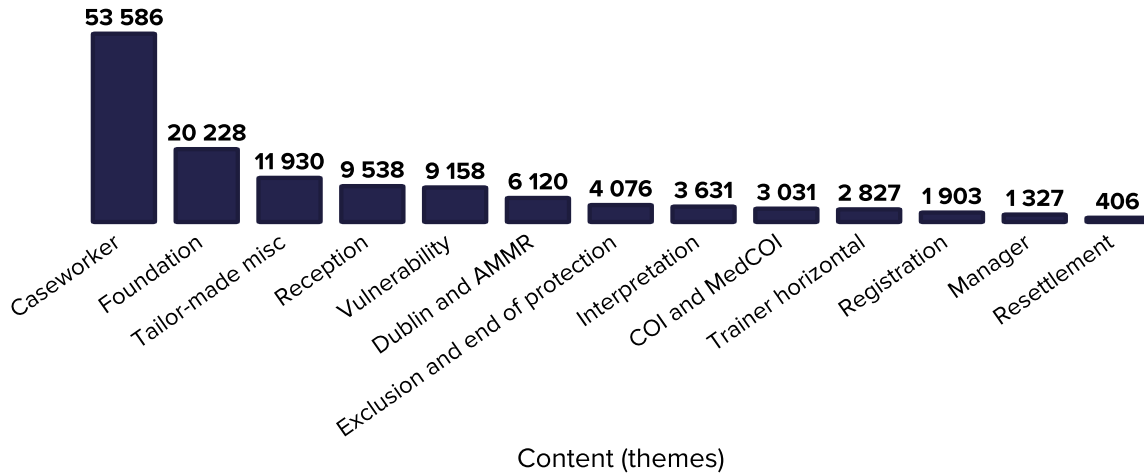
More specialised themes, such as exclusion and end of protection (12 EU+ countries; 503 participations), interpretation (13 EU+ countries; 800 participations) and resettlement (10 EU+ countries; 35 participations), demonstrated more limited geographical reach but more targeted engagement.



Overall, 10 training content themes were attended by representatives from at least 19 EU+ countries, demonstrating the broad geographical reach of EUAA training activities.

Content themes between 2012 and 2025

Figure 29. Participations in EUAA training between 2012 and 2025, by content theme



Source: EUAA.

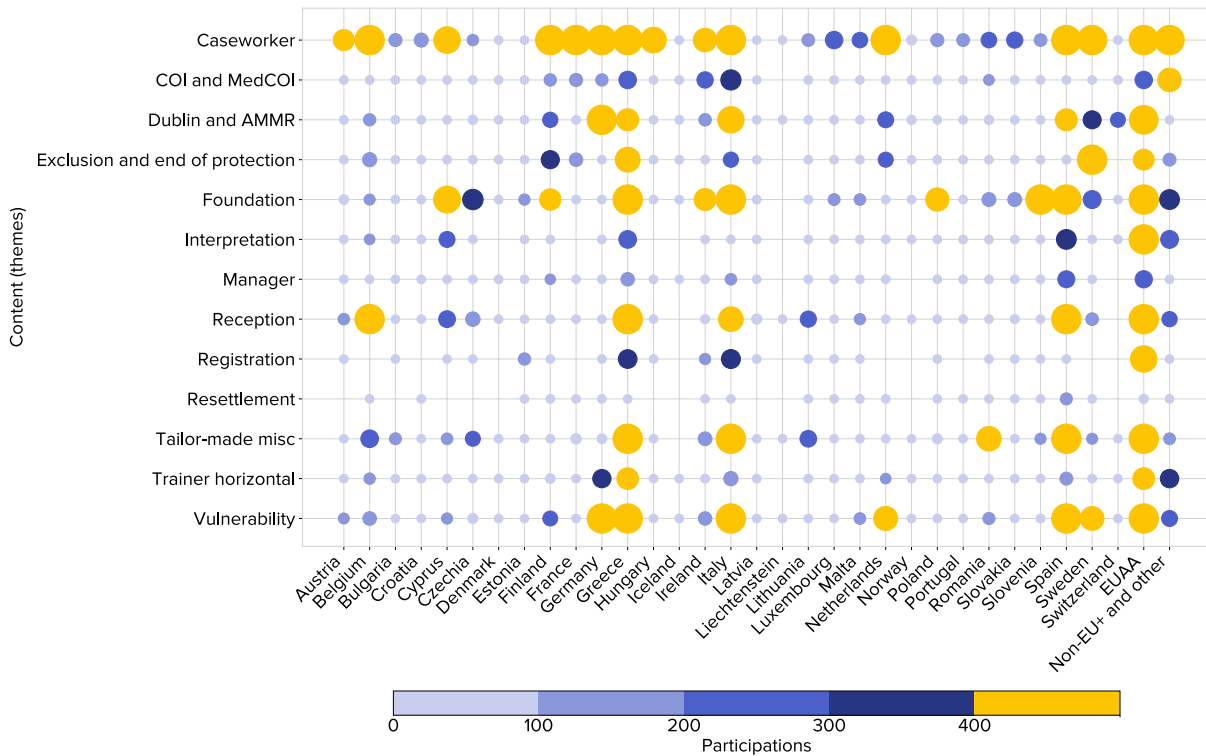
Between 2012 and 2025, training content developed for caseworkers accounted for the largest cumulative share of participations, totalling 53 586. Foundation content followed with 20 228 participations, ahead of tailor-made content (11 930), reception content (9 538) and content addressing vulnerability (9 158).

Specialised thematic content also recorded substantial engagement. The Dublin and AMMR theme accounted for 6 120 participations, while exclusion and end-of-protection content reached 4 076 participations. Interpretation-related training registered 3 631 participations, and the COI and MedCOI theme registered 3 031.

Trainer horizontal content recorded 2 827 participations, while registration-related content saw 1 903. Over the reporting period, manager-focused content accounted for 1 327 participations and resettlement content recorded 406 participations.



Figure 30. Participations in EUAA training between 2012 and 2025, by content theme and by country



Source: EUAA.

Between 2012 and 2025, caseworker training content accounted for the largest cumulative share of participations, reaching 53 586, and demonstrated the widest geographical coverage, with representatives from 31 EU+ countries.

Foundation content followed with 20 228 participations and coverage across 30 EU+ countries. Tailor-made training content (11 930 participations; 30 EU+ countries) and reception-focused content (9 538 participations; 29 EU+ countries) also demonstrated substantial and geographically diverse engagement. Vulnerability-related content recorded 9 158 participations and reached 31 EU+ countries.

Specialised thematic content likewise recorded significant participation over the reporting period. Content related to Dublin and the AMMR accounted for 6 120 participations and reached 31 EU+ countries. Exclusion and end of protection recorded 4 076 participations (29 EU+ countries), while interpretation content reached 3 631 participations (26 EU+ countries), and COI and MedCOI content saw 3 031 participations (30 EU+ countries).

Trainer horizontal content (2 827 participations; 30 EU+ countries), registration content (1 903 participations; 20 EU+ countries), manager-focused content (1 327 participations; 28 EU+ countries) and resettlement-related content (406 participations; 20 EU+ countries) reflect more targeted yet strategically important areas of engagement within the overall training activities.

Overall, between 2012 and 2025, 11 content themes reached at least 26 EU+ countries.



Trends on content themes between 2012 and 2025

While foundation training content recorded the highest levels of participation cumulatively between 2012 and 2024, caseworker training content took the lead in 2025, accounting for approximately 30 % of all participations (9 287). Notably, content under the themes of foundation, reception, Dublin and the AMMR, tailor-made training, vulnerability, interpretation and registration each recorded their highest annual participation levels in 2025.

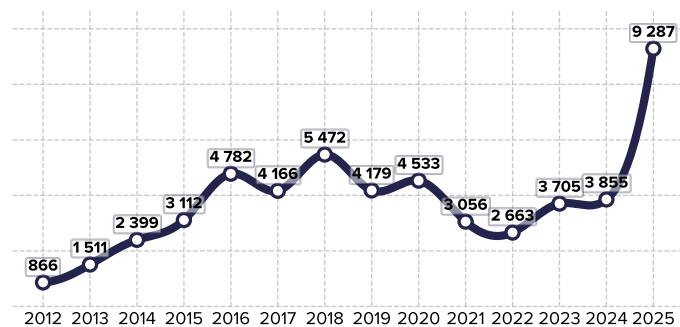
Foundation content followed closely, accounting for 25 % (8 012 participations). Reception-related content represented 10 % of total participations (3 205), while content on Dublin and the AMMR accounted for 9 % (2 984 participations). Tailor-made training content contributed also to almost 9 % (2 790 participations), and vulnerability-related training represented 7 % (2 341 participations).

More specialised themes accounted for smaller but still relevant shares of overall participation. Interpretation-related content represented 3 % (800 participations), registration 2 % (788), exclusion and end of protection almost 2 % (503), COI and MedCOI 1 % (388) and trainer horizontal 1 % (320). Manager-focused content accounted for 0.9 % (298 participations), while resettlement-related content represented 0.1 % (35 participations).

Compared with 2024, 2025 saw particularly strong growth in content related to Dublin and the AMMR, caseworker, reception and registration training. Meanwhile, some themes, such as interpretation, manager-focused and resettlement content, recorded lower participation levels compared with the previous year.

Each content theme is analysed separately in the sections below, providing further insights into trends, geographical coverage and participation patterns.

Figure 31. Participations in caseworker content

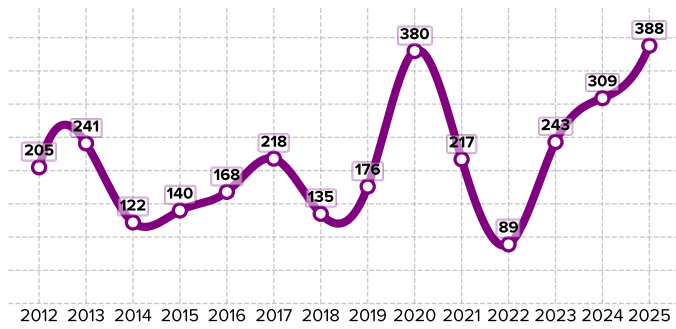


Source: EUAA.

In 2025, caseworker content recorded a significant increase in participations (141 %) compared with the previous year. The new tailor-made module ‘Statelessness and inclusion in international protection’ was introduced, recording 50 participations. ‘The asylum procedure in the Pact on Migration and Asylum’ recorded the most marked growth, increasing from 145 participations in 2024 to 5 559 in 2025, representing a more than 30-fold increase.



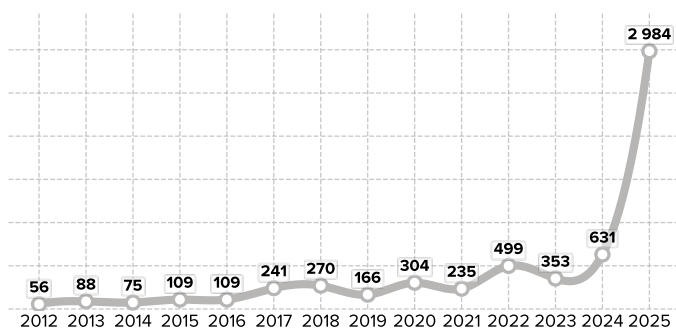
Figure 32. Participations in COI and MedCOI content



Source: EUAA.

In 2025, COI and MedCOI content recorded a 26 % increase in participations compared with the previous year. Two new modules – ‘Introduction to country of origin information’ and ‘Country of origin information – advanced’ – were introduced, recording 15 and 14 participations, respectively. In addition, ‘Medical Country of Origin Information (basic)’ registered a significant increase of 129 %. Conversely, the ‘Country of origin information’ module recorded a decrease of 18 %, declining from 223 to 182 participations.

Figure 33. Participations in Dublin and AMMR content

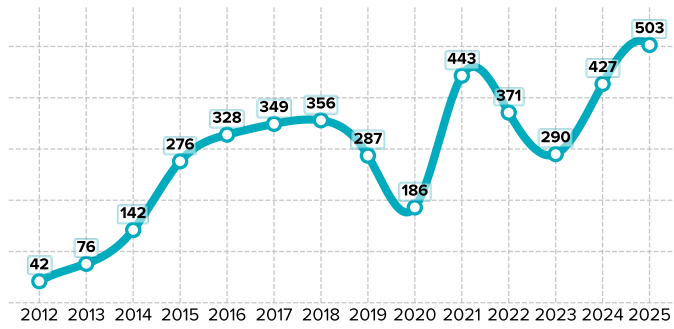


Source: EUAA.

In 2025, Dublin and AMMR content recorded a 373 % increase in participations compared with the previous year. All training content delivered within this theme registered growth. In particular, the tailor-made module ‘The New Asylum and Migration Management Regulation (AMMR)’, delivered as part of the pact-related training activities, recorded a substantial increase of 1 174 %, rising from 206 participations in 2024 to 2 625 in 2025.



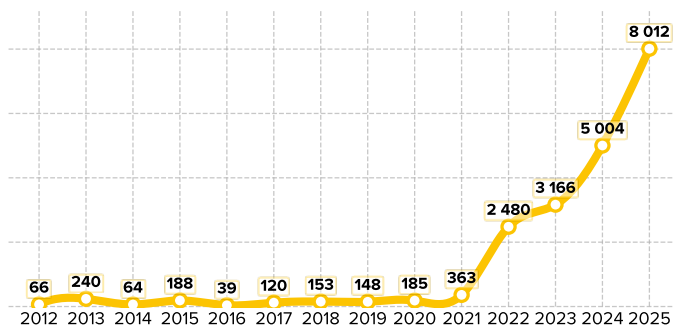
Figure 34. Participations in exclusion and end-of-protection content



Source: EUAA.

In 2025, exclusion and end-of-protection content recorded an 18 % increase in participations compared with 2024. The module ‘Identification of potential exclusion cases’ registered a rise of 127 %, increasing from 95 participations in 2024 to 216 in 2025. Conversely, the module ‘Application of exclusion clauses to persons undeserving of international protection’ decreased by 22 %, from 255 participations in 2024 to 199 in 2025.

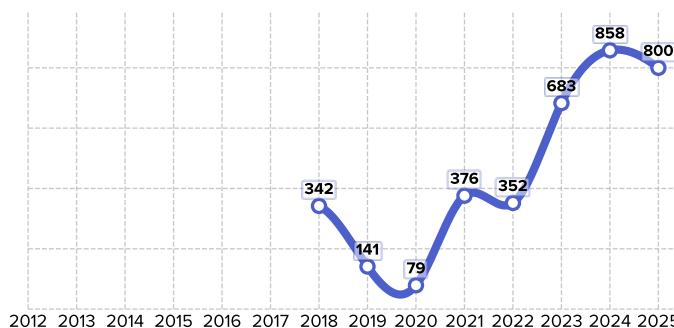
Figure 35. Participations in foundation content



Source: EUAA.

In 2025, foundation content recorded a 60 % increase in participations compared with the previous year. All training content delivered within this theme registered growth. ‘Introduction to vulnerability’ recorded the highest rise, increasing by 118 %, from 1 885 participations in 2024 to 4 101 in 2025. In addition, a new tailor-made module, ‘Information and communication needs assessment’, was introduced and recorded 27 participations.

Figure 36. Participations in interpretation content



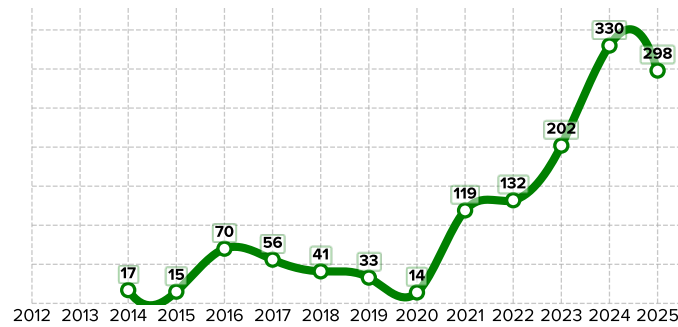
Source: EUAA.

In 2025, interpretation content recorded a 7 % decrease in participations compared with the previous year. The most significant decline was observed in ‘Interpreting in the reception context’, which decreased by 81 %, falling from 206 participations in 2024 to 40 in 2025. Despite the overall reduction within the theme, the module ‘Interpreting in the asylum context’ registered an increase of 57 %, rising from 225



participations in 2024 to 354 in 2025.

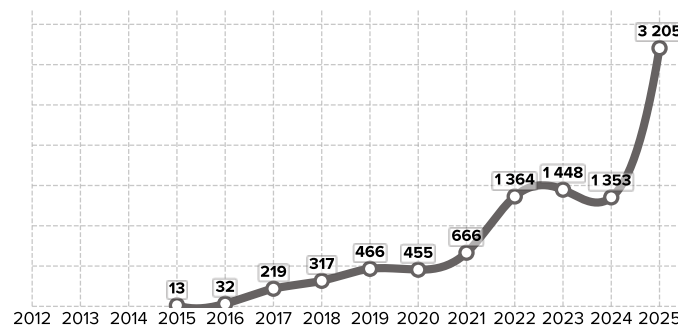
Figure 37. Participations in manager content



Source: EUAA.

In 2025, manager content recorded a 10 % decrease in participations compared with the previous year. The most pronounced decline was observed in ‘Management in the asylum context’, which decreased by 66 %, falling from 89 participations in 2024 to 30 in 2025. Despite the overall decrease within the theme, the tailor-made module ‘Contingency planning as part of the Pact on Migration and Asylum’ registered a significant increase of 126 %, rising from 82 participations in 2024 to 185 in 2025.

Figure 38. Participations in reception content

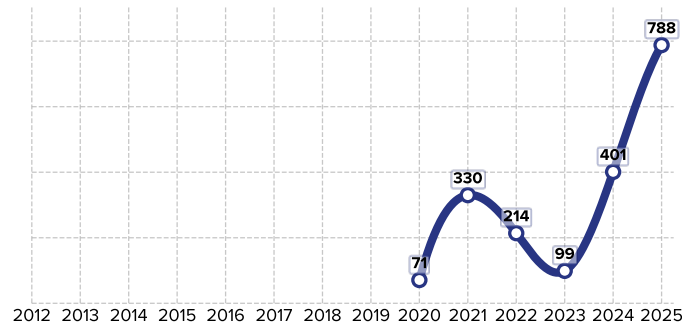


Source: EUAA.

In 2025, reception content recorded a 137 % increase in participations compared with the previous year. The most significant growth was observed in the tailor-made module ‘The Reception Conditions Directive in the Pact on Migration and Asylum’, which increased by 1 089 %, rising from 120 participations in 2024 to 1 427 in 2025. Two new modules – ‘Health, safety and security in reception – level A’ and ‘Introduction to psychosocial support and guidance in reception (PSGR)’ – were introduced and registered 36 and 16 participations, respectively. Conversely, on-the-job coaching for reception decreased by 74 %, from 31 to 8 participations.



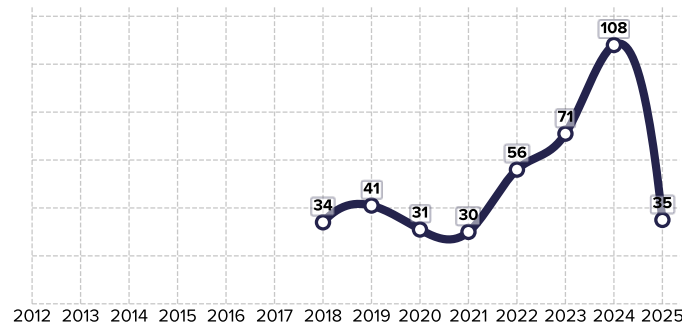
Figure 39. Participations in registration content



Source: EUAA.

In 2025, registration content recorded a 97 % increase in participations compared with the previous year. The module ‘Access to the asylum procedure: making an application for international protection’ registered the highest growth, increasing by 145 %, from 103 participations in 2024 to 252 in 2025. A new tailor-made module, ‘Introduction to the Screening Regulation’, introduced as part of the pact-related training activities, recorded 285 participations. Conversely, the ‘Registration of applications for international protection’ module decreased by 68 %, from 221 participations in 2024 to 71 in 2025.

Figure 40. Participations in resettlement content

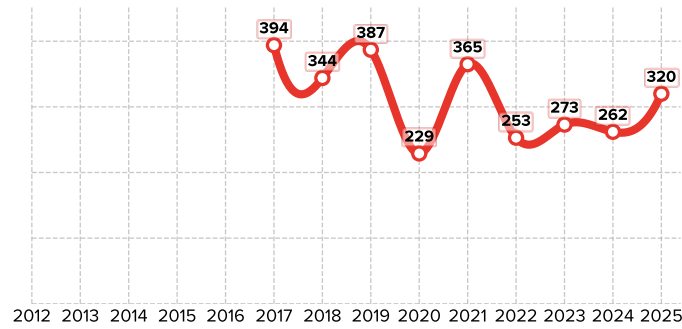


Source: EUAA.

In 2025, resettlement content recorded a 68 % decrease in participations compared with the previous year. Three new modules were introduced (‘Introduction to complementary pathways’, ‘Introduction to resettlement and humanitarian admission’ and ‘Selection phase in the context of resettlement and humanitarian admission’), recording 13, 13 and 9 participations, respectively. At the same time, the previous resettlement module format and the tailor-made module ‘Monitoring and evaluation of resettlement and humanitarian admission programmes’ registered no participations in 2025. This shift contributed significantly to the overall decline within the theme.



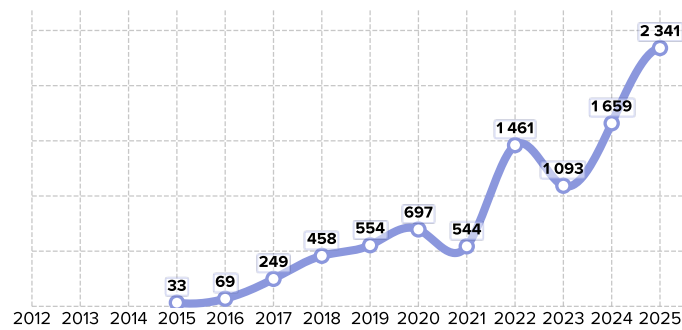
Figure 41. Participations in trainer horizontal content



Source: EUAA.

In 2025, trainer horizontal content recorded a 22 % increase in participations compared with the previous year. All training content delivered within this theme registered growth. The highest increase was observed in ‘Becoming an EUAA assessor’, which rose by 58 %, from 26 participations in 2024 to 41 in 2025.

Figure 42. Participations in vulnerability content



Source: EUAA.

In 2025, vulnerability content recorded a 41 % increase in participations compared with the previous year. The most significant growth was observed in the tailor-made module ‘Vulnerability in the Pact on Migration and Asylum’, which increased by 780 %, from 135 participations in 2024 to 1188 in 2025. A new tailor-made activity, ‘Age assessment’, was introduced and recorded 14 participations. Conversely, ‘Trafficking in human beings’ decreased by 70 %, from 432 participations in 2024 to 129 in 2025. Additionally, the tailor-made modules ‘Communication with displaced children’ and ‘Communication with persons who have experienced traumatic events’ recorded no participations in 2025, compared with 43 and 80 respectively in 2024.



3.2 Training insights

The previous chapters outlined the results of participant training and the features of modules and sessions, while user feedback will be presented in Chapter 4. The present chapter concentrates on outlining the characteristics of the training modules, uncovering associations between various factors (e.g. training content and participant engagement) and investigating the relationships between these elements. It makes use of exploratory data analysis approaches, whereby meaningful patterns in the data are presented using statistical graphics. In this way, the chapter presents useful data visualisations that shed light on potential factors influencing training outcomes, thereby informing future work that could utilise more research-oriented methods.

Two response variables (i.e. outcome measures) – completion rate and satisfaction rate – are considered in detail. Each outcome is examined in relation to one or more explanatory variables, including session size (number of enrolments), delivery method, duration ⁽⁷⁾, language (English versus other), organiser (EUAA versus other), level (introductory, intermediate or advanced), framework (permanent, operational or third country), content category (13 themes) and pact training status (whether the session is related to the Pact on Migration and Asylum).

Each section presents a series of visual summaries using box-and-whisker plots (also known as box plots) to illustrate the relationship between the response variables and each explanatory variable. These plots offer a clear overview of typical values (the median, shown by a central line) and the distribution of the data. The box represents the middle spread, where half of the values fall (the interquartile range), while the whiskers extend to show the highest and lowest values that fall within 1.5 times the interquartile range from the edge of each box ⁽⁸⁾. The relationships between these elements also show any skew in the data – for example, a long tail on one side suggests that values are more spread out in that direction.

To further explore interactions between the variables, selected examples of three-way plots are also included. These extend the two-way visualisation by showing how the relationships between variables change depending on a third variable. The number of sessions contributing to each category is shown in brackets alongside the axis labels, providing context for interpreting the distribution and differences in variability across groups. Counts shown in the satisfaction rate plots may be lower because some sessions did not receive any feedback and therefore have no calculated satisfaction rate. Therefore, such sessions are not part of the distribution displayed in the box plots.

Column and stacked column charts are presented to illustrate relationships between the explanatory variables. Examples include median session duration by delivery method, and the distribution of session counts across content categories by framework. These charts provide context for interpreting the results by highlighting systematic associations between explanatory variables that may help explain patterns observed in completion and satisfaction.

⁽⁷⁾ Session duration refers to the time a session is kept open.

⁽⁸⁾ The adjacent values are the first values that fall within 1.5 times the interquartile range and denote the extremes of the observed distribution. For clarity of presentation, a small number of outside values that are more extreme than the whiskers have been omitted from the plots.



The chapter concludes with separate association tables for completion and satisfaction. These summarise the direction and strength of associations between explanatory subcategories and each outcome. Together, the visual and tabular summaries provide an overview of both outcome relationships and the underlying structure of the training data.

3.2.1. Completion rate ⁽⁹⁾

(a) Two-way relationships

The following insights summarise the two-way associations between the completion rate and various explanatory variables.

- **Duration.** Sessions with a longer duration tend to have a lower completion rate. This may be due to reduced learner engagement over extended periods, difficulties in maintaining sustained motivation, increased likelihood of scheduling conflicts or greater fatigue from prolonged learning activities.
- **Level.** Introductory modules exhibit lower completion rates, potentially reflecting reduced engagement when the content is perceived as insufficiently challenging.
- **Enrolment.** Sessions with larger groups are associated with lower completion rates, suggesting that engagement tends to be higher in smaller groups. In general, larger learner groups show higher dropout levels, which results in lower overall completion percentages.
- **Delivery method.** Fully online self-paced sessions exhibit lower completion rates compared with face-to-face or blended formats. This may be due to reduced learner engagement stemming from limited interaction, less immediate support or guidance, potential technological barriers or difficulties in maintaining motivation in self-paced environments. Conversely, face-to-face or blended sessions typically offer direct trainer interaction and collaborative learning opportunities, which can enhance motivation, accountability and overall learner engagement.
- **Framework.** Sessions conducted in the context of permanent support have higher completion rates. This is likely because permanent support initiatives are integrated into long-term capacity-building frameworks, which provide structured follow-up and dedicated resources – factors that may contribute to stronger learner engagement and commitment. In addition, these activities are typically managed more centrally by the Agency, which may further reinforce participant commitment and continuity.
- **Pact training status.** Pact-related training sessions tend to exhibit substantially lower completion rates, with a median below 70 %, compared with other sessions, which show a median completion rate of around 90 %. This difference may reflect the specific characteristics of pact training. These sessions are generally introductory in nature and are delivered in an online-only self-paced format to very large groups, with an average enrolment of approximately 140 participants. As introductory-level content,

⁽⁹⁾ Indicates the percentage of learners who successfully completed a training activity, calculated as the ratio of completed participations to the total number of enrolments.

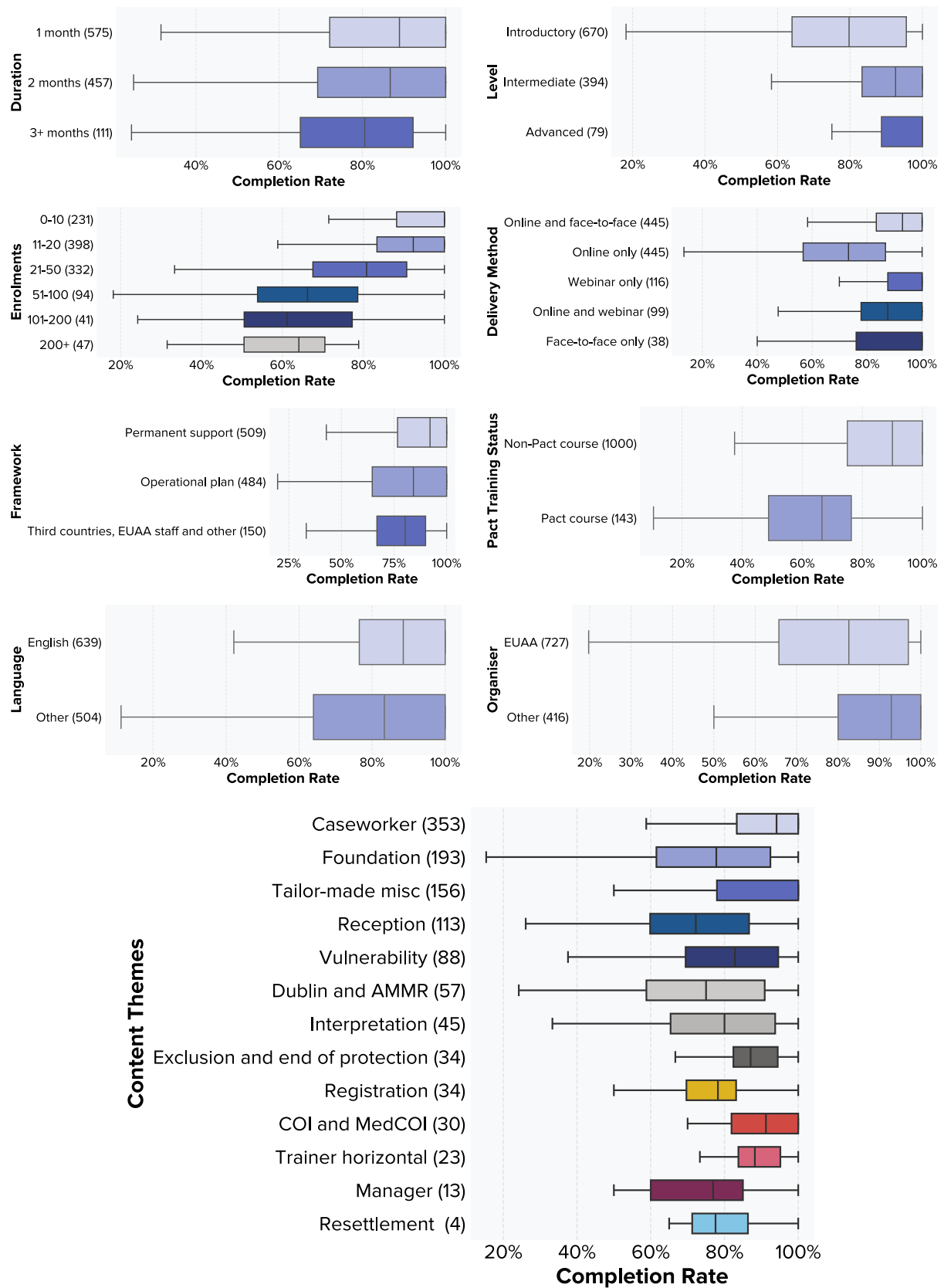


self-paced online delivery and larger group sizes are each associated with lower completion rates, their combined presence in pact training may help explain the comparatively lower completion levels observed. Although session size does not affect the learner experience in online self-paced formats, content delivered to much larger groups may be less tailored to individual needs, which could in turn reduce learner engagement.

- **Language.** Sessions conducted in English show slightly higher completion rates compared with those delivered in other languages. This may reflect differences in participant profiles, such as higher proficiency in English or greater prior exposure to EUAA training among those enrolling in English-language sessions. That said, translating modules into national languages remains essential for ensuring accessibility, broadening participation and enhancing learner engagement.
- **Organiser.** Sessions organised by the EUAA show slightly lower completion rates than those organised by other institutions. However, this difference may partly reflect the fact that EUAA sessions typically involve larger groups. On average, EUAA sessions have around 40 % more enrolments than sessions delivered by other organisers. Moreover, most sessions run by other institutions fall under the permanent support framework, which is associated with higher completion rates than the other frameworks.
- **Content theme.** The themes ‘Foundation’, ‘Reception’, ‘Dublin and AMMR’, ‘Registration’, ‘Manager’ and ‘Resettlement’ tend to show lower completion rates, with median values below 80 %. This pattern may be driven by a combination of factors. A substantial share of the content in these categories is introductory in nature, which is associated with lower completion outcomes. Moreover, introductory sessions are mainly delivered self-paced online and to larger groups, both of which are characteristics linked to lower completion rates. By contrast, the ‘Tailor-made miscellaneous’ theme records high completion rates, with a median of 100 %. This may be explained by the considerably shorter duration of sessions within this theme, typically under 10 days. By comparison, the average session duration across the remaining themes ranges from approximately 20 to 50 days, depending on the topic.



Figure 43. Two-way relationships between each factor and the completion rate





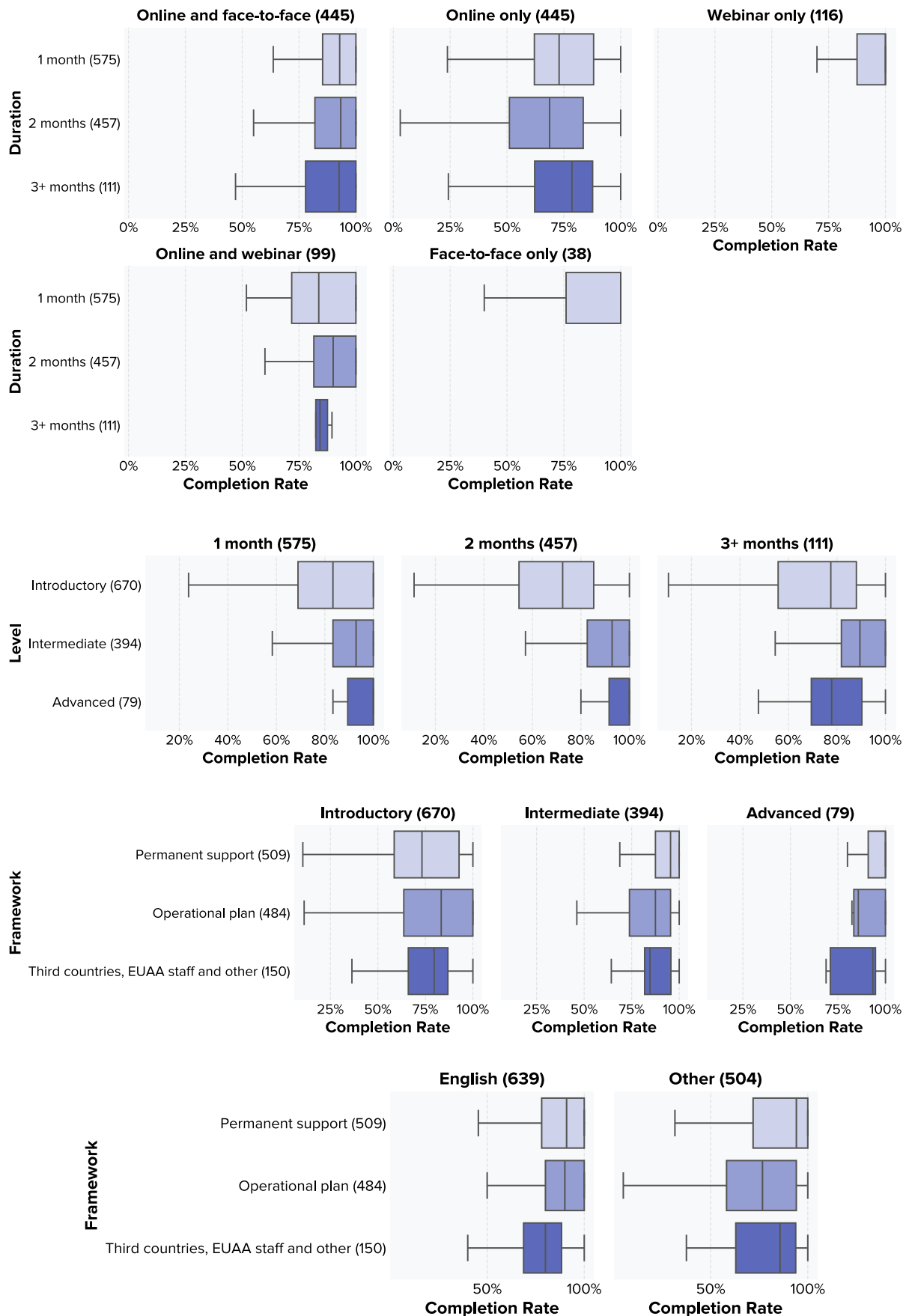
(b) Three-way relationships

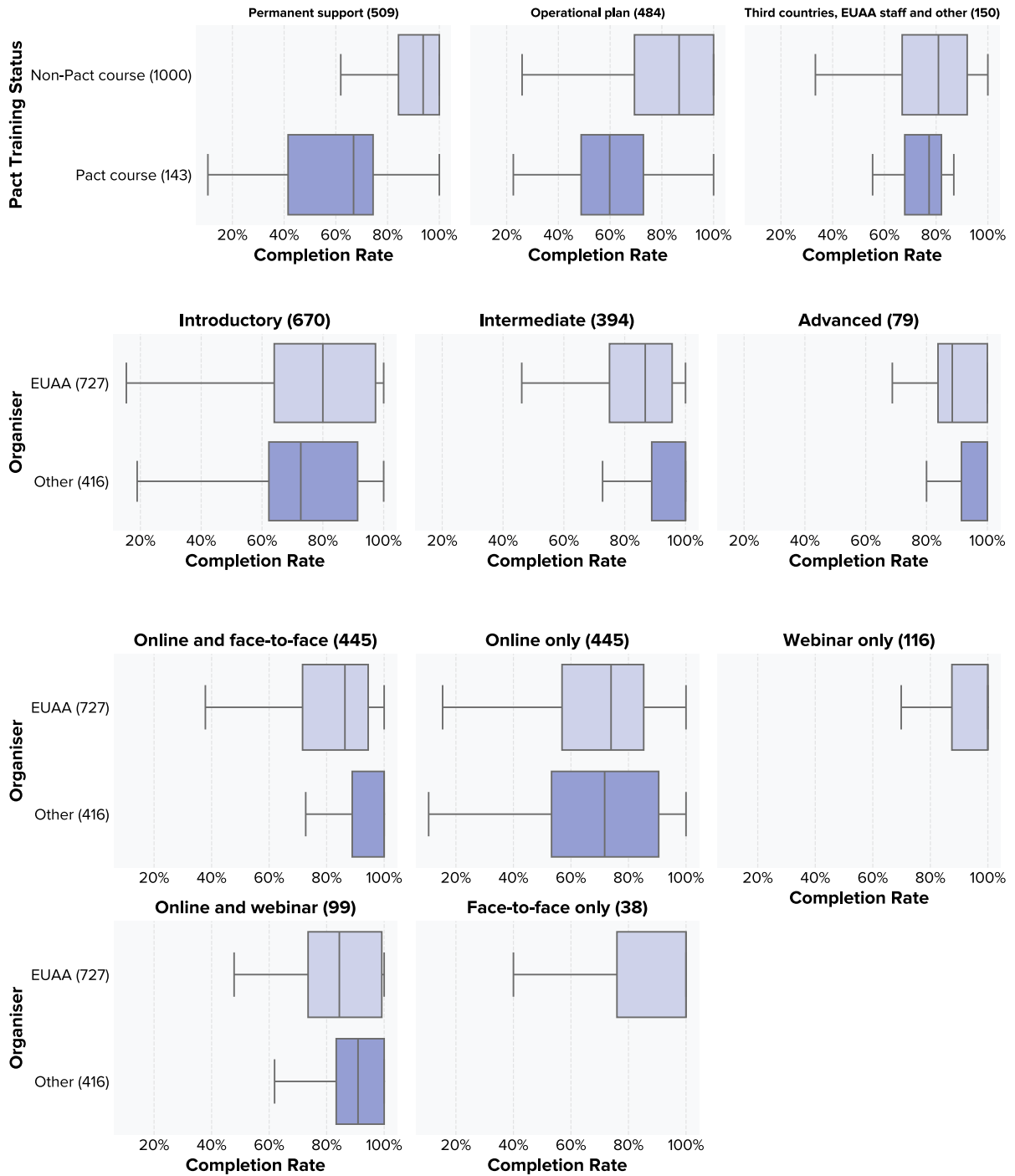
Below is a summary of the three-way (lattice) analyses, where each factor is examined in relation to the completion rate and in combination with a third variable to determine whether the original two-way relationships (outlined previously) remain consistent or show exceptions. For reasons of conciseness, only a selection of the most informative three-way lattice plots is provided. Overall, many of the two-way patterns persist, though some differences emerge when additional variables are introduced.

- **Duration.** Longer modules are generally associated with lower completion rates, and this pattern remains broadly consistent across most other factors. Some variation is observed by delivery method: for example, self-paced 'Online-only' sessions show slightly higher completion rates for durations exceeding two months, while 'Online and webinar' formats perform comparatively better for sessions lasting between one and two months. The comparatively high completion rates for shorter sessions are partly influenced by delivery composition. 'Webinar-only' and 'Face-to-face-only' formats (both associated with higher completion rates) are delivered exclusively in sessions lasting less than one month. Their concentration within the shortest duration category raises the overall completion rate for short sessions, meaning that the observed duration effect is partly intertwined with delivery method.
- **Level.** Introductory-level content is consistently associated with lower completion rates across other factors. The negative relationship between session duration and completion appears stronger for introductory modules. By contrast, intermediate-level content shows little variation in completion rates across different durations, while advanced content is primarily affected when sessions extend beyond two months.
- **Framework.** Sessions under the permanent framework generally show higher completion rates, while those grouped under 'Third countries, EUAA staff and other' tend to record slightly lower rates than both permanent and operational frameworks – a pattern that holds across most factors. However, for introductory-level content, permanent framework sessions exhibit lower completion rates than those under other frameworks. In addition, within intermediate-level content, the 'Third countries, EUAA staff and other' aggregation performs comparatively better, with differences relative to operational plan sessions becoming negligible. The same pattern is also observed for sessions delivered in languages other than English.
- **Pact training status.** Although pact-related sessions consistently show lower completion rates across all factors, the gap compared with non-pact sessions narrows significantly when the organiser is the EUAA, when the delivery method is webinar-only or within the aggregated framework 'Third countries, EUAA staff and other'.
- **Organiser.** EUAA-organised sessions generally show slightly lower completion rates, and this pattern is consistent across most comparisons. However, this trend does not hold for introductory-level sessions, where EUAA-organised sessions record slightly higher completion rates. Completion rates are also broadly similar for online-only sessions, with no clear differences observed.



Figure 44. Three-way relationships between selected factors and the completion rate







3.2.2. Satisfaction rate ⁽¹⁰⁾

(a) Two-way relationships

The following insights summarise the two-way associations between the satisfaction rate and various explanatory variables.

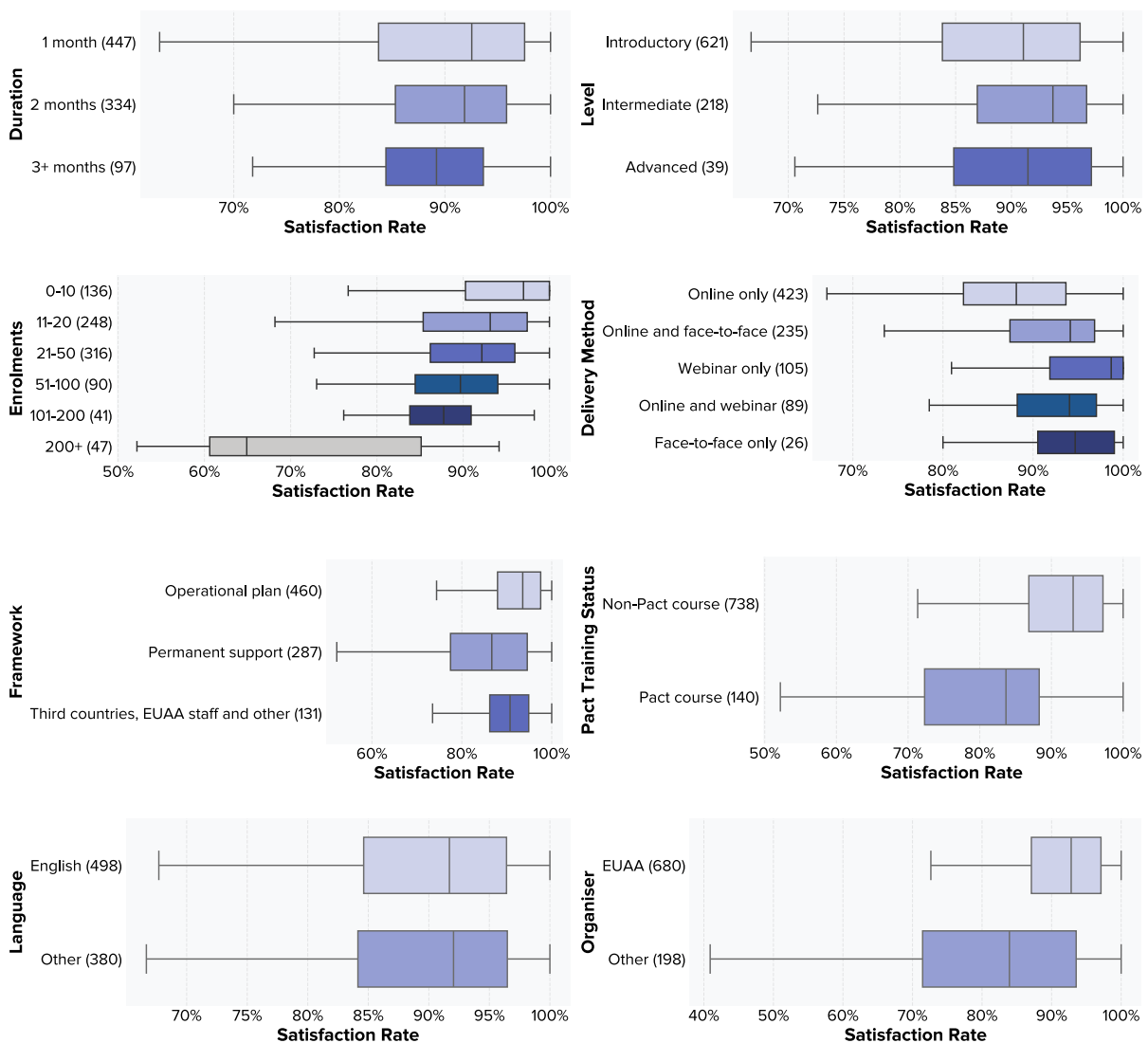
- **Duration.** Modules with a longer duration tend to have a slightly lower satisfaction rate, indicating potential fatigue or unmet expectations in longer training sessions.
- **Level.** Both introductory- and advanced-level content exhibit lower satisfaction rates compared with intermediate-level content, suggesting that learners tend to favour material that is balanced in complexity rather than insufficiently challenging or highly demanding.
- **Enrolment.** Larger sessions are associated with lower satisfaction rates, indicating that learner needs may be addressed more effectively in smaller groups. Satisfaction levels below 80 % are observed primarily in very large sessions, typically those exceeding 200 enrolments.
- **Delivery method.** Fully online modules exhibit lower satisfaction rates compared with face-to-face or blended formats. This may reflect reduced interaction, less immediate feedback, technological barriers or challenges in sustaining motivation.
- **Framework.** Sessions in the context of permanent support tend to have lower satisfaction rates compared with those delivered in the context of operational support. This may be because operational support sessions typically respond directly to immediate or urgent training needs, closely aligning with learner expectations and creating a clearer sense of relevance.
- **Pact training status.** Pact-related training sessions show notably lower satisfaction rates, with their median approximately 10 percentage points below that of other sessions. This gap likely reflects the structural features of pact training. These sessions are generally introductory, delivered in a self-paced online format and offered to very large groups, with an average enrolment of around 140 participants. Since introductory-level content, self-paced online-only delivery and larger group sizes are each linked to lower satisfaction, their combined presence in pact training may contribute to the comparatively lower satisfaction levels observed. Although session size does not affect the learner experience in online self-paced formats, content delivered to much larger groups may be less tailored to individual needs, which could in turn reduce training effectiveness.
- **Language.** Differences in satisfaction rates between sessions delivered in English and those delivered in other languages appear to be negligible.

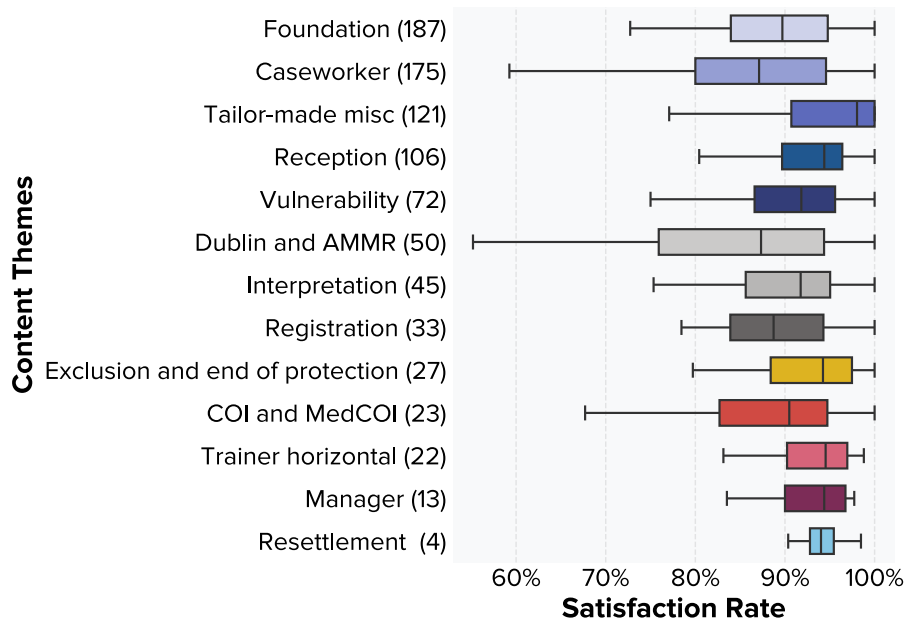
⁽¹⁰⁾ Indicates overall learner satisfaction based on feedback derived from closed questions regarding training content, teaching methods and overall experience.



- **Organiser.** Sessions organised by the EUAA have higher satisfaction rates, implying effective management, alignment with learner needs and/or robust course design and delivery.
- **Content theme.** Modules within the themes ‘Foundation’, ‘Caseworker’, ‘Dublin and AMMR’, ‘Registration’ and ‘COI and MedCOI’ tend to record lower satisfaction rates. This indicates that these categories may have common features linked to reduced satisfaction, including large session sizes, introductory or advanced content and a stronger reliance on online delivery with limited face-to-face interaction. Together, these features may reduce engagement and perceived relevance, contributing to greater variability in learner experiences and lower overall satisfaction.

Figure 45. Two-way relationships between each factor and the satisfaction rate





(b) Three-way relationships

Below is a summary of the three-way (lattice) analyses, where each factor is examined in relation to the satisfaction rate and in combination with a third variable to determine whether the original two-way relationships (outlined previously) remain consistent or show exceptions. For reasons of conciseness, only a selection of the most informative three-way lattice plots is provided. Overall, many of the two-way patterns persist, though some differences emerge when additional variables are introduced.

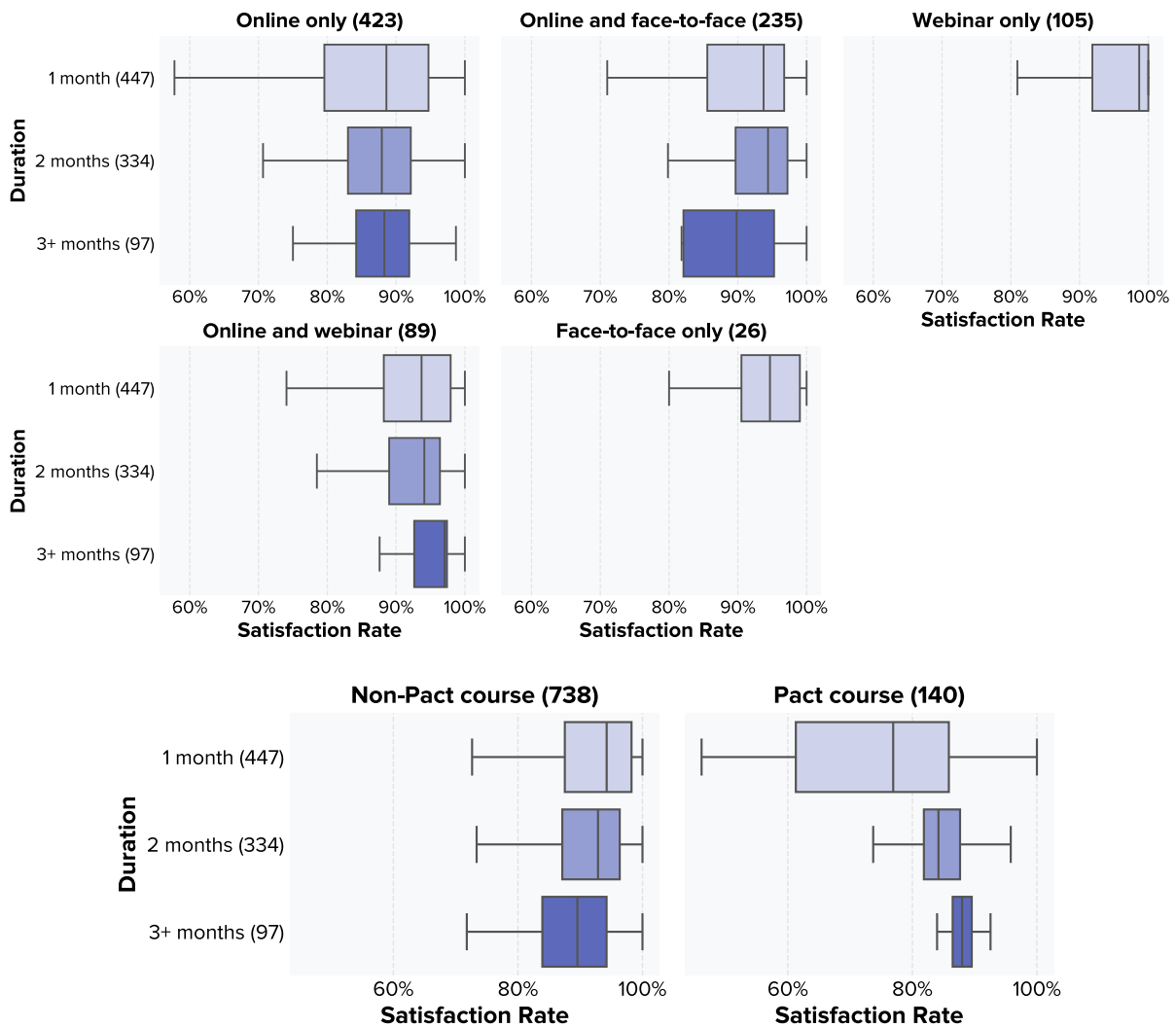
- Duration.** Longer modules are generally associated with lower satisfaction rates, and this pattern holds across most factors. Some variation is observed by delivery method: for example, self-paced ‘Online-only’ sessions show little change at longer durations, ‘Online and webinar’ formats perform comparatively better for sessions exceeding two months and ‘Online and face-to-face’ sessions tend to record lower satisfaction when duration extends beyond two months. The higher satisfaction levels observed for shorter sessions are partly influenced by delivery composition, as ‘Webinar-only’ and ‘Face-to-face-only’ formats (both linked to higher satisfaction rates) are delivered exclusively through short sessions, thereby elevating the overall satisfaction rate within this category. A different pattern emerges for all pact-related sessions, where longer duration is associated with higher satisfaction. However, as relatively few pact sessions fall into the longest duration categories, this observation should be interpreted with caution.
- Enrolments.** Higher enrolment levels are generally associated with lower satisfaction rates across most factors. An exception is observed for intermediate-level content, where moderately sized sessions (11–50 participants) perform slightly better than very small groups (10 or fewer participants). However, sessions exceeding 50 enrolments show a marked decline in satisfaction, aligning with the overall pattern.
- Framework.** Sessions under the permanent support framework consistently show lower satisfaction rates across all factors. However, this difference becomes negligible

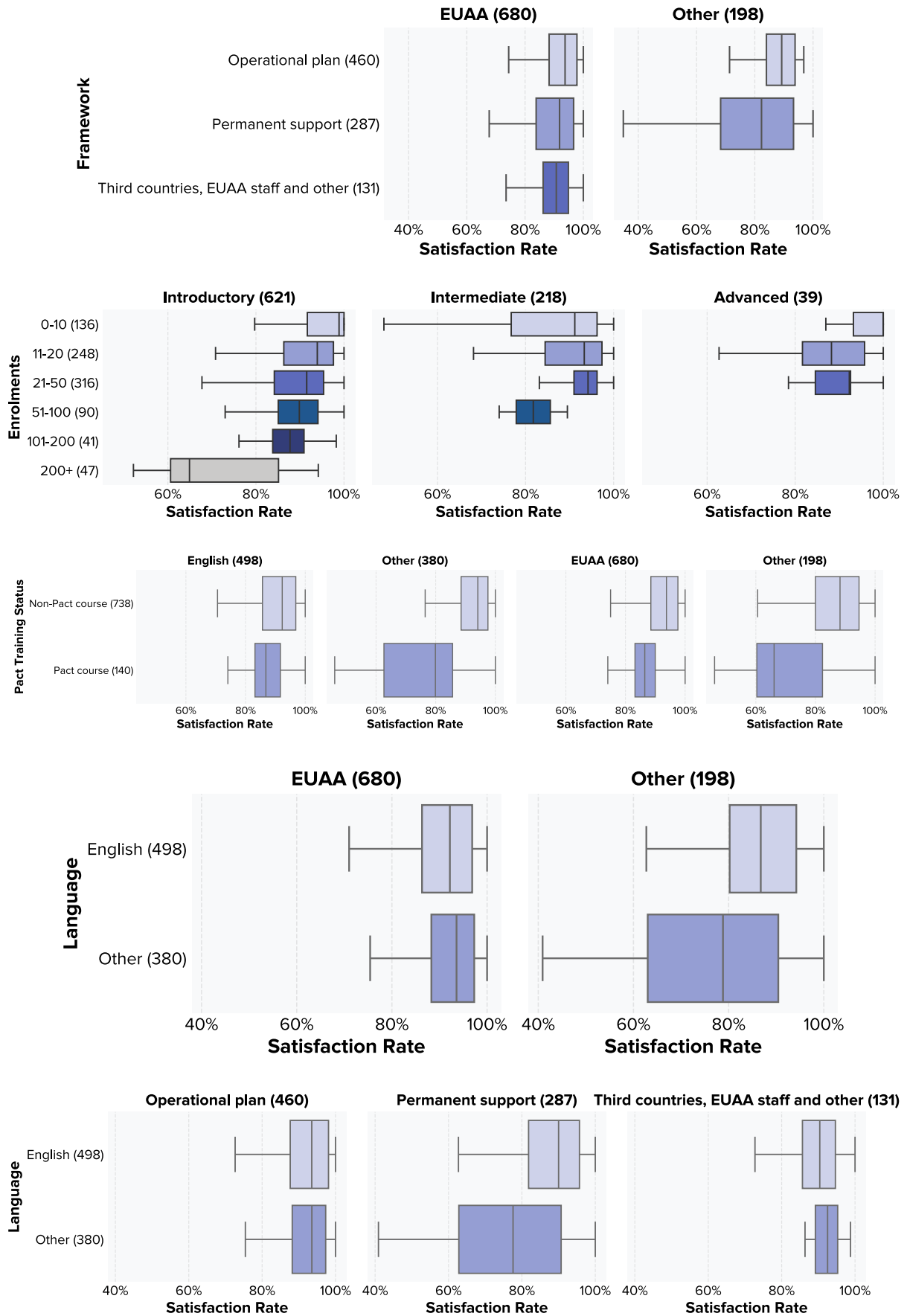


when the organiser is the EUAA, suggesting that the lower satisfaction rates observed within this framework are primarily driven by sessions delivered by other institutions.

- Pact training status.** Although pact-related sessions consistently record lower satisfaction rates across all factors, the difference compared with non-pact sessions is much smaller when the organiser is the EUAA or when the session is delivered in English. This is largely because these two characteristics are closely linked within pact training: almost all pact sessions delivered in English are organised by the EUAA. However, the two are not identical, as the EUAA also delivers several pact sessions in languages other than English.
- Language.** No significant differences in satisfaction are observed between sessions delivered in English and those delivered in other languages across most factors. However, non-English sessions tend to show lower satisfaction rates when the organiser is an institution other than the EUAA. A similar pattern appears under the permanent support framework, likely because sessions in this framework are more frequently organised by non-EUAA institutions.

Figure 46. Three-way relationships between selected factors and the satisfaction rate







3.2.3. Relationships across training characteristics

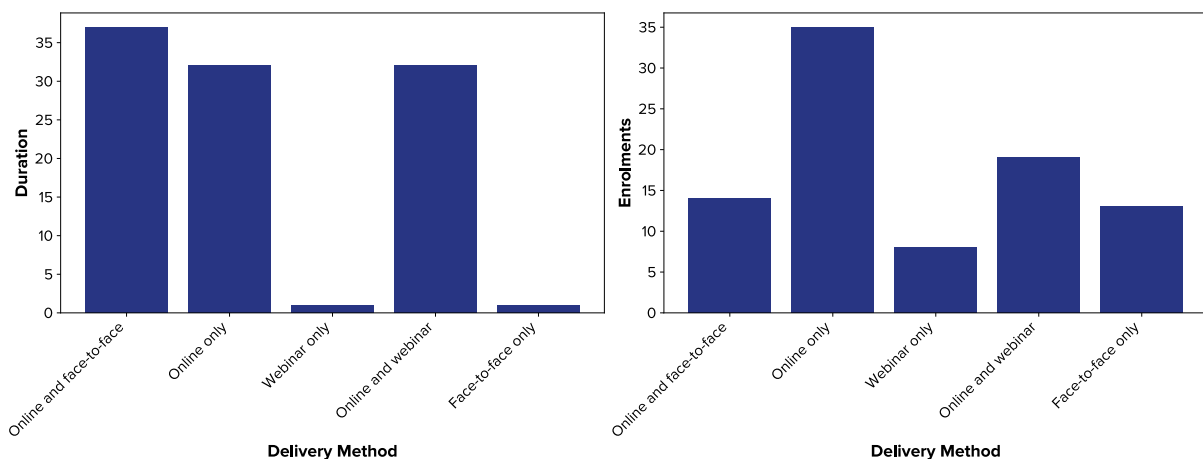
This section presents a selected set of visualisations highlighting key structural relationships between training characteristics. For conciseness, only the most informative patterns are included. The figures comprise simple column charts displaying median session duration (in days) or enrolment levels across selected factors, along with stacked column charts showing the distribution of sessions across categories of one factor stratified by another. Together, these visualisations provide contextual insight into how training formats are structured across core characteristics.

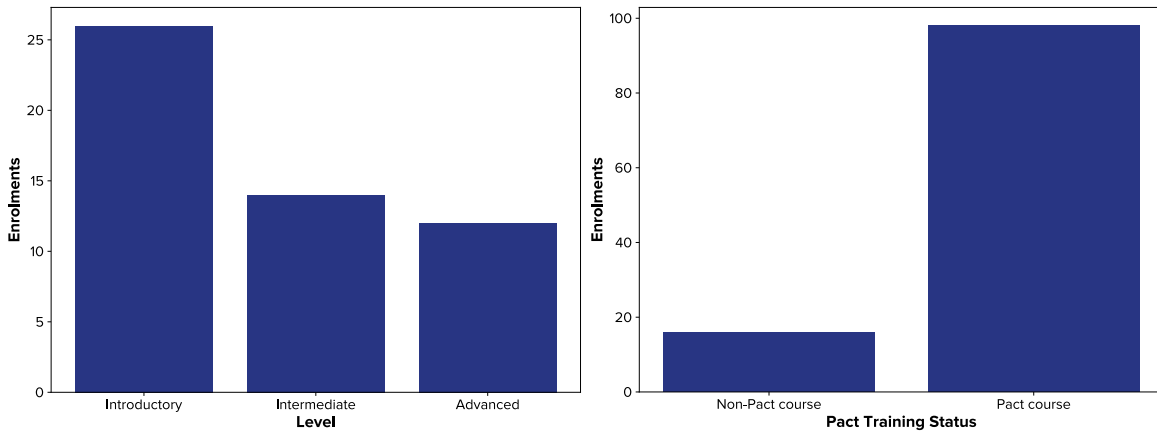
(a) Structural patterns in duration and enrolment

The column charts show clear structural differences across delivery methods, levels and pact status. Sessions that include a self-paced online component tend to have longer durations. This reflects format design: ‘Webinar-only’ and ‘Face-to-face-only’ sessions usually take place within a single day, whereas online components other than a webinar are self-paced and delivered within an extended completion window. ‘Online-only’ delivery also features substantially higher enrolments, with a median of around 35 participants, compared with fewer than 20 for other delivery modalities. As self-paced online-only sessions therefore combine longer durations with larger groups, which are both associated with lower completion and satisfaction, this structure helps explain their comparatively weaker performance.

Introductory-level modules typically enrol almost twice as many participants as intermediate- or advanced-level content, which may partly account for their lower performance metrics. Pact-related sessions stand out even more clearly, with median enrolments close to 100. Although this reflects their predominantly introductory-level content and online format, the scale of participation indicates a distinct structural model that likely contributes to the comparatively lower outcomes observed.

Figure 47. Median duration (in days) and enrolments for selected training characteristics





(b) Structural concentration across selected training characteristics

The stacked charts illustrate how training characteristics cluster across frameworks, organisers, delivery methods and themes. Sessions under the permanent support framework are largely organised by non-EUAA institutions, showing similar performance patterns (higher completion but lower satisfaction) and suggesting shared structural features. Delivery also varies by level: introductory-level content is primarily delivered online only, whereas intermediate- and advanced-level modules are more often delivered through hybrid formats. This aligns with earlier findings showing higher completion rates for intermediate- and advanced-level content, and comparatively greater satisfaction for intermediate-level modules.

Most ‘Caseworker’ modules are delivered within the permanent support framework, which may partly account for their observed performance pattern. By contrast, operational plan sessions are distributed across a wider range of themes, with tailor-made content constituting the largest share and exhibiting high completion and satisfaction rates. Although not illustrated in the figures, this strong performance is closely associated with the frequent use of webinar-only delivery within tailor-made sessions.

Figure 48. Distribution of sessions across framework and organiser

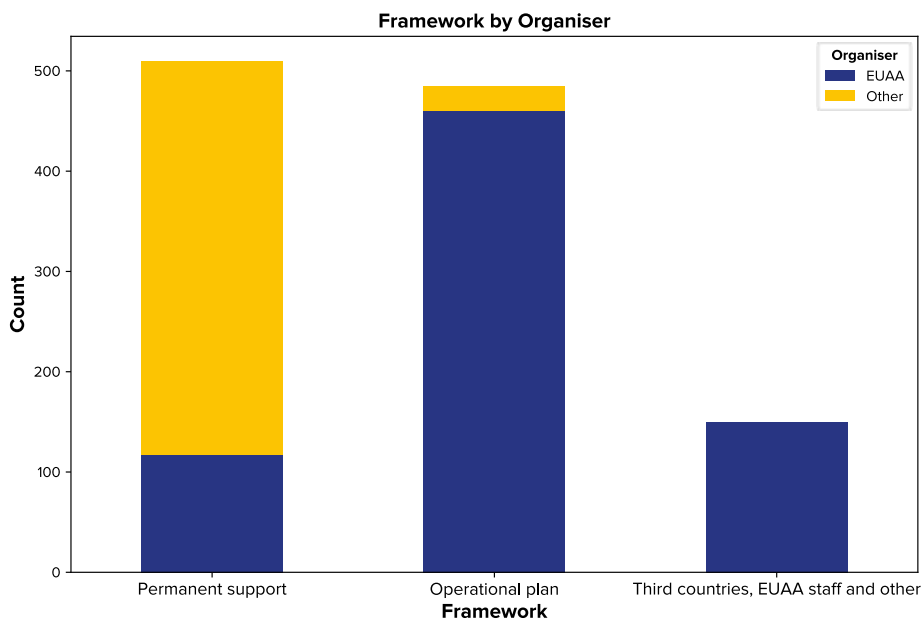
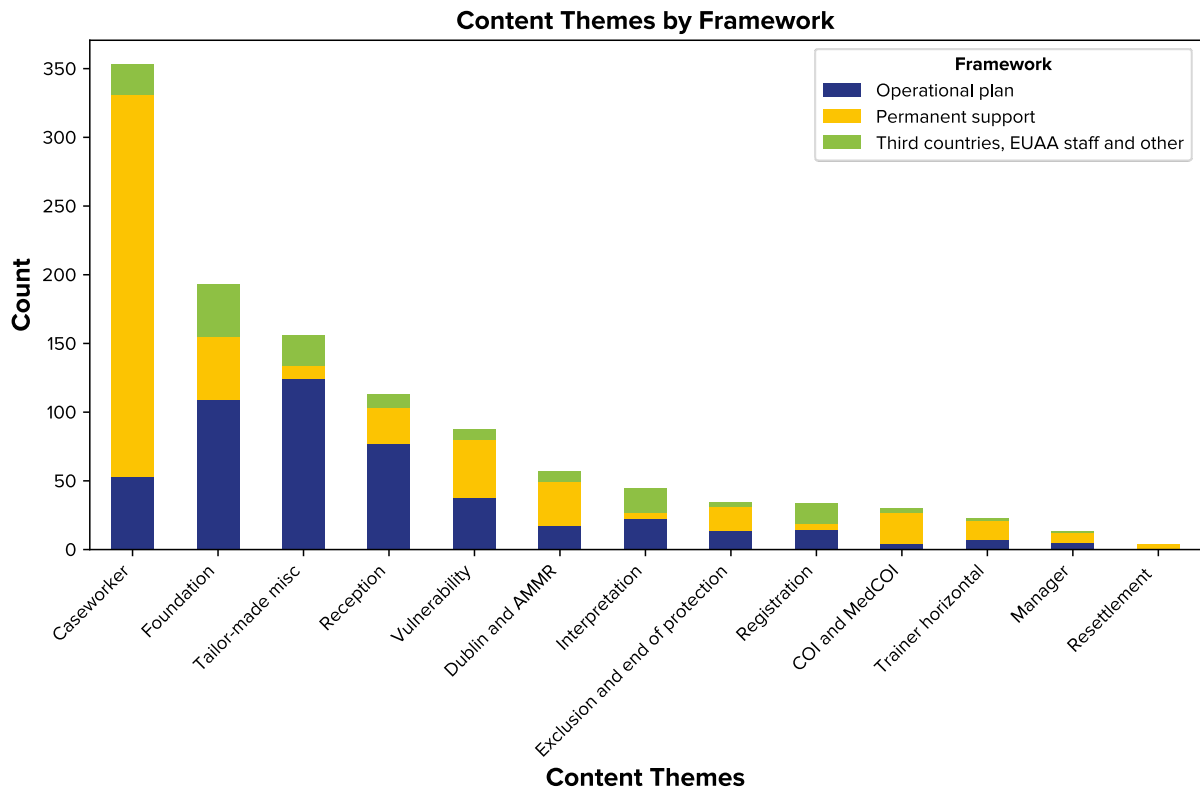
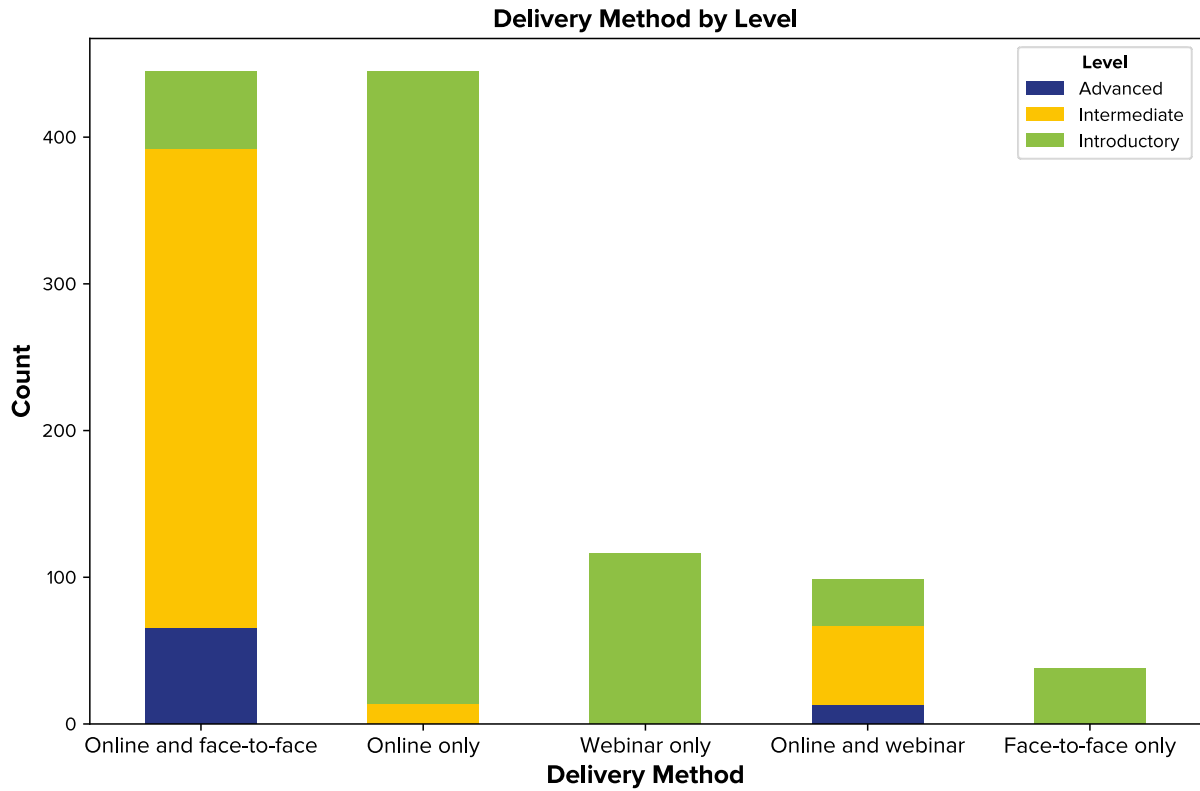




Figure 49. Distribution of sessions across delivery methods and content themes





3.2.4. Summary

Figure 50. Summary of different training characteristics' relationships with the completion rate

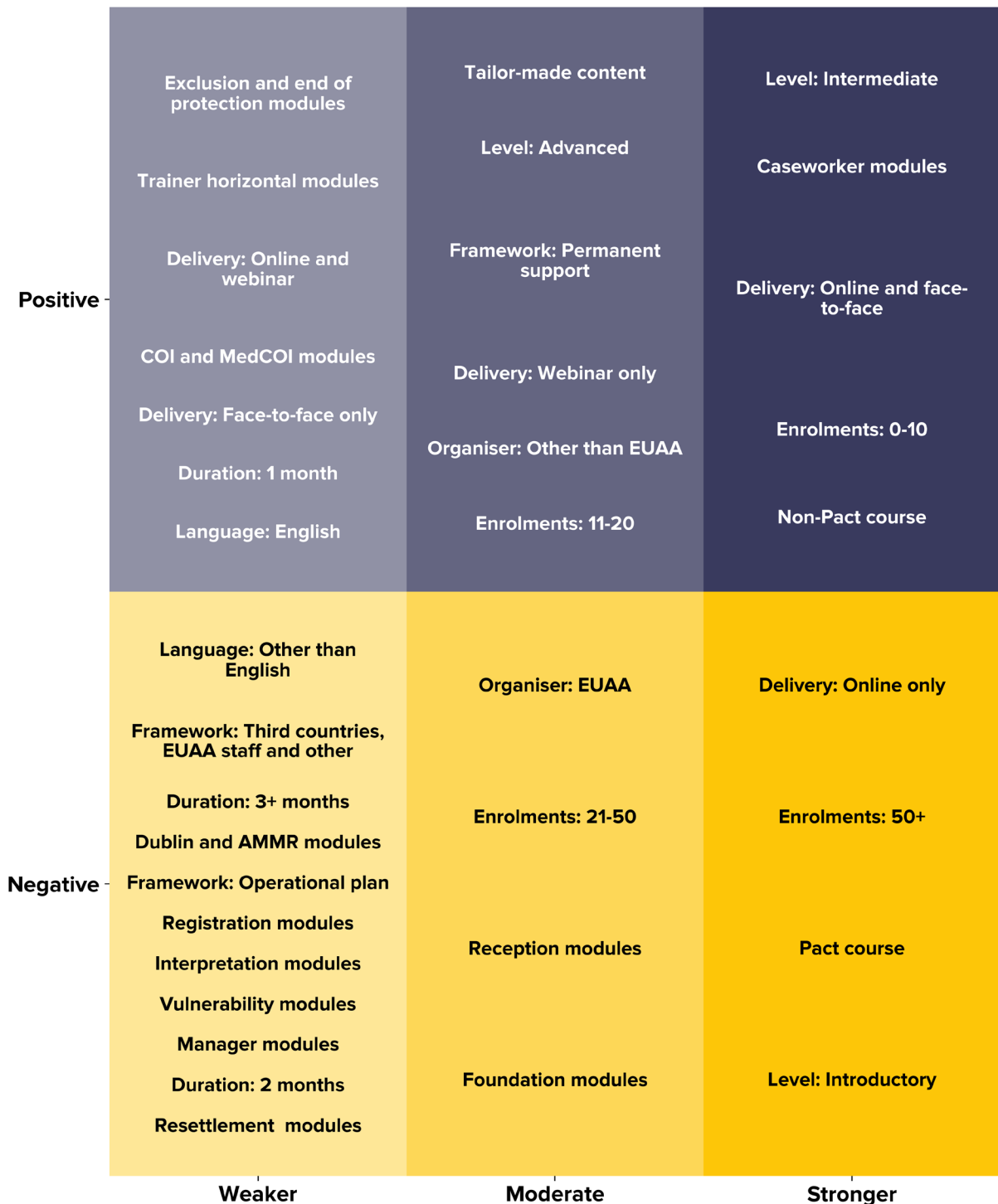
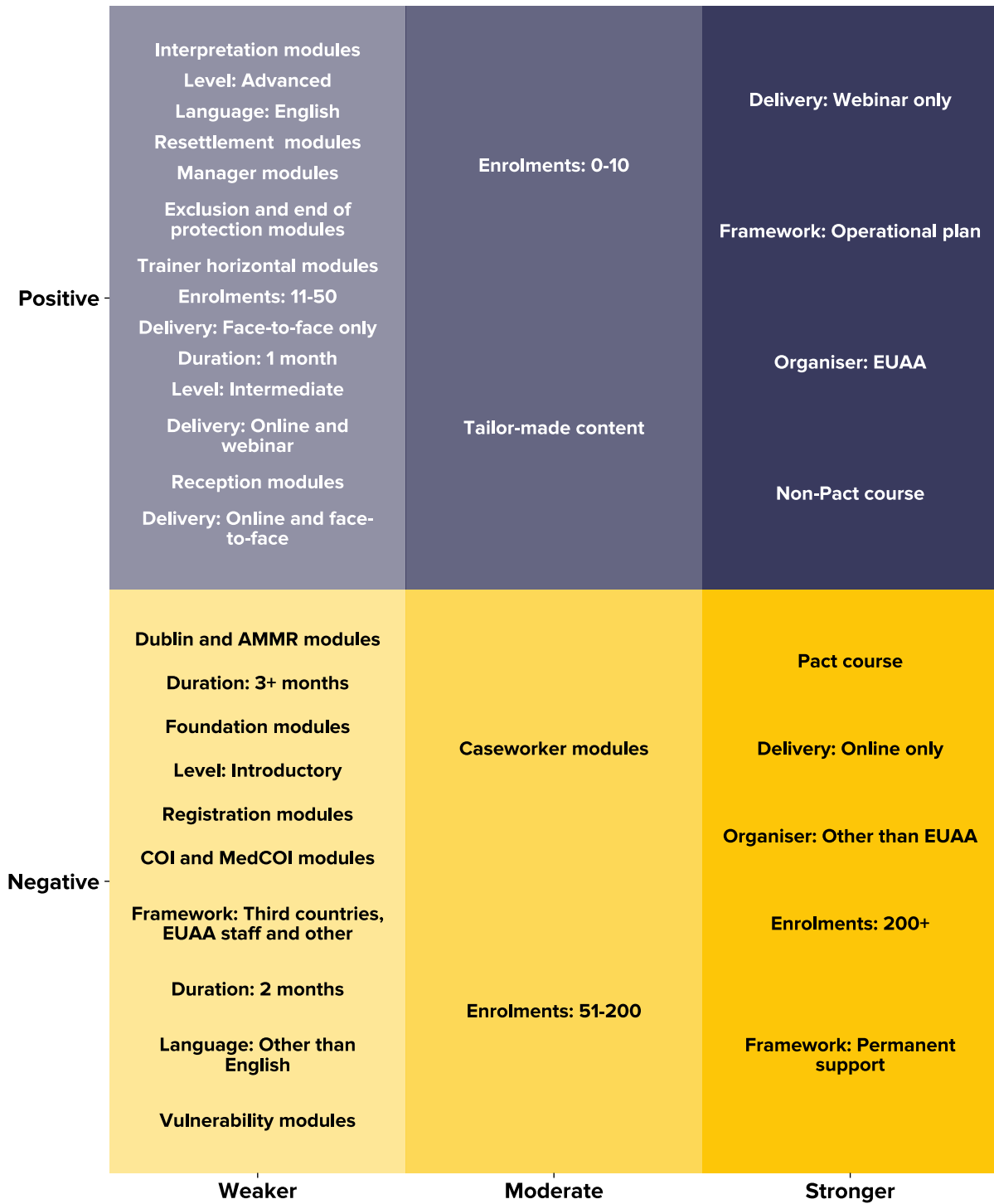




Figure 51. Summary of different training characteristics’ relationships with the satisfaction rate





3.3 Monitoring methodology

The training monitoring reports provide a quarterly and an annual overview of the performance of EUAA training activities. The aim of this monitoring is twofold: to identify good practices and to detect potential areas requiring attention or improvement. As feedback is anonymised at the session level, this forms the initial unit of analysis, with findings aggregated to allow comparisons across modules, delivery modes and organising countries, for example. This approach supports the continuous improvement of EUAA training activities and helps identify emerging challenges that may require follow-up action.

The analysis applies a 'low-threshold breach' methodology, which is used to assess whether selected training session indicators fall below certain predefined performance thresholds. The thresholds are set dynamically for each time period: the low threshold for satisfaction is set to the mean rate minus 3 %, while that for the completion rate – which has a long-tailed, negatively skewed distribution – is set to the lower decile (i.e. the 10th percentile).

Use of evidence in monitoring

Statistical monitoring can rely on different analytical approaches to interpret data and assess performance. In the context of EUAA training monitoring, the analysis focuses on assessing the strength of the available evidence when evaluating whether an indicator may fall below a predefined threshold.

For this purpose, the methodology uses a likelihood-based approach, which helps assess how strongly the available data support the different values of an indicator. This approach allows the analysis to consider both the observed results and the level of uncertainty associated with them.

Monitoring of proportion indicators

The methodology is particularly oriented to the analysis of proportion-based indicators derived from training feedback data. In the context of EUAA training monitoring, this mainly applies to the satisfaction rate, which is calculated from survey responses indicating whether participants were satisfied with a training activity. Completion and response rates also consist of proportion data.

The satisfaction rate provides an important indication of how learners perceive the relevance, quality and usefulness of EUAA training content.

The role of sample size in interpreting results

Training feedback data are based on responses from participants, and the number of responses may vary across training sessions. As a result, some indicator values are based on larger samples, while others rely on smaller numbers of responses, depending on the number of respondents in a session.

Smaller samples provide less precise estimates. In such cases, an indicator may appear to fall below the expected threshold simply because the number of observations is limited. For this



reason, the monitoring methodology considers both the observed value of the indicator and the size of the sample when assessing the results.

Likelihood as a measure of evidence

To assess whether a performance threshold may have been breached, the analysis uses a statistical model to evaluate the range of plausible values for the underlying indicator.

For proportion indicators such as satisfaction rates, the analysis uses a binomial model, which is commonly applied to data derived from survey responses with two outcomes (e.g. satisfied or not satisfied).

Rather than relying on a simple hypothesis test to accept or reject a possible threshold breach, the method evaluates how strongly the available data support the different values of an indicator. This allows the analysis to assess the strength of evidence that the observed value may fall below the predefined threshold.

Interpreting the strength of evidence

To support interpretation, the results are grouped into several evidence levels based on the relative likelihood of the threshold value compared to the maximum likelihood estimate (i.e. the observed proportion). These levels help indicate how strongly the available data suggest that an indicator may fall below the threshold.

Table 3. Levels of statistical evidence used in the training monitoring methodology

Evidence level	Evidence value	Relative likelihood	Confidence interval	Interpretation
Suggestive	1	1/2.7	84.3 %	Possible signal requiring attention
Moderate	2	1/7	95 %	Evidence that the threshold may have been breached
Strong	3	1/20	98.6 %	Clear evidence of a breach
Very strong	4	1/55	99.5 %	Very strong evidence of a breach

The natural logarithm of the relative likelihood is known as the **support**, and when the sign is ignored, these evidence levels take on the integer values 1, 2, 3 and 4, forming a simple additive scale of evidence that is thought to correspond to the psychological interpretation of the relative weight of evidence. These evidence levels should be interpreted as guidance for analysis that summarises the available evidence rather than as strict decision rules.

Interpretation in practice

In practical terms, the methodology helps determine whether the available data provide sufficient evidence to suggest that an indicator falls below the expected threshold. When the



evidence indicates that this is the case, the result is flagged as a potential low-threshold breach and may warrant closer examination.

The strength of this evidence depends both on the observed value of the indicator for a given training session and on the number of responses available. Larger samples provide more robust evidence, while results based on smaller samples should be interpreted with greater caution. The closer an observed value is to the low threshold value, the larger the sample needed to provide sufficient evidence of a low-threshold breach.

Use of the methodology in training monitoring

The methodology presented in this report represents an initial step in strengthening the analytical tools used for EUAA training monitoring. It provides a structured approach for identifying potential performance issues while considering limitations available data for a given session, particularly in relation to sample sizes and response coverage.

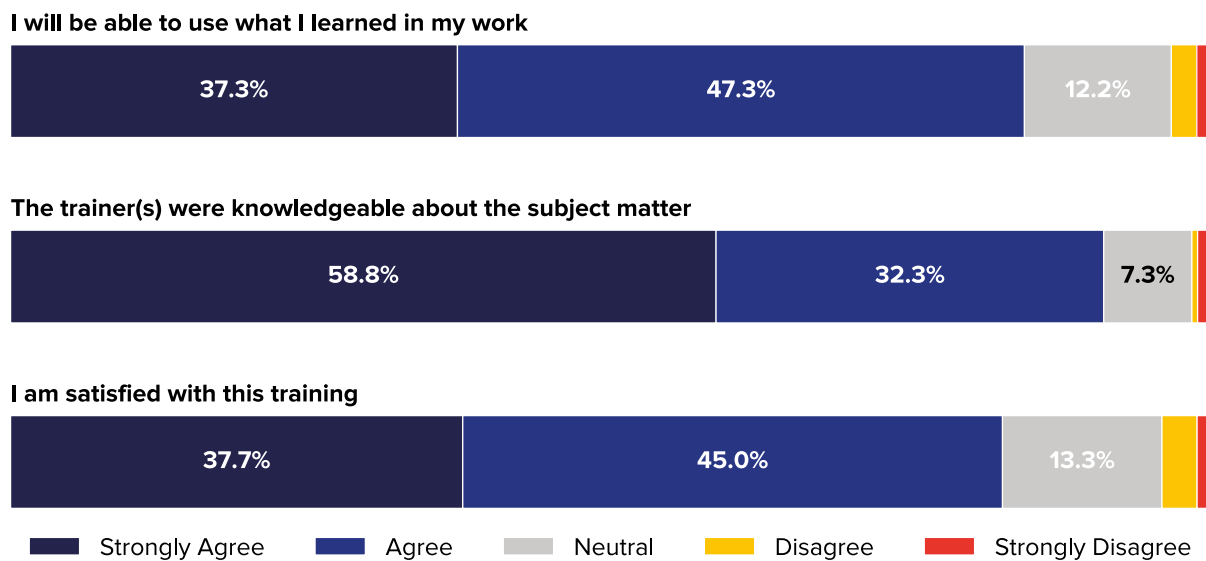
Future work will therefore focus on improving the quality and completeness of training feedback data, as well as further refining the analytical tools used to monitor training performance and support evidence-based decision-making.



4. User experience, conclusions and future focus

4.1 What our learners say about the training they followed

Figure 52. Learner feedback on training sessions



Looking at learners’ combined ‘agree’ and ‘strongly agree’ responses to the closed questions in the feedback provided for each session, it can be seen that 85 % felt that they would be able to use what they learned in their work, 91 % thought that the trainers were knowledgeable about the subject matter and, overall, 83 % were satisfied with the training.

To explore the open-text feedback provided, an AI large language model (RoBERTa), trained to classify the emotional tone of texts, was used to generate scores for open-text feedback (also known as sentiment scores) placed on a scale of – 1 to 1, with – 1 denoting the most negative comments, 0 being neutral and 1 denoting the most positive comments. These sentiment scores show moderate to strong correlations with the satisfaction measures obtained from the closed questions, which supports their validity. Building on this validation, the open-text content was then examined more directly through a quantitative analysis of the language used by respondents, focusing on the most frequent adjectives used to describe the training. These are visualised using word clouds, where word size is proportional to the frequency in the original texts. The left-hand plot displays negative comments (low sentiment, ≤ -0.5), which primarily relate to online delivery, repetitive content, technical difficulties, content complexity, and duration. By contrast, the right-hand plot shows positive comments (high sentiment, ≥ 0.5), highlighting the training’s usefulness, quality and overall satisfaction.



By contrast, IT- and time-related topics appeared occasionally in positive feedback, at under 1 % each, but were featured more prominently in constructive feedback, at about 6 % each, reflecting issues such as platform usability, connectivity, technical errors and workload, pacing, or time allocation.

Assessment-related topics, including quiz clarity, instructions, and survey design, were also raised mainly as constructive feedback, at about 4 %.

Table 4 summarises the most frequently mentioned specific points within the topic groupings. The leading positive points were general feedback and thanks at 25 %, relevance and practical applicability at 17 %, clarity of content at 13 %, trainer delivery and engagement at 7 % and structure, materials and format at 7 %. The leading constructive points were clarity of content at 12 %, delivery modality (e.g. online versus face-to-face) at 9 %, relevance and practical applicability at 9 %, structure, materials and format at 8 % and depth and level at 7 %.

Table 4. Top 3 positive and negative points by topic ⁽¹⁴⁾

Topic	Positive feedback	Negative feedback
Content	Relevance and applicability (355; 17 %) Clarity of content (1 024; 13 %) Structure, materials and format (534; 7 %)	Clarity of content (917; 12 %) Delivery modality (703; 9 %) Relevance and applicability (688; 9 %)
IT	Navigation and usability (47; 0.6 %) Platform functionality (12; 0.1 %) Login and access (7; 0.1 %)	Navigation and usability (354; 5 %) Performance and connectivity (158; 2 %) Platform functionality (140; 2 %)
Time	Duration and overall length (60; 0.7 %) Pacing and workload (37; 0.5 %) Schedule and time zone (14; 0.2 %)	Duration and overall length (429; 6 %) Pacing and workload (216; 3 %) Time allocation and deadlines (208; 3 %)
Trainers/participants	Trainer delivery and engagement (591; 7 %) Trainer expertise (406; 5 %) Trainer responsiveness (213; 3 %)	Participants and group dynamics (83; 1 %) Trainer delivery and engagement (59; 0.8 %) Trainer responsiveness (54; 0.7 %)

⁽¹⁴⁾ For each feedback item, the first number in parentheses indicates the number of comments that mentioned the specific item, while the percentage indicates the proportion of all positive or negative mentions represented by that item.



Assessment	Questionnaire and survey design (91; 1%)	Quiz and question clarity (291; 4%)
	Assessment instructions (45; 0.6%)	Questionnaire design (130; 2%) Assessment instructions (93; 1%)
	Scoring and results (42; 0.5%)	
Other	General feedback and thanks (1 982; 25%)	Logistics and venue (78; 1%) General feedback and thanks (75; 1%)
	Logistics and venue (39; 0.5%)	Other (11; 0.1%)
	Other (7; 0.1%)	

4.2 How our vocational training is linked to job tasks

To complement the information obtained from post-training feedback forms, the Agency reached out to its alumni in three Member States – Cyprus, Italy, and Ireland – to collect testimonials about their training experiences. Training national contact points, managers, caseworkers and trainers shared brief summaries providing their personal views on how EUAA training aligns with the daily responsibilities of officials in their national contexts. These perspectives may be helpfully summarised by the following statement from Stephen Hand, Head of Training, International Protection Office, Ireland: ‘The EUAA training programmes have been invaluable in strengthening our national capacity and aligning our practices with European standards. They provide a vital space for exchange, reflection and collaboration among colleagues across Member States.’ Twelve testimonials, featuring a range of insights, are provided below.

Vasiliki Kapodistria, Asylum Officer, Officer in Charge of International Protection Unit, Cyprus Asylum Service

‘Over the years the Cypriot Asylum Service has grown much, not just in numbers but also in knowledge. My top priority is for the case workers to be highly trained and to have the knowledge to face any “challenge” that comes with a new claim. This is the one reason we, as CAS, have relied for this on our long time-supporters EUAA. With their knowledge and expertise, they have supported our case workers in being confident enough during their work to face obstacles that might arise during examination of a case. Without their support this could not have happened, and we are extremely grateful to have them as partners and supporters in the same mission as ours.’

Andreas Agrotis, Manager of First Reception Centre, Cyprus Asylum Service

‘Throughout my career at the Cyprus Asylum Service, I have participated as a trainee and trainer in numerous EUAA’s training modules and workshops for the last 11 years. Participating in EUAA’s trainings, helped me a lot to enhance my training and leadership skills. Furthermore, I developed an in-depth knowledge in all the aspects related to European laws, directives, regulations and advanced my skills upon dealing with difficult and complicated cases and situations within my workflow framework.’

**Andriani Panayi, Asylum Officer, Vulnerable Team Coordinator, Cyprus Asylum Service**

‘The EUAA developed an outstanding training program. I’m delighted to have collaborated with incredible trainers, both as a trainee and while co-delivering modules. EUAA trainings successfully bridge policy and practice, standardising essential operational skills – such as effective interviewing techniques and reception responses – which are immediately applicable to participants’ challenging front-line situations. Crucially, the highly qualified trainers create a safe environment for vital exchange of expertise and knowledge.’

Irene Theodorou, Administrative Officer, Human Resources Officer and Training National Contact Point, Cyprus Asylum Service

‘The EUAA plays a central role in training the staff of the Cyprus Asylum Service, providing essential support and guidance. Participating in its trainings as both trainer and participant has enriched my professional skills, enhanced daily work and strengthened my ability to support colleagues. A particular highlight was collaborating with EUAA experts to adapt training plans to national needs. This collaboration ensures our staff are well-prepared to deliver high-quality services and respond to applicants’ needs with professionalism and care.’

Laura Iacovides, Administrative Officer, Deputy Ministry of Migration and International Protection, Cyprus Asylum Service

‘The EUAA trainings have been exceptionally valuable and truly exceeded by expectations. Each module is well-structured, comprehensive, and gets straight to the core of the subject matter. The content is easy to follow, and the sessions are organised in a clear and professional way. What I appreciate most is that, despite being work-related subjects, the trainings remained engaging and enjoyable throughout. The trainers are knowledgeable, supportive, and create an environment where participants feel comfortable to ask questions and actively contribute. Overall, it is a high-quality learning experience that genuinely enhances our understanding and everyday work.’

Virginia Losco, Asylum Case Officer, Ministry of Interior, Italy

‘Over the past seven years, while I have been working as an asylum case officer, EUAA trainings have contributed to widening my vision as well as to improving my skills and my knowledge. EUAA trainings are key to my personal development in a context where we often perform repetitive tasks. Besides the knowledge, they contribute to developing the attitude to think out of the box, interact with peers and to learn about best practices.’

Alex David Zorzini, Asylum Case Officer, Ministry of Interior, Italy

‘The course [“Becoming and EUAA trainer and assessor”] focused on the learner-centred approach and the role of the trainers on delivering, facilitating and evaluating the training sessions. We had to think and deliver role plays, case studies, quizzes. They used the techniques we’ll use with learners in future courses, and the timing was accurate considering that, as I learned, it’s not easy to get it.’

Stephen Hand, Head of Training, International Protection Office, Ireland



‘The EUAA training programmes have been invaluable in strengthening our national capacity and aligning our practices with European standards. They provide a vital space for exchange, reflection and collaboration among colleagues across Member States. The high-quality content and practical methodology directly enhance our internal training delivery, ensuring that International Protection Office staff are well-equipped to apply consistent, fair and informed approaches in their daily protection work.’

Lily Murphy, International Protection Officer, International Protection Office, Ireland

‘Being involved in the EUAA training has been an incredibly valuable experience. I have had the opportunity to participate in nine EUAA courses and have become an EUAA trainer and assessor. I have co-trained two courses with other EUAA trainers. The training has equipped me with practical tools and approaches that I’ve been able to apply directly in my own work supporting the fair and efficient processing of asylum cases. The training also gave me the opportunity to share my own knowledge and experience, contributing to stronger, more consistent approaches to international protection applications across the EU.’

Róisín Doyle, Case Officer, International Protection Office, Ireland

‘The training provided is extremely comprehensive and all aspects can be applied to my job. It enhances my existing knowledge and expands upon it. Delivering the training in particular is a huge benefit, as questions from trainees in both my organisation and other EU organisations help to really focus in on the application of the topic. Meeting colleagues from other countries is very beneficial to share experiences of difficult situations. Grateful to be an EUAA trainer.’

Aidan Ryan, Higher Executive Officer, International Protection Office, Ireland

‘EUAA training has been a consistent and valuable support to the International Protection Office throughout 2025. The structure, expertise and practical focus of the sessions have strengthened our staff’s confidence and competence across a wide range of procedures. EUAA’s flexibility and responsiveness to our needs have been particularly appreciated, enabling us to plan and deliver training in a coordinated and efficient manner. This ongoing partnership continues to positively support our staff’s professional development and our organisational development.’

Siobhán O’Farrell, Executive Officer, International Protection Office, Ireland

‘Working with the EUAA has been a highly rewarding and enjoyable experience. I have had the opportunity to partake in numerous modules, from learning modules to the professional support skills module. The training the EUAA has provided has been instrumental in enabling me to both understand the intricacies of international protection and legal foundations underpinning my role in the international protection system but has also facilitated my professional and personal growth. In addition, I have had the opportunity to deliver EUAA modules, an extremely rewarding experience. The trainers and staff in the EUAA are a pleasure to work with, and consistently display their knowledge, experience and professionalism in every interaction myself and my office have with them.’



4.3 Developments in EUAA training in 2025

4.3.1. Overview of the EUAA 2025 training plan

The EUAA training plan, published annually on the official EUAA website, provides a structured and systematic framework for training delivery. The plan covers the training curriculum implemented in the context of permanent support organised by the EUAA. To further enhance accessibility and transparency, in 2025, a dedicated plan was designed to present all EUAA tailor-made training activities related to the implementation of the Pact on Migration and Asylum, offering stakeholders a comprehensive overview of available training opportunities in this area. Training plans include detailed information on each activity, such as the training plan reference, module title, target group, delivery location, estimated time required for line study, registration deadline, online duration, delivery methods and assessment dates.

The 2025 training plan continues to rely on blended delivery, while demonstrating a more systematic use of blended learning that combines online study, webinars and in-person sessions. Compared with 2024, the 2025 plan shows a notable increase in webinar-based and online delivery. Overall, this represents an estimated increase of approximately 10 % in webinar delivery. In parallel, the plan reflects visible growth in online-only modules, with several trainings previously delivered in blended or face-to-face formats in 2024 offered fully online in 2025. This shift enhances greater operational flexibility and preparedness, particularly in response to evolving training needs linked to the implementation of the Pact on Migration and Asylum.

4.3.2. Training catalogue 2025

(a) New and updated training modules in 2025

In 2025, the EUAA continued to expand and update its training curriculum to support the evolving needs of asylum and reception authorities, particularly in preparation for the implementation of the Pact on Migration and Asylum, while also advancing the accreditation of training modules to further strengthen the quality and recognition of the EUAA training framework.

New EUAA training content launched

In 2025, the EUAA introduced 14 new training modules covering several key thematic areas. A significant group of modules focused on legislative developments under the Pact on Migration and Asylum, including the Screening Regulation, the Asylum Procedure Regulation, the Reception Conditions Directive and the Asylum and Migration Management Regulation. Additional modules addressed resettlement and complementary pathways, reception and protection of vulnerable persons, as well as country of origin information and surveys on asylum-related migration. Seven of the new modules were accredited during the year.



Table 5. New EUAA training content launched in 2025

Training module	Accredited in 2025
Country of origin information – advanced	✓
Introduction to psychosocial support and guidance in reception (PSGR)	✓
Statelessness and inclusion in international protection	
Selection phase in the context of resettlement and humanitarian admission	✓
Introduction to resettlement and humanitarian admission	✓
Introduction to complementary pathways	✓
Introduction to the Screening Regulation	
The asylum procedure in the Pact on Migration and Asylum	
The Reception Conditions Directive in the Pact on Migration and Asylum	
The new Asylum and Migration Management Regulation (AMMR)	
Vulnerability in the Pact on Migration and Asylum	
Health, safety and security in reception	✓
Introduction to country of origin information	✓
Surveys to understand asylum-related migration	

Updated EUAA training content

In 2025, 12 existing EUAA training modules were also updated to reflect evolving operational needs, accreditation requirements and legislative developments. These updates covered a broad range of themes, including protection and vulnerability, communication with applicants, reception management and operational procedures, and professional development and well-being. Additional updates addressed inclusion- and resettlement-related procedures.

In addition, three of the updated modules were newly accredited in 2025, while the remaining modules listed in the table had already been accredited in previous years, further strengthening the quality assurance of the EUAA training curriculum.

Table 6. Updated EUAA training content in 2025

Training module	Accredited in 2025
Slavery and severe human exploitation as persecution	
Communication in emergencies	
Inclusion – advanced	✓
Introduction to communication for asylum and reception practitioners	
Professional well-being	
Working with an interpreter	
Introduction to reception	
Conflict management and mediation in reception – level A	✓
Reception of vulnerable persons: identification of vulnerability and provision of initial support – block A	
Reception of vulnerable persons: needs assessment and design of interventions – block B	
Children in the asylum process	



Pre-departure phase in the context of resettlement and humanitarian admission



(b) Translation and multilingual accessibility

In 2025, the EUAA continued to support the translation of EAC modules and tailor-made training activities, further strengthening multilingual accessibility across Member States. As of 31 December 2025, the training portfolio comprised 75 different modules and tailor-made trainings. These were made available in 31 languages, based on national and operational needs, resulting in a total of 425 language versions.

In cooperation with the Translation Centre, the EUAA advanced the use of innovative translation solutions. In 2025, the work focused on developing AI-based neural machine translation for Spanish and German – the most widely used languages in the curriculum after English. This development is expected to significantly improve the speed and consistency of translations in these languages, thereby enhancing accessibility and responsiveness to Member States’ needs.

Figure 54. Training achievements in 2025



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(c) Trainer horizontal curriculum

In 2025, the horizontal curriculum continued to play a key role in supporting the training of a growing number of asylum and reception officials. This was complemented by the expansion of the EUAA trainer and assessor network, with 218 new trainers and assessors trained through the ‘Becoming an EUAA trainer and assessor’ and ‘Becoming an EUAA assessor’ modules, delivered across 14 sessions.

At the same time, interest in coaching-related skills continued to increase. The ‘Introduction to coaching’ module was delivered seven times as part of a collaborative effort under the permanent and operational support frameworks, reflecting a steadily growing demand for coaching competencies among trainers and practitioners.

(d) Official inauguration of the EUAA Academy

In June 2025, the EUAA officially inaugurated the EUAA Academy at its premises in Trident Park, Malta. The ceremony was attended by the EUAA Executive Director, Ms Nina Gregori; Malta’s Minister for Home Affairs, Security and Employment, Mr Byron Camilleri; representatives from the Maltese authorities, the European Commission and the Office of the United Nations High Commissioner for Refugees; members of the EUAA Management Board; and officials from the Malta Further and Higher Education Authority.



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Following its accreditation as a recognised qualifications provider in late 2024, the EUAA Academy now serves as the first accredited training academy at the EU level dedicated specifically to asylum and reception matters. The academy provides a dedicated training centre where national officials from EU+ countries can receive internationally recognised and specialised training.

Since 2012, the Agency has trained national officials on the implementation of the CEAS. The establishment of the EUAA Academy represents a further step in strengthening professional standards across the sector. By supporting case officers in the consistent application of EU asylum legislation, enhancing reception experts' capacity to identify and assist vulnerable persons and contributing to the professional development of national administrations, the academy promotes convergence, quality and trust among Member States.

The inauguration of the EUAA Academy marks a significant milestone in reinforcing the EUAA's training mandate and its continued support to Member States in implementing the CEAS.

(e) Developments in learning technologies and digitalisation

In 2025, significant progress was made in enhancing the implementation of the EAC through improvements to the learning technologies ecosystem supporting its delivery. These developments focused on enhancing the online user experience, improving system performance and ensuring a more secure and reliable learning environment.

A major milestone was the investment in more robust services and technological infrastructure, enabling more efficient access to training and supporting the growing number of learners participating in EUAA training activities.

In addition, a new registration and enrolment process for national training sessions was redesigned and implemented, improving efficiency and user experience. In parallel, the registration and enrolment process for accredited modules was fully digitalised, streamlining the end-to-end training cycle for both learners and learning platform administrators.

Internally, key processes and tools were reviewed and optimised to increase operational efficiency and sustainability. These improvements were essential to effectively manage the rapid growth in training demand while continuing to provide reliable, high-quality services and effective client relationship management throughout the entire training life cycle.



4.4 Conclusions and future focus

The EUAA continued to expand and strengthen its training activities in 2025 in response to the evolving needs of asylum and reception authorities across EU+ countries. As highlighted



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throughout this report, the year was marked by a further increase in training delivery, continued development of the EAC and enhanced analytical monitoring of training outcomes. These efforts reflect the Agency's commitment to supporting Member States in building sustainable capacity and ensuring greater convergence in the implementation of the CEAS.

As outlined in Chapter 2, training delivery reached record participations in 2025, with a significant number of officials trained across EUAA training activities. Training was delivered through both permanent and

operational support frameworks. The continued development of the EAC, including the introduction of new modules and the updating of existing training content, further strengthened the relevance of the EUAA's training portfolio.

In particular, 2025 saw the introduction of new training modules addressing key thematic areas such as the legislative changes due to the Pact on Migration and Asylum. Several modules were also accredited during the year, reinforcing the quality assurance of the EUAA training framework and contributing to the professionalisation of the asylum and reception area.

The analysis presented in Chapter 3 provides further insight into the training delivery and participation patterns across EU+ countries. The findings highlight the continued importance of flexible delivery modalities, with fully online training enabling the EUAA to reach a substantial number of participants across Member States. At the same time, blended approaches combining online and face-to-face components remained an important modality, particularly in the context of national training delivered by EU+ countries. The analysis also highlights the strong demand for operational training modules, particularly those aimed at supporting caseworkers and the implementation of new legislative developments.

Chapter 4 presents the results of the learner feedback analysis, which continues to demonstrate a high level of satisfaction with EUAA training activities. Participants consistently highlighted the relevance of the training content to their daily work, the expertise of the trainers and the practical value of the learning experience. The analysis of open-text feedback further provided valuable insights into aspects of the training that learners found most beneficial, while also identifying areas for further improvement and lessons learnt. These findings underline the importance of combining quantitative monitoring indicators with qualitative feedback to obtain a comprehensive understanding of training outcomes.

Looking ahead, the EUAA training framework will continue to evolve in line with the upcoming implementation of the Pact, scheduled for June 2026. The Agency's training activities will play a key role in supporting Member States in preparing for the new legal and operational



framework. In this context, the continued development of pact-related training modules and the expansion of accredited training activities will remain a priority.

At the same time, the EUAA will further strengthen its analytical monitoring tools and training needs analysis methodologies to ensure that training activities remain closely aligned with the operational realities of Member States. In addition, a comprehensive evaluation of the EAC will constitute an important area of work in the upcoming year, with the aim of assessing its relevance, effectiveness and alignment with evolving operational and legislative developments.

By continuing to expand the EAC, to strengthen the accreditation of training modules and to enhance evidence-based monitoring of training outcomes, the EUAA will remain well positioned to support the professionalisation of the asylum and reception sector across the EU.



Annex 1: Content area

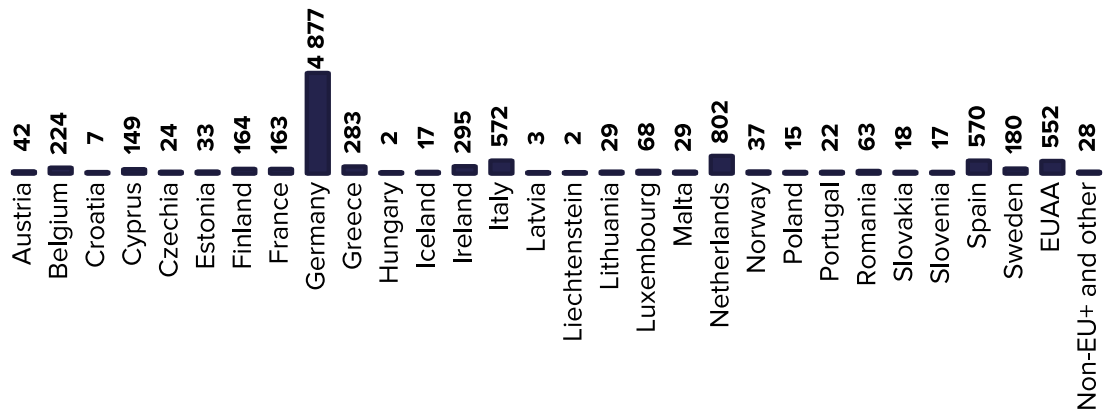
Caseworker content

Table 7. Content grouped under the theme ‘Caseworker’ in 2025

Content	Category
Asylum interview method	Module
Evidence assessment	Module
Inclusion	Module
Inclusion advanced	Module
Interview techniques	Module
Interviewing children	Module
Interviewing vulnerable persons	Module
Slavery and severe human exploitation as persecution	Tailor-made
Statelessness and inclusion in international protection	Tailor-made
The asylum procedure in the Pact on Migration and Asylum	Tailor-made

Caseworker content: participations by country in 2025

Figure 55. Participations in caseworker content by country in 2025

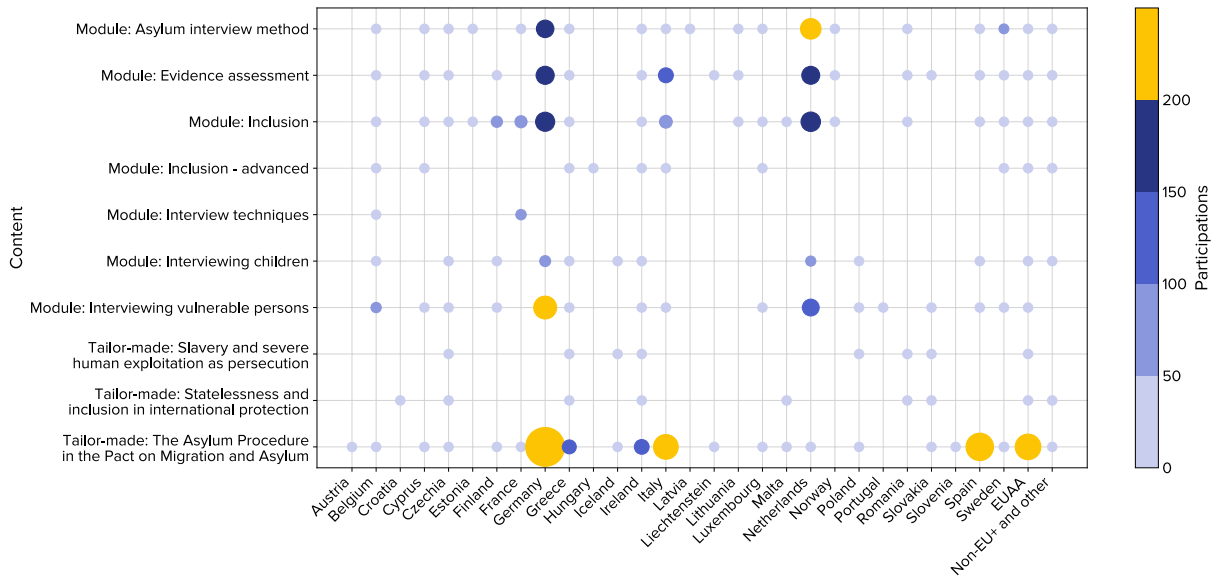


Source: EUAA.



Caseworker content: participations by content and by country in 2025

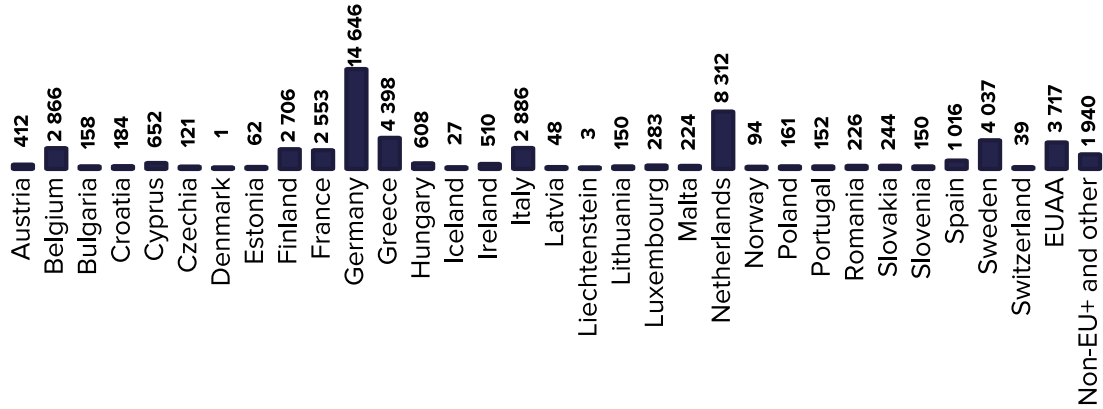
Figure 56. Participations by content and by country in 2025



Source: EUAA.

Caseworker content: participations by country, 2012–2025

Figure 57. Participations in caseworker content by country, 2012–2025

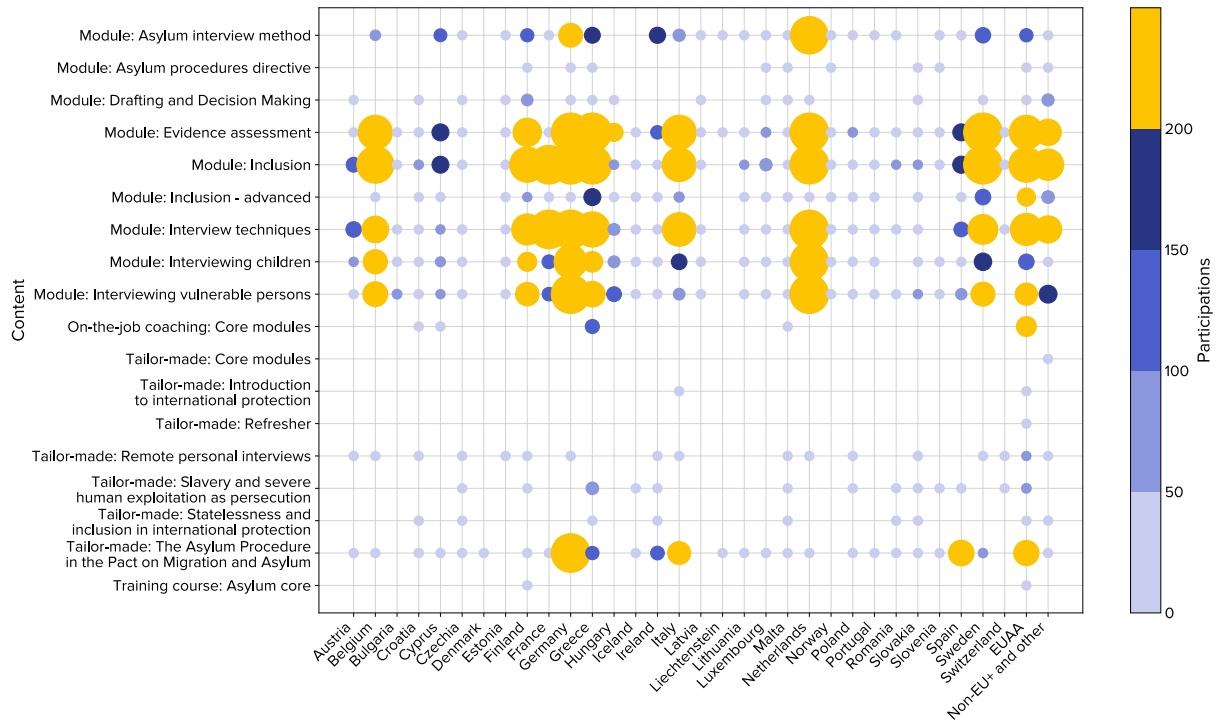


Source: EUAA.



Caseworker content: participations by content and by country, 2012–2025

Figure 58. Participations by content and by country, 2012–2025



Source: EUAA.



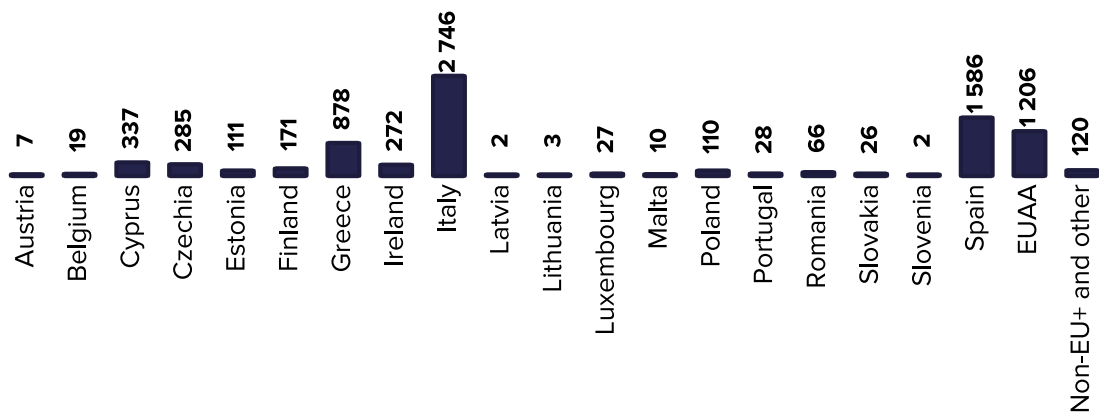
Foundation content

Table 8. Content grouped under the theme ‘Foundation’ in 2025

Content	Category
Introduction to communication for asylum and reception practitioners	Module
Introduction to ethical and professional standards	Module
Introduction to the legal framework on fundamental rights and international protection in the EU	Module
Introduction to vulnerability	Module
Professional well-being	Module
Information and communication needs assessment	Tailor-made

Foundation content: participations by country in 2025

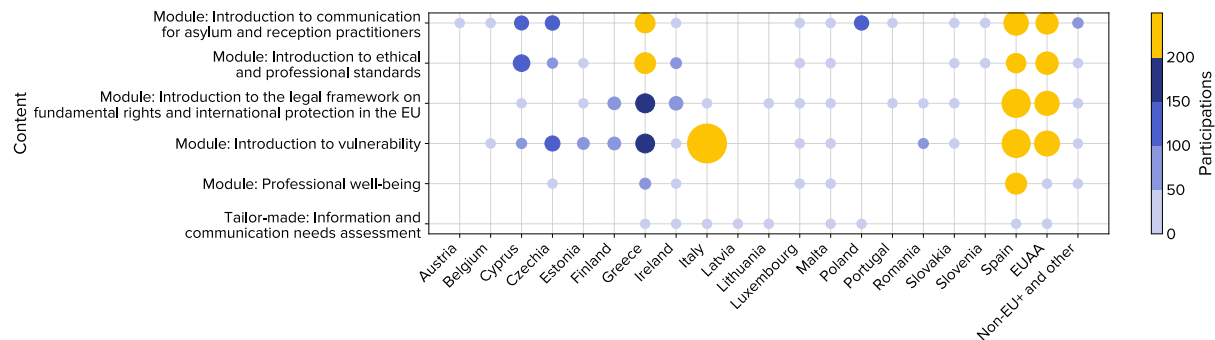
Figure 59. Participations in foundation content by country in 2025



Source: EUAA.

Foundation content: participations by content and by country in 2025

Figure 60. Participations in foundation content by content and by country in 2025

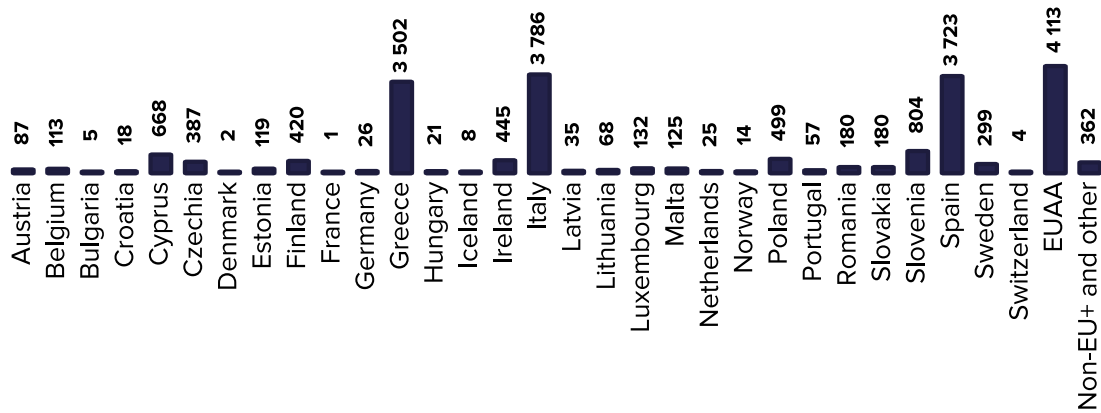


Source: EUAA.



Foundation content: participations by country, 2012–2025

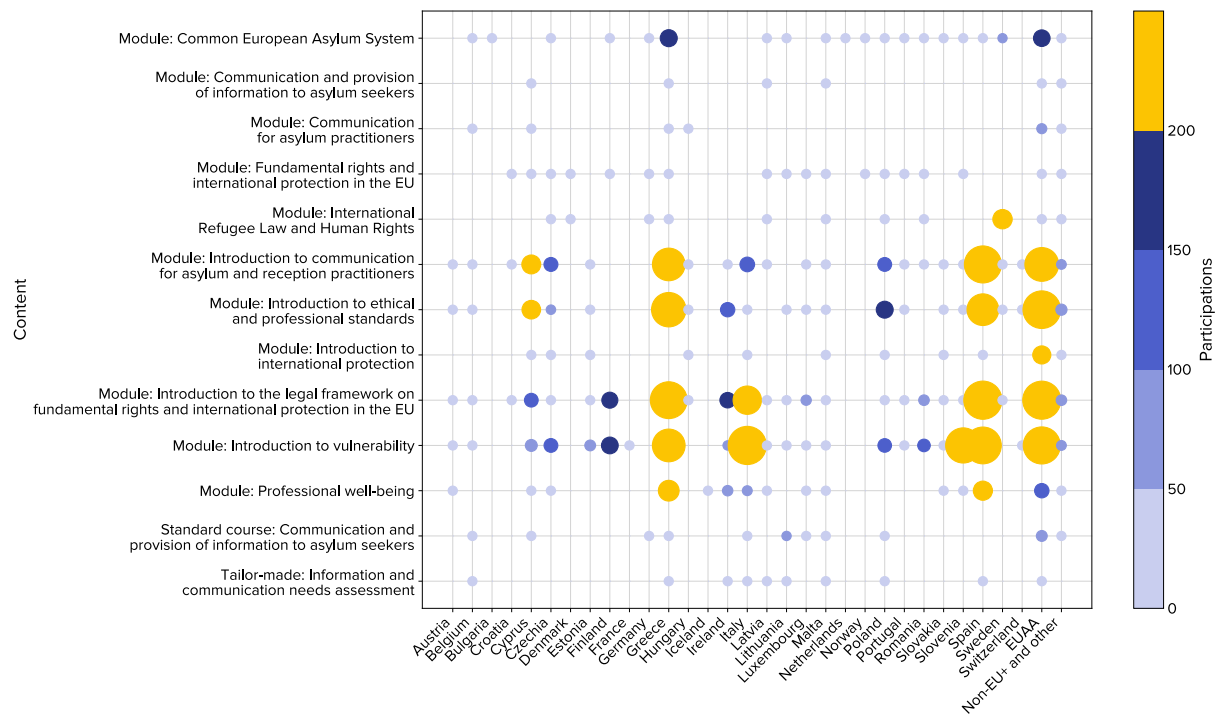
Figure 61. Participations in foundation content by country, 2012–2025



Source: EUAA.

Foundation content: participations by content and by country, 2012–2025

Figure 62. Participations in foundation content by content and by country, 2012–2025



Source: EUAA.



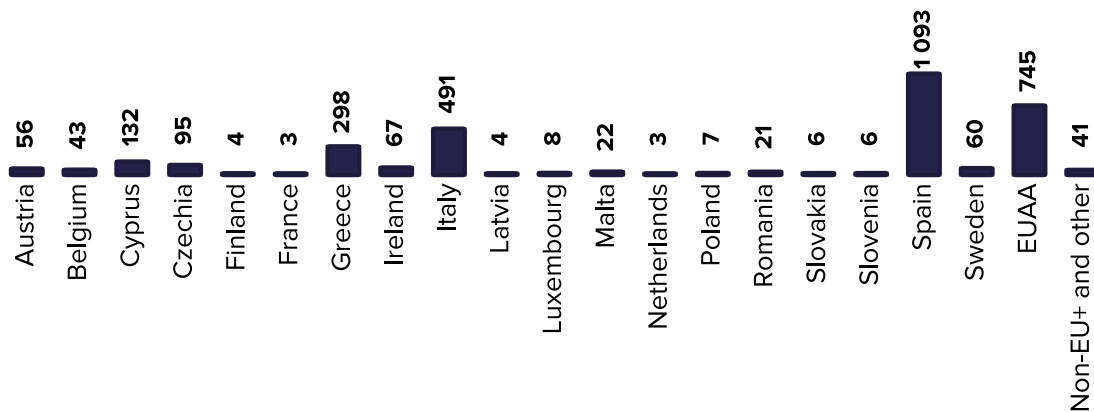
Reception content

Table 9. Content grouped under the theme ‘Reception’ in 2025

Content	Category
Conflict management and mediation in reception – level A	Module
Health, safety and security in reception – level A	Module
Introduction to psychosocial support and guidance in reception (PSGR)	Module
Introduction to reception	Module
Reception of vulnerable persons: identification of vulnerability and provision of initial support – block A	Module
Reception of vulnerable persons: needs assessment and design of interventions – block B	Module
Reception	On-the-job coaching
Induction on reception	Tailor-made
The Assessment of Reception Conditions (ARC) tool in practice	Tailor-made
The Reception Conditions Directive in the Pact on Migration and Aasylum	Tailor-made

Reception content: participations by country in 2025

Figure 63. Participations in reception content by country in 2025

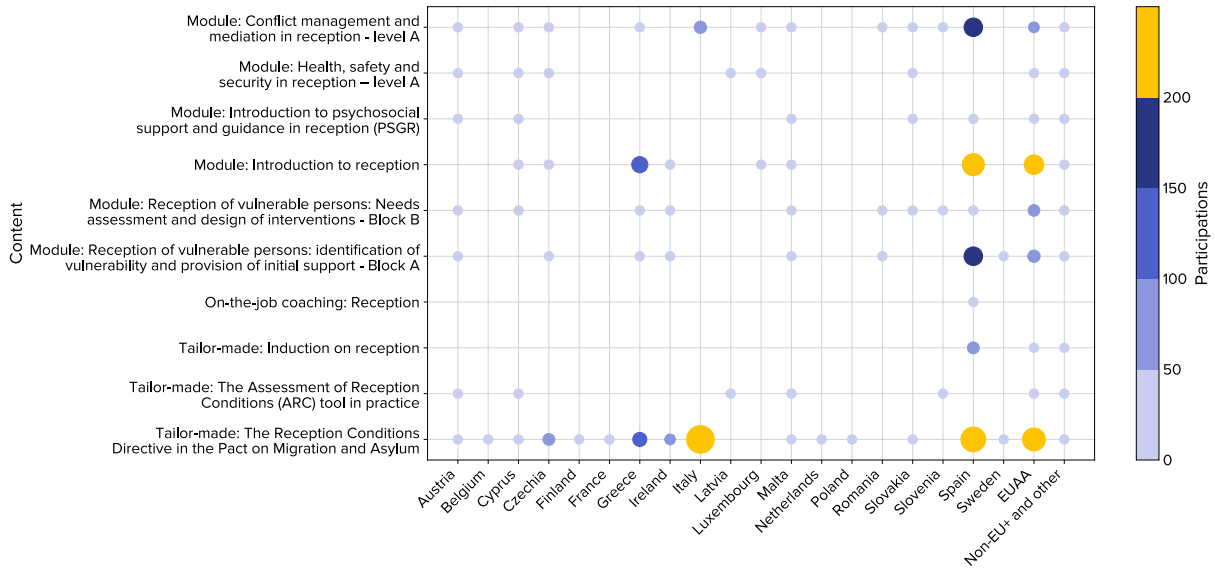


Source: EUAA.



Reception content: participations by content and by country in 2025

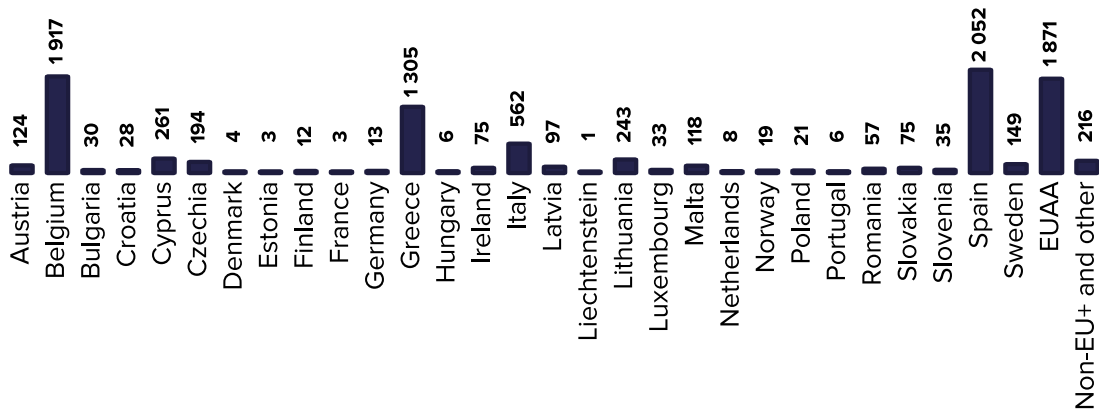
Figure 64. Participations in reception content by content and by country in 2025



Source: EUAA.

Reception content: participations by country, 2012–2025

Figure 65. Participations in reception content by country, 2012–2025

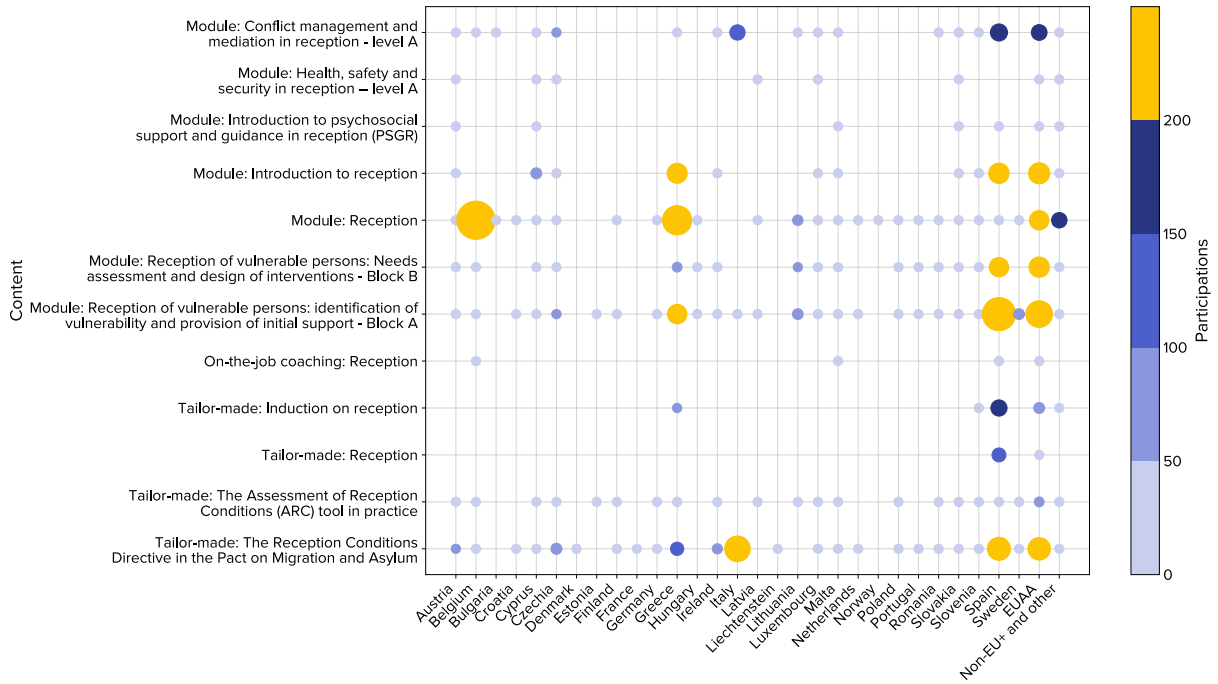


Source: EUAA.



Reception content: participations by content and by country, 2012–2025

Figure 66. Participations in reception content by content and by country, 2012–2025



Source: EUAA.



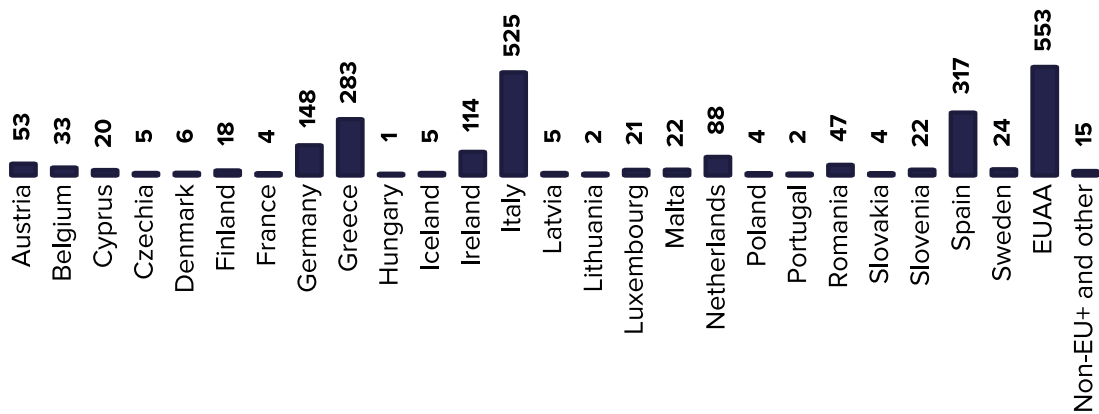
Vulnerability content

Table 10. Content grouped under the theme ‘Vulnerability’ in 2025

Content	Category
Applicants with diverse sexual orientation, gender identity, gender expression and sex characteristics (SOGIESC)	Module
Children in the asylum process	Module
Gender, gender identity and sexual orientation	Module
Trafficking in human beings	Module
Trafficking in human beings – level 1	Module
Trafficking in human beings – levels 1 and 2	Module
Victims of gender-based violence	Module
Age assessment	Tailor-made
Vulnerability in the Pact on Migration and Asylum	Tailor-made

Vulnerability content: participations by country in 2025

Figure 67. Participations in vulnerability content by country in 2025

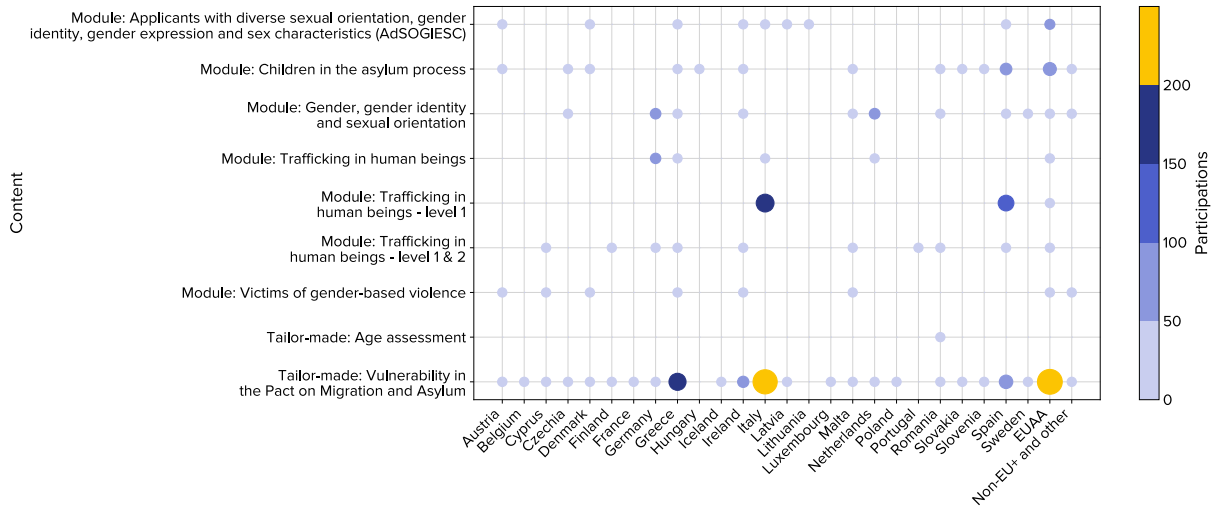


Source: EUAA.



Vulnerability content: participations by content and by country in 2025

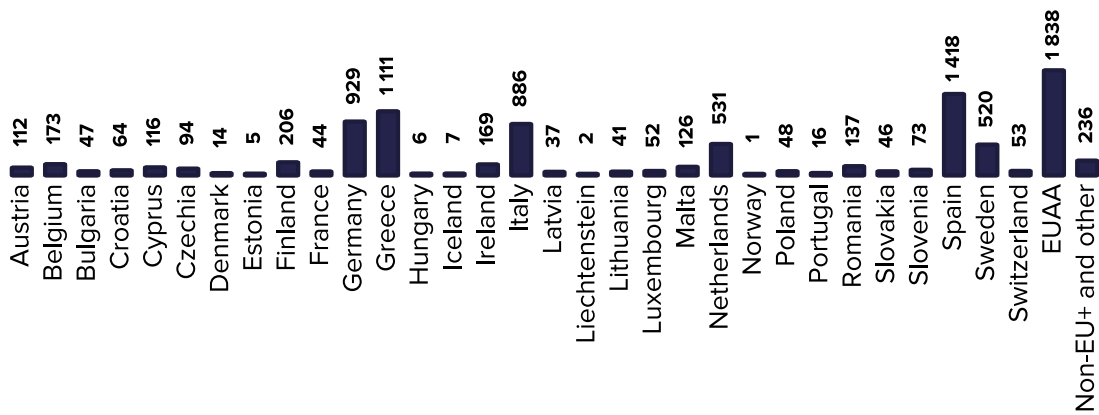
Figure 68. Participations in vulnerability content by content type and by country in 2025



Source: EUAA.

Vulnerability content: participations by country, 2012–2025

Figure 69. Participations in vulnerability content by country, 2012–2025

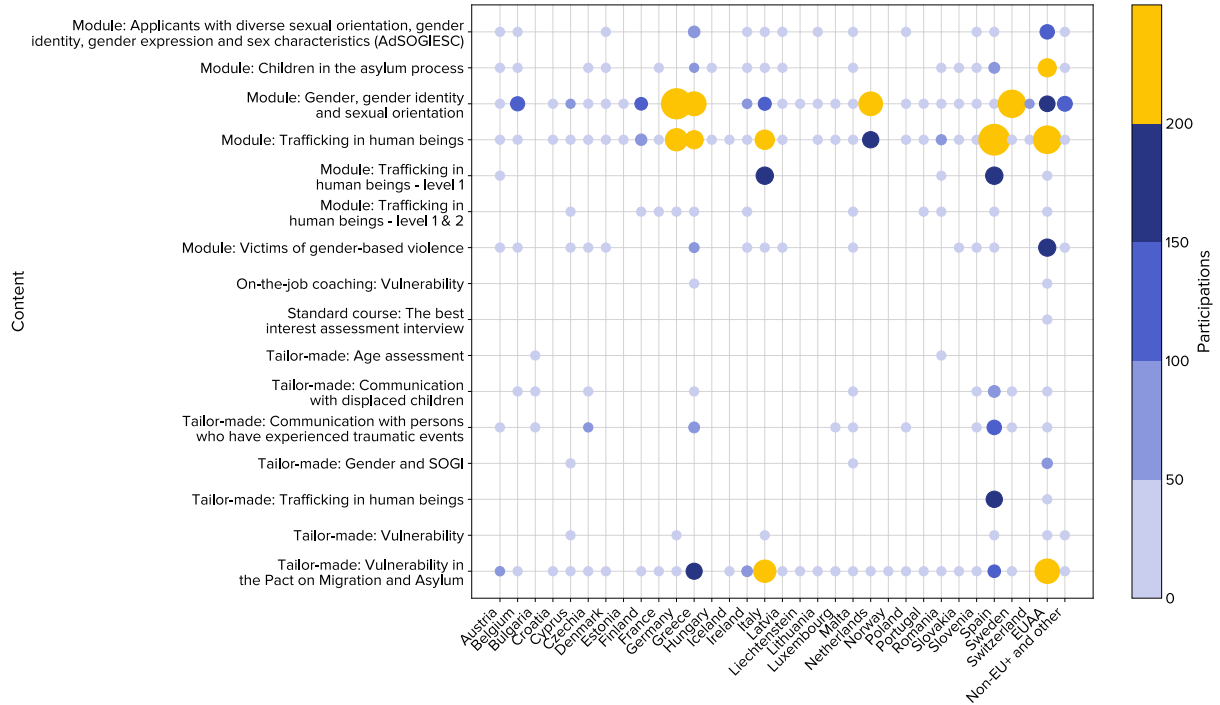


Source: EUAA.



Vulnerability content: participations by content and by country, 2012–2025

Figure 70. Participations in vulnerability content by content and by country, 2012–2025



Source: EUAA.



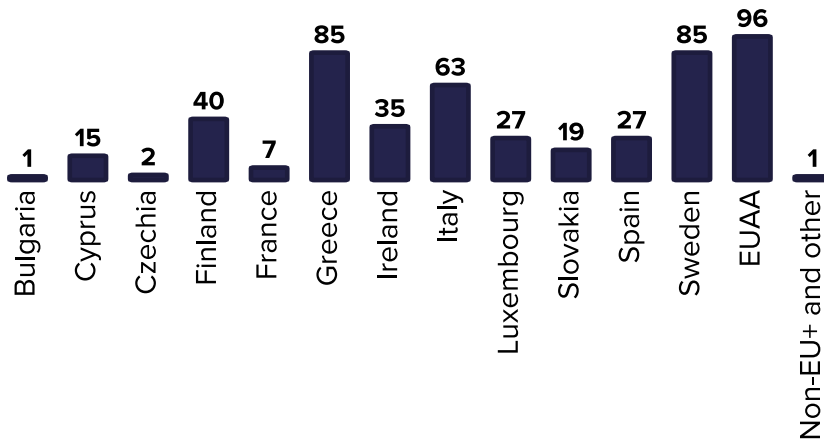
Exclusion and end-of-protection content

Table 11. Content grouped under the theme ‘Exclusion and end of protection’ in 2025

Content	Category
Application of exclusion clauses to persons undeserving of international protection	Module
End of protection	Module
Identification of potential exclusion cases	Module

Exclusion and end-of-protection content: participations by country in 2025

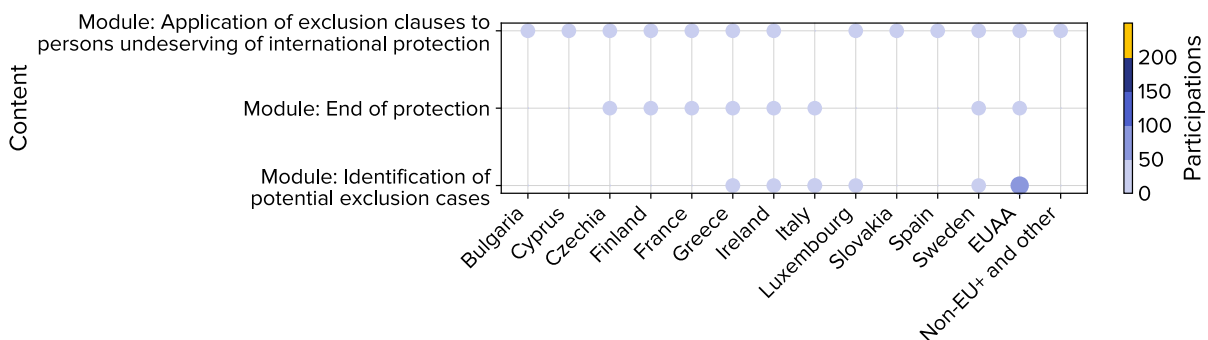
Figure 71. Participations in exclusion and end-of-protection content by country in 2025



Source: EUAA.

Exclusion and end-of-protection content: participations by content and by country in 2025

Figure 72. Participations in exclusion and end-of-protection content by content and by country in 2025

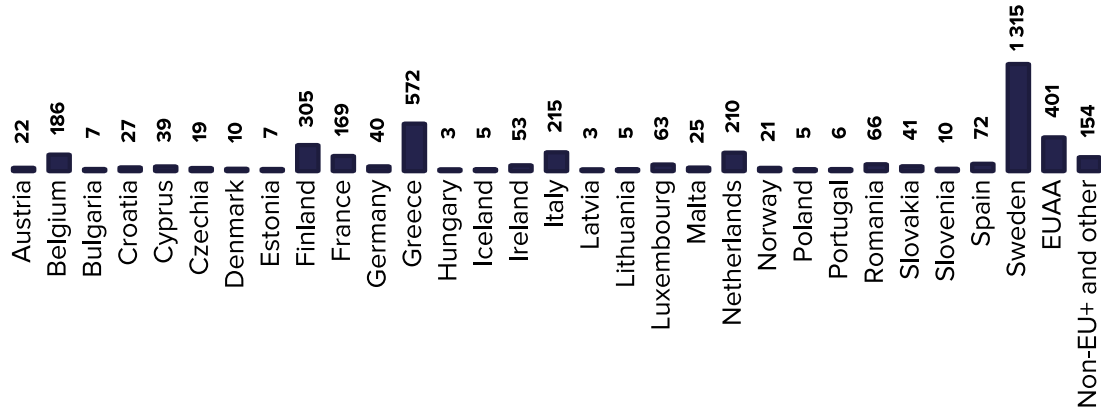


Source: EUAA.



Exclusion and end-of-protection content: participations by country, 2012–2025

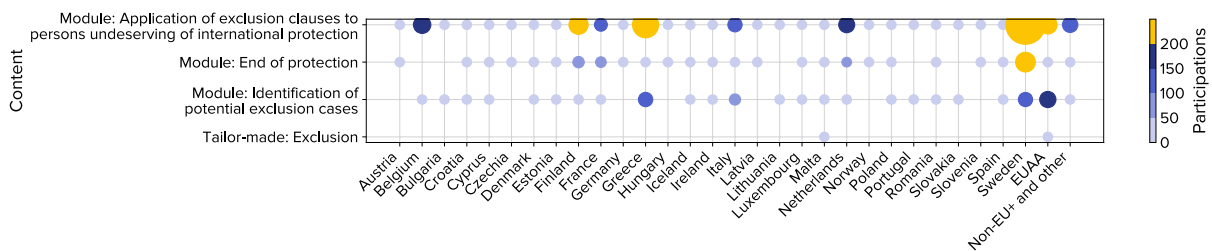
Figure 73. Participations in exclusion and end-of-protection content by country, 2012–2025



Source: EUAA.

Exclusion and end-of-protection content: participations by content and by country, 2012–2025

Figure 74. Participations in exclusion and end-of-protection content by content and by country, 2012–2025



Source: EUAA.



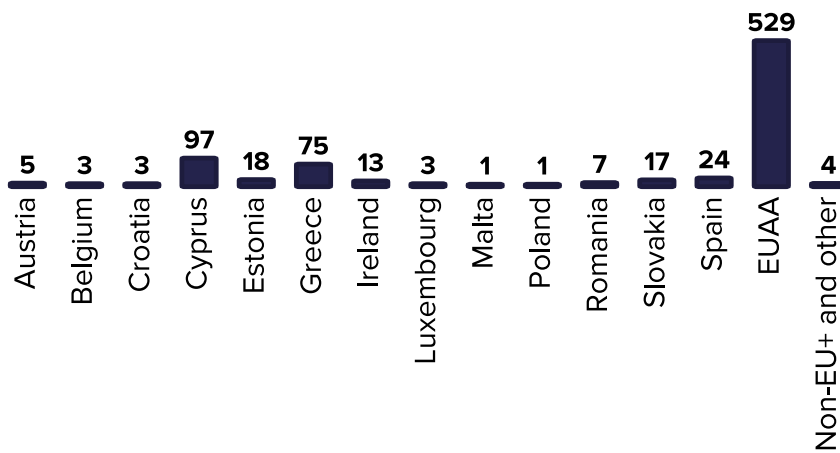
Interpretation content

Table 12. Content grouped under the theme ‘Interpretation’ in 2025

Content	Category
Interpreting in the asylum context	Module
Interpreting in the reception context	Module
Working with an interpreter	Module

Interpretation content: participations by country in 2025

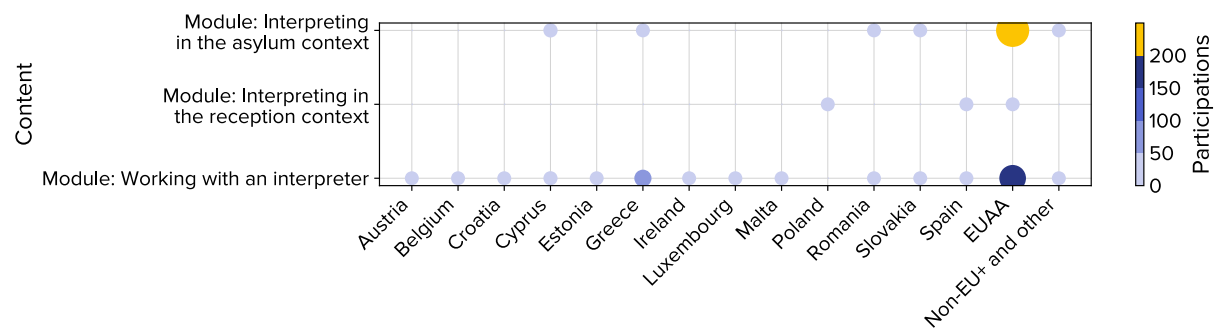
Figure 75. Participations in interpretation content by country in 2025



Source: EUAA.

Interpretation content: participations by content and by country in 2025

Figure 76. Participations in interpretation content by content and by country in 2025

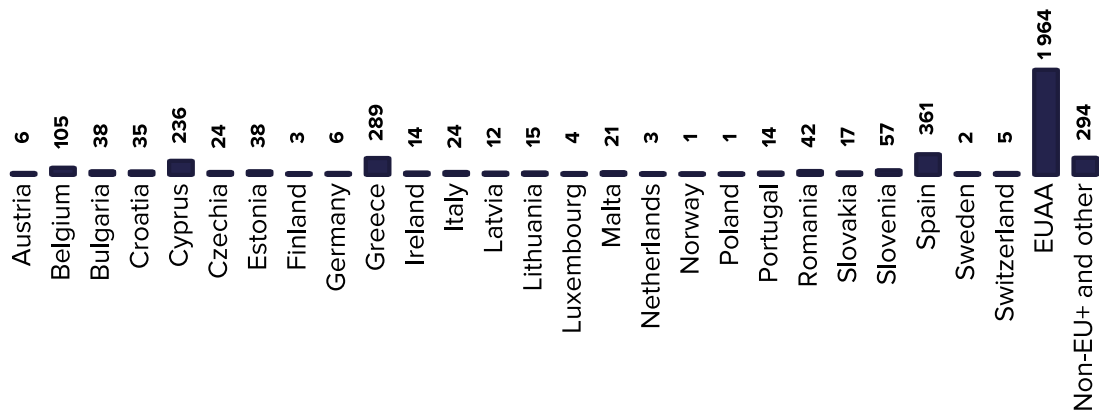


Source: EUAA.



Interpretation content: participations by country, 2012–2025

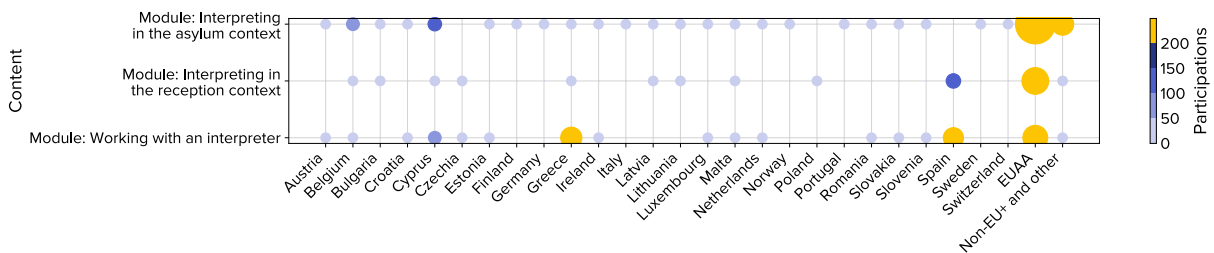
Figure 77. Participations in interpretation content by country, 2012–2025



Source: EUAA.

Interpretation content: participations by content and by country, 2012–2025

Figure 78. Participations in interpretation content by content type and by country, 2012–2025



Source: EUAA.



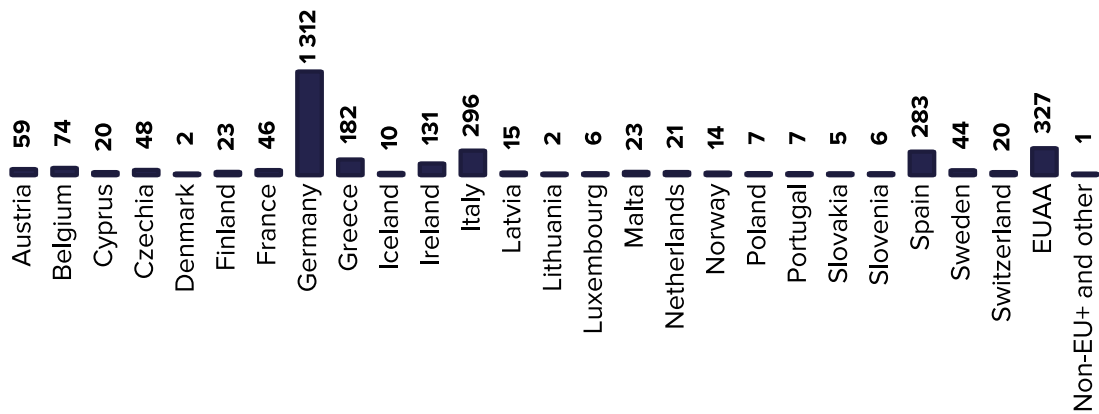
Dublin and AMMR content

Table 13. Content grouped under the theme ‘Dublin and AMMR’ in 2025

Content	Category
Dublin III Regulation	Module
Identification of potential Dublin cases	Module
The new Asylum and Migration Management Regulation (AMMR)	Tailor-made

Dublin and AMMR content: participations by country in 2025

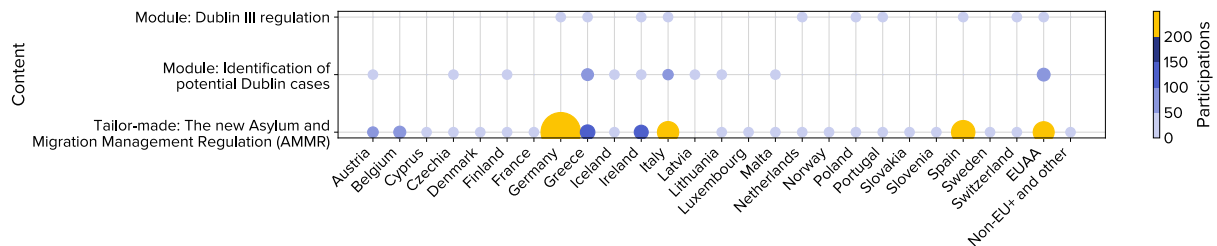
Figure 79. Participations in Dublin and AMMR content by country in 2025



Source: EUAA.

Dublin and AMMR content: participations by content and by country in 2025

Figure 80. Participations in Dublin and AMMR content by content and by country in 2025

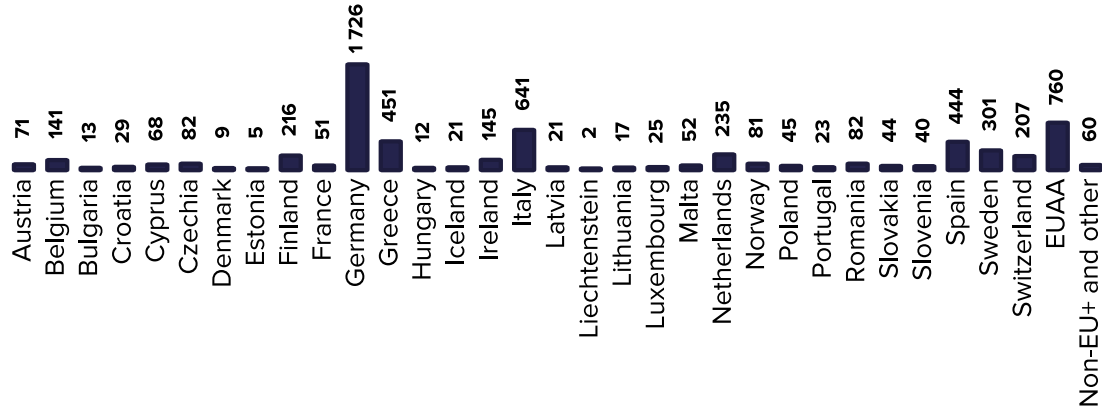


Source: EUAA.



Dublin and AMMR content: participations by country, 2012–2025

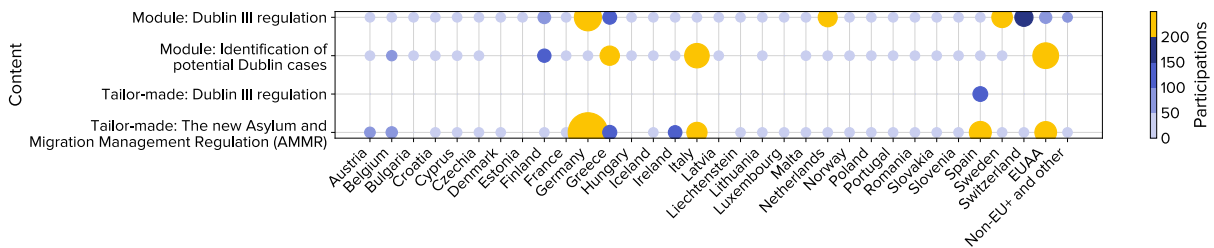
Figure 81. Participations in Dublin and AMMR content by country, 2012–2025



Source: EUAA.

Dublin and AMMR content: participations by content and by country, 2012–2025

Figure 82. Participations in Dublin and AMMR content by content and by country, 2012–2025



Source: EUAA.



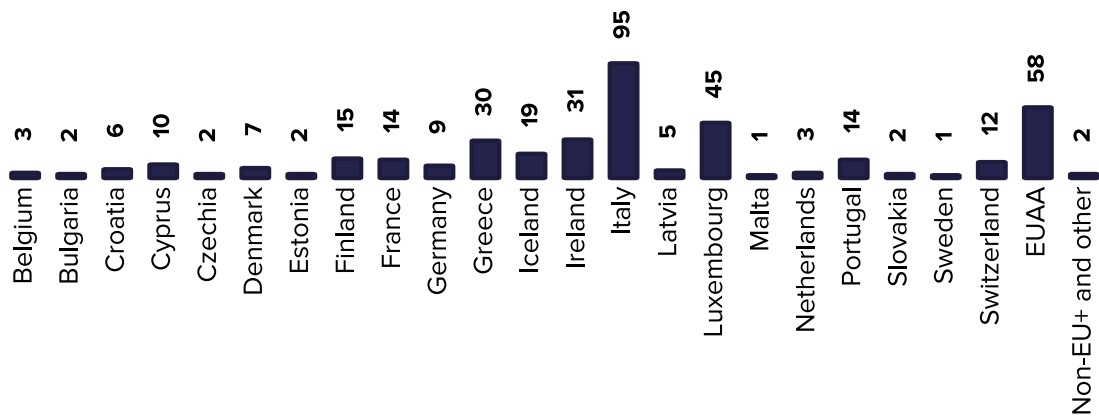
COI and MedCOI content

Table 14. Content grouped under the theme ‘COI and MedCOI’ in 2025

Content	Category
Country of origin information	Module
Country of origin information – advanced	Module
Introduction to country of origin information	Module
Medical country of origin information – advanced	Module
Medical country of origin information – basic	Module

COI and MedCOI content: participations by country in 2025

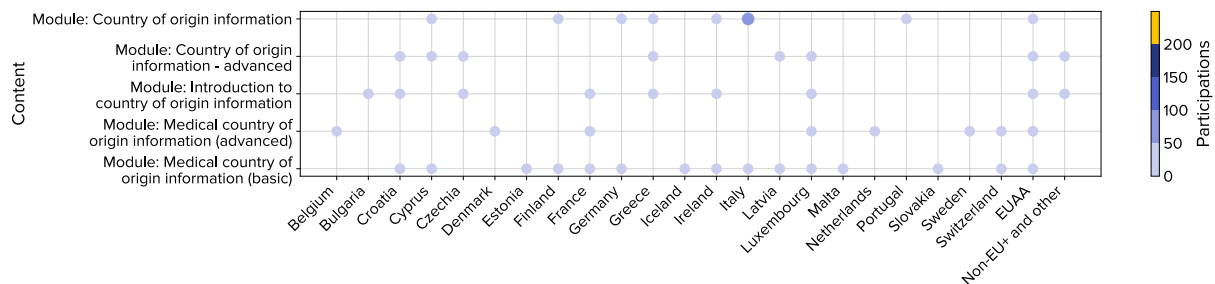
Figure 83. Participations in COI and MedCOI content by country in 2025



Source: EUAA.

COI and MedCOI content: participations by content and by country in 2025

Figure 84. Participations in COI and MedCOI content by content and by country in 2025

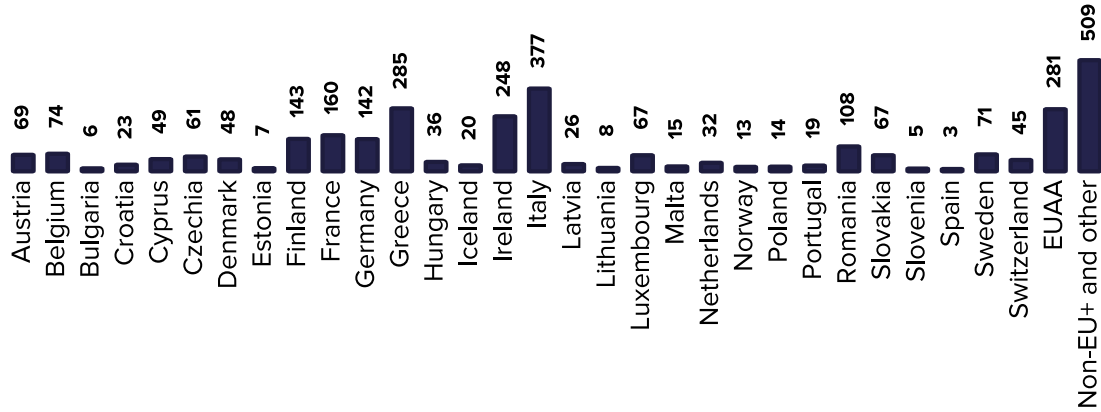


Source: EUAA.



COI and MedCOI content: participations by country, 2012–2025

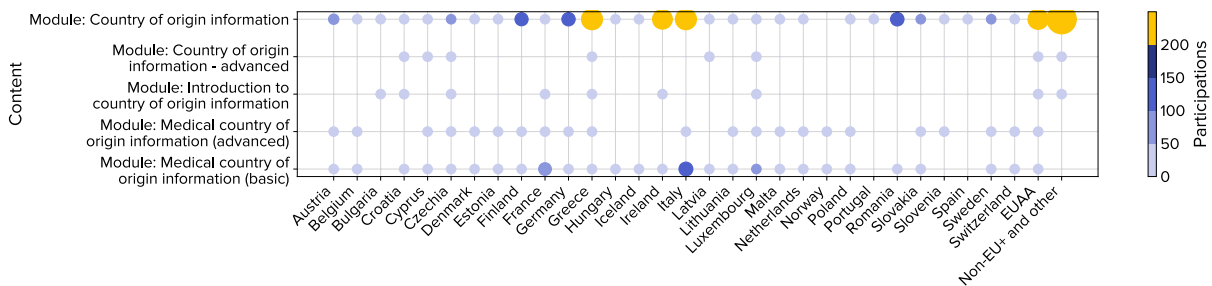
Figure 85. Participations in COI and MedCOI content by country, 2012–2025



Source: EUAA.

COI and MedCOI content: participations by content and by country, 2012–2025

Figure 86. Participations in COI and MedCOI content by content type and by country, 2012–2025



Source: EUAA.



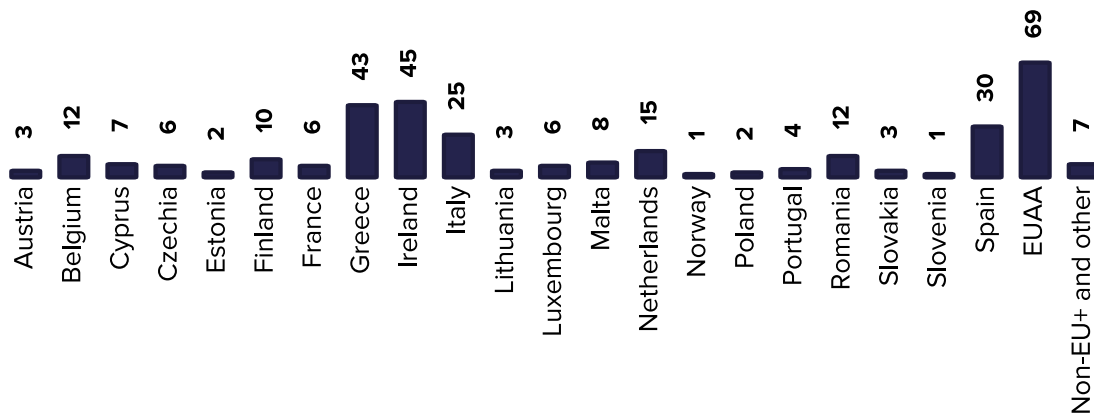
Trainer horizontal content

Table 15. Content grouped under the theme ‘Trainer horizontal’ in 2025

Content	Category
Becoming an EUAA assessor	Module
Becoming an EUAA trainer and assessor	Module
Introduction to coaching	Module

Trainer horizontal content: participations by country in 2025

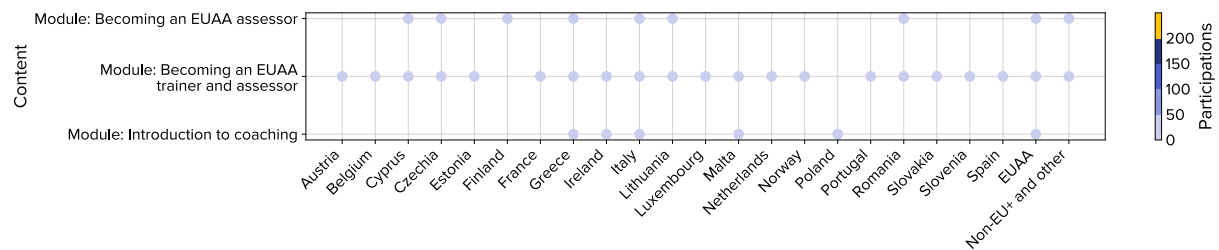
Figure 87. Participations in trainer horizontal content by country in 2025



Source: EUAA.

Trainer horizontal content: participations by content and by country in 2025

Figure 88. Participations in trainer horizontal content by content and by country in 2025

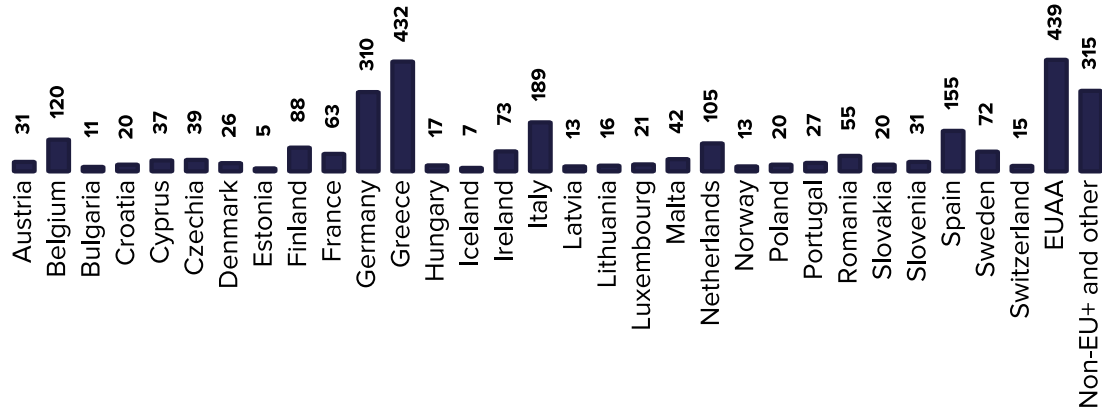


Source: EUAA.



Trainer horizontal content: participations by country, 2012–2025

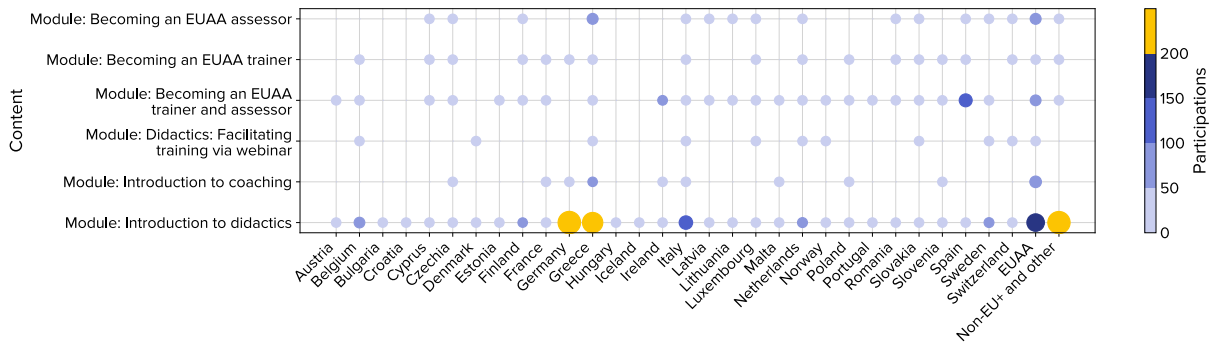
Figure 89. Participations in trainer horizontal content by country, 2012–2025



Source: EUAA.

Trainer horizontal content: participations by content and by country, 2012–2025

Figure 90. Participations in trainer horizontal content by content and by country, 2012–2025



Source: EUAA.



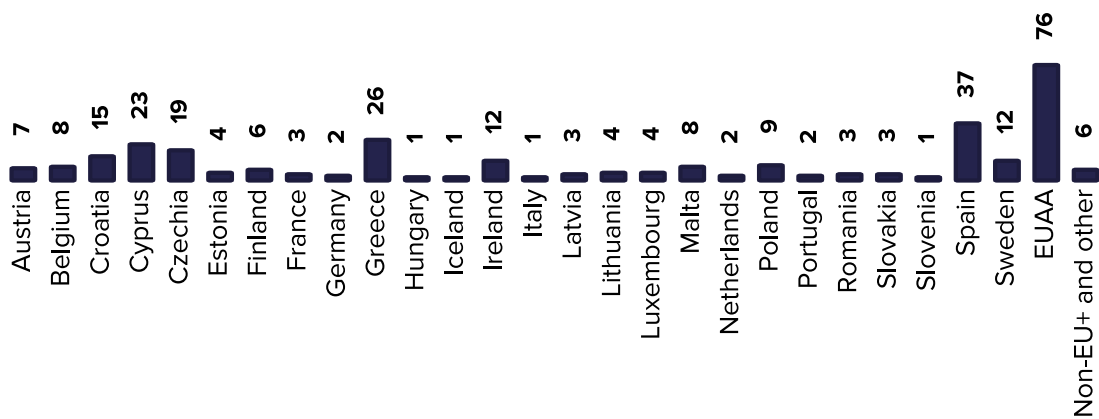
Manager content

Table 16. Content grouped under the theme ‘Manager’ in 2025

Content	Category
Management in the asylum context	Module
Management in the context of reception	Module
Contingency planning as part of the Pact on Migration and Asylum	Tailor-made

Manager content: participations by country in 2025

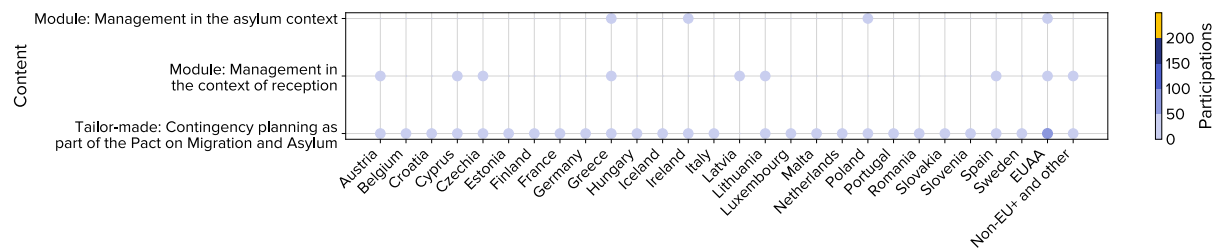
Figure 91. Participations in manager content by country in 2025



Source: EUAA.

Manager content: participations by content and by country in 2025

Figure 92. Participations in manager content by content and by country in 2025

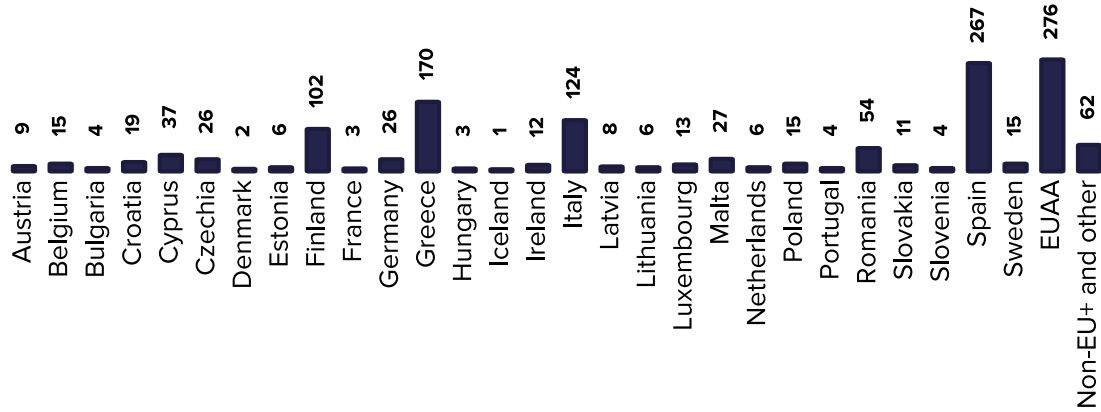


Source: EUAA.



Manager content: participations by country, 2012–2025

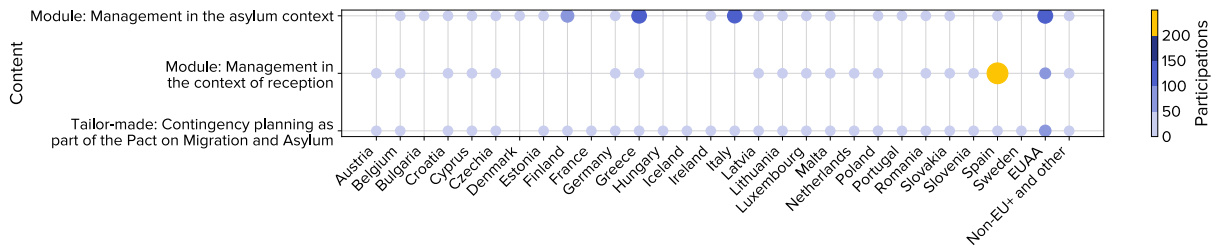
Figure 93. Participations in manager content by country, 2012–2025



Source: EUAA.

Manager content: participations by content and by country, 2012–2025

Figure 94. Participations in manager content by content and by country, 2012–2025



Source: EUAA.



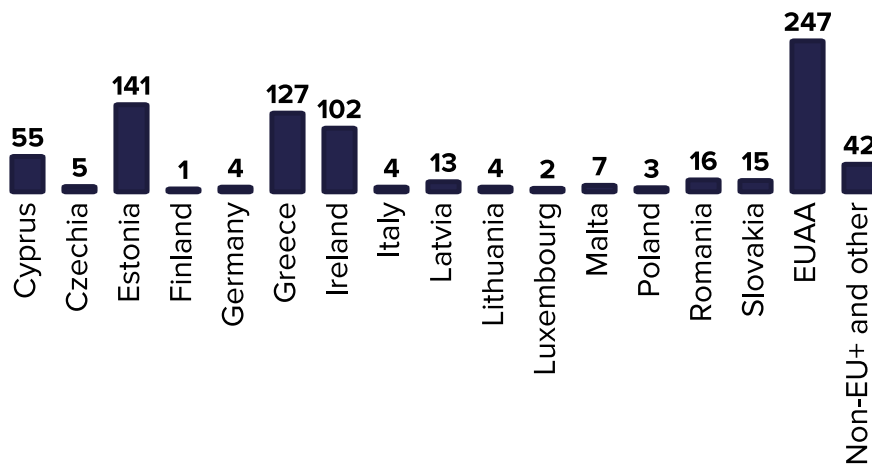
Registration content

Table 17. Content grouped under the theme 'Registration' in 2025

Content	Category
Access to the asylum procedure: Making an application for international protection	Module
Registration and lodging of applications for international protection	Module
Registration of applications for international protection	Module
Introduction to the Screening Regulation	Tailor-made

Registration content: participations by country in 2025

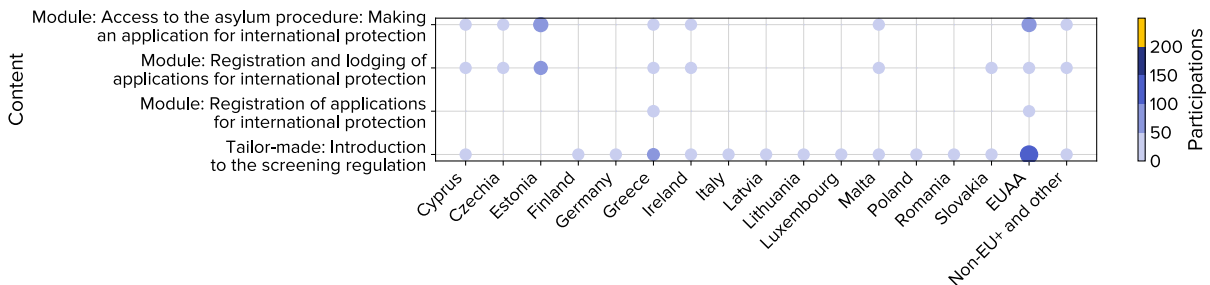
Figure 95. Participations in registration content by country in 2025



Source: EUAA.

Registration content: participations by content and by country in 2025

Figure 96. Participations in registration content by content and by country in 2025

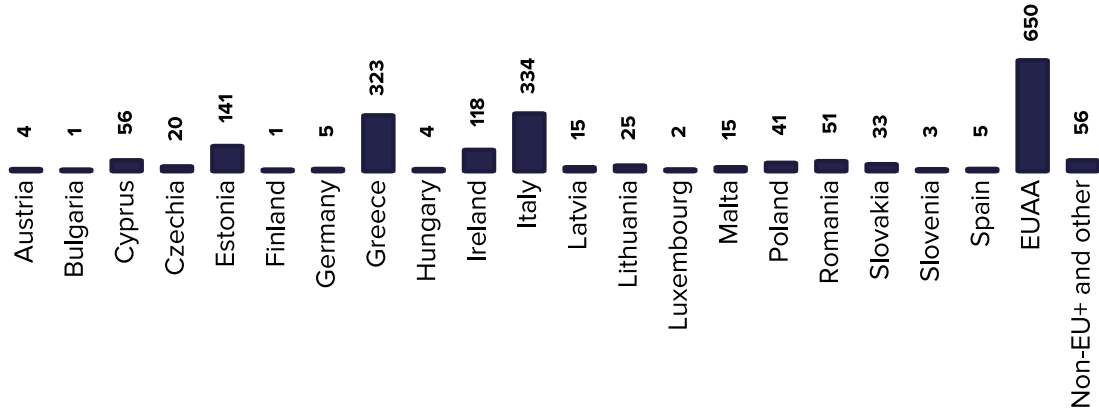


Source: EUAA.



Registration content: participations by country, 2012–2025

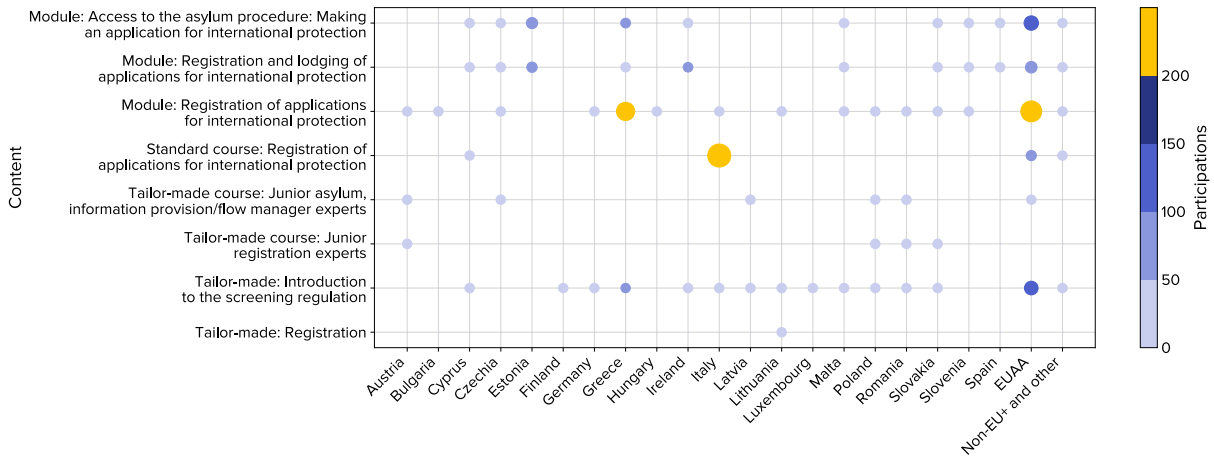
Figure 97. Participations in registration content by country, 2012–2025



Source: EUAA.

Registration content: participations by content and by country, 2012–2025

Figure 98. Participations in registration content by content and by country, 2012–2025



Source: EUAA.



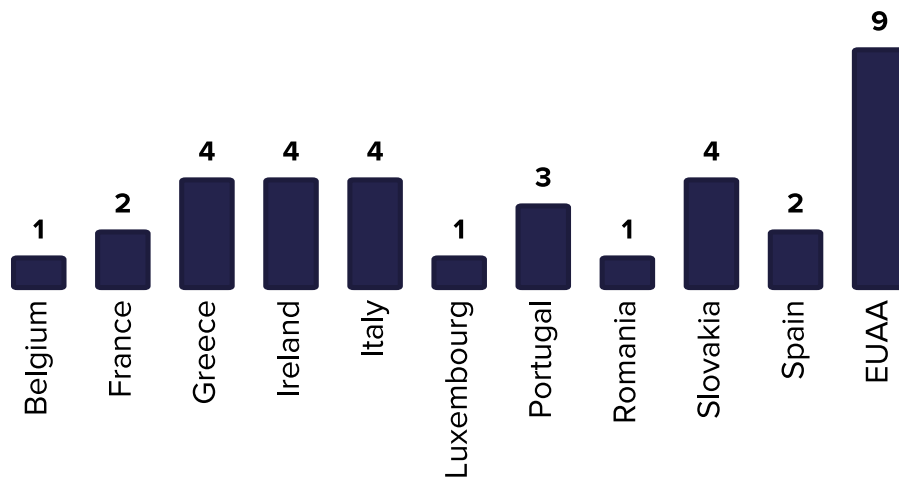
Resettlement content

Table 18. Content grouped under the theme ‘Resettlement’ in 2025

Content	Category
Introduction to complementary pathways	Module
Introduction to resettlement and humanitarian admission	Module
Selection phase in the context of resettlement and humanitarian admission	Module

Resettlement content: participations by country in 2025

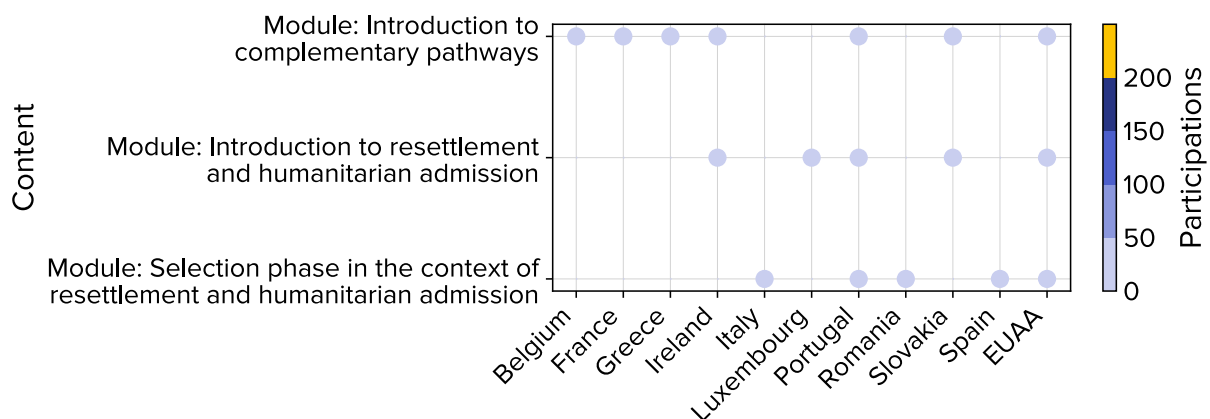
Figure 99. Participations in resettlement content by country in 2025



Source: EUAA.

Resettlement content: participations by content and by country in 2025

Figure 100. Participations in resettlement content by content and by country in 2025

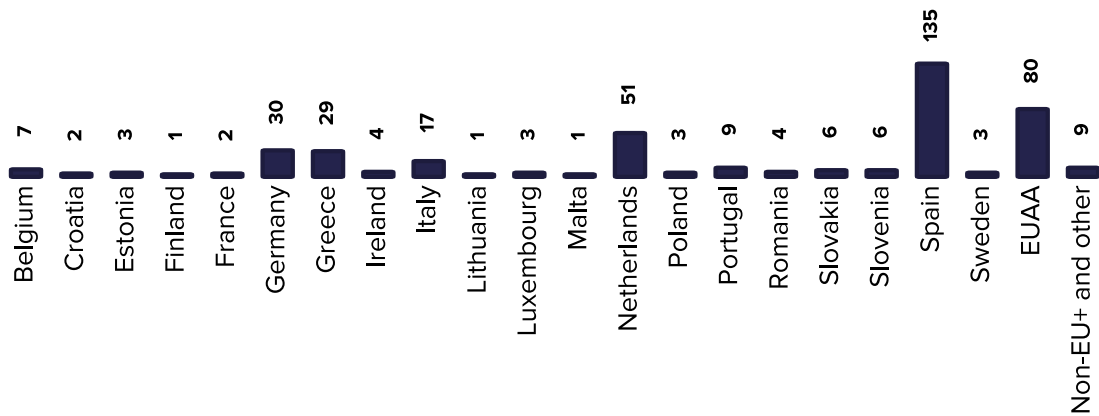


Source: EUAA.



Resettlement content: participations by country, 2012–2025

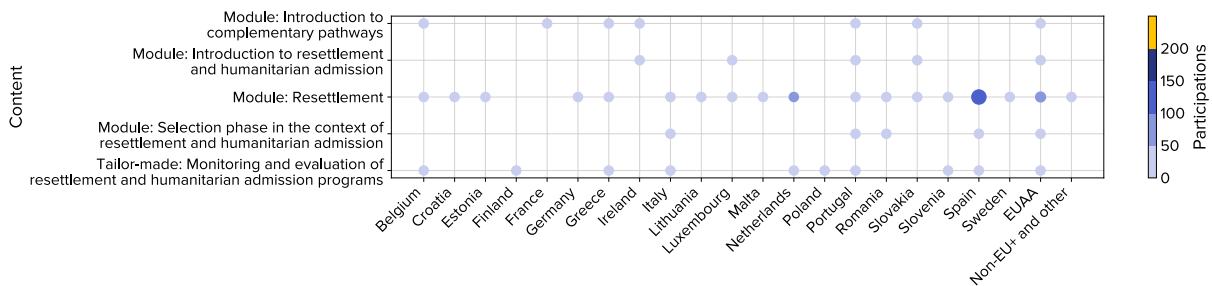
Figure 101. Participations in resettlement content by country, 2012–2025



Source: EUAA.

Resettlement content: participations by content and by country, 2012–2025

Figure 102. Participations in resettlement content by content and by country, 2012–2025



Source: EUAA.



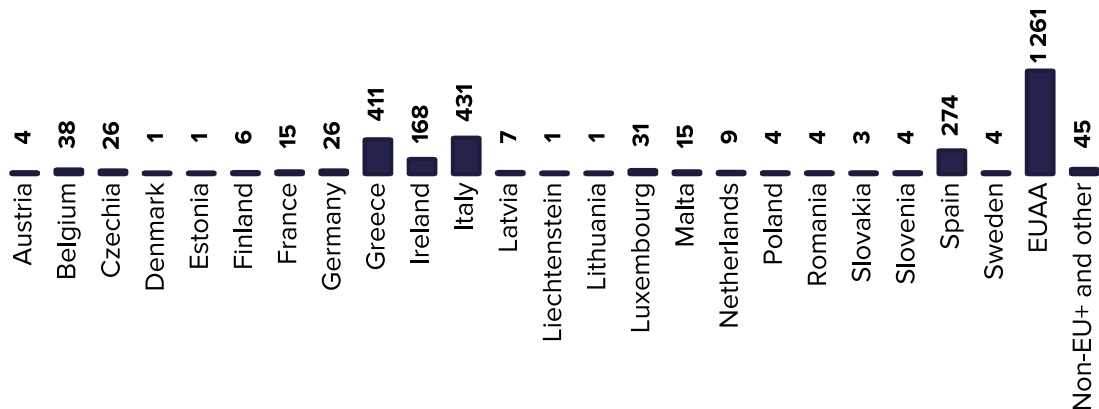
Tailor-made miscellaneous content

Table 19. Content grouped under the theme ‘Tailor-made miscellaneous’ in 2025

Content	Category
Onboarding session	Tailor-made
On-the-job training	On-the-job coaching
Communication in emergencies	Tailor-made
Communication through digital channels	Tailor-made
Designing a communication and information provision strategy	Tailor-made
EUAA asylum support teams’ pre-deployment induction training	Tailor-made
EUAA mechanism for the monitoring of the operational and technical application of the CEAS	Tailor-made
Operational induction session	Tailor-made
Other	Tailor-made
Pact on Migration and Asylum: key legislative changes	Tailor-made
Public speaking and persuasive communication	Tailor-made
Rumours management	Tailor-made
Security in EUAA operations	Tailor-made

Tailor-made miscellaneous content: participations by country in 2025

Figure 103. Participations in tailor-made miscellaneous content by country in 2025

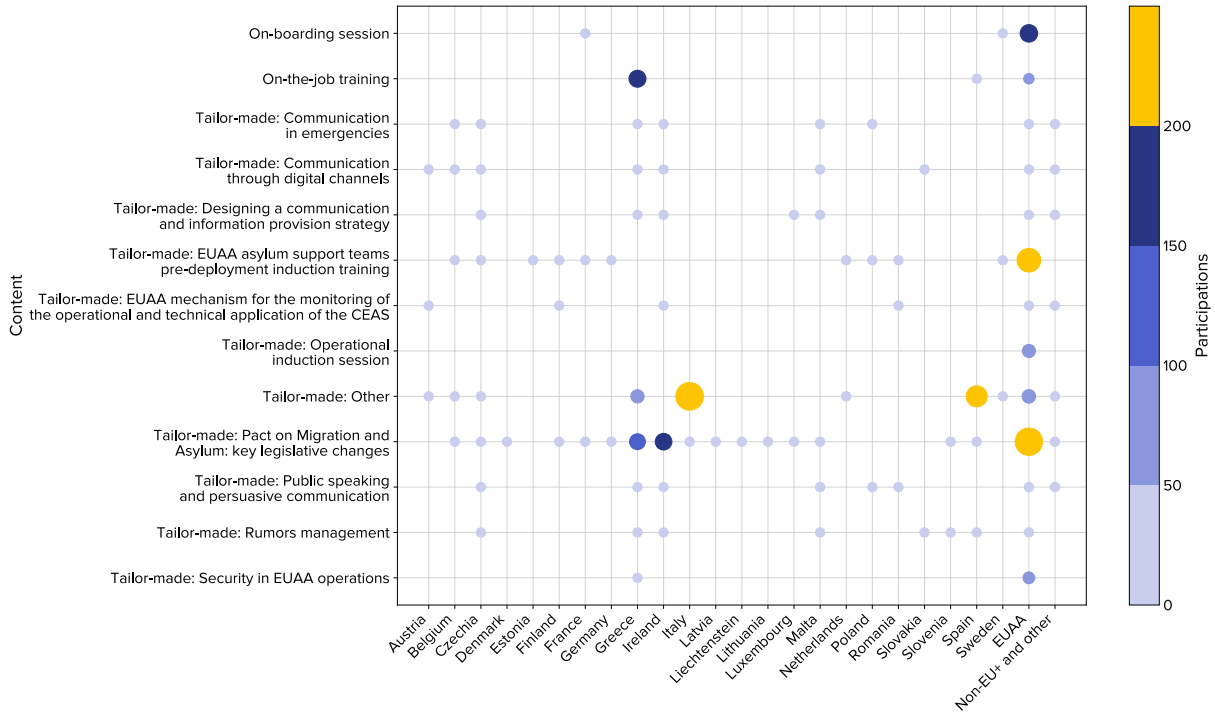


Source: EUAA.



Tailor-made miscellaneous content: participations by content and by country in 2025

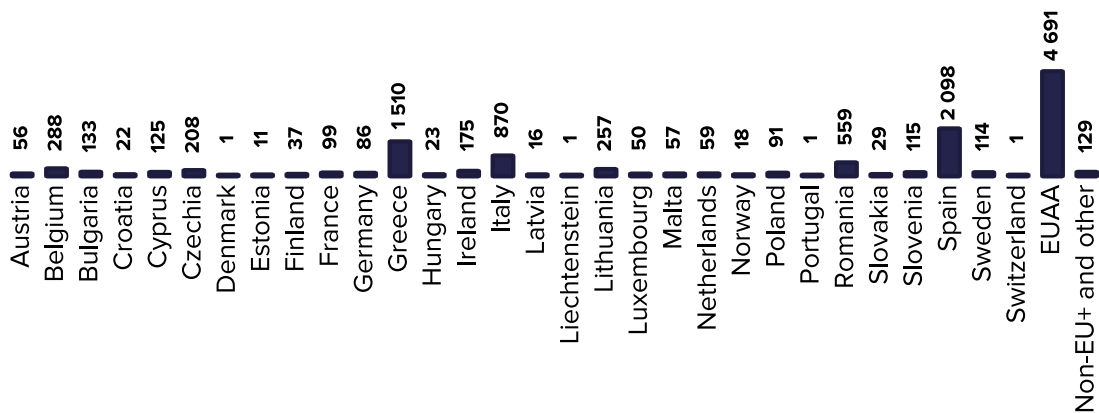
Figure 104. Participations in tailor-made miscellaneous content by content and by country in 2025



Source: EUAA.

Tailor-made miscellaneous content: participations by country, 2012–2025

Figure 105. Participations in tailor-made miscellaneous content by country, 2012–2025



Source: EUAA.



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