

# Combined evaluation of Erasmus+ and predecessor programmes

Final Report – Jean Monnet programme evaluation (Volume 3)





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## Combined evaluation of Erasmus + and predecessor programmes

Final Report – Jean Monnet programme evaluation (Volume 3)

Prepared by ICF





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#### 1 Jean Monnet activities

The Jean Monnet activities have its origin in 1989 when this programme was founded to support teaching and research about the EU to promote and help the European integration. Nowadays, as stated in the Erasmus + legal basis and programme guide, the aim of the Jean Monnet actions is twofold. First, the Jean Monnet actions aim to promote excellence in teaching and research in the field of European Union studies. Secondly, Jean Monnet actions also aim to foster the dialogue between the academic world and policy-makers. This has changed a little compared to the LLP which stated that the aims of the programme were promoting teaching, research and reflection in the field of European integration studies at the level of higher education institutions. The dialogue dimension under Jean Monnet is new compared to the predecessor programme.

The activities of the Jean Monnet have changed over the time, the comparison is therefore not straightforward between the Jean Monnet under Erasmus+ and Jean Monnet under LLP. Moreover, the actions also do sometimes slightly change from one call to another. Under LLP, the Jean Monnet programme consisted of three main activities:

- The **Jean Monnet Action**, designed to stimulate teaching, research, and reflection on European integration, consisting of Jean Monnet Chairs, "ad personam" Jean Monnet Chairs, Centres of Excellence, Modules, Association of professors and researchers, Information and research activities, Multilateral research groups, and Learning EU at school.
- Support for six specific academic institutions
- Support for Europe-wide associations

Under the Erasmus+ programme, the programme draws on three main types of activities (and five main actions) focusing on:

- Teaching and research which can be supported via:
  - the 'Jean Monnet Module': a short teaching programme in the field of European Union Studies at a higher education institute<sup>1</sup>) or;
  - the 'Jean Monnet Chair': a teaching post with a specialisation in European Union Studies for university professors for duration of 3 years.
  - A Centre of Excellence: acting a focal point of competence and knowledge on European Union subjects with project duration of 3 years.
- **Support to associations**: the programme financially supports associations² that explicitly contribute to the study of the European integration process.
- Policy debate with the academic world. This is supported through:
  - 'Jean Monnet Networks: these are aimed to foster the establishment and development of consortia of international players (HEIs, Centres of Excellence, departments, teams, individual experts, etc.) in the area of

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<sup>&</sup>lt;sup>1</sup> Each Module lasts 3 years with a minimum duration of 40 teaching hours per academic year. Modules may concentrate on one particular discipline in European studies or be multidisciplinary in approach.

<sup>&</sup>lt;sup>2</sup> One of the key eligibility criterion is that these associations should be interdisciplinary and open to all interested professors, teacher and researchers specialising in European Union issues in the relevant country or region. Selected projects in this area are funded for a 3-year period.





European Union studies. The networks gather information, exchange practices, build knowledge and promote the European integration process around the world.

 'Jean Monnet Projects': these support innovation, cross-fertilisation and the spread of European Union content.

In addition to the above mentioned actions, Jean Monnet programme also supports several **designated institutions**, which organise studies and conferences and pursue European interests (these have not changed compared to the LLP):

- the European University Institute
- the College of Europe (Bruges and Natolin campuses)
- the European Institute of Public Administration
- the Academy of European Law
- the European Agency for Special Needs and Inclusive Education, and
- the International Centre for European training

The Jean Monnet programme changed partly its scope over the time. The core of the programme remains the focus on teaching and research (modules and chairs). Support to associations and the support for designated institutions was present in the LLP programme, however, the policy debate with the academic world is a new activity under the programme. It is important to note that it is only partly new, as Projects can be compared in its rationale to the information and research activities or to the learning EU at schools that do not exist anymore under the Erasmus+ programme.

#### Scope of this report

This report focuses only on different types of grants under Jean Monnet (LLP and Erasmus+). It covers only partially the operational grants to designated bodies

#### 1.1 Methodology

The relevance, effectiveness, coherence and added value of Jean Monnet activities are explored using a combination of different methods (desktop research, surveys, case studies, and interviews). Surveys on Jean Monnet consist of two surveys, one on staff and second on learners. The data was collected through special surveys targeted on the JM staff and learners, but also through beneficiary surveys which included several questions on Jean Monnet activities. Moreover, 4 case studies have been conducted and 5 interviews with non-beneficiaries.

#### 1.1.1 Analysis of secondary data

The analysis of secondary data consisted of different data sources, as shown in the box below:

- Final reports of Jean Monnet beneficiaries
- Final reports of the designated institutions
- EBCSO database on the number of publications
- EACEA monitoring data on successful and unsuccessful applicants External evaluations of the Jean Monnet programme<sup>3</sup>

<sup>3</sup> i.e. European Commission (2011) Interim evaluation of the Lifelong Learning Programme (2007-2013) available at https://ec.europa.eu/education/sites/education/files/lifelong-learning-programme-evaluation-2011\_en.pdf. European Commission (2007) Final evaluation of the Community's action programme to promote bodies active at European level and support specific activities in the field of Education and Training





- Final evaluation of the Community's action programme to promote bodies active at European level and support specific activities in the field of Education and Training https://ec.europa.eu/education/sites/education/files/education-actionprogramme-evaluation-2007\_en.pdf, 2007
- Eurobarometer surveys
- EACEA.A.2. and EAC.C.4 Internal note (not published) on the future of Jean Monnet Activities

#### 1.1.1.1 Reports

The evaluation draws upon:

- Final reports of the seven designated institutions provided by EACEA. These were used to inform the part on the main outputs of the programme.
- ECOTEC evaluation of the Jean Monnet (before LLP) to compare the outputs in time. As noted above the key results of the interim evaluation of the Lifelong Learning programme (2007-2013) were also reviewed.
- Internal reflection note from EACEA on the future of Jean Monnet<sup>4</sup>.
- Selected final reports of the beneficiaries of Jean Monnet grants.

#### 1.1.1.2 Data and surveys

Very important source for the information about Jean Monnet was the monitoring data provided by the EACEA which consist of information about beneficiaries and unsuccessful applicants including background variables such as country of origin or the amount of the grant allocated to specific beneficiaries.

The evaluators also used the EBSCO database of articles and other scientific texts to inform about the number of publications in the relevance section.

Finally, the latest Eurobarometer survey results were compared to the results from primary data collection.

#### 1.1.2 Primary data collection

In addition to the secondary data the evaluation team also collected primary data through several means as the list below shows.

- JM learners survey
- JM staff survey
- Addition targeted on JM staff in beneficiary surveys
- Addition targeted on JM learners in beneficiary surveys
- Case studies
- Interviews with non-beneficiaries
- Social media analysis
- OPC, NA/EACEA surveys, experts surveys

available at https://ec.europa.eu/education/sites/education/files/education-action-programme-evaluation-2007\_en.pdf

<sup>&</sup>lt;sup>4</sup> EACEA.A.2. and EAC.C.4 Note to the file: The future of Jean Monnet Activities





#### **1.1.2.1** Surveys

There have been two surveys specifically targeted at Jean Monnet beneficiaries, one for learners who took part in modules funded by JM and one for the staff. In addition to these two surveys the evaluators have also included a section on Jean Monnet to the Erasmus+ beneficiary surveys (only respondents from higher education – both learners and staff). The target groups and sample sizes are presented in Table 1.1. The team also used results from other primary data collection surveys that were not specifically targeted at Jean Monnet beneficiaries such as the OPC, NA/EACEA survey or the expert surveys, the sample sizes are presented in the methodological section in the main report.

Table 1.1 Surveys on Jean Monnet

Survey	Target group	Sample size
Jean Monnet students survey	Students studying about the EU – within or outside JM supported activities	
Jean Monnet section in the beneficiary student survey	Students studying about the EU – within or outside JM supported activities	
Jean Monnet staff survey	Staff teaching about the EU – beneficiaries and non-beneficiaries	
	Staff teaching about the EU – beneficiaries and non-beneficiaries	

#### 1.1.2.2 Other data collection

The evaluation team also used other data for informing the Jean Monnet section. Four case studies were conducted specifically on the Jean Monnet beneficiaries. We have also done five interviews with non-beneficiaries to understand better the views of professors who teach about the EU who have never applied for the Jean Monnet grant. We have selected the interviewees from the list of professors and researchers who teach about the EU but have never applied for Jean Monnet grant. Selection was done to ensure geographical coverage, the interviewees are shown in Table 1.2. The evaluation team has used the results of the social media analysis as presented in Annex 7 to the main evaluation report.

Table 1.2 Interviews with professors who have never applied for Jean Monnet

Country	University	Field
AU	The University of Sydney	European Studies
CZ	Masaryk University	European Studies
EL	University of Athens	Political science - EU
UK	University of Cambridge	European and EU law





Country	University	Field
US	University of Washington	European Studies

#### 1.1 Overview of Jean Monnet activities

As stated above, the aim of the Jean Monnet activities in Erasmus+ is to promote excellence in teaching and research in the field of the EU studies. Another aim is to foster the dialogue between the policy-makers and academic world. Jean Monnet activities also aim to increase the interest and participation in the European Union which could lead to more active citizenship.

Table 1.3 provides the overview of the Jean Monnet activities, their share of the LLP and E+ budget, and finally outputs, results and expected long term impacts. The largest amount of funds goes to the designated institutions (about € 29 million in 2016), to the rest of Jean Monnet activities there was € 11,4 million allocated in 2016 plus € 4 million for specifically earmarked countries allocated from the PI funds.

Table 1.3 Overview of Jean Monnet activities

Main types of actions	Share of the budget	Expected outputs	Expected results	Expected impacts
Jean Monnet Module	17% (LLP) 15% (E+) + additional 23% of PI funds	New modules are created Students are taught about the EU in higher numbers and quality  Students in non EU related studies are taught about the EU	better understanding of the EU Students are more interested in EU matters	Increased interest in the EU leading to active citizenship
Jean Monnet Chair	24% (LLP) 16% (E+) + additional 18% of PI funds	the EU	More and higher quality research about the EU is published	FII studies
"Ad personam' Jean Monnet Chair	'12% (LLP)	More teaching about the EU  Disseminate results beyond stakeholders directly involved (in E+)	Information about the EU reaches wider audience (beyond stakeholders directly involved) (in E+)	
	16% (LLP) 19% (E+) + additional 23% of PI funds		Information and debate about the EU reaches wider audience  More and higher quality research about the EU is	





Main types of	Share of	tho	Expected	Expected results	Expected
actions	budget	tne	outputs	Expected results	impacts
			EU with wider audiences (local stakeholders, EU representation Offices in MS, or EU delegations in third countries)		
Jean Monnet Associations (Association of professors and researchers)	1% LLP 3% E+ <sup>5</sup>		Stronger cooperation of researchers	Information and debate about the EU reaches wider audience	
			Research about the EU	High quality advise on the EU matters	
				More researchers cooperate	
Project	21% (E+) + additional of PI funds	17%	out to wider	Innovation, cross- fertilisation and spread of the EU content	
Learning EU at school	12% (LLP)				
Information and research activities	17% (LLP)				
Jean Monnet Networks	21% (E+) + additional of PI funds	20%	academics and institutions across countries	Higher quality of teaching and research thanks to exchange of	
Jean Monnet support to Associations and Institutions	5% (E+)				
Operating	Separate b	oudget			

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 $<sup>^{5}</sup>$  Note: this share of Erasmus+ budget covers support to Jean Monnet associations but also institutions.





Main types actions	of	Share budget	the	Expected outputs	Expected results	Expected impacts
grants designated institutions	for	from grants this is a million				

Source: Erasmus+ programme guide, ECOTEC evaluation, EACEA data

Figure 1.1 and Figure 1.2 show the distribution of Jean Monnet grants (number of grants) under Erasmus+ and the predecessor programmes (designated institutions are not covered). Some of the activities have changed from one programme period to the other therefore the comparison is not always straightforward. Under the Erasmus+ the activities were simplified, therefore for example 'ad personam' Jean Monnet chair is now integrated in the Jean Monnet Chair.

The majority of the grants goes to activities related to teaching and research about the EU as aligned with the main objective of JM.

Under the predecessor programmes, the action receiving highest volume of grants was Jean Monnet Module (37%), followed by Jean Monnet chair<sup>6</sup> (27%). On the third place is Centre of Excellence (5%). Under the Erasmus+ programme, the action receiving greatest share of the grants is Jean Monnet Module (46%), followed by Information project (21%), Jean Monnet Chair (18%), and by the Centre of excellence (6%)<sup>7</sup>. Jean Monnet networks, associations and institutions are only a very small part of the distribution. There is an interesting development concerning the Chairs (and 'ad personam' chairs), it seems the number of Jean Monnet Chairs has dropped – this is also confirmed by the Jean Monnet staff survey. Moreover, not only the number of Chairs has dropped, but also the number of applications for Jean Monnet Chair decreased.

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<sup>&</sup>lt;sup>6</sup> Jean Monnet Chair under Predecessor programmes consists also of 'ad personam' Jean Monnet Chair

<sup>&</sup>lt;sup>7</sup> This analysis includes also grants financed by the additional PI funds, however, when excluding the PI funds the distribution almost does not change (45% for Modules, 22% for Projects, 18% for Chairs).





Figure 1.1 Distribution of the Jean Monnet grants under the Erasmus+ programme (only JM grants, excluding designated institutions) (share of the total number of grants)

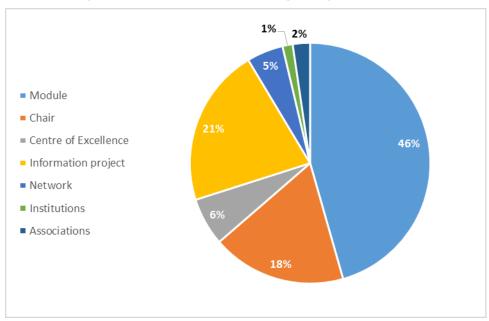
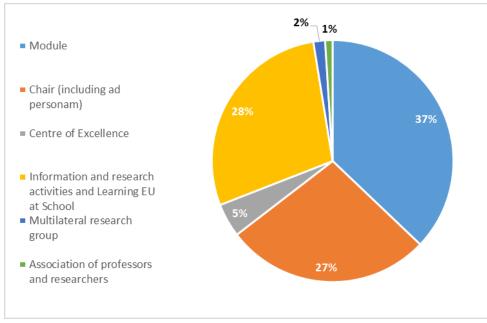


Figure 1.2 Distribution of the Jean Monnet activities under the predecessor programmes (only JM grants, excluding designated institutions) (share of the total number of grants)



Source: EACEA database

#### 1.2 Main outputs achieved in the period 2007-2016

This section gives an overview of the main outputs of the programme. It includes analysis of the two legal basis indicators related to JM – numbers of learners





benefiting from the action and number of countries covered. These are complemented by other indicators based on analysis of programme data (number of projects funded) and data on outputs of the designated institutions based on their final activity reports.

The two legal basis indicators are not fully aligned with the programme objective related to JM which is excellence in teaching and research about the EU. They refer merely to the reach of the actions but do not assess the quality of these. That is why additional indicators on learners' level of understanding of the EU, numbers of publications of those awarded grants were used in this evaluation as per effectiveness section. However, though output indicators do not reflect on the quality of the actions funded they are nevertheless relevant to assess effectiveness as they give insight on the scale of the action.

#### 1.2.1 Number of projects funded (grants only)

Between 2007 and 2016, 1900 Jean Monnet proposals were accepted and granted. Since 2015 the number of funded projects increased significantly, this growth is connected to the inclusion of the FPI funds to the project as discussed below and also to the increase of the budget.

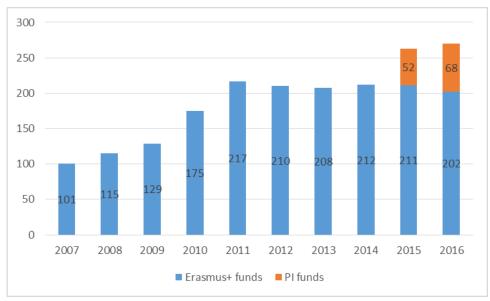


Figure 1.3 Number of funded projects

Source: EACEA database, note: The EACEA database differs slightly from the online database where in 2016 269 project were funded, in 2015 260 and in 2014 213.

#### 1.2.2 Numbers of direct participants

One of Jean Monnet targets as defined in DG EAC 2016-2020 strategic plan is that the number of students receiving training through Jean Monnet activities is in total 2 000 000 over the programming period. However, the data collected on numbers of participants in Jean Monnet actions shows some strong inconsistencies across the sources. It is therefore not clear what is the scale of Jean Monnet actions when it comes to reach to students. Overall the data reported based on the programme database suggests that this target will be reached. However, this data does not include only students but also other participants therefore cannot provide direct answer to the target. Moreover, when compared with evidence about numbers of students reached according to final reports or number of students reached according to survey respondents, the programme data appears to strongly exaggerate the





reality. Note that – this is not specific to Jean Monnet but also applies to other non-mobility actions (KA2 and KA3) (see discussion in the effectiveness section).

Given the differences in the number of students/participants reached as discussed above in the three sources of data used it is impossible to say with confidence what was the number of students trained through the programme and whether the target has been reached.

Three sources of data are discussed and contrasted below:

- Programme data on participants collected and reported by EACEA as gathered from the Pegasus system;
- Data extracted from a selection of project final reports; and
- Data reported by project beneficiaries about numbers of persons reached when asked during surveys.

#### 1.2.2.1 EACEA data on participants

The programme data about Erasmus + (for JM as well as all other actions) enables to identify:

- Numbers of expected participants in funded activities; and
- Numbers of organisations involved

This data was not available for predecessor programmes. As discussed in the core report, the data on participants is in general not very reliable. The main issues with this data is that:

- it captures the number of persons involved in all activities funded (including dissemination activities/ events) not only students
- if a project has more than one activity (which is common) and the same persons take part in more than one activity than the data contains double counting
- finally, the data reflects the intention as it is based on applications rather than the actual output.

With this caveat in mind, the Table 1.4 gives an overview of the outreach of the different actions under grants. It shows that Jean Monnet Modules are the action that reaches out to most people followed-up by JM Chairs. Modules are also the action that reaches out to most organisations, followed-up by the networks.

According to the below data, the programme has reached 710 000 participants under Erasmus+ between 2014 and 2016. However as explained above, this figure, does not represent students only as participants include also staff, journalists, policy makers and any other public taking part in conferences and seminars funded. It is not possible to determine what share of participants are HE students compared to staff or other individuals.

When using this data to calculate the number of participants per organisation, the results appear exaggeratedly high. For example, per module a beneficiary organisation would reach on average some 840 persons. This is in strong contradiction with the data reported in final reports and surveys (see below). The data in tables below shows the outreach as per programme data on grant participants. It has to be noted that such high reach appears to be disproportionate considering the activities funded. An assessment of the how grantees report the data on participants would be needed to make a firm judgement on the reliability of this dataset.





Table 1.4 Overview of the number of participants in JM actions

	2014	2015	2016	Total	Share of total
Jean Monnet Modules	60,885	91,368	83,763	236,01 6	31%
Jean Monnet Chairs	61,168	48,216	75,264	184,64 8	24%
Jean Monnet Centres of Excellence	23,700	54,176	44,018	121,89 4	16%
Jean Monnet Associations	3,520	3,910	3,128	10,558	1%
Jean Monnet Institutions	1,307	1,744	0	3,051	0.40%
Jean Monnet Network	14,305	20,440	28,616	63,361	8%
Jean Monnet Information Project	47,671	47,685	49,419	144,77 5	19%
TOTAL	212,556	267,539	284,208	764,30 3	
DG EAC Strategic plan target	215,000	235,000	260,000	710,00 0	

Source: EACEA data

Table 1.5 Overview of the number of organisations involved in JM actions

	2014	201 5	201 6	Total	Share of total	Nbr participants organisation	of per
Jean Monnet Modules	72	108	100	280	29%	842.91	
Jean Monnet Chairs	52	41	64	157	16%	1,176.10	
Jean Monnet Centres of Excellence	19	34	26	79	8%	1,542.96	
Jean Monnet Associations	9	10	8	27	3%	391.04	
Jean Monnet Institutions	3	4	0	7	1%	435.86	
Jean Monnet Network	66	82	93	241	25%	262.91	
Jean Monnet Information Project	56	56	57	169	18%	856.66	
TOTAL	277	335	348	960			

Source: EACEA Business Objects

#### 1.2.2.2 Data on students based on projects final reports

One of the sources of data for this evaluation are the final reports of selected projects. These reports concern in most cases predecessor programmes as few projects were finalised in autumn 2016 during selection of this dataset. For most types of actions in the predecessor programme final reports do not contain easily identifiable data on numbers of persons reached as such reporting was not compulsory. This data is





however reported for JM modules. To verify the above data on numbers of students reached we have extracted the data from 13 final reports about JM modules. This data shows very different figures than the above information on participants. On average the projects reviewed reached 94 students under modules and 51 under Chairs. The data ranges from 6 students to 420.

Table 1.6 Average number of students per module and chair, selected reports

Туре	Country	Nb of students (for chairs this is average number of students per class)	Cycle
Module	UK	6	3rd
Module	MT	35	1st, 2nd
Module	BE	25	1st, 2nd, 3rd
Module	HR	43	1st, 2nd
Module	EE	60	3rd
Module	HU	420	1st, 2nd, 3rd
Module	SI	85	1st, 2nd, 3rd
Module	PL	60	1st, 2nd
Module	BG	116	3rd
Total average nu Modules	mber of students:	94	
Chair	FR	20	1st, 2nd, 3rd
Chair	IT	105	1st, 2nd
Chair	UK	43	1st, 2nd, 3rd
Chair	PT	36	
Total average nu Chairs	mber of students:	51	

Source: ICF based on review of selected project reports

## 1.2.2.3 Data on students reached based on the surveys of Jean Monnet beneficiary staff

The ICF survey as staff benefiting from JM to respond to the question *How many students approximately per year took/take part in Jean Monnet action?* As above, the data provided (even though these are estimates) is substantially lower than the data reported in the programme database, this reflects the different scope as the programme data cover all participants and survey data only students. In contrast to the programme data, the actions that are most successful in reaching out to students appear to be the centres of excellence.





Table 1.7 Numbers of students reached by Jean Monnet action as reported by beneficiary

	median	mean	min	max	Observati ons
Module	55	86	15	400	72
Chair	120	220	15	5060	129
Centre of excellence	100	358	15	6000	32
Project	250	688	20	5000	11
Network	(250)	(238)	(15)	(450)	3
Associations and institutions	(100)	(100)	(100)	(100)	1

Legend: in brackets – number of observations too low. Source: ICF survey of JM beneficiary staff

#### 1.2.3 Country coverage

A second legal basis target indicator aims at increasing the worldwide scope of Jean Monnet activities. The indicator states that Jean Monnet should cover 85 countries by 2020, while covering 78 countries in 2014, 80 in 2015, and 81 in 2016.

Jean Monnet activities are open to any officially recognised and established higher education institutions from all the countries in the world, there is no country limitation as in most of other programmes. This approach enables to expand the teaching and research about the EU even to countries where the knowledge about the EU is very limited.

As Figure 1.4 shows, country coverage differs from one year to another, but gradually increasing, whereas in 2007 the Jean Monnet grants funded projects from 34 countries, in 2016, the number of countries increased to 54. Part of this increase can be explained by the PI funds to the projects. In total, since 2007 until today combined Jean Monnet covered 82 different countries all over the world. This number is slightly higher than the Jean Monnet indicator which states that Jean Monnet should cover at least 81 countries by 2016<sup>8</sup>.

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<sup>8</sup> https://ec.europa.eu/info/sites/info/files/strategic-plan-2016-2020-dg-eac\_march2016\_en.pdf



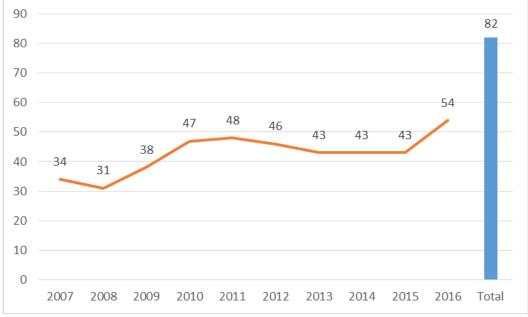


Figure 1.4 Number of countries covered

Figure 1.5 shows the geographical distribution of the beneficiaries. The beneficiaries come from all over the world but EU countries remain the most common beneficiaries. The number of grantees differs significantly by country. Without taking into account the PI funds, overall the largest number of grants has gone to Italy (15% under predecessor programmes and 16% under Erasmus+) and Spain (10% under predecessor programmes and 9% under Erasmus+), on the other hand countries in northern and south-eastern Europe are not very often among the beneficiaries when compared to western or southern Europe. Regarding the countries outside Europe, the biggest beneficiary is Russian Federation (4% under Erasmus+ and 2% under predecessor programmes) and the USA (4% under Erasmus+ and 3% under predecessor programmes). Taking into account only grants supported by PI funds in 2015 and 2016, 48% of funds went to the Russian Federation, and 11% to the United States.







Figure 1.5 Geographical distribution of the JM beneficiaries

At the beginning the Jean Monnet activities were much more focused on funding activities within the EU while since 2001 opened to the entire world. Thanks to the PI funds, the actions in the last couple of years have significantly increased in some specific areas of the world. In the past two years the number of grants awarded to applicants from European and non-European countries are aligning. As discussed, since the 2015 call special PI funds are given to specific countries as listed in Table 1.8.

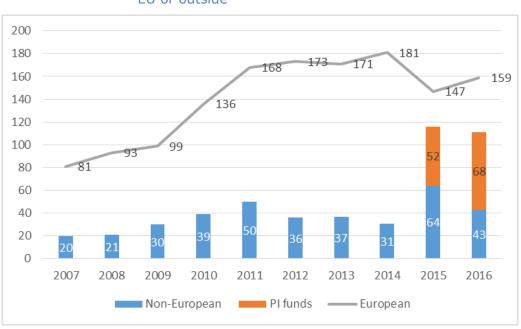


Figure 1.6 Number of grantees according to whether they are based in the EU or outside





Table 1.8 PI funds to non-European countries

2015 - € 3,5 million	2016 - € 3+1 million**	2017 - € 3 million
Brazil	Brazil	Australia,
Japan	Canada	Canada,
Mexico	Hong Kong	People's Republic of China,
Russia	Kingdom of Bahrain	Gulf Countries (Kingdom of
Singapore	Kingdom of Saudi Arabia	Bahrain, Kingdom of Saudi
Taiwan	Kuwait	Arabia, Kuwait, Qatar,
United States of America	Japan	Sultanate of Oman,
	Republic of Korea	United Arab Emirates)
	Масао	Hong Kong SAR,
	Mexico	India,
	Qatar	Indonesia,
	Russia*	Iran,
	Singapore	Japan,
	Sultanate of Oman	New Zealand,
	United Arab Emirates	South Africa,
	United States of America*	South Korea

<sup>\*</sup> Projects from Russia and the Unites States of America will benefit together from a maximum 20% of PI window funds (under the original 3 million).

#### 1.2.4 Outputs of designated institutions

As discussed, there are seven institutions in Europe, designated by the legislator that received operating grants. Their budget is about € 30 million, which is about three times higher than for the rest of JM activities. Only limited data on the outputs of these institutions is available in their final reports and it was agreed that primary data on these institutions would not be collected as part of this assignment. Consequently, this section presents the data available as contextual information about these actions of JM strand. To present the development in time concerning the number of students reached and similarly the budget allocated to each of the seven institutions, evaluators have compared the year 2005 with 2015 with information collected through the final reports of these institutions where available. As Table 1.9 shows, over time the number of students and participants has overall slightly increased, however, this is not true for all institutions. In case of European University Institute (EUI) and Academy of European Law (ERA) we can observe decreased in the compared data. But, it is crucial to note that the comparison in time of the reach to students is not robust, as the institutions do report slightly different events, this comparison should be read with caution. Moreover, in the case of EUI and College of Europe, only students were reported in 2015 however the reach is much wider and does not involve only students.

<sup>\*\*</sup>In addition to original 3.0 Mio €, further funding of 1.0 Mio € from the EU Partnership Instrument (PI) became available for the following countries: Australia, China, India, New Zealand, Russia, Taiwan, United States of America.





Number of participants in designated institutions

Institution	Primary location	No. of Students / Participants (2005-2006)	No. of Students / Participants (2015)	Differ ence
College of Europe	Bruges (BE) and Natolin (PL)	377 Masters Students (272 in Bruges, 105 in Natolin)	(349 in Bruges, 120 in	92
European University Institute (EUI)	Florence (IT)	600 full time research / PhD students	578 full time research/PhD students	-22
European Institute for Public Administration (EIPA)		9763 participants (all types of event)	12000+ participants (all types of event)	2237
Academy of European Law (ERA)	Trier (DE)	participants in	3197 face to face participants in all types of events + 58 eLearning courses	-1709
European Agency for Development in Special Needs Education (AED)		Not applicable	Not applicable	
Centre International de Formation Européenne (CIFE)	Nice (FR)		759 students (Master courses, short courses) + 289 other events participants	981

Source: ECOTEC report, final reports of the designated institutions

Figure 1.7 shows the budgets for each institution in 2005 and 2015. The budget allocated to designated institutions has doubled over the past 10 years, however, the most significant increase is observed in case of EUI and College of Europe.

29,226,468 30,000,000 25,000,000 20,000,000 14,349,000 15,000,000 10,000,000 5.000.000 European Institute Centre College of Europe Academy of European Agency European **Grand Total** International de (Bruges (BE) and for Development University for Public European Law Formation (ERA) in Special Needs Administration Natolin (PL)) Institute (EUI) Européenne (CIFE) (EIPA) Education (AED) ■2005 ■2015

Figure 1.7 Budget change over time in designated institutions

Source: ECOTEC report, final reports of the designated institutions





#### 2 Relevance

The relevance of JM is assessed in light of the primary aim of the programme (teaching and research about the EU) also reflecting the fact that this is where most of the funding for the calls is channelled.

The evaluation criterion of relevance, as defined in the terms of reference for this assignment, is about:

- Responsiveness of the programme to socio-economic needs; and
- Responsiveness of the actions to the needs of the target group.

#### 2.1 Responsiveness of the programme to socio-economic needs

The underpinning problem that Jean Monnet aims to address is the lack of understanding of the EU among the population. Overall only 56% of European Unions' citizens state that they understand how the EU works - a number that has improved by 9 percentage points since 2004 (Figure 2.1). Given the low EU elections turnout<sup>9</sup> and the decreasing trust in the EU institutions<sup>10</sup>, there is indeed a need to strengthen European's understanding of the EU.

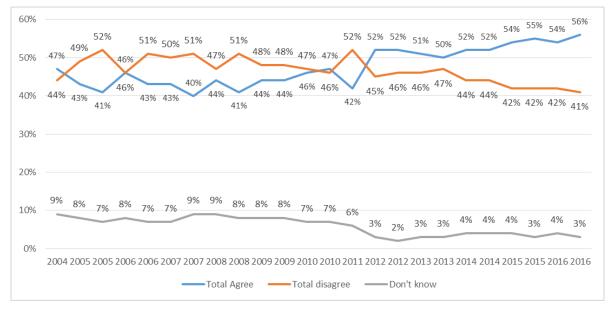


Figure 2.1 I understand how the EU works (Eurobarometer)

Source: Standard Eurobarometer 86 - Wave EB86.2

While the above data suggests that there continues being the need to improve understanding of the EU, Jean Monnet actions target the population which is already most knowledgeable about the EU. Young people in general, the students in particular as well as those who are highly educated in general, have the highest levels of trust in EU institutions and highest levels of understanding of the EU<sup>11</sup>. In other words, Jean Monnet actions are not targeting those groups of population which are furthest away from understanding the EU.

This is further exacerbated by the fact that substantial part of Jean Monnet activities reaches out to 'students enrolled in EU studies ('EU specialists' thereafter). An

<sup>9</sup> http://www.europarl.europa.eu/elections2014-results/en/turnout.html

<sup>&</sup>lt;sup>10</sup> Standard Eurobarometer 86 – Wave EB86.2

<sup>&</sup>lt;sup>11</sup> Standard Eurobarometer 86 - Wave EB86.2





important share of students reached by Jean Monnet actions are enrolled in programmes that fully focus on the EU or students who study several courses about the EU. In other words, an important share of the students reached are students who would have studied about the EU anyway. Only one in three students reached have only taken one course about the EU. For this group it is likely that in absence of Jean Monnet funding their chances of developing a good understanding of the EU would have been diminished. Moreover, comparison of the number of courses taken between beneficiaries and non-beneficiaries learners further strengthen the finding that Jean Monnet reaches more to EU specialists – 26% of beneficiaries are enrolled in a programme focusing on the EU compared to only 15% of non-beneficiaries, moreover there is no difference in reaching students that took part only in one course (Figure 2.2).

Jean Monnet beneficiaries 31% Non beneficiaries 31% 54% 0% 30% 10% 20% 40% 50% 60% 70% 80% 90% 100% ■ I studied one course focused on the EU ■ I studied more courses focused on the EU ■ The whole study programme was focused on the EU

Figure 2.2 Number of courses taken on the EU topics

Source: JM learners survey and Erasmus+ beneficiary survey, n=1899

When asking beneficiary staff about the share of their teaching that they target at students outside EU-related fields of study, the majority (77%) focus 50% of their time or more to 'EU specialists' (38% of respondents dedicate 75% of their time or more to EU specialists) (see Figure 2.3). One third of staff respondents dedicate substantial share of their teaching to students outside EU-related fields of study thus improving the chances that the programme reaches out to students who would not have otherwise studied about the EU.

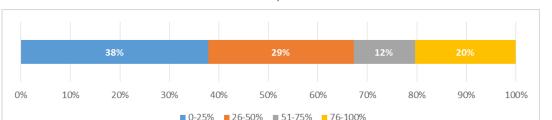


Figure 2.3 Share of JM teaching hours delivered to students outside EUrelated fields of study

Source: ICF Jean Monnet staff survey, n=358, only JM chairs, Modules and Centres of Excellence are in the sample.

There is certain willingness in the programme to go and reach out to groups that are not already well knowledgeable about the EU:

 The predecessor programme started funding projects focusing on cooperation between universities and schools in the area of learning about the EU in 2011;





■ The current programme funds activities that are required to disseminate and exploit the results of the activities beyond the stakeholders directly involved<sup>12</sup>. This is the case for all the actions.

However, even though there exists requirement of disseminating the results to audiences that are not stakeholders directly involved in the Programme guide, there is no specific requirement for outputs or results, the beneficiaries are only encouraged to organise such activities or to reach to the wider audiences.

More generally, though Jean Monnet actions have recently paid more attention to engaging broader audiences than universities, there is still strong focus on reaching out to academics and higher education students (most of those reached are students who take part in studies on the EU or have had other modules on the EU as discussed above). The socio-economic context in which the programme is being operated is different from this of the early 90s when the programme was first implemented but also with this faced during the lifetime of the LLP. More than ever before, the need to strengthen understanding of the EU is much bigger among other target groups (pupils, VET students, adults, etc.).

Against this background, the current legal basis directs JM funding very much towards beneficiaries in the higher education sector. Meanwhile, clearer definition of audiences beyond the stakeholders directly involved and also making this a requirement might be advisable to reach to wider audiences and fulfil the aim of promoting the European integration and EU and global governance.

The reach to non-EU specialists is probably higher in countries outside the EU where the general understanding of the EU and the volume of teaching about the EU is certainly lower than within the EU. This however remains only a small part of the population served by the grants as most grants go to EU institutions.

#### 2.2 Responsiveness to the needs of the target group

As said above, JM is still largely a programme focusing on teaching students already enrolled in EU studies' curricula. At the time when the programme was launched (1989), not only was knowledge and understanding of the EU low among the general population, but it was also the case among the specialists who needed strong understanding of the EU for their professional activities; there were almost no structured curricula on EU studies. That is why the programme started targeting universities as it was aiming to ensure that specialists (legal professions, political scientists who end up working in administrations, etc.) improve and extend their knowledge of the EU. Since than however the situation has changed:

- Teaching about the EU has become much more common in a variety of subject fields and departments (within the EU);
- The volume of publications and research about the EU has increased radically.

Compared to the origins of the programme, there is much greater awareness among specialists of the importance of a good understanding of the EU for a range of specialists.

The evidence supporting this statement is as follows:

• Figure 2.5 shows that the volume of publications on the EU was multiplied by 65 when comparing 2016 and 1990. The EBSCO database database lists

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<sup>12</sup> Erasmus+ programme guide





- some 14,000 research publications about European Union compared to the general volume of all research publications of almost 4 million.
- Figure 2.4 shows that learning about the EU is relatively common among higher education students. When asking higher education students through the Erasmus+ beneficiary and non-beneficiary surveys about their participation in teaching about the EU, one in three has followed at least one course focusing on the EU (independent of their field of study).
- Figure 2.6 shows that teaching about the EU is also relatively common. Overall, 55% of higher education staff who responded to the main survey about Erasmus + (and predecessors 11,293 respondents) state that their department offers course about the EU. Of these only 52% have heard about the Jean Monnet programme.

Furthermore, out of the 3200 respondents who have heard about the Jean Monnet actions, 450 have applied for the Jean Monnet programme and 210 got the funding. This shows that 7% of HE staff in our sample, who are in departments that teach about the EU, has applied for the Jean Monnet funding. The above added to the fact that most respondents claimed offering courses about the EU without any financial support from the Jean Monnet action poses a question on whether the financial support for teaching about the EU is today still needed as most of the respondents' report offering courses about the EU without any financial support from the Jean Monnet action. Moreover, during our interviews with non-beneficiaries' opinion was voiced that this action was crucial in the 90s when there was almost none research on the EU, but today the need for financial support in Europe is minimal as many universities included EU studies to their programmes.

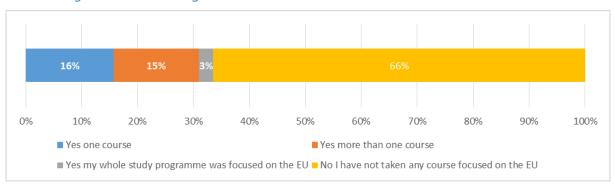


Figure 2.4 Learning about the EU

Source: Beneficiary surveys (all respondents from higher education)

Concerning the need of the financial support for research and publications about the EU, situation is showing mixed results. As Figure 2.5 shows, the number of publications about the EU has been low in the early 90s when the Jean Monnet programme has its origins. Over the time the number of publications is sharply increasing, we can see a small decrease in 2015, but the data for 2016 show that there is again an increase of publications. An important insight offers comparison with overall number of publications in the EBSCO database. As Figure 2.5 shows, there is a steady increase in the research overall. However, we can observe important differences concerning the comparison between the EU research and research overall. We can see that there is a gap in the rate of publications in the 90s, there was very low number of publications on the EU then, however this gap became smaller in mid 00s. Finally, we can again see a decrease around 2011 in the number of EU publications, however this gap is again closing in the latest years. This shows that there was indeed a strong need for supporting EU research in the 90s but more recently the volume of research about the EU is substantial. It is unlikely that JM is





making a substantial contribution to this volume of research about the EU as the numbers of articles published remain modest compared to the overall numbers (see figure 3.7).

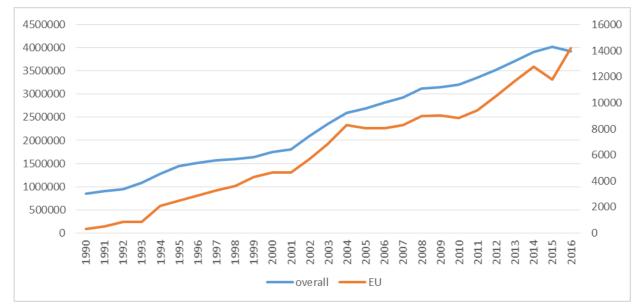


Figure 2.5 Publications about the European Union

Source: EBSCO database. Note: When reading this graph please note that the axis do not have the same ranges. The scale on the left refers to publications in general while the scale on the right refers to publications about the EU. This is because the number of EU publications is much lower than the research overall. The important information is the steepness of the lines.

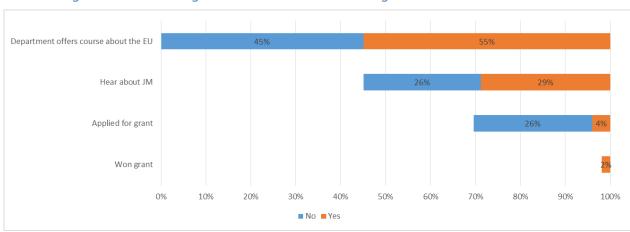


Figure 2.6 Teaching about the EU and knowledge about the JM

Source: E+ beneficiary surveys

#### 2.3 Interest in Jean Monnet funding

The relevance on an action to the target group can also be judged by the demand for a given type of funding. Success rates for Jean Monnet actions (i.e. applications versus numbers of granted projects) are among the highest in the current as well as predecessor programme. There is significantly less demand for Jean Monnet actions compared to other activities funded through KA2 (or equivalent actions under LLP). Certain JM actions (e.g. Centres of excellence or associations), in certain years, had success rates above 50%).





The data show that the number of applications very much differs over time, in some years we can observe relatively low interest in Jean Monnet activities whereas in other years the interest is much higher. This also has an effect on the success rate that in some years (as in 2009 and 2016) is 27% or 26%, in others it is much higher – in 2012 or 2014. There is almost no change in the success rate when comparing the Erasmus+ and predecessor programmes overall. Under predecessor programme the average success rate was 35%, under Erasmus+ it is 33% (Figure 2.7).

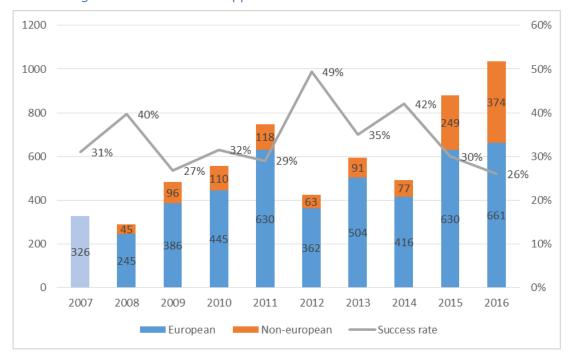


Figure 2.7 Number of applications and success rate

Source: EACEA database. For the year 2007 the data do not allow for the distinction of the applicants by country

As Figure 2.7 shows, we can observe significant growth of applications in 2015 and 2016. However, deeper analysis shows that the number of applications by each country is growing only by small numbers and this large increase in 2015 and 2016 is in big margin due to only few countries. Comparing the average number of applications per year by country under LLP programme and under Erasmus+ shows that most of the countries have relatively stable number of applicants – we can still observe small increase overall. However, Bulgaria, the Czech Republic, Poland, the Netherlands, and Hungary show slight drop in applications over time. On the other hand, Russian Federation and Ukraine, followed by Italy and in lower amount also by Spain, have significant increase in applications under Erasmus+ programme – by 160%. If these four countries would not apply more for Jean Monnet under Erasmus+, the number of applications would not be higher than we could observe in 2011.

#### This shows that:

- The demand for JM is highly country specific (a few countries see an increase, others are stable and some see a decrease);
- The actions are not particularly competitive which one would expect if the intention was to award the granting in view of reaching excellence.





#### 2.4 Perceived relevance of JM by the beneficiaries

According to the above analysis, it is not fully clear whether Jean Monnet activities address those target groups for which there is a greatest need to strengthen their understanding of the EU. As shown above, at higher education level, there appears to be substantial volume of teaching and research about the EU which takes place in absence of JM funding. An action broadening the knowledge about the EU in other sectors (other target groups than higher education students and those already studying about the EU) might be relevant as there is clearly a lack of knowledge about the EU.

On the other hand, when directly asked, most respondents consider Jean Monnet activities relevant as shown below in the OPC survey. However, the open ended questions show that what people value most is the signal sent through the existence of this funding about the need to strengthen the understanding of the EU. People do not specifically comment about the relevance of the types of actions funded (modules, chairs, etc.). They rather comment on the fact that there should be EU-level actions to improve the current lack of familiarity with the EU.

In the surveys of the Jean Monnet staff one of the most voiced topics in the open questions was a strong belief that there is a need for a programme supporting the European Union integration. One of the recurrent arguments was that with educating learners and the public about the EU, we can help the EU to overcome or avoid crises we are currently facing in the EU. Moreover, the topic of the EU is also currently in demand in countries outside of the EU as interviews with non-beneficiary showed. Indeed, in these regions, the level of teaching about the EU to specialists is likely to be significantly lower than in the EU. In these regions it also may be more appropriate for the EU to focus on funding teaching about the EU to specialists as this should in turn lead to recognition of the role of the EU in the international economic and diplomatic area.

The OPC also shows that the majority of those who know Jean Monnet consider the action as relevant (see Figure 2.8). More than half of the respondents believe that the Jean Monnet is extremely relevant or still relevant to current challenges and only 7 % believe that the Jean Monnet is not really relevant. However, there is also a high number of respondents who have no opinion (highest than for any other parts of the programme). While no opinion cannot be considered as a negative view on relevance, such a high share of 'no opinion' responses does raise questions about the perception of this strand. Moreover, even though most of the respondents consider Jean Monnet programme relevant, the share is lower compared to other strands of the Erasmus+ programme as presented in the main report.

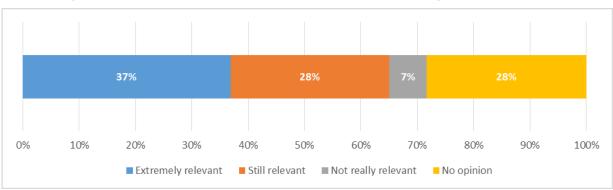


Figure 2.8 Relevance of Jean Monnet to current challenges and needs

Source: OPC, only HE sector, n=733





#### 2.5 Jean Monnet visibility

The visibility of the Jean Monnet programme is the one area where the programme could be stronger. This lack of references to JM is apparent in many sources of data collection. Only two interviewees of the key informant interviews referred to Jean Monnet in their examples of relevance or system level/ organisational level results which may also point out to a lack of Jean Monnet visibility.

Figure 2.9 and Figure 2.10 show that HE staff is not very knowledgeable about the Jean Monnet programme. Even among HE professors and researchers whose department offer at least one course on the EU, only 52 % have heard about the Jean Monnet programme as discussed above. The share of professors who have heard about the Jean Monnet is only slightly higher for those who teach about the EU (55% have heard about the Jean Monnet). This opinion was also voiced among some of the Jean Monnet non-beneficiaries who showed great interest in the programme after hearing its features but have never heard about it before even though they are active in the area of EU studies. The picture is similar among HE students, only very small minority have heard about the Jean Monnet programme, even in cases they study about the EU. Moreover, the lack of visibility about the Jean Monnet can be found also in other sources, for example some learners interviewed in the case studies did not know that their course was funded by Jean Monnet. Similarly, the social media analysis showed almost no mention of the Jean Monnet programme on the Erasmus+social media accounts even though other actions were discussed.

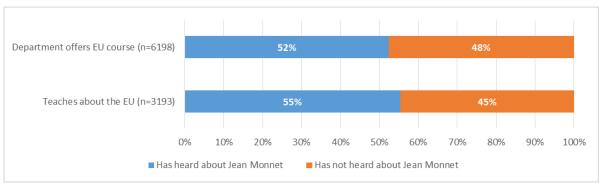
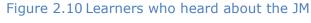
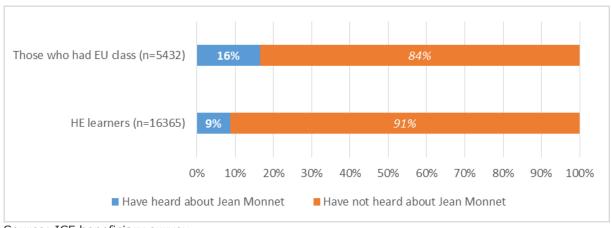


Figure 2.9 HE staff who has heard about the Jean Monnet programme

Source: ICF beneficiary survey





Source: ICF beneficiary survey





#### Overall it appears that:

- The evidence about the need for a programme that focused on teaching and research about the EU in the HE sector (which for an important part reaches specialist) is unclear. Today, there is large amount of teaching and research about the EU, and thirty years after the programme was initially launched, there is substantial volume of teaching and research about the EU within the EU that is fully funded by the state or the institutions. The need for a programme focused on increasing the knowledge about the EU is more in other sectors than the HE sector.
- The target audience of the Jean Monnet HE learners are already among the most knowledgeable group about the EU. Besides the programme reaches to a high share of learners who study a full programme or several courses about the EU.
- The visibility of these activities is very low and should be improved
- The understanding of how Jean Monnet contributes to better spread knowledge of the EU is mixed; but
- On the other hand, those who are knowledgeable about the programme see it as highly relevant. However, their testimonies mainly underline the need to do more about strengthening the understanding of the EU rather than an appreciation of the fact that this should be done through the types of actions that are currently being funded.

The respondents and interviewees have frequently voiced these problems and also suggested solutions such as opening the Jean Monnet conference also to non-beneficiaries of Jean Monnet, or setting up a special academic network of Jean Monnet beneficiaries and also learners so that they can keep in touch and share their activities, findings, and good practices in the area of the EU studies to further promote excellence in teaching and research. However, it seems that a more radical change in the target group would be needed to make sure that Jean Monnet benefits those who are less knowledgeable about the EU and sectors where there is less teaching about the EU.





#### 3 Effectiveness

#### 3.1 Reach of JM actions

#### 3.1.1 Outputs of Jean Monnet activities - teaching

Teaching on the EU matters is the core activity under Jean Monnet activities – for this, the Jean Monnet module, Jean Monnet Chairs, and Jean Monnet Centres of Excellence are established. In the case of Chairs and Modules, there are minimum teaching hours per year – 90 hours in the case of Chair and 40 hours in the case of Module.

It seems that the reach of the Jean Monnet programme is wide. The results of the Jean Monnet staff survey show that Jean Monnet beneficiaries reach more learners – beneficiaries reach mostly between 100 and 199 students (30% of beneficiaries), and non-beneficiaries reach most frequently less than 100 students (32% of non-beneficiaries). We can observe that there is a difference between beneficiaries and non-beneficiaries of Jean Monnet, however, the difference is not very significant, and it is present especially in the lower scale – lower number of beneficiaries reach less than 100 students than non-beneficiaries.

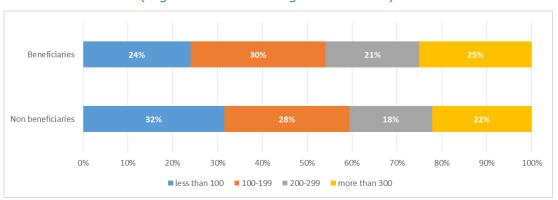


Figure 3.1 Number of learners reached by beneficiaries and non-beneficiaries (organisations teaching about the EU)

Source: JM staff survey; N=820, only JM Chairs, Modules and Centres of excellence analysed

However, the size of class does not have to necessary correlate with the excellence of teaching and the impact on the students. Smaller classes might have much bigger impact than huge classes, moreover, there is also a difference whether the class is targeted on PhD students or students at lower level of studies. Our data show that among the students of Jean Monnet beneficiaries there are approximately 40 % of Bachelor students, 40 % of Master students, about 10 % PhD students and 10 % studying in other level of study.

Beneficiaries also believe that thanks to Jean Monnet grant they have reached higher share of students than in absence of it, in fact 90% of beneficiaries believe that higher number of students was reached than would have been in absence of Jean Monnet funding.



8% 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% strongly disagree ■ rather disagree ■ rather agree strongly agree

Figure 3.2 Higher number of students reached thanks to Jean Monnet funding

Source: JM staff survey, n=430, only JM Chairs, Modules and Centre of excellence analysed

The number of teaching hours does differ significantly between beneficiaries and nonbeneficiaries; beneficiaries spend significantly more hours on teaching about the EU. One of the reasons for this are the programme rules, for example for Jean Monnet chair the number of teaching hours is defined – at least 90 hours of teaching per year. In the case of Module, the number of minimum teaching hours is at least 40 teaching hours per year. It is therefore visible that the programme does not define the number of students the staff must reach but number of teaching hours and for this reason there are significant differences only in the case of number of teaching hours. Another important question is whether the teaching hours set by the programme are sufficient to reach the objectives of Jean Monnet. This question was posed to Jean Monnet activities which require minimum hours of teaching – ergo Jean Monnet Chair and Jean Monnet Module. The results are very straightforward - 92% of Jean Monnet beneficiaries believe that the number of minimum teaching hours are sufficient to reach the teaching objectives, and only 8% disagree with this statement. The deeper analysis reveals that there is no significant difference between the opinions of Chair and Module beneficiaries.

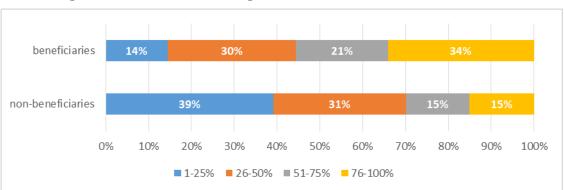


Figure 3.3 Share of teaching about the EU delivered

Source: ICF Jean Monnet staff survey. All beneficiaries and non-beneficiaries in the survey sample do at least some teaching about the EU. N=898

As Figure 3.4 shows, it seems that the Jean Monnet grants are crucial to maintain and increase the teaching and research about the EU. There is big difference among beneficiaries and non-beneficiaries in terms of their opinion on the increase or decrease of students and teaching hours of the course focused on the EU. It is visible that JM beneficiaries observe big increase of the learners and hours in comparison to





non-beneficiaries. This is showing that the Jean Monnet programme is indeed relevant and probably filling a gap in the funding of the EU related courses.

Non-Beneficiaries 40% Beneficiaries 58% 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% ■ Yes, it is increasing No, it is about the same ■ Yes, it is decreasing

Figure 3.4 Is the share of students'/teaching hours of the module/unit focused on the EU changing over time?

Source: JM staff survey, n=858

Jean Monnet activities should also aim to reach out to the wider public, which is since 2015 recommended. Figure 3.5 shows that Jean Monnet beneficiaries differ in their success of reaching people outside of the HEI, however this of course very much depends on the type of the Jean Monnet action. Even though the median of reaching people is 90 people outside of the HEI, Jean Monnet projects are very successful in reaching those people as per respondents' experience they reach people also via the internet. On the other hand, Jean Monnet Chairs of Modules reach less people outside of the HEI as the activity is formally part of the curriculum of the HE learners.

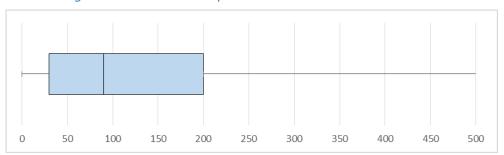


Figure 3.5 Number of persons reached outside of HEI

Source: ICF Jean Monnet staff survey, data only since 2015, maximum is 20 000, n=514

Among the people reached most frequently outside of the participant institution are traditional audiences such as academics or students (about 75 %), however Jean Monnet beneficiaries also reach in high numbers Practitioners/ professionals (e.g. practicing lawyers) (56 % of respondents mentioned having reached such audience), Policy makers at local, regional or national level (54 %), but also general public (46 %).

#### 3.1.2 Outputs of Jean Monnet activities – research and others

In addition to teaching, Jean Monnet Modules, Chairs, and Centres of Excellence also focus on research about the EU. Even though there is no formal rules on the number





of articles or other outputs produced with the funding of Jean Monnet, research on the EU is very much promoted and supported.

Figure 3.6 shows the differences in the share of time spent on research on the EU matters between the beneficiaries and non-beneficiaries of the Jean Monnet grant. Jean Monnet grant supports higher share of research on the EU matters – about 43% of beneficiaries spend more than 75% of their research on research about the EU, whereas among non-beneficiaries this number is significantly lower – only about 23%. Moreover, only 9% of beneficiaries spend less than 25% of their research time on the research on the EU in contrast of 24% of non-beneficiaries.

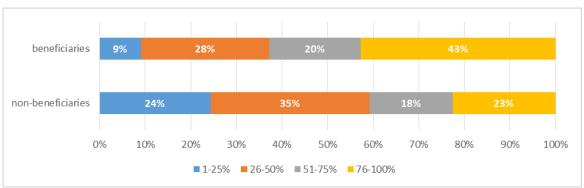


Figure 3.6 Share of research about the EU

Source: ICF Jean Monnet staff survey. Beneficiaries and non-beneficiaries in the survey sample do at least some research about the EU. N=915

As Figure 3.7 shows, beneficiaries are active in publishing articles in journals and books. More than 60 % of Jean Monnet beneficiaries have stated that they have published book or article under the Jean Monnet action. As Figure 3.7 shows, median of published books is 2 and articles 7 per grant. However, a number of Jean Monnet beneficiaries feel that the support from the Jean Monnet should be focused more on research as this is crucial in excellency. In fact, the professors and researchers have voiced this issue very often in the survey, mentioning for example that the possibility to have a project focused only on research on the EU topics would be very beneficial or that higher support for research is need for Jean Monnet Chairs.

This suggests a certain tension between the finding that there is substantial volume of research about the EU outside the programme and the expectation of beneficiaries who want to use the funds to do more research rather than more teaching. Therefore, if the aim of the programme is to focus more on teaching to those who are less knowledgeable about the EU (i.e. people outside higher education) than the question can be asked whether going through academic institutions is the right approach.

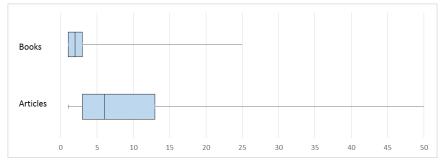


Figure 3.7 Books and articles published by Jean Monnet beneficiaries

Source: JM staff survey, n=284, only JM chairs, modules and centres of Excellence are in the sample.





Figure 3.8 shows the context in which the Jean Monnet activities were used by three types of activities - Teaching and research, Policy debate with the academic world, and Support to institutions and associations. Most of the beneficiaries have mentioned that outputs of Jean Monnet activities were teaching specialised course (74%), conferences (67 %), followed by workshops (63 %). Activities under the Policy debate with the academic world almost 80% have mentioned conferences and 69% mentioned workshops, they have also been particularly active in Cooperation with academic institutions at different country (59%) and roundtables (58%). Regarding the activities under teaching and research, unsurprisingly the most frequently mentioned outputs are teaching (81% specialised course, 51% general course), publications (61% article, 58% a book, and 55% teaching materials), however conferences and workshops were frequently mentioned as outputs as well. Finally, activities under Support to associations and institutions have also mentioned conferences as outputs (64%), however, we can also find more cooperation activities such as Cooperation with non-academic organisations at your country, Cooperation with academic institutions at your country, and Cooperation with academic institutions at different country (all 50%). 9 % of beneficiaries mentioned other outputs, among which we can find for example developing new PhD study programme, similar result was also mentioned by one of the Jean Monnet case study.

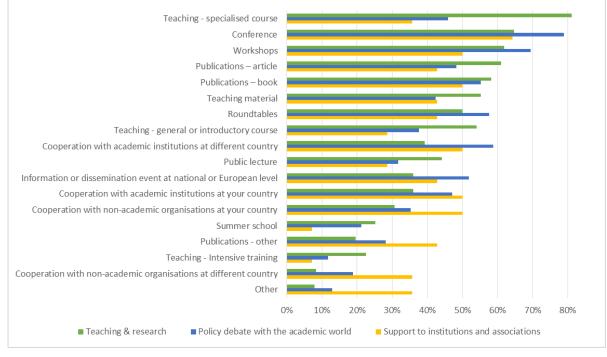


Figure 3.8 Outputs of Jean Monnet activities

Source: JM staff survey, n=560

Similar picture can be found in the case of some designated institutions. As their final reports show, the designated institution report very wide range of outputs, in addition to general and specialised courses they also frequently offer summer schools, trainings, conferences and roundtables. Moreover, the invited and resident professors who are specialist in the field, and other activities, as successful applications for H2020 funds, proves that designated institutions do fulfil the excellency objective of Jean Monnet.





#### 3.2 Results

#### 3.2.1 Learners

An expected result of JM activities is to enhance learners understanding of the EU.

We have asked the same questions as those used in the Eurobarometer studies to the beneficiaries of Jean Monnet. The data shows that indeed JM students consider having a significantly better understanding of the EU than other higher education students and the rest of the population. Students who studied at least one course about the EU have much higher understanding of the EU (86 %), moreover, Jean Monnet beneficiaries peak the chart with 96% of them being confident in understanding of how the EU works. This provides positive data about Jean Monnet but it also needs to be taken into perspective with the fact that many JM students are, as said earlier, 'EU specialists'. Hence it is expected that their understanding and knowledge of the EU would be significantly better than other higher education students.

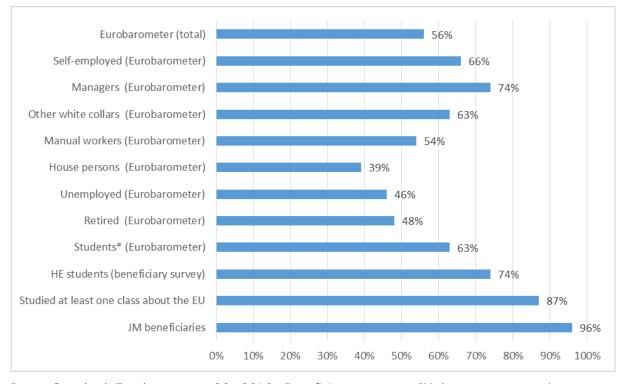


Figure 3.9 Understanding of how the EU works

Data: Standard Eurobarometer 86, 2016, Beneficiary surveys, JM learner survey; \* group 'students' are in Eurobarometer wider group than only HE students.

Figure 3.10 shows a subjective knowledge of learners about specific EU topics, the Euro, the institutions of the EU, laws and policies of the EU, and the facts about the EU. The figure shows that Jean Monnet beneficiaries think that they have the highest knowledge about the EU matters, most of them stating that they do understand different topics related to the EU. Lower subjective knowledge can be found among learners who have studies at least one course about the EU, followed by HE learners who went on mobility, finally followed by non-mobile HE learners.

The results of the surveys are compared with the ICCS survey, which is targeted on lower secondary students, therefore this comparison must be cautious as lower secondary students are expected to have lower knowledge than HE students. Moreover, the ICCS study was conducted in 2009, there is therefore large time





difference, the comparison must be therefore made only with caution and reflect these drawbacks.

The euro Institutions of the EU Laws and policies of the EU Facts about the EU 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% IM beneficiaries Studied at least one class about the EU ■ Beneficiary survey mobile learners ■ Beneficiary survey non-mobile learners ■ ICCS (students)

Figure 3.10 Subjective knowledge about the EU

Source: ICCS (2009), JM learners survey (n=1308), Beneficiary surveys (n=15 485)

The ICCS survey also focused on the objective knowledge about the EU, meaning that the respondents were asked on specific questions about the above mentioned topics. As Figure 3.11 shows, even in the objective knowledge Jean Monnet beneficiaries are the most knowledgeable in almost all categories. Even though this method has its limits as the questions are relatively broad and cannot capture a very specific or deep knowledge about the EU matters, they do show that there is indeed a difference in the broad knowledge about the EU between Jean Monnet beneficiaries and other HE students.

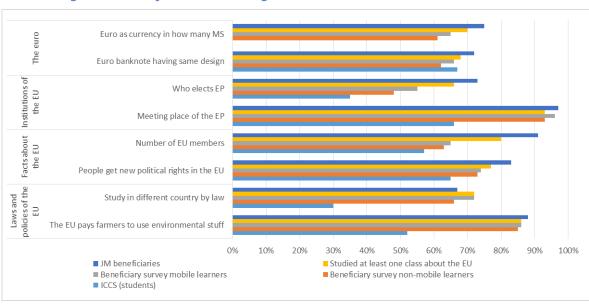


Figure 3.11 Objective knowledge about the EU

Source: ICCS (2009), JM learners survey (n=1308), Beneficiary surveys (n=15 485)





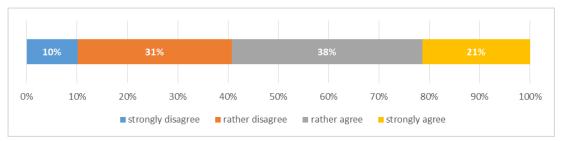
#### 3.2.2 Organisations

#### **Efficiency in launching degree programmes**

"Jean Monnet allowed us to launch both the Doctoral and Master programmes in a much shorter time than what we would have had to go through on our own." (case study)

In addition to the results already discussed, such as respondents and interviewees mentioned that the Jean Monnet enabled opening new study programme, there can be found also additional results on the level of the institution. As Figure 3.12 shows, 59% of respondents believe that Jean Monnet helped them to allocate additional funding for teaching or research about the EU.

Figure 3.12 Share of organisations reporting that JM helped them allocate additional (non-EU) funding for teaching/ research about the EU

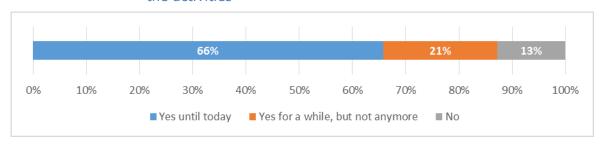


Source: JM staff survey, n=546

As the Figure 3.14 and Figure 3.13 show that 87% of Jean Monnet beneficiary organisations run the courses even after the end of the Jean Monnet support, however 20 % said that the courses run only for a while. Similar picture is among the current Jean Monnet beneficiaries who are confident that their course will run even after the end of the Jean Monnet support.

Unfortunately, the programme data is not of sufficiently good quality to find out with precision the degree of continued participation in the programme (same organisations appear with slightly different names). However, a rapid review of the Erasmus + data shows that there is some degree of repeated participation.

Figure 3.13 Share of beneficiary organisations that report continuing running the activities

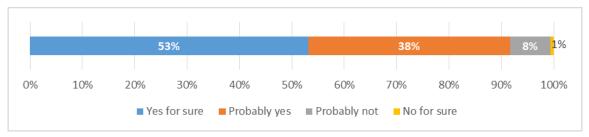


Source: JM staff survey, n=206





Figure 3.14 Share of current grantees who believe that the activity will continue after the end of the Jean Monnet support



Source: JM staff survey, n=327

#### 3.3 Impacts

Figure 3.15 shows perceived organisational impacts of the Jean Monnet activities on the beneficiary institution. The impact is in most cases perceived as being very significant showing high appreciation of programme beneficiaries for the activities. An area where the impact in strong is the prestige of the institution, as already mentioned, 99% of beneficiaries believe that the Jean Monnet grant increased the reputation of the institution, further 84% believe that it enabled the institution to attract excellent students. Very large share of staff also believe that the Jean Monnet grant was helpful in development of new courses and curriculum design (90%). Moreover, thanks to Jean Monnet programme there is higher cooperation with other academic institutions also abroad (more than 80%). Finally, 59% was able to receive additional funding for research and teaching about the EU and almost half of the beneficiaries stated that the University was able to open an additional post for EU research.

Increased the reputation of our institution
Supported curriculum design (f.e. integrated good practices and new EU subjects into didactic programmes and initiatives)

Supported development of new courses

Reinforced cooperation with partners from other countries

Increased capacity to attract excellent students

Boosted cooperation with other academic institutions in my country
Increased allocation of financial resources to teaching and research on EU subjects within the institution
Thanks to Jean Monnet my institution was able to receive also other additional (non-EU) funding for teaching/ research about the EU

The University was able to open an additional post for EU research

Disagree

Agree

Figure 3.15 Impacts of Jean Monnet on the organisation

Source: JM staff survey, n=546

#### 3.4 Added value

The Figure 3.16 shows that overwhelming majority (92%) of Jean Monnet beneficiaries believe that the type of activities would not have been offered in the case of absence of Jean Monnet funding, this opinion is especially strong among





beneficiaries of Jean Monnet Module, less strongly among Jean Monnet Chair and Centre of Excellences. This opinion is also more stressed by the beneficiaries who won the Jean Monnet grant for the first time. Similarly, 90% of beneficiaries believe that they have reached higher number of students than in the case of absence of the Jean Monnet funding. Similar opinions were also voiced in the case studies. On the other hand, expert panel carried out as part of the main evaluation (see related details in evaluation report volume 1, section 3) that reviewed the outputs of Jean Monnet relatively low added value of the programme compared to similar outputs which exist already at large/ on the market and also low innovation of the outputs.

These findings also need to be taken into perspective with the broader findings about the state of play of research and teaching about the EU more generally. Considering that there is significant volume of teaching and research about the EU outside Jean Monnet, it is unlikely that the absence of Jean Monnet funding in the current context, would result in substantial decrease of teaching and research about the EU within the EU. It is likely however that there would be less teaching and research about the EU in the non-EU countries which benefit from the grant. In particular Russia and Ukraine receive substantial numbers of grants and it is likely that in absence of these there would be less activity in the academia linked to the EU. The legal basis does cover the aim of teaching and research outside the EU and there are certainly benefits to derive for the EU from an improved understanding of the EU outside the EU. However, the data gathered here suggests that these are the regions where there is greatest added value from JM grants and it is not clear whether this is the main purpose of the programme as defined in the legal basis.

Higher number of students was reached than would have been in absence of Jean Monnet funding

Students took part in a course they would not have been offered otherwise

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Disagree Agree

Figure 3.16 Added value of the Jean Monnet teaching

Source: ICF Jean Monnet staff survey, n=546

One area of EU added value commented on by the respondents to different surveys/interviews is the symbolic message sent about the need to teach about the EU. However as discussed above, this does not mean that the teaching should be focusing on those target groups that are already most knowledgeable about the EU and have most opportunities to access teaching about the EU.





#### 4 Conclusions

The main positive conclusions are:

- Jean Monnet programme is successful in reaching high numbers of higher education students and producing a variety of outputs even though it cannot be said with precision13 what the number of learners reached is. However, an important share of the learners reached are students enrolled in EU studies or students who study more than one course about the EU;
- Jean Monnet students do show better results than higher education students outside JM, when it comes to perceived understanding of the EU, subjective knowledge of different EU topics as well as objective knowledge of the EU. In line with the above, this however can be expected given that the programme reaches many 'EU specialists';
- Jean Monnet beneficiary organisations state a range of organisational effects of JM funding, in particular when it comes to the prestige and attractiveness of their institution.
- Jean Monnet beneficiaries believe that the activities would not have been offered in absence of the grants. However outside JM there is a significant volume of teaching and research about the EU that is not funded from the programme. Therefore, it is not clear whether when saying they would not have offered the course/ activity, they refer mostly to the additional activities such as conferences and events or whether they refer to the core of teaching and research about the EU.
- An important share of beneficiaries' state that they continue running the course after the grant is completed.
- 90% of beneficiaries believe that they have reached higher number of learners thanks to the Jean Monnet grant. On the other hand, when looking objectively at the number of students reached by beneficiaries and nonbeneficiaries, the differences are small.

However, the evaluation also identified several areas for improvement:

- The context of the programme has changed radically since the programme was founded. There is substantial volume of teaching and research about the EU outside JM in particular in EU countries. Therefore, the EU added value arising from EU funding for teaching and research about the EU in the sector of higher education is somewhat limited, in particular within the EU.
- The awareness of the programme is limited -only 52% of HE professors in the sample whose departments offers at least one course about the EU have heard about the programme;
- The country coverage is skewed as about 25 % of all Jean Monnet grants goes to two countries; also the significant increase in applications in 2015 and 2016 can be attributed only to few countries;

Overall, the underpinning need for an EU programme that funds teaching and related research predominantly in higher education about the EU in the current form is not clear cut. Higher education is the sector that already offers most opportunities for teaching about the EU and it is also the sector in which there are most knowledgeable students about the EU. There are other target groups such schools which have lower

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<sup>&</sup>lt;sup>13</sup> In its current configuration the Erasmus+ programme database does not distinguish between students and other participants. In regard to the student participation-related legal basis indicator, this poses a problem when it comes to assess whether JM reaches its objectives.





opportunities to access teaching about the EU or who have much lower levels of understanding of the EU that should be addressed in the future call for proposals. The new legal basis could cater for this need.

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