
# Combined evaluation of Erasmus+ and predecessor programmes

*Synopsis report of the results of the Open Public Consultation on the Erasmus+ and predecessor programmes (Volume 5)*

Education and Culture

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# Combined evaluation of Erasmus+ and predecessor programmes

## Synopsis report of the results of the Open Public Consultation on the Erasmus+ and predecessor programmes (Volume 5)

Prepared by ICF

Directorate-General for Education, Youth, Sport and Culture

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# 1 Introduction

Erasmus+ is a multi-dimensional EU programme which aims to support education, training, youth and sport in Europe. The programme provides opportunities for individuals (learners and staff) to take part in mobility exchanges in order to develop their skills and competences, enhance general employability and professional development, and, to enable personal development and growth as citizens. Erasmus+ also funds cooperation projects for institutions and organisations in different countries to improve the quality of education, training and youth work. The sport strand of the programme aims to foster social inclusion through sport, physical activity of EU citizens but also to combat threats to sport[1].

This report summarises the outcome of the open public consultation (OPC) on the Erasmus+ programme which was conducted by the European Commission from 28 February to 31 May 2017. The objective of the consultation was to gather the opinions and perspectives of various stakeholders, and the general public, to help assess the relevance, coherence, effectiveness, efficiency, and added value of the programme.[2]

The open public consultation was launched through the dedicated European Commission website and was available in all official EU languages. Though a total of 4,786 complete and partial responses were received to the OPC, a large number of partial responses only contained very basic background information about respondents and were therefore removed from the analysis[3] using the process described in Annex 1. The analysis in this report is therefore based on a total of 1800 responses, including all the complete responses to the OPC (n = 1,219) and partial responses (n = 581) when a considerable portion of the survey had been answered.

Alongside the results of the survey, this OPC report also presents reviews of the 24 position papers submitted by the OPC respondents, as well as the breakdown of these responses by the sector of respondent. The remainder of this report is set out as follows:

- Chapter 2 outlines the profile of respondents, covering their sector and individual and organisational backgrounds;
- Chapter 3 provides an overview of the Erasmus+ programme, assessed against the evaluation criteria;
- Chapter 4 assesses the Erasmus+ programme for each sector it covers, namely education and training, youth, sports, and Jean Monnet; and
- Chapter 5 considers previous programmes, preceding Erasmus+ (2014 – 2017)
- Chapter 6 considers the future of Erasmus+, and the extent to which education and training, youth and sport should remain funding priorities during the next EU planning period

[1] http://ec.europa.eu/programmes/erasmus-plus/about_en

[2] https://ec.europa.eu/programmes/erasmus-plus/resources/consultations/erasmus-plus-mid-term-evaluation-2017_en

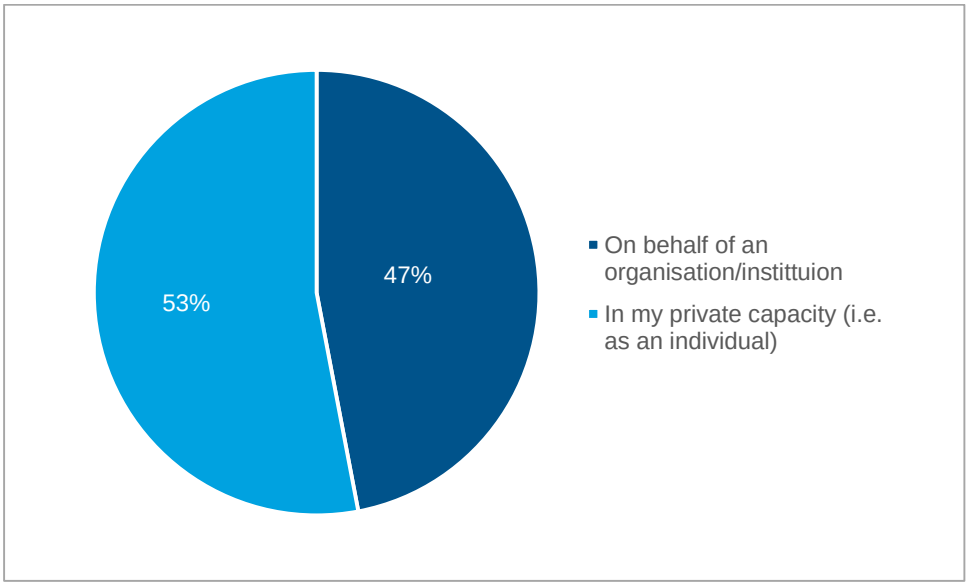
[3] Fall-off statistics were used to determine appropriate cut-off points. More information is available in Annex 1.

# 2 Profile of respondents

As presented in the previous section, the Erasmus+ OPC attracted considerable attention that resulted in a high number of responses submitted. This section provides an overview of the type of respondents to this online OPC.

In total 53% (n = 1788) who answered this question replied as individuals in their personal capacities, while 47% replied on behalf of an organisation/institution.

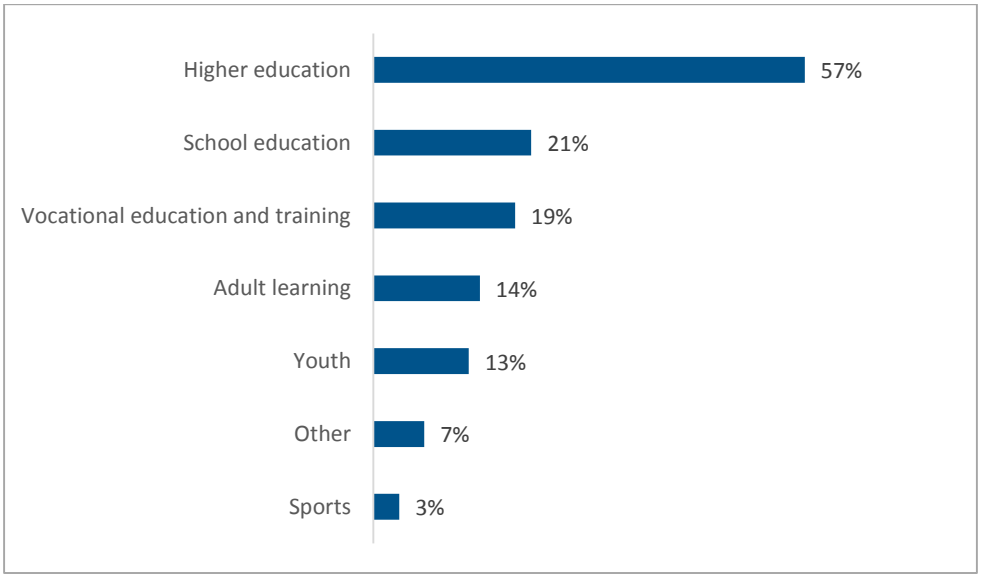
Figure 1. In what capacity are you responding to this consultation?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 1788*

The majority of respondents indicated that they or their organisation is primarily active in (i) the higher education sector (1017 respondents); followed by (ii) school education (372); (iii) vocational education and training (334); (iv) adult education (251); (v) youth (225); (vi) other sectors (120); and (vii) sports (61).

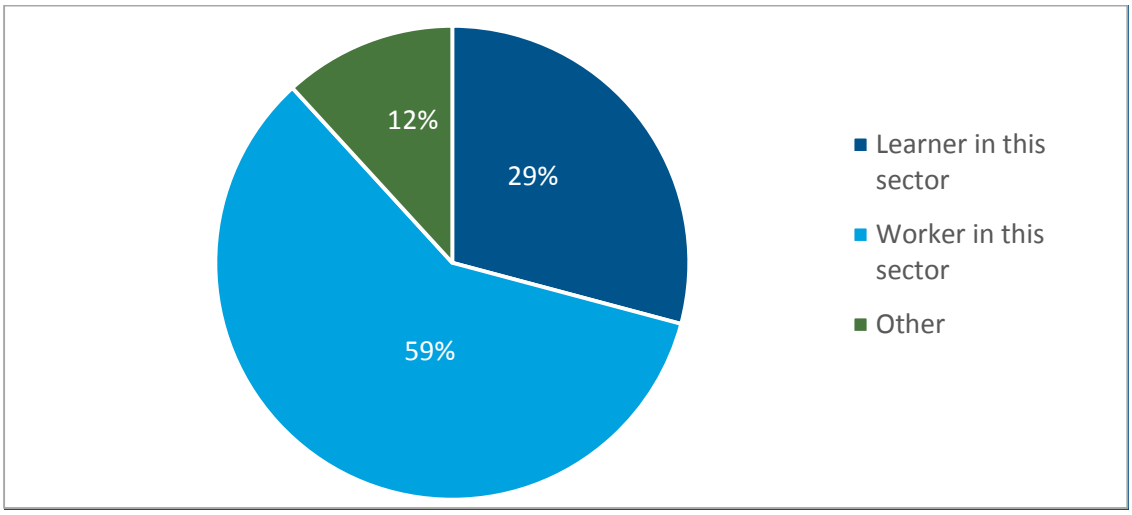
Figure 2. In which sector are you or your organisation primarily active?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 1788. *multiple answers possible*

The majority, 59% (n = 933) who answered as individuals in their private capacity indicated that they were a worker in the education, training, youth or sports sector, while 29% said that they were a learner in one of these sectors and 12% said they had a different role in relation to these sectors.

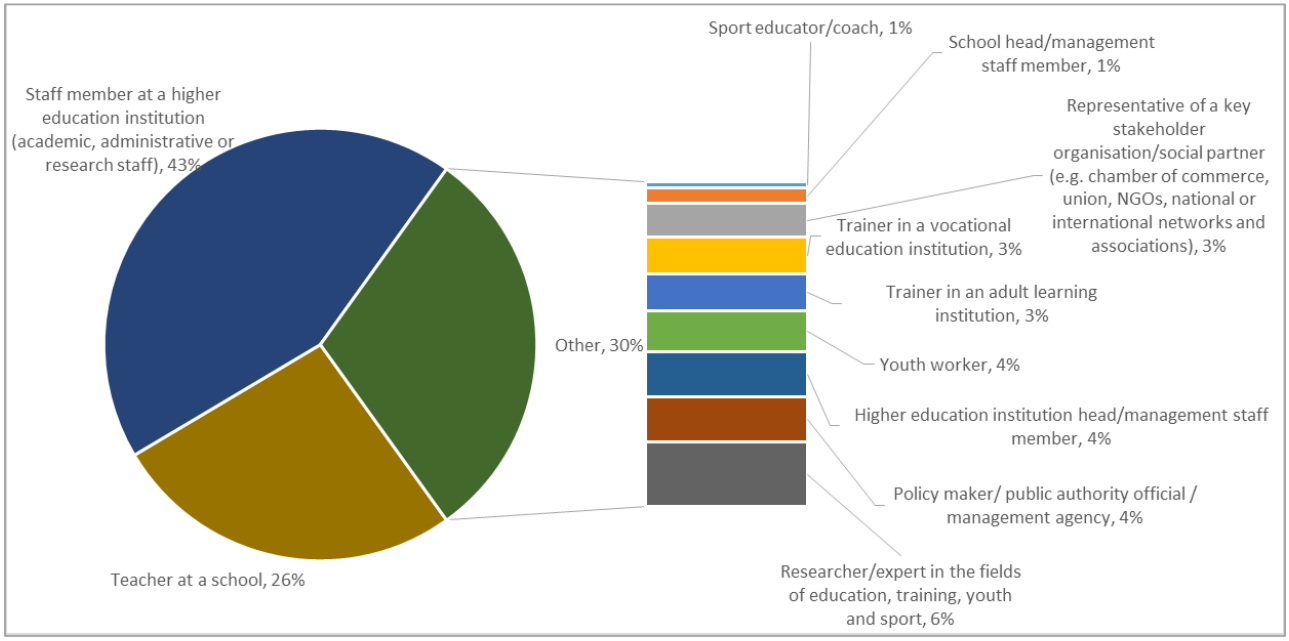
Figure 3. Individuals: What is your main role in relation to the education, training, youth and sports sector?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 933*

Respondents who answered as individuals working in the education, training, youth or sports sector were asked to indicate their closest matching to their roles. The majority said that the closest matching was either staff member at a higher education institution (43%, n = 550) or teacher at a school (26%). The full breakdown of category of respondents (as indicated by the respondents) is as below.

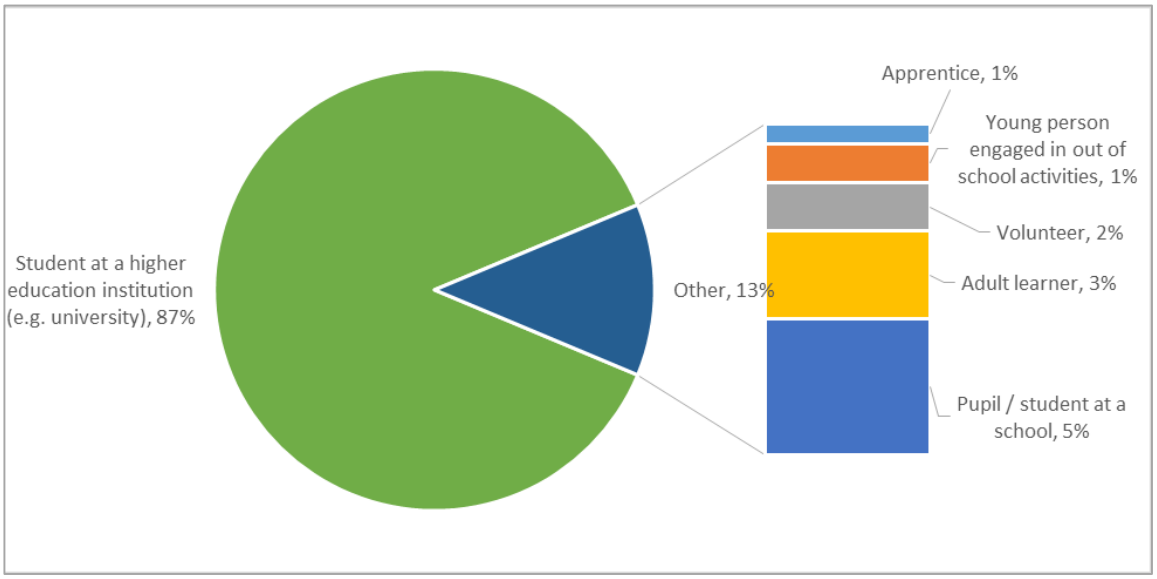
Figure 4. Role of individuals working in the education, training, youth or sports sector




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 550*

Respondents who answered as individuals learning in the education, training, youth or sports sector were also asked to indicate their closest matching to their roles. The majority of 87% (n = 270) who answered this question said that the closest matching was student at a higher education institution (such as university). The complete breakdown of category of respondents is as below.

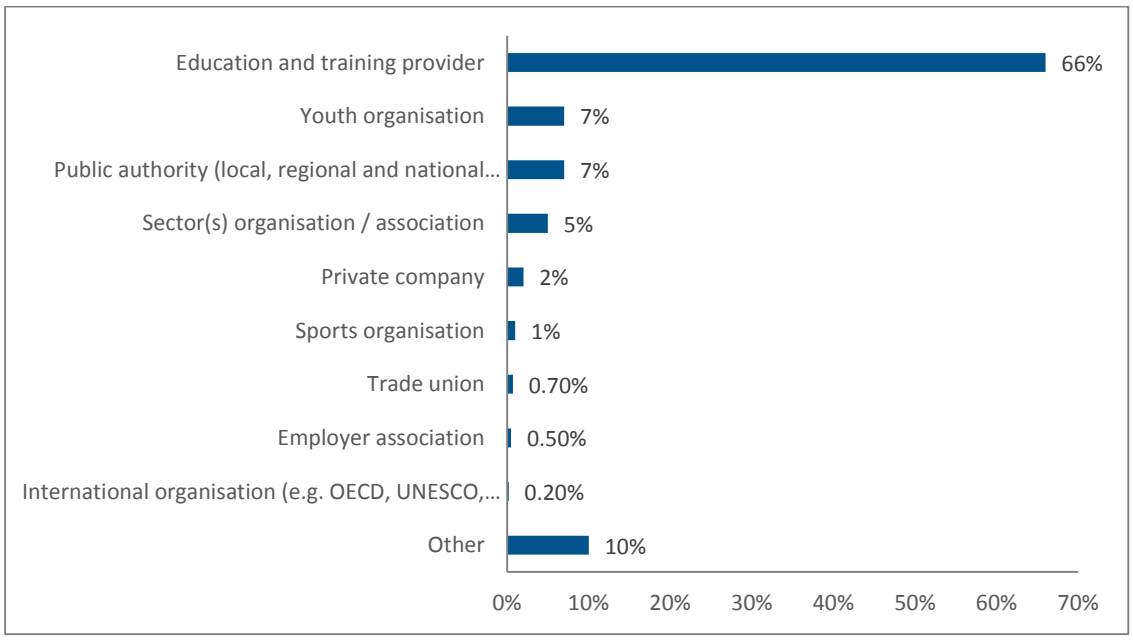
Figure 5. Role of individuals learning in the education, training, youth or sports sector




*ource: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 270*

Approximately 66% (n = 837) of respondents who answered on behalf of an organisation, indicated that they represented an education and training provider (school, university, vocational training, adult education provider). The full breakdown of organisations is shown in Figure 6.

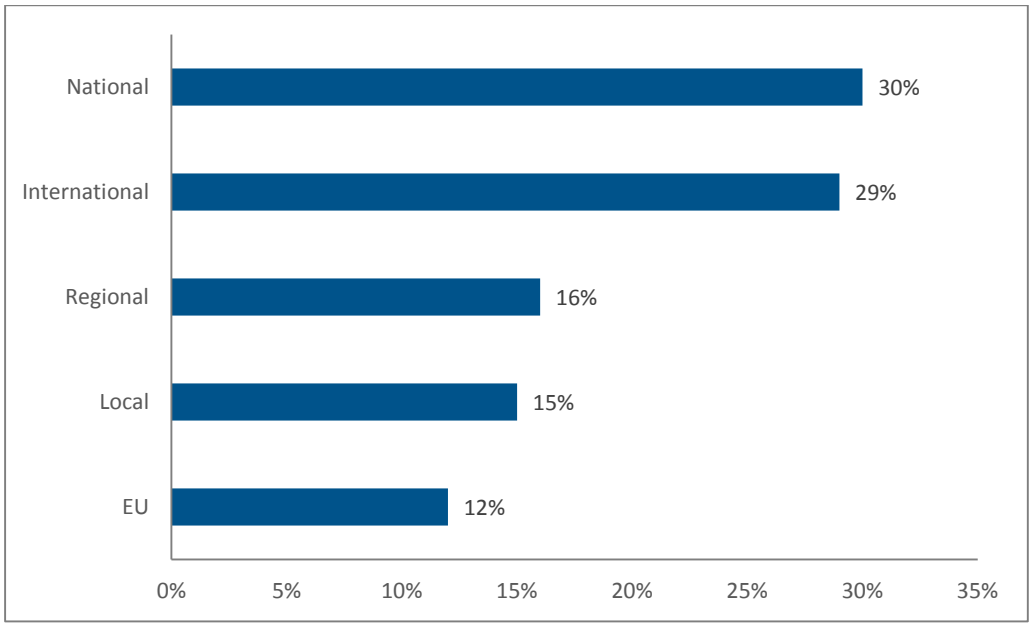
Figure 6. What type of organisation are you representing?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 837*

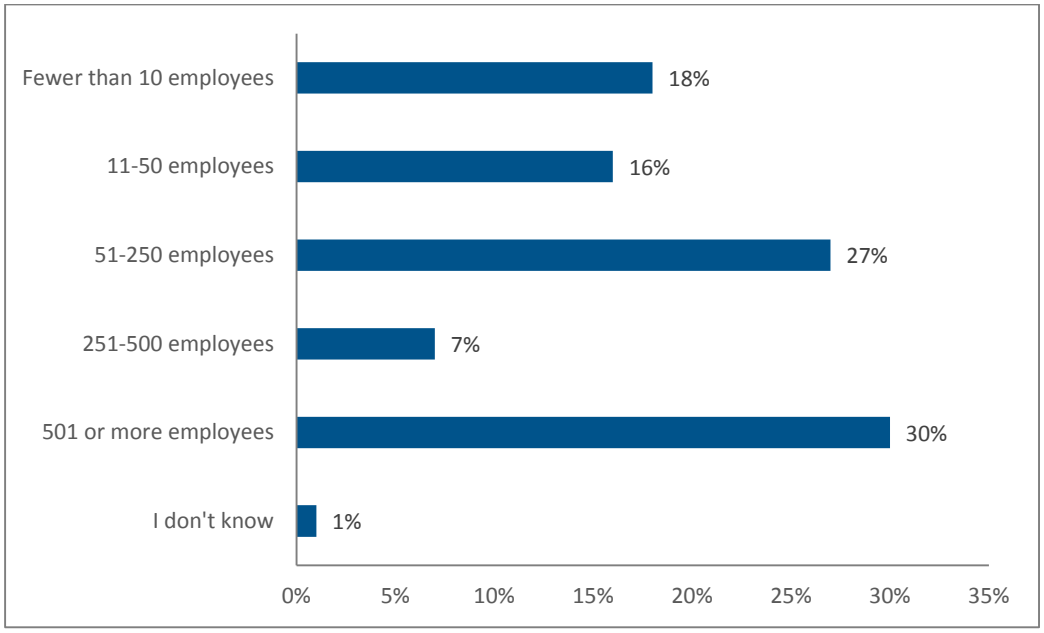
Nearly one in three respondents were bodies which had a national level mandate, followed by bodies with an international mandate as shown in Figure 7. Further, Figure 8 illustrates that the majority of respondents were organisations with more than 50 members of staff. Given the strong presence of higher education organisations in the sample it is not surprising that a high share of respondents were large organisations (more than 500 members of staff)

Figure 7. Organisations represented by respondents by mandate




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 830*

Figure 8. Organisations represented by respondents by size




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 832*

# 3 Erasmus+

## 3.1 Relevance of Erasmus+

As Figure 9 further illustrates, the relevance of the Erasmus+ programme is positively rated by most respondents in different areas. On average, the majority of the OPC survey respondents (59%) thought that the current Erasmus+ objectives are extremely relevant to the current challenges and needs[4]. Some objectives were perceived to be notably more relevant than others in addressing the current challenges and needs within education, training, youth and sport[5]:

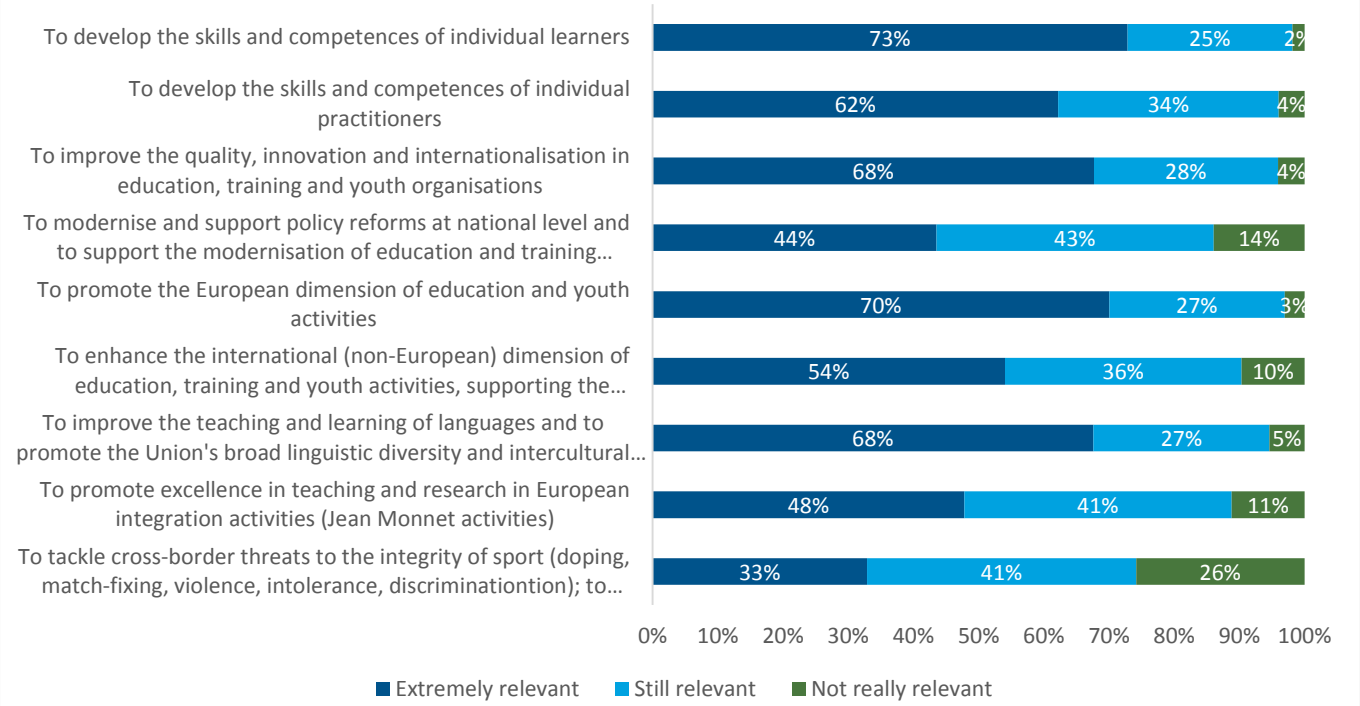
- 73% of respondents indicated that developing the skills and competences of individual learners remains an 'extremely relevant' objective for the programme (n = 1665); 70% reported the same in relation to promoting the European dimension of education and youth activities (n = 1644).
- Further 68% of respondents indicated that improving the quality, innovation and internationalisation in education, training and youth organisations (n = 1607); 68% that improving the teaching and learning of languages and intercultural awareness (n = 1640); and 62% that developing the skills and competences of practitioners (n = 1617) are 'extremely relevant' Erasmus+ objectives.
- Fewer respondents (57%, n = 716) listed enhancing the international (non-European) dimension of education, training and youth activities as well as supporting the Union's external action as 'extremely relevant'. Notably, whilst only 75 respondents who answered this question were from a non-EU country, (compared to 641 respondents located in an EU-MS) there is some variation among respondents depending on their location. In this case, whilst two-thirds of respondents from outside the EU reported this objective as 'extremely relevant', this was lower for respondents located in an EU-MS (54% found it extremely relevant, but 10% found it 'not really relevant', n = 641)[6]. This suggests that this objective is more relevant to the main beneficiaries of the 'international' strand of the programme.
- Around 48% of respondents (n = 1623) found promoting excellence in teaching and research in European integration activities (including Jean Monnet) as an 'extremely relevant' objective for the programme.
- Less than a half of respondents – 44% indicated that modernising and supporting policy reforms at national level (n = 1537) and 33% that tackling cross-border threats to the integrity of sport, promoting good governance in sport and dual careers of athletes as well as promoting sport for all (n = 1088) are 'extremely relevant' Erasmus objectives.

[4] Average combined share of respondents who indicated that the current objectives are 'extremely relevant'. "No opinion" responses were excluded. This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions'.

[5] Respondents with 'detailed knowledge' of the Erasmus+ objectives and actions were asked "In your view, to what extent are the Erasmus+ objectives still relevant to the current challenges and needs?" and respondents with 'some knowledge' were asked "In your view, to what extent are the Erasmus+ objectives relevant to your personal needs or the needs of the sector you operate in?. These responses have been combined for the purpose of the analysis that follows. 'No opinion' responses are excluded.

[6] Respondents who answered this question but did not state their country (n = 24) were excluded from this analysis

Figure 9. In your view, to what extent are the Erasmus+ objectives still relevant to the current challenges and needs?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 1088-1665 (when responses in category 'no opinion or uncertain' were removed)*

In addition to the survey results, position papers submitted in the context of the OPC included general comments and remarks about the relevance of the programme. Most papers highlighted that Erasmus+ is one of the EU's most successful programmes and that it remains highly relevant. Papers also highlighted that Erasmus+:

- Addresses the need to develop the skills and employability of learners;
- Fosters citizenship via learning experiences through cross-border mobility; and
- Allows organisations to exchange and cooperate.

One organisation in the higher education sector[7] highlighted that tackling cross-border threats to the integrity of sports and the promotion of good governance in sports, sports for all, and dual careers of athletes were not particularly relevant for the programme's objectives.

Nevertheless, a large majority of the survey respondents (79%) indicated that in their view there are no other priorities that the Erasmus+ programme should be addressing (n = 1674[8]). For the 21%[9] share of respondents who thought there are also other

[7] One EU level organisation representing the position of 12 Universities.

[8] This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions'.

[9] This share of respondents who indicated there are also other priorities that the Programme could address was slightly higher for respondents who represented organisations (28%) than those who participated in the OPC in their own private capacity (23%).

priorities that should be considered, the main suggestions included (in descending order of thematic frequency):

- Promoting European citizenship, democracy and civic education;
- Fostering inclusion and diversity, especially the integration of migrant and other underrepresented groups;
- Linking education more strongly with enterprise and promoting international internships;
- Promoting mobility, more European programmes and assistance services and tools; and
- Environmental education and European initiatives that promote sustainable living and consumption.

Position papers submitted by two EU level organisations[10] suggested that the following priorities should also be addressed by the programme: school education (which is not sufficiently prominent in the current programme); lifelong learning programmes that are not restricted to either adult education or another life-segment; non-institutional early education; children and parents' mobility and the acknowledgement of parents as educators.

The respondents to the OPC survey were also asked if the Erasmus+ programme should support other types of *actions* in the future[11]. The majority of respondents (81%) indicated that it should not, while the remaining 19% indicated that the programme said so (n = 1660). While these respondents proposed a wide range of actions, the most frequently suggested types of future actions included:

- Mobility related activities: short-term mobility (outside HE), actions for professionals, youth workers, artists and creative professionals, children and their parents, employed and unemployed in training/adult learners, mobility for individuals with more focus on training, small travel grants, and support for policy development actions after mobility experiences.
- Activities fostering inclusion: actions aimed at sensitisation for social inclusion, citizenship and Human rights education, intercultural dialogue, intergenerational activities and common mobility experiences, cooperation projects with third countries, support to vulnerable groups and groups at risk of exclusion.

## 3.2 Coherence

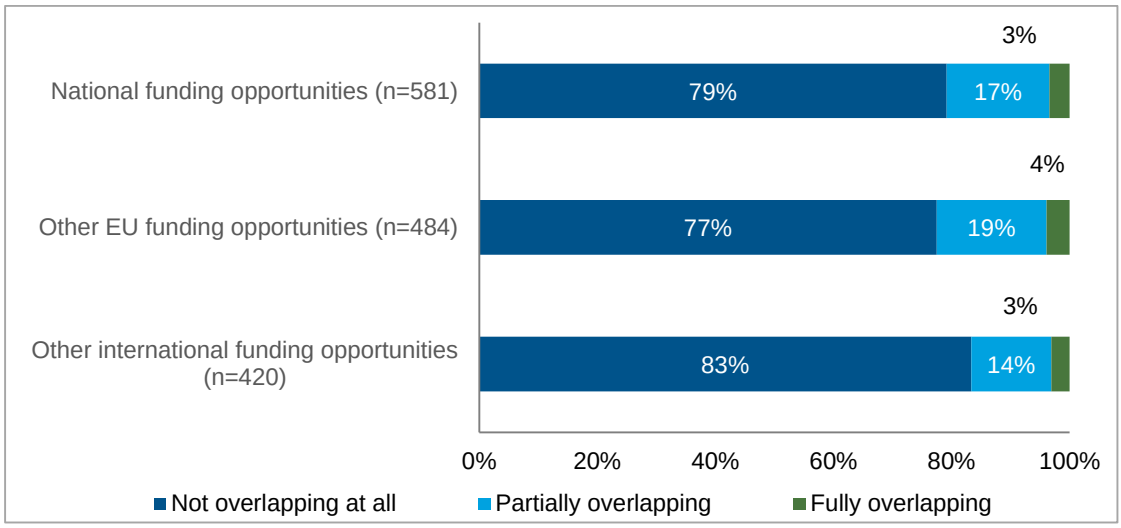
As indicated by the responses to the three statements presented in Figure 10, the majority of respondents believe that Erasmus+ does not overlap 'at all' with other funding opportunities at all levels (national, EU, international)[12]. On average, 80% of respondents (n = 1485) believed that Erasmus+ does not overlap with other funding opportunities, compared to 3% of respondents who believed it 'fully overlaps'. The analysis showed almost no difference between respondents answering on behalf of their organisation or in their private capacity.

[10] One of them representing the position of more than 150 million parents in the EU, and the other one representing 70 organisations in the secondary school sector.

[11] This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions'

[12] This question was only addressed to respondents who indicated that they have detailed knowledge of the Erasmus+ objectives and actions. A high share of respondents, ranging from 21% for national funding to 41% for international funding, indicated that they do not know the answer to this question. In order to improve comparisons in Figure 10, the 'I don't know' answer option has been excluded.

Figure 10. Please comment whether and if so to which extent the Erasmus+ programme is overlapping with:[13]




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 420-581 ('I don't know' responses excluded prior to analysis)*

Survey respondents who considered that Erasmus+ is 'fully' or 'partially' overlapping with national funding opportunities mentioned measures related to student mobility or to volunteering activities. However, most of them specified that even if there is a partial overlap, Erasmus+ is still very much required either due to: a lack of funding even with the overlap, different objectives of the funding even when targeted at the same beneficiaries, or differences in geographical areas covered.

Regarding other funding opportunities at EU level, several survey respondents (around quarter) mentioned the following programmes: Horizon 2020, European Social Fund (ESF), INTERREG and the European Solidarity Corps. Several of them emphasised the need to find synergies between the programmes to ensure consistency and complementarity among those funds.

Six position papers submitted in the context of the OPC commented on the coherence aspects of the programme.

Only one EU level organisation[14] identified overlaps between Erasmus+ and national funds in education and training, in particular in the case of Germany (DAAD funds for joint degree programmes) and Norway (national travel support for outgoing mobility). One organisation[15] was concerned about potential overlaps between Erasmus+ and the European Solidarity Corps.

Overall, comments highlighted the satisfactory integration provided by the new structure, while stressing the need to promote further synergies or complementarity in specific areas, in particular:

[13] This question was only addressed to respondents who indicated that they have detailed knowledge of the Erasmus+ objectives and actions.

[14] Representing the position of 12 universities across the EU.

[15] Representing a region at the sub-national level.

- Between Erasmus+ and the ESF, for instance via a harmonisation of funding rules[16];
- Between Erasmus+ and Horizon2020, notably regarding technology transfers;[17]
- Between Erasmus+ and EIT [18];
- Between Erasmus+ and INTERREG.[19]

## 3.3 Effectiveness

OPC survey respondents were asked whether Erasmus+ programme objectives are being achieved. When considering all nine objectives together, 71% of respondents thought that as a whole, the programme is achieving its objectives to a 'very large' or 'large' extent[20]. There were some notable differences between objectives, as detailed below:

- The most successful objective of the programme, according to respondents, has been developing the skills and competences of individual learners; 86% thought that this was being achieved to a 'very large' or 'large' extent (n = 1440). 80% reported the same in relation to promoting the European dimension of education and youth activities (n = 1412). These two objectives were also seen as the most relevant for the programme by respondents, as detailed in in section 3.1.
- Several other objectives were seen as being largely on track. 78% of respondents thought that developing the skills and competences of individual practitioners was being achieved to a 'very large' or 'large' extent (n = 1358); 77% reported that improving the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness had been effective to a 'very large' or 'large' extent (n = 1406); and 74% thought the same for improving the quality, innovation and internationalisation in education, training and youth organisations (n = 1333). 70% of respondents thought that promoting excellence in teaching and research in European integration activities had been effective to a (very) large extent (n = 888).
- Fewer respondents (61%) thought the programme is achieving its objective of enhancing the international (non-European) dimension of education, training and youth activities, supporting the Union's external action to a large or every large extent (n = 1273); and 56% of respondents reported the same for tackling cross-border threats to the

[16] One EU-level organisation representing 50 regional and local stakeholders in the field of E&T; one national level organisation representing more than 100 HEI directors; one national level organisation representing more than 30 VET institutions; and one organisation representing the interests of a region.

[17] One EU-level organisation representing 50 regional and local stakeholders in the field of E&T; one national level organisation representing more than 100 HEI directors; two sub-national organisations representing the interest of their respective regions.

[18] One organisation representing the interests of a region.

[19] One national-level organisation representing 12 organisations working in the fields of education, research and innovation; one national level organisation representing more than 30 VET institutions.

[20] This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives. 'No opinion' responses were excluded. Slightly more respondents who had 'detailed knowledge' of the programme thought that objectives were being achieved than those who had 'some knowledge' of the programme.

integrity of sport; promoting good governance in sport and dual careers of athletes; and promoting sport for all (n = 698). Notably, however, the number of respondents who had 'no opinion' for these objectives was substantially higher than for most other objectives (n = 204 and 754 respectively), which suggests that respondents may be less familiar with these aims of the Erasmus+ programme[21].

- Less than half of respondents (46%) reported that the Erasmus+ programme had been effective in modernising and supporting policy reforms at national level and supporting the modernisation of education and training systems and youth policies (n = 1206). Again, however, a large number of respondents also selected 'no opinion' (n = 262).

The survey results show a fairly strong alignment between how respondents rated the relevance and effectiveness of each objective.

In addition, some papers submitted in the context of the OPC provided comments on the effectiveness of the Erasmus+ programme. Two organisations[22] highlighted that the programme was most effective in enhancing learners' skills and providing better career opportunities, and providing opportunities to exchange good practices between organisations.

Position papers show that Erasmus+ is considered less effective in reaching its objective to enhance cross-sectoral collaboration (which was one of the objectives in the integrated structure),[23] using the full potential of its alumni network and promoting the programme effectively to reach all its target groups (through Internet presence, guidelines, databases and communication campaigns).[24]

When asked what the main barriers or reasons hindering the achievement of the programme's objectives were[25], survey respondents identified the following, in descending order of thematic frequency:

- Linguistic barriers and weak language skills of the participants;
- Lack of funding and/or financial difficulties;
- Time-consuming and complex application processes;
- Lack of cooperation between different actors: education and training providers, sector and government organisations;
- Different educational systems and ways of teaching, hindering international cooperation and integrated learning experiences;
- Lack of information about the programme for students; and
- Poor quality of courses.

Among the barriers hindering the achievement of Erasmus+ main objectives, the OPC respondents who represented education and training providers particularly

[21] These responses were removed before analysis, as per all other objectives considered here.

[22] One national-level organisation representing 12 organisations working in the field of education, research and innovation; and one EU-level organisation representing over 30 education employer organisations from across the EU.

[23] One national-level organisation representing 12 organisations working in the field of education, research and innovation.

[24] One national agency for HE cooperation.

[25] This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions'.

emphasised the lack of funding and insufficient language skills as obstacles to effective programme implementation.

Position papers submitted by two organisations specified reasons hindering the achievement of the programme's objectives: one EU-level organisation[26] noted that the current inclusion of Intensive Short Programmes (ISP) under the umbrella of Strategic Partnerships drastically reduces the number of financed ISPs and their impact as flexible instruments for internationalisation, particularly for students who find longer-term mobility difficult or in the doctoral cycle. One national ministry considers that the current duration of individual study visits hinders the participation of certain target groups – such as working students or students with children.

Two elements were mentioned as particularly being helpful: the new integrated structure of the programme[27] and the overall increase in funding.[28]

When asked to comment on various aspects of effectiveness of the current programme, as illustrated by Figure 11, almost all survey respondents (96%, n = 606[29]) agreed that Erasmus+ is well aligned with EU policies and priorities. A large majority of respondents (80-89%) also strongly agreed or agreed that:

- The structuring of the Erasmus+ programme into the three Key Actions is working well (89%, n = 619);
- The programme has increased systemic impact compared to the predecessor programmes (88%, n = 424);
- The programme is providing more opportunities for mobility than predecessor programmes (84%, n = 552);
- It has stronger emphasis on promoting youth employment compared to predecessor programmes (83%, n = 468);
- Is providing more opportunities for cooperation partnerships in a given sector compared to the predecessor programmes and has strengthened synergies and cooperation across the sectors through the integration of education, training, sports and youth sectors into one single programme (80%, n = 558 and 471 respectively).

A large majority of respondents also agreed that the Erasmus+ programme is well aligned with national policies and priorities (86%, n = 527). Notably, respondents who are located in an EU-MS were less likely to strongly agree or agree with this statement than those outside the EU. Whilst 32% of respondents located outside the European Union strongly agreed that the Erasmus+ programme is well aligned with national policies and priorities, and a further 63% agreed (n = 56), only 29% of EU-MS respondents strongly agreed, and 56% agreed the same was true of their national policies and priorities. This indicates that the programme is well-aligned with priorities and policies of partner countries.

As Figure 11 also shows, less respondents strongly agreed or agreed with the idea that internationalisation of Erasmus+ is working well and the programme is open to

[26] Representing over 30 HEIs.

[27] One EU level organisation representing over 30 HEIs; one sub-national organisation representing a region; and one national agency for HE cooperation.

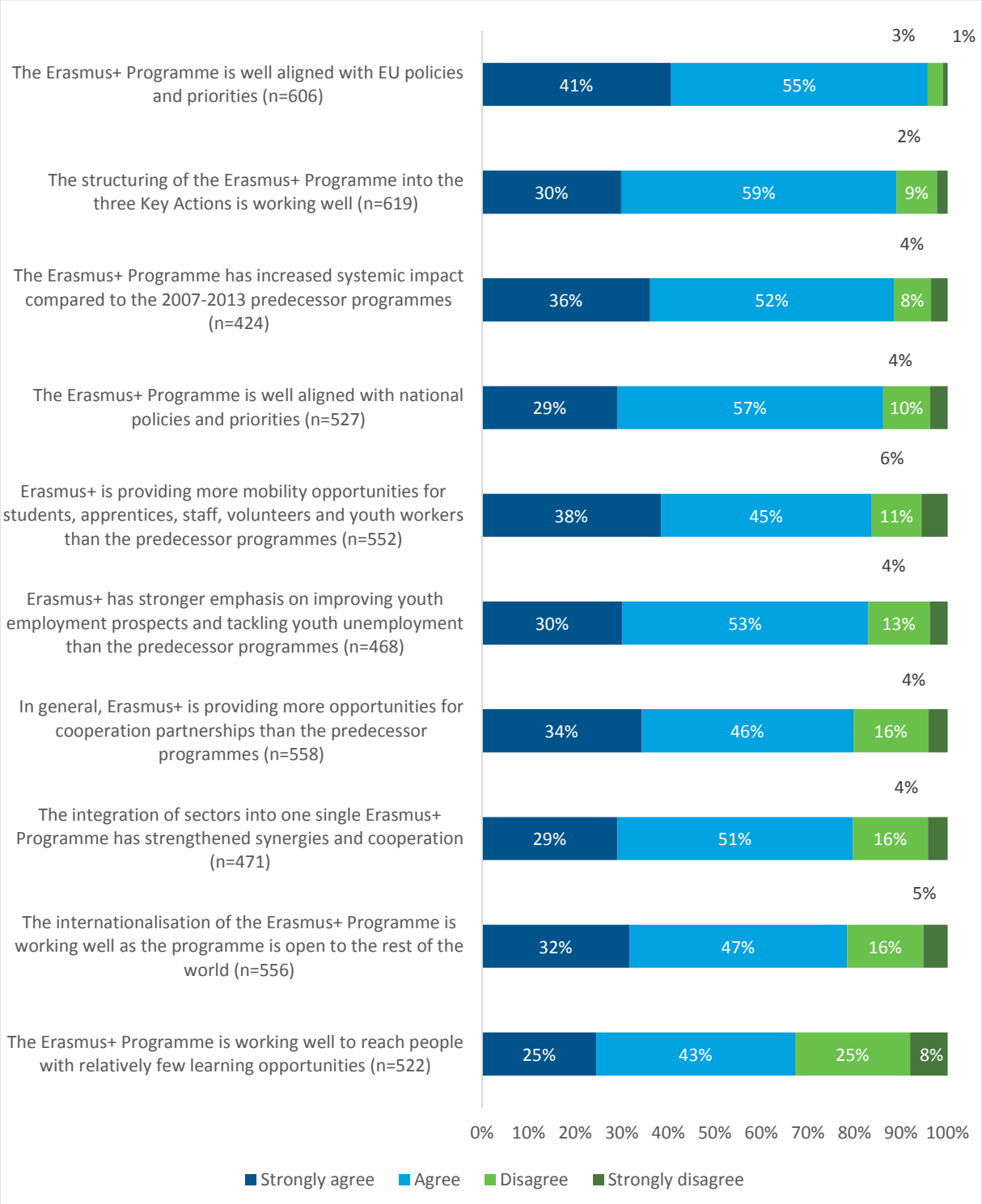
[28] One EU-level organisation representing over 30 HEIs.

[29] This question was only addressed to respondents who indicated that they have detailed knowledge of the Erasmus+ objectives and actions. Combined results for the respondents who indicated that they 'strongly agree' and 'agree' with the statements, answer category 'no opinion or uncertain' excluded to facilitate the comparison.

the rest of the world (only 78% of 556 respondents agreed to this statement) and with the statement that the programme is effective in reaching people with relatively few learning opportunities (only 67% of 522 respondents agreed with this statement)[30].

[30] For all these answer categories there were no considerable differences in the responses provided by respondents representing themselves and those representing organisations.

Figure 11. Please comment on the extent to which you agree with the following statements:[31]




[31] Only the respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions' were invited to comment on this question. Answer option 'No opinion or uncertain' has been removed to allow for an easier comparison of answers.

*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 424-606 (when responses in category 'no opinion or uncertain' were removed)*

## 3.4 Efficiency

This section of the report provides an analysis of the respondents' views on the efficiency of the Erasmus+ programme. These questions were only answered by respondents who had indicated that they had detailed knowledge of the Erasmus+ programme, its objectives and actions.

The respondents were asked to express their views on whether the user-friendliness of several elements of the Erasmus+ programme has improved over time. Overall, opinions among respondents who answered in their private capacity and those who answered on behalf of an organisation were consistent[32]:

- A large majority of respondents (89%, n = 597) who answered this question agreed or strongly agreed that the user-friendliness of IT tools in the Erasmus+ programme has improved over time;
- A large majority (75%, n = 541) also agreed or strongly agreed that the user-friendliness of reporting procedures in the Erasmus+ programme has improved for them;
- Further, 72% of respondents (n = 580) agreed or strongly agreed in relation to application to the Erasmus+ programme;
- A slightly smaller majority of respondents (60%, n = 613) agreed or strongly agreed that the management of the Erasmus+ programme has been effectively simplified for them; and
- Finally, 92% of respondents (n = 338) agreed or strongly agreed that the digitalisation of Erasmus+ is a progress

Respondents were also asked to indicate if the current distribution of Erasmus+ programme management between centralised (the EACEA) and decentralised (National Agencies) is effective. In this case, 80% of respondents who expressed an opinion (n = 497) agreed or strongly agreed with this statement.

Approximately half of the respondents who expressed an opinion strongly agreed and agreed that the budget of the Erasmus+ programme is sufficient to achieve the objectives set for the programme (51%, n = 584). The respondents who answered in their private capacity ended to agree or strongly agreed more with this statement (56%, n = 203), compared to those who answered on behalf of their organisations (49%, n = 381).

The most common issues identified by respondents who did not agree that the budget of the programme is sufficient include:

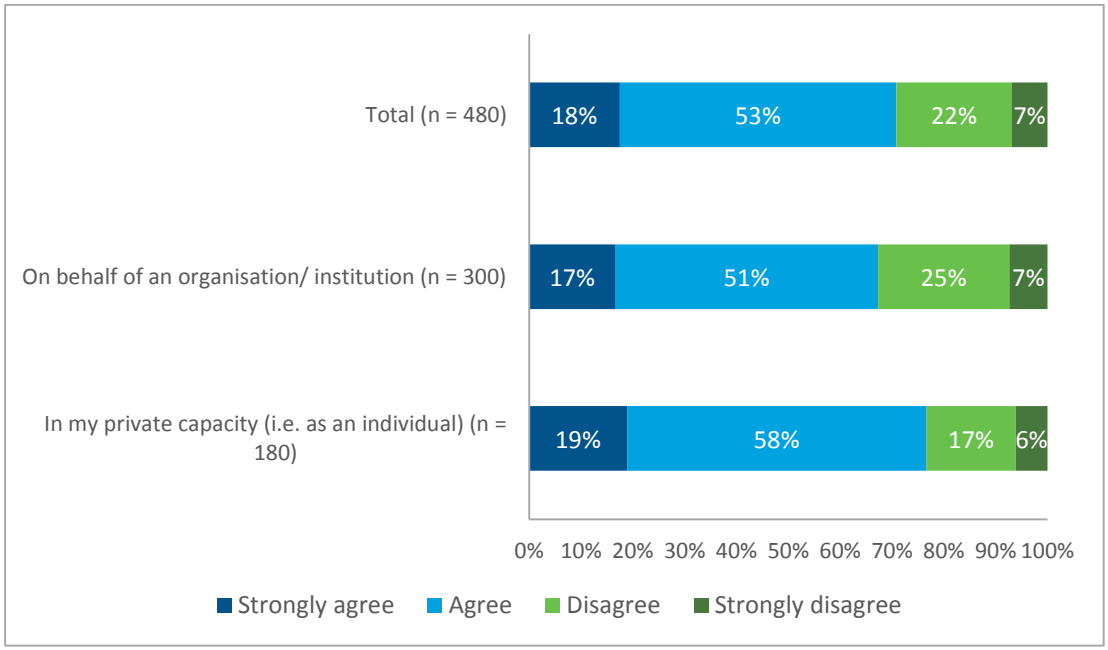
- The increased travel and accommodation costs aren't met in different counties;
- The increasing demand dilutes the budget;
- Unit costs and the country-specific allocations are not realistic;
- There is a high administrative burden.

Views on the budget distribution between the three Key Actions of the programme i.e. learning mobility of individuals (minimum of 63%), cooperation between organisations

[32] The results presented exclude respondents who selected 'no opinion'

(minimum of 28%) and support for policy reform (minimum of 4.2%)[33] also vary. From the 480 respondents who expressed an opinion, 71% agreed or strongly agreed that the budget distribution is appropriate (53% agreed and 18% strongly agreed). This varied slightly between respondents representing organisations and respondents answering in their private capacity.

Figure 12. The budget distribution between the three Key Actions of the programme is appropriate.




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated by statements. Respondents selecting 'no opinions or uncertain' excluded*

A considerable number of respondents who did not agree that the budget distribution between the three Key Actions of the programme is appropriate suggested that this could be improved by allocating more funding to Key Action 2 (cooperation for innovation and exchange of good practices). Respondents also recommended allocating more funding to education, mobility and into encouraging cooperation between organisations.

Respondents were also asked to indicate the extent to which they agree that other policy instruments or mechanisms could have been more cost-effective than the Erasmus+ programme in addressing the needs in the education, training, youth and sports sectors. Around two thirds (62%, n = 717) did not express an opinion about this statement or were unsure. Out of those who did express an opinion, an overall of 59% agreed or strongly agreed with this statement.

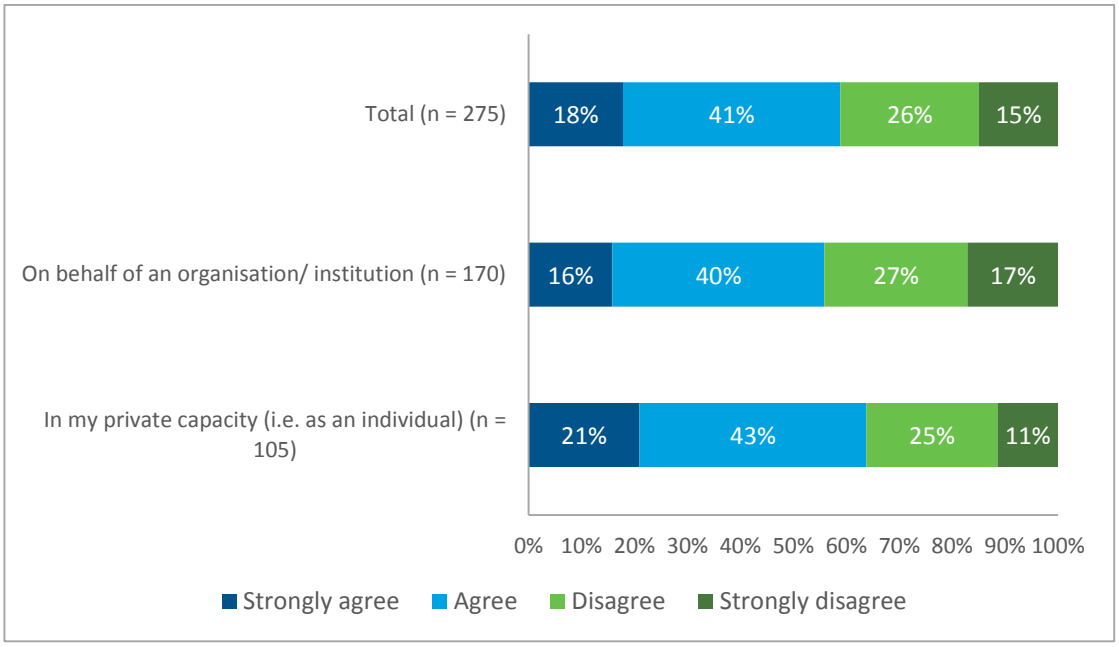
Some respondents suggested examples of more cost-effective responses to the needs in the aforementioned sectors, including: activity related to policy reform, building capacities of youth organisations, less use of agencies and more self-promotion[34].

[33] Minimums provided in the question to respondents

[34] The open question related to this point was wrongly worded ("If you selected disagree/strongly disagree under "Other policy instruments or mechanisms could have been more cost-effective than the Erasmus+ programme in addressing the needs in the education, training, youth and sports sectors", please provide examples of more cost-effective responses to the needs in the education, training, youth and sports sectors?"). Some respondents pointed this out in their replies and only a low number of respondents understood it's actual intent

Opinions varied slightly between respondents who answered on behalf of organisations (56% agree or strongly agreed) and those who answered in their private capacity (64% where of the same opinion). A detailed overview of the responses received to this question is presented in the figure below.

Figure 13. To what extent do you agree with the following statement[35]: other policy instruments or mechanisms could have been more cost-effective than the Erasmus+ programme in addressing the needs in the education, training, youth and sports sectors




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated by statements. Respondents selecting 'no opinions or uncertain' excluded*

The respondents were also asked to answer questions that explore whether the results of the Erasmus+ programme have been delivered at a reasonable cost. The analysis showed that there were no significant differences between replies from respondents who answered on behalf of an organisation and those who answered in their private capacity. The following results only include the respondents who expressed an opinion:

- A strong majority (91%) the respondents to this question agreed that transnational learning mobility of individuals is cost effective (n = 611).
- Similarly, 87% of the respondents provided the same responses in relation to transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations (n = 562).

Further, 91% (n = 329) of respondents who expressed an opinion also agreed that the transnational cooperation actions which aim to support policy reforms in the education, training, youth and sports sectors are cost effective. A considerable share of respondents (54%) did not express an opinion on this question or were uncertain.

[35] i.e. comparing Erasmus+ with predecessor programmes.

Papers submitted in the context of the OPC commented extensively on the efficiency of Erasmus+. One contribution[36] reported the satisfaction of their members regarding the reduction of red tape, especially in the reporting phase of projects. One national-level organisation[37] highlighted that the introduction of lump sums has led to a reduction of the administrative burden associated with the filing of applications and financial management.

Nonetheless, most comments highlighted shortcomings or areas for improvement. The main problem identified by the contributions is the lack of user-friendliness of the programme due to its administrative requirements. Contributions commenting on this aspect point to the fact that despite the EC's attempts to reduce the administrative burden associated with the programme, the end-users and participation organisations are still facing unnecessarily complex administrative procedures. In particular, the complexity of the programme guidelines creates significant hurdles for applicants; there is too much paper work, which discourages less experienced, smaller organisations (e.g. grass root youth organisation) and favours private consultancies.[38] The administrative burden would be particularly high and disproportionate with regard to the financial support available for KA1 and KA2.[39] In some instances, the administrative burden has increased, for instance the inter-institutional agreement model is considered lengthier than the previous version.[40] Finally, differing application processes per sector make cross-sectoral applications almost impossible (e.g. multi-sectoral schools do not benefit from the integrated character of Erasmus+ and cooperation between education sectors under KA2 hardly exists).[41]

Additionally, the management of the programme was also criticised, notably in relation to the decentralisation of some of the actions. The first type of problems is related to the fact that Erasmus+ guidelines, award criteria, grading of applications, are applied inconsistently by national agencies.[42] This has led to great uncertainty among applicants due to the different evaluation, selection and management criteria by each agency (especially for Strategic Partnerships).[43] Secondly the lack of coordination between NAs means that they do not foster links between projects where synergies could take place.[44] Thirdly, decentralisation has significantly reduced participation in certain activities of the beneficiaries in some countries, in part due to national strategies of fund reduction, especially for KA2/strategic partnerships.[45] Finally,

[36] One EU-level organisation representing over 30 education employer organisations.

[37] One national-level organisation representing 8 youth organisations.

[38] One national-level organisation representing 8 youth organisations; one EU-level organisation representing 150 million parents across the EU; one EU-level organisation representing more than 50 regional and local stakeholders in the field of E&T; one national organisation representing 22 religious organisations; one umbrella organisation representing the position of 39 European organisations active in the field of education and training; one EU-level organisation representing the positions of over 30 NGOs in the youth and social work sector; one national government ministry (non EU country); one national ministry; and one regional government.

[39] One EU-level organisation representing more than 30 NGOs in the youth and social work sector.

[40] One regional government.

[41] One national level organisation representing more than 30 VET institutions

[42] One EU-level organisation representing the interests of more than 150 million parents; one EU-level organisation representing 39 European organisations active in the field of education and training; one EU-level organisation representing over 30 education employer organisations from 16 European countries.

[43] One regional government.

[44] One EU-level organisation representing 50 regional and local stakeholders in the field of E&T.

[45] One regional government.

increased decentralisation is a concern for European level networks as most of them based in Belgium, but the success rates of applying to Belgian NAs are very low.[46]

In relation to application procedures, the low success rate of applications was pointed out as a problem by some organisations, for instance when applying to Knowledge Alliances, KA2 cooperation projects, KA1 actions (Joint Masters).[47]

Finally, another set of comments focused on issues around budget size and distribution:

- Some actions were considered as being under-funded (e.g. Strategic Partnership Actions and KA3)[48] creating imbalances (i.e. too much funding is spent on innovation and no enough on sustaining and upscaling successful projects)[49];
- Some of the activities targeted at socially disadvantaged people required greater resources in terms of preparation, management and follow-up do not receive adequate funding[50]; and,
- The budget available per region is not always consistent with the demand for cooperation with partner countries.[51]

## 3.5 Added value

This section of the report describes the respondents' views on the added value created by the Erasmus+ programme, in the context of other national, European or international level interventions[52].

Opinions among the different categories of respondents (individuals replying in their private capacity and representatives of an organisation) are consistent. Overall most of the respondents believe that the Erasmus+ programme brings certain benefits to the actions implemented:

[46] One EU-level organisation representing 50 regional and local stakeholders in the field of E&T; one EU-level organisation representing 39 European organisations active in the field of education and training.

[47] Two national government ministries; one national level organisation representing 12 organisations working in the field of education, research and innovation; and one regional government.

[48] One national ministry; one national agency for EU HE cooperation; one EU-level organisation representing 39 European organisations active in the field of education and training.

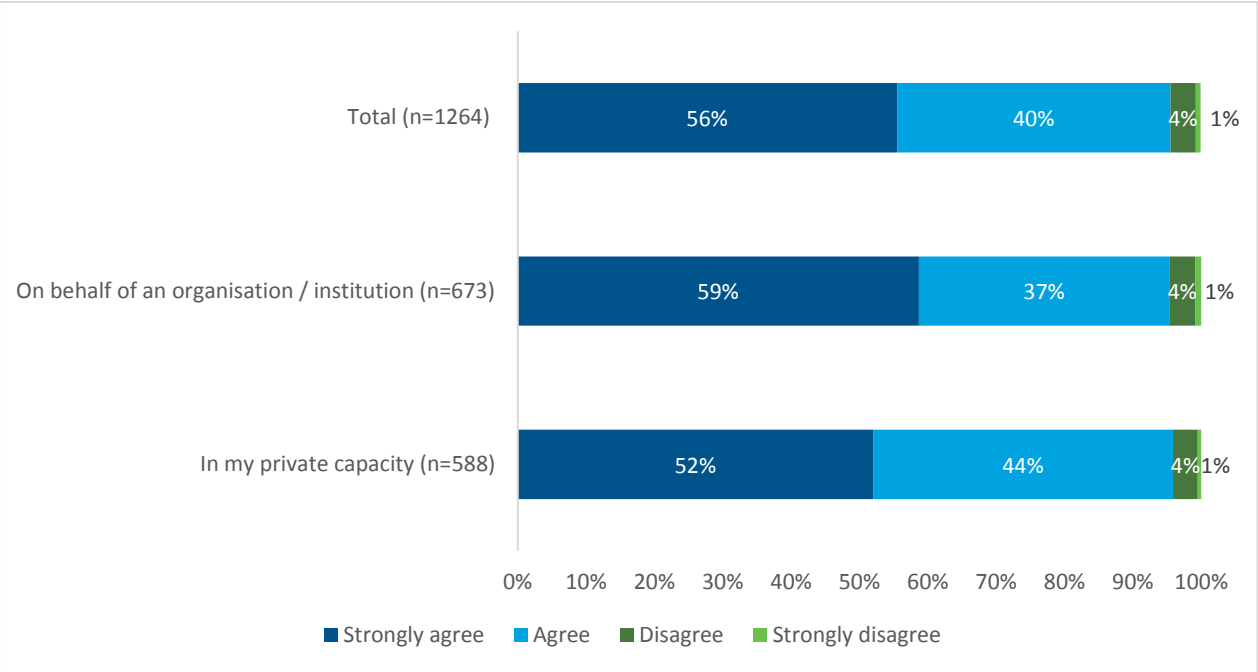
[49] One EU-level organisation representing more than 150 million parents.

[50] One national-level organisation representing 8 youth organisations.

[51] One national-level organisation representing 12 organisations active in the field of education, research and innovation.

[52] The results presented exclude respondents who selected 'no opinion or uncertain'

Figure 14. To what extent do you agree that The Erasmus+ Programme is funding activities which would not have been funded otherwise?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated by statements. Respondents selecting 'no opinions or uncertain' excluded*

- 96% of respondents (n = 1264) agreed or strongly agreed that the Erasmus+ Programme is funding activities which would not have been funded otherwise. Only nine respondents strongly disagreed.
- Similarly, 97% of respondents (n = 1189) agreed or strongly agreed that the Erasmus+ Programme is contributing to improving the national, European or international support measures for the education, training, youth and sports sectors. Again, only nine respondents strongly disagreed.
- Further, 91% of respondents (n = 1044) strongly agreed or agreed that lessons learnt from the Erasmus+ actions (which they were most aware of) are being disseminated (applied elsewhere). Notably, those with more detailed knowledge of the Erasmus+ Programme were more likely to agree or strongly agree with this statement (92%, n = 583), than those knowledge to 'some extent' (90%, n = 461).
- Less respondents believe that the Erasmus+ Programme is providing additional support to already existing activities at the national, European or international level. Only 86% of respondents said that the agreed or strongly agreed with this statement, whilst 14% disagreed or strongly disagreed (n = 1111).

Respondents also identified other areas where they believed the Erasmus+ Programme has added value to the actions implemented on the National European and international level including:

- Providing opportunities for networking and cooperation between different stakeholders;
- Facilitating cultural exchange and supporting mobility; and

- Internationalisation.

# 4 Specific questions on sectors

## 4.1 Education and training sector

### 4.1.1 School education

#### 4.1.1.1 Relevance

Overall, 69% of respondents who chose to answer questions about the **school education sector** found the current Erasmus+ objectives 'extremely relevant' to the challenges and needs within this sub-sector.[53] However, some differences can be seen in regards to the relevance of different objectives in the context of current challenges and needs within this sub-sector[54]:

- The promotion of citizenship and the common values of freedom, tolerance and non-discrimination was deemed the objective of most relevance, with 81% of respondents selecting 'extremely relevant' (n = 105). This was followed by improving the level of key competencies and skills of individuals with 77% choosing 'extremely relevant' (n = 105).
- Fostering improvements in the quality, innovation and internationalisation at the level of education and training institutions and improving the teaching and learning of languages and promoting the Union's broad linguistic diversity and intercultural awareness were also viewed as 'extremely relevant' by 71% (n = 105) and 70% of respondents (n = 104) respectively.
- A further 65% of respondents perceived the promotion of equity in education as 'extremely relevant' (n = 104), followed by 60% respondents who also thought the Programme was 'extremely relevant' for raising awareness of a European lifelong learning area (n = 96).
- Over half of respondents (57%) thought that preventing and combating early school leaving was 'extremely relevant', making this the lowest priority objective in this instance (n = 103).

Only 35% of respondents from the school education sub-sector answered the question 'Do you think there are other objectives not currently covered by Erasmus+ for the Education and training sector that should be considered' (n = 300). Of these, 28% felt that there are no other objectives which weren't already covered by Erasmus+ for the Education and Training sector, whereas only 7% felt there were objectives missing. A commonly suggested objective for inclusion involved promoting the initial and in-service training of trainers in the education system (e.g. teachers). Inclusion of disadvantaged people or those from diverse backgrounds, and targets around this, were also referenced.

Of the actions still relevant to the challenges and needs within the school education sub-sector, an overall average of 66% believed that the actions were 'extremely relevant'[55].

- The majority of respondents (75%) believed that 'Transnational cooperation projects aiming to support mutual learning, exchange of

[53] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the challenges and needs within the School education sub-sector

[54] Respondents choosing to answer 'no opinion' were excluded from this analysis

[55] Average combined share of respondents who indicated that the current actions are 'extremely relevant' to the challenges and needs within the School education sub-sector

good practice, innovation and capacity building of organisations' were 'extremely relevant' (n = 102).

- Further, 69% of respondents (n = 103) also found the action 'Transnational learning mobility of practitioners' extremely relevant, and around half of respondents (53%, n = 89) believed the same about 'Transnational cooperation actions which aim to support policy reforms in the education / training sector'.

#### 4.1.1.2 Coherence

The OPC respondents choosing to answer about the school education sub-sector were also asked to comment on whether, and to what extent, the Erasmus+ programme overlapped with funding opportunities at national, EU and other international (e.g. UNESCO) levels. The majority of respondents believed that Erasmus+ is not overlapping 'at all' with funding opportunities at all levels.[56] This ranged from 74% at EU level, 82% for national funding and 84% for other international opportunities (n = 70, n = 82, n = 55 respectively). Response rates for 'fully overlapping' remained very low, ranging from 5-11%. This is similar for 'partially overlapping', with at most, only 17% of respondents, (n = 70) finding Erasmus+ as overlapping with other EU funding opportunities.

### 4.1.2 Effectiveness

Survey respondents were also asked to assess the extent to which Erasmus+ appears to be on track to achieving various objectives in the school education sub-sector. Considering all of the objectives together, an average of 67% of respondents perceived them as being achieved to a 'very large' or 'large' extent'. However, responses varied across the objectives.[57] The consultation results reveal that Erasmus+ was viewed as most significantly on track to meet the following objectives in the school education sector:

- To improve the level of key competences and skills of individuals (83% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 100);
- To foster the improvements in the quality, innovation and internationalisation at the level of education and training institutions (74% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 99);
- To promote citizenship and the common values of freedom, tolerance and non-discrimination (75% of respondents believed that this objective was on track to a 'very large' or 'large' extent n = 96).

Moderate success was achieved, according to respondents in relation to the remaining objectives:

- To promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training system (59% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 81);
- To promote equity in education (55% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 92);

[56] 'I don't know' responses removed from the calculations.

[57] 'I don't know' responses removed from the calculations.

- To prevent and combat early school leaving (53% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 92).

The main barriers or reasons hindering the achievement of the Erasmus+ Programme objectives in the school education sub-sector were revealed in the survey. Based on the responses of respondents representing education and training providers, a general lack of information or difficulty understanding the competencies was cited as the main barrier to improving the level of key competencies and skills of individuals, as well as difficulties around the application process and a lack of monitoring systems of individuals and Erasmus+ projects. Other barriers, grouped by thematic frequency, included:

- Financial difficulties due to lack of funding, largely in relation to promoting equity in education;
- Lack of openness or education;
- Lack of information and flexibility, such as in relation to the definition of competencies which can lead to confusion or difficulty in understanding.

According to respondents in the school education sub-sector, the main reasons supporting the achievement of the Erasmus+ objectives are as follows:

- Mobility, particularly in relation to the objective of improving the level of key competencies and skills of individuals;
- Cooperation, especially in terms of international project work and strategic partnerships;
- Knowledge-sharing and sharing of good practice.

In addition to the survey results, position papers submitted by four EU level organisations and two national level organisations[58] made specific comments about the effectiveness of Erasmus+ in the school education sector.

The effectiveness of the current Programme was questioned in relation to the mobility of secondary school students. For example, the fact that individual pupil mobility can only be included in a project if it provides added value as part of a KA2 Strategic Partnership, has appeared to result in a lack of resources, support, and enabling measures to foster mobility and secondary-school exchanges. Such restrictions do not favour intercultural dialogue, cultural diversity and the promotion EU fundamental values. Mobility in KA1 for pupils in secondary school could improve the success of the programme in the school sector.

Another barrier limiting the effectiveness of the Programme is related to schools' lack of human resources and capacity to apply for funding and managing an EU-funded project. Cooperation with non-formal education providers and the management of Erasmus+ funded mobility by non-for profit pupil exchange organisations, could contribute to supporting schools in their process of internationalisation.[59]

[58] Three EU level organisations representing more than 70 organisations in the secondary school sector; one EU level organisation representing individual parents; one national ministry and one organisation representing a regional authority.

[59] Position paper of three organisations active in the education field and representing non-for profit organisations running long-term secondary school exchanges and secondary school students, representing a total of more than 70 organisations.

### 4.1.3 Efficiency

When asked whether the actions described in Section 4.1.1.1 were sufficiently funded to address the challenges and needs within the school education sub-sector, survey responses were split almost perfectly in half, with 51% believing they were sufficiently funded, whilst 49% said they were not (n = 182).

Only one finding relating to efficiency in this sub-sector was mentioned in the position papers. Three EU level organisations[60] highlighted that solutions to ensure learning and safety standards for students and schools should to be based on a sound evaluation of the individual pupil mobility scheme run between 2010 and 2013 and between 2014 and 2016 under KA2 of Erasmus+.

### 4.1.4 Vocational education and training

#### 4.1.4.1 Relevance

Within the vocational education and training sub-sector, noticeable differences could be seen in terms of the relevance of certain programme objectives in addressing the sector's challenges and needs. On average, 68% of the OPC survey respondents choosing to respond about the vocational education and training sector found the current Erasmus+ objectives 'extremely relevant' to this sub-sector's challenges and needs.[61] Considering each objective in turn:

- A large majority of respondents (81%, n = 89) felt improving the level of key competencies and skills of individuals was 'extremely relevant'.
- Further, 69% of respondents indicated that fostering improvements in the quality, innovation and internationalisation at the level of education and training institutions is also 'extremely relevant' (n = 89) in the vocational education and training sub-sector. This is followed by a smaller majority of respondents (59%, n = 88) finding the promotion of citizenship and the common values of freedom, tolerance and non-discrimination extremely relevant, followed by 56% of responding (n = 86) finding the same for the promotion of equity in education.
- For three of the objectives, only roughly half of respondents in this sub-sector found them 'extremely relevant'. More specifically, 53% of respondents (n = 87) found improvements to teaching and learning of languages to promote the Union's linguistic diversity and intercultural awareness as being extremely relevant; 53% of respondents (n = 81) also found promoting the emergence of a European lifelong learning area extremely relevant, and just 51% (n = 87) said the same about preventing and combating early school leaving.
- Of least relevance, with fewer than half of respondents selecting 'extremely relevant', was the objective of enhancing the international dimension of education and training and supporting the Union's external action (45%, n = 85).

Despite this, among the papers submitted in the context of the OPC, one national level organisation representing more than 30 VET institutions and one national level organisation representing more than 300 further education institutions highlighted the

[60] Organisations active in the education field and representing non-for profit organisations running long-term secondary school exchanges and secondary school students, representing a total of more than 70 organisations.

[61] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the Vocational education and training sub-sector.

relevance and importance of Erasmus+ for the VET sector, in particular in relation to the internationalisation of VET, suggesting that the objective is still of relevance to many bodies. These organisations also stated that improving students' employability and career prospects for teaching staff were also relevant for this sub-sector.

Only 29% of respondents from the Vocational education and training sub-sector chose to respond to a question asking whether other objectives that could be covered by Erasmus+ for the education and training sector (n = 300). Almost a quarter of these respondents (23%) stated that there were no other objectives that should be considered. From those responding 'yes' in this instance, several mentioned the importance of promoting the mobility of, for example, apprentices and youths in general/non-vocational studies at secondary level. Youth unemployment reductions were also mentioned multiple times, with one respondent suggesting this should be tackled by supporting the transition between school, training and work.

When taking account of all of the answers given in relation to the relevance of specific actions to the challenges and needs in this sub-sector, the overall average is 57% selecting 'extremely relevant'.[62]

- The top priority, indicated by the large majority respondents selecting 'extremely relevant', was transnational learning mobility of learners (78%, n = 88), closely followed by transnational learning mobility of practitioners (75%, n = 87).
- There was a moderate response to transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations (63% said extremely relevant, n = 88).
- Less than half of the respondents felt that 'Transnational cooperation actions which aim to support policy reforms in the education / training sector' was extremely relevant (43%, n = 77), and of least relevance with just 27% selecting 'extremely relevant' was the option of online linguistic support (n = 81).

### 4.1.5 Coherence

A large majority of respondents in the vocational education and training sub-sector believe Erasmus+ does not overlap 'at all' with other funding opportunities at national, EU and other international levels (83%, 76% and 81% and n = 70, 58 and 43, respectively)[63] On average, less than 10% of respondents believed that they were 'fully overlapping' across all levels. Specifically, this was 9% of respondents for both national and other international, and just 7% for other EU funding opportunities. The most significant partial overlap was for other EU funding, but at 17% this still remains relatively low (n = 58).

#### 4.1.5.1 Effectiveness

Within the vocational education and training sub-sector, an average of 58% of survey respondents across all the objectives perceived Erasmus+ to be on track to achieving the Programme objectives to a 'very large' or 'large' extent'.[64] However, there is marked difference in the observed achievement of individual objectives, as revealed upon closer inspection. A significant majority of respondents viewed Erasmus+ as most on track to meet the following objectives:

[62] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the Vocational education and training sub-sector.

[63] 'I don't know' responses removed from the calculations.

[64] 'I don't know' responses removed from the calculations.

- To improve the level of key competences and skills of individuals (83% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 83);
- To foster the improvements in the quality, innovation and internationalisation at the level of education and training institutions (72% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 81);
- To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness (71% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 82).

Moderate success was seen in terms of achieving the promotion of citizenship and the common values of freedom, tolerance and non-discrimination, with 61% answering that this was on track to a 'very large' or 'large' extent (n = 83). Less than half of the respondents viewed the following objectives as being on track to being achieved:

- To promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems (49% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 75);
- To promote equity in education (46% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 74);
- To prevent and combat early school leaving (44% of respondents believed that this objective was on track to a 'very large' or 'large' extent, n = 70).

The objective viewed as least on track to being achieved was enhancing the international dimension of education and training, and supporting the Union's external action, with only 34% stating that Erasmus+ was on track to a 'very large' or 'large' extent (n = 70).

Among the position papers submitted in the context of the OPC, additional comments were provided on the effectiveness of the Programme for the sector. One national level organisation representing more than 30 VET institutions and one national level organisation representing 12 education and research institutions consider that the VET mobility charter, the support for VET mobility, the design of KA2 projects and sector skills alliances are particular effective in reaching the Programme's objectives in the sector.

Barriers to achieving the Erasmus+ objectives, as identified by survey respondents in the vocational education and training sub-sector, were around a lack of training or adequate resources or information on how to approach specific objectives. The wider lack of political action, policies or media, as well as inconsistencies between the policies or political systems of different countries involved in Erasmus+ was also mentioned. Mobility was frequently mentioned as the reason supporting the achievement of the objectives as it promotes social relations, the values of citizenship and offers disadvantaged students a "huge opportunity for development".

According to the comments made by two national level organisations and one EU level organisation[65] in the position papers, the main hindering factor is the lack of funding,

[65] One EU level organisation representing the position of more than 50 regional and local stakeholders in the field of E&T.

which has a particularly negative impact on students from disadvantaged backgrounds.

#### 4.1.5.2 Efficiency

Survey responses to the funding of Erasmus+ actions were split almost equally within this sub-sector, with 51% of respondents perceiving adequate funding to meet the challenges of the sub-sector, whereas 49% felt more was required (n = 190).

Among the papers submitted in the context of the OPC, specific comments were provided on the efficiency of the Programme for the sector.

The first set of comments put forward by three papers concerns the barriers to the mobility of VET students: the mobility of apprentices is hindered by current credit validation procedures, by the lack of harmonisation of contracts and statuses across Europe and by the fact that mobility is too long and costly for employers.[66] According to one national level organisation representing more than 30 VET institutions, the fact that VET students in border regions are not able to use Erasmus+ funding for cross-border education programmes and apprenticeships is regrettable.

A second set of comments concerned the management of the programme, in particular the lack of flexibility of NAs to adapt to regional needs, the lack of flexibility of the VET mobility charter criteria and the burdensome administrative management (in particular, mobility actions and KA2). Such features penalise small and inexperienced organisations.[67] One individual training provider highlighted that specific support or consultancy services would be necessary to allow education institutions to take part in the Programme but these services are not well known, or are too costly and/or time consuming for these education institutions.

### 4.1.6 Higher education

#### 4.1.6.1 Relevance

On average, 60% of the OPC survey respondents found that the current Erasmus+ objectives remain 'extremely relevant' in addressing current challenges and needs within the higher education sub-sector.[68] Some differences can be seen based on the proportion of respondents who indicated the objectives they thought where 'extremely relevant':

- Improving the level of key competencies and skill of individuals was perceived as most relevant, with three-quarters of respondents believing it is 'extremely relevant' (n = 143). This was followed by 68% of respondents also finding the promotion of citizenship and the common values of freedom, tolerance and non-discrimination 'extremely relevant' (n = 142).
- Of more moderate relevance was the objective of improving the teaching and learning of languages, with 64% respondents finding this objective as 'extremely relevant' (n = 141). This was closely followed by 63% respondents finding the same for fostering the improvements in the quality, innovation and internationalisation at the level of education and training institutions (n = 143), and 60% selecting 'extremely relevant'

[66] One EU organisation representing the position of more than 50 regional and local stakeholders in the field of E&T; one national level organisation representing more than 20 regional authorities and one paper submitted by a regional authority.

[67] One national level organisation representing more than 30 VET institutions and one organisation representing the position of more than 50 regional and local stakeholders in the field of E&T.

[68] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the challenges and needs within the Higher education sub-sector.

for enhancing the international (non-European) dimension of education, and training (n = 139).

- Just over half of the respondents perceived promoting equity in education as being 'extremely relevant' (56%, n = 142).
- Of less relevance here, with less than half of respondents finding these objectives 'extremely relevant', were the following: 'To promote the emergence and raise awareness of a European lifelong learning area' (47%, n = 137), and 'To promote attainment in higher education' (46%, n = 136).

The question on whether there are other objectives that could be covered by Erasmus+ for the education and training sector was answered by 46% of respondents from the higher education sector (n = 300). From those that responded from this sector, 39% of these respondents answered no, indicating that they felt no other objectives warrant consideration. A small minority (6% of respondents) indicated that various other objectives that they felt should be covered by Erasmus+, such as:

- Improving communication, specifically in relation to exchanges of practices and projects across the EU
- Developing intercultural dialogue and internationalisation opportunities inclusive to people of all socio-economic situations – (i.e. "Erasmus for All", as stated by one respondent)

As to be expected from this sub-sector, the role of university is also referred to by several respondents, who believe universities hold potential to improve internationality by strengthening ties to the city, the EU, or hosting networking opportunities. One respondent also mentioned assessing inconsistencies between universities in terms of funding and management at national level between EU countries.

Differences can be seen in the extent to which respondents felt that certain actions were relevant to challenges and needs in this sub-sector. On average[69], when all actions are taken into account, 62% of respondents answered actions were 'extremely relevant' to challenges and needs in this sub-sector. Notably, however, this figure disguises the considerable differences in responses to each action as discussed below:

- A large majority (81%) of respondents perceived transnational learning mobility of learners (n = 142) as 'extremely relevant', followed by three-quarters of respondents selecting the same for transnational learning mobility of practitioners (n = 139).
- Of more moderate relevance to challenges in this sub-sector were the following: 'transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations' (65% of respondents selected 'extremely relevant', n = 139), and 'transnational cooperation actions which aim to support policy reforms in the education / training sector' (only 51% of respondents found this to be 'extremely relevant', n = 127).
- Online linguistic support was deemed of least relevance, with just 39% of respondents selecting 'extremely relevant' (n = 133).

Some of the papers submitted in the context of the OPC commented on the relevance of the Programme in regard to the challenges and needs within the higher education sector. Contributions highlighted in particular the importance of enhancing the

[69] Average combined share of respondents who indicated that the current actions are 'extremely relevant' to the Higher education sub-sector.

internationalisation of higher education and the cooperation between higher education institutions higher education institutions, and the importance of fostering autonomy, citizenship, social skills and linguistic competences among students.[70]

#### 4.1.6.2 Coherence

Similar to the previous education and training sub-sectors, the vast majority of respondents in higher education do not perceive any overlapping 'at all' with funding opportunities at the national, other EU and other international level. In this instance, 79% of respondents did not perceive Erasmus+ overlapping with both national (n = 110) and other international (n = 82) programmes, and 81% of respondents did not see it overlapping with other EU funding opportunities or instruments for the education and training sectors (n = 94).[71] Consistent responses were given by respondents in regards to finding Erasmus+ as 'fully overlapping' or 'partial overlapping' with other instruments and funding opportunities at all three levels ell, between 2% and 3% of respondents found Erasmus+ to be 'fully overlapping', whilst 17% to18% respondents found Erasmus+ as partially overlapping, at all levels.

#### 4.1.6.3 Effectiveness

To assess the effectiveness of the Erasmus+ Programme, OPC survey respondents in the higher education sub-sector also reviewed the extent to which Erasmus+ was on track to meeting its objectives. On average, when all objectives are considered together, 70% of respondents perceived the Programme as being on track to achieve its objectives to a 'very large' or 'large' extent', , emphasising that respondents in this sub-sector answered relatively positively on the whole.[72] The objectives viewed as being achieved to the greatest extent, each with at least three-quarters of respondents selecting either to a 'very large' or 'large' extent', were the following:

- To promote citizenship and the common values of freedom, tolerance and non-discrimination (86% of respondents, n = 128);
- To foster the improvements in the quality, innovation and internationalisation at the level of education and training institutions (78% of respondents, n = 128);
- To improve the level of key competences and skills of individuals (76% of respondents, n = 129).

A further 71% of respondents believed the objective of improving the teaching and learning of languages and promoting the Union's broad linguistic diversity was being achieved to a 'very large' or 'large' extent (n = 126).

Ranking slightly more moderately, but still considered as relatively successfully achieved, are the objectives around enhancing the international dimension of education and training and promoting attainment in higher education – this is indicated by69% (n = 124) and 67% (n = 120) respondents respectively thinking these objectives had been achieved to a 'very large' or 'large' extent.

The objectives considered least on track to being achieved by respondents in this sub-sector were as follows:

- Just 58% indicated promoting the emergence and raising awareness of a European lifelong learning area designed to complement policy reforms

[70] One EU level organisation representing HEIs in 47 European countries, one EU level organisation representing the position of 18 universities, one national level organisation representing 14 HEIs, one national level organisation representing more than 100 HEI directors, two individual HEIs.

[71] 'I don't know' responses removed from the calculations.

[72] 'I don't know' responses removed from the calculations.

at national level and to support the modernisation of education and training systems as being on track to a 'very large' or 'large' extent' (n = 113);

- Similarly, only 57% felt the same about promoting equity in education (n = 125).

Some of the main barriers hindering the achievement of the objectives as indicated by survey respondents in the higher education sub-sector were insufficient language proficiency and a lack of funding, such as for adult education as a significant part of the lifelong education model in relation to the objective concerning the promotion of a European lifelong learning area.

On the other hand, the main reasons viewed as encouraging the achievement of Erasmus+ objectives were considered by respondents to be:

- Improvements to language proficiency due to factors such as additional courses, compulsory units, or emphasising their importance to employability;
- Additional funding opportunities were also cited, noted as often coming from personal savings, or, from universities or institutions offering grants and scholarships;
- Increased cooperation and collaboration, such as between EU universities, governmental institutions and other relevant organisations.

Position papers provided in the context of the OPC provided specific comments about the effectiveness of the Erasmus+ Programme in the HE sector. The Programme is most effective in:

- Supporting the skills and competencies of individual learners.[73] In particular work placements for graduates has positive impacts in terms of employability.[74]
- Exchanging good practice, developing joint teaching and curricula, and enhancing student services (especially through the teaching assignment grants and staff training grants.[75] The horizontal dimension of the Strategic Partnerships would be particularly suited to cooperation between higher educational institutions.[76]

The position papers also noted, however, that Erasmus+ appeared less effective in fostering the skills and competences of individual practitioners and in supporting policy reforms at the national level.[77]

One paper from a national level organisation representing 50 higher education institutions highlighted that the lack short-term mobility opportunities is a serious obstacle to students' participation in the Programme. The benefits of short stay abroad (for students but also for staff) was further highlighted by two individual higher education institutions.

Finally, according to one EU level organisation representing higher education institutions in 47 countries, the suppression of the Bologna Experts schemes is

[73] One EU level organisation representing 12 HEIs.

[74] One EU level organisation representing over 30 HEIs.

[75] One EU level organisation representing over 30 HEIs.

[76] One national level organisation representing more than 100 HEI directors.

[77] According to one EU level organisation representing 12 HEIs.

regrettable as these experts played a key role in the previous generation of programmes.

#### 4.1.6.4 Efficiency

Respondents within the higher education sub-sector were also asked about whether the funding of the Erasmus+ actions was adequate to address the sub-sector's challenges and needs. A moderate majority of 56% believed funding was sufficient, compared with 44% indicating that more funding was needed (n = 223).

Papers submitted in the context of the OPC also provided specific comments on the efficiency of the programme in the HE sector. Two organisations acknowledge an improvement of the user-friendliness of application and reporting procedures especially in KA2 and KA3.[78]

However five organisations believe that far from being reduced, the administrative burden has in some cases been made worse (e.g. the lack of user-friendliness of tools, forms to be filled in).[79]

In addition, specific comments were made regarding specific actions/measures:

- The added value of the Erasmus Loan is not clear[80];
- KA and SSA have attracted considerable interest and as a result success rates have been very disappointing[81];
- For KA2 (decentralised actions), there is a risk is that awarding procedures become tied to national policy priorities[82];
- The quality and implementation of the mobility tool are inadequate, resulting in extra costs for higher education institutions; students show little interest in the OLS[83];
- There is no provision for students in border regions[84];
- The mechanisms for Joint diplomas could be improved by providing longer funding periods[85];
- There is not enough support for the development of linguistic and intercultural skills of exchange students through face-to-face teaching[86];
- University/business collaboration is hindered by the financial and administrative burden put on the business partner (particularly off-putting for Small & Medium Enterprises or start-up) (according to one higher education institution);

[78] One EU level organisation representing HEIs in 47 European countries and one EU level organisation representing 12 HEIs.

[79] One EU level organisation representing over 30 HEIs; one national level organisation representing 50 HEIs; one national level organisation representing 14 HEIs; one national level organisation representing 12 organisations working in the field of education and research; and three individual HEIs.

[80] One EU level organisation representing HEIs in 47 European countries and one national organisation representing 14 HEIs.

[81] One EU level organisation representing HEIs in 47 European countries and one national organisation representing 14 HEIs; one national level organisation representing more than 100 HEI directors; and one individual HEI.

[82] One national organisation representing 14 HEIs; one national level organisation representing more than 100 HEI directors; and one individual HEI.

[83] One national organisation representing 14 HEIs and two HEIs.

[84] One national organisation representing 14 HEIs.

[85] One national level organisation representing more than 100 HEI directors.

[86] One EU level organisation representing 18 HEIs.

- Earlier confirmation of funding is needed for individual students, as with the current system students are not able to plan their finances (according to one higher education institution).

### 4.1.7 International higher education

#### 4.1.7.1 Relevance

When asked about the relevance of all of the Erasmus+ objectives to the challenges and needs within international higher education, on average 65% of the OPC respondents in this sub-sector found the objectives 'extremely relevant' [87] The findings for each individual objective are discussed below:.

- The objective deemed most relevance, was improving the level of key competences and skills of individuals, as indicated by the 75% of respondents who found this objective 'extremely relevant', (n = 65). 'Promoting citizenship and the common values of freedom, tolerance and non-discrimination' was the second most relevant objective with 73% of respondents finding it 'extremely relevant' (n = 64).
- Of slightly more moderate relevance in this sub-sector were the following objectives: 'To enhance the international (non-European) dimension of education, and training, supporting the Union's external action (education attractiveness, partner country development)' (69% of respondents found it 'extremely relevant', n = 62) and 'To foster the improvements in the quality, innovation and internationalisation at the level of education and training institutions' (67% of respondents found it 'extremely relevant', n = 64).
- When analysing the 'extremely relevant' responses further, promoting equity in education), improving the teaching and learning of languages to promote the Union's linguistic diversity, and promoting the emergence of a European lifelong learning area were marginally less relevant objectives. Only 61% (n = 64), 58% (n = 64) and 51% (n = 63) respondents respectively found these objectives to be 'extremely relevant'.

Just 20% of respondents from the international higher education sub-sector chose to answer whether there are additional objectives that could be covered by Erasmus+ for the Education and training sector (n = 300). From these respondents, 17% answered 'no', however, a small number (3%) suggested further objectives for Erasmus+ to cover. Noticeably, these varied considerably, and included employment opportunities in relation to graduates in first year or work experience more generally, and a focus on mobility, with one respondent stating that the vast majority of students will not be able to benefit from mobility opportunities, whilst another starting that a third of scholarship is left with mobility and insurance contracting expenses.

The respondents in this sub-sector were also asked about the relevance of actions in meeting the challenges and needs within the international higher education sub-sector. On average, 68% of respondents found four actions listed as 'extremely relevant'.[88] A more detailed breakdown of the 'extremely relevant' responses indicates:

[87] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the International higher education sector

[88] Average combined share of respondents who indicated that the current actions are 'extremely relevant' to the International higher education sector

- The action of most relevance with 75% of respondents seeing it as 'extremely relevant' is the transnational learning mobility of learners (n = 64). This is closely followed by the transnational learning mobility of practitioners (73% of respondents find this 'extremely relevant', n = 64) and transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations (69% find this 'extremely relevant', n = 64).
- Of least relevance (as indicated by only 56% of respondents viewing it as 'extremely relevant') is transnational cooperation actions which aim to support policy reforms in the education / training sector (n = 62).

#### 4.1.7.2 Coherence

In the international higher education sub-sector, a large majority of respondents identified no overlapping between the Erasmus+ Programme and funding opportunities at national other EU and other international levels, with responses ranging from 71% for national funding opportunities (n = 51), 70% for international opportunities (n = 40), and 79% for EU opportunities (n = 42).[89] As with previous sub-sectors, very few respondents (less than 5%) viewed Erasmus+ as 'fully overlapping'. However, there was a sizable increase to a quarter of respondents perceiving national funding opportunities as 'partially overlapping'.

#### 4.1.7.3 Effectiveness

In terms of effectiveness for international higher education respondents, an average of 67% of respondents, across all objectives, perceived Erasmus+ as being on track to either a 'very large' or 'large' extent'.[90] Improving the 'level of key competences and skills of individuals' was the objective deemed as most on track to being achieved, with 82% of respondents thinking it was on track to a 'very large' or 'large' extent' (n = 56).

A majority of 71% of respondents believe Erasmus+ is on track to a 'very large' or 'large' extent' for both of the following objectives:

- To promote citizenship and the common values of freedom, tolerance and non-discrimination (n = 56);
- To foster the improvements in the quality, innovation and internationalisation at the level of education and training institutions (n = 56).

More moderate responses were seen for the following objectives:

- To enhance the international (non-European) dimension of education, and training, supporting the Union's external action – 65% of respondents perceived this as being on track to a 'very large' or 'large' extent' (n = 54);
- To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness – 65% of respondents also perceived this as being on track to a 'very large' or 'large' extent' (n = 51);
- To promote the emergence and raise awareness of a European lifelong learning area – 63% of respondents perceived this as being on track to a 'very large' or 'large' extent' (n = 48).

[89] 'I don't know' responses removed from the calculations.

[90] 'I don't know' responses removed from the calculations.

Around half of respondents viewed Erasmus+ as being on track to meeting the objective of promoting equity in education (54% answered to a 'very large' or 'large' extent', n = 52). This is therefore the objective viewed as being furthest from achievement by respondents in this sub-sector.

When asked about barriers hindering the achievement of Erasmus+ objectives, insufficient language proficiency and funding were issues raised in relation to specific programmes (e.g. Jean Monnet) and also between EU and non-EU participants in the framework of the same activity. Echoing the responses seen in the higher education sub-sector, additional language courses and linguistic support, and also funding opportunities, are considered ways to support the achievement of objectives.

Papers submitted in the context of the OPC provided additional insights into the effectiveness of the Programme in the international higher education sector. Most comments highlighted the positive contribution of the Programme in that area. Only one EU level organisation (representing twelve higher education institutions) views limited success in enhancing the international (non-European) dimension of education.

The areas were the Programme is most effective are the following:

- Improved international outreach of European higher education institutions via partnerships and mobility, including the internationalisation of research strategies[91];
- Enhanced employability of young people (especially through international internships).[92]

One EU level organisation representing over 30 higher education institutions commented specifically on the significant and positive impacts of KA-107 whilst noting that unfortunately EMA2 best practices are not being fed into KA-107 (particularly on specific challenges such as visas, residence permits, diversity of learning methods).

#### 4.1.7.4 Efficiency

When asked about whether the funding of the Erasmus+ actions was adequate to address the challenges and needs within the International higher education sub-sector, survey respondents were fairly equally divided. A minor majority of 53% answered 'yes, they are sufficiently funded', compared with 47% of respondents stating more funding was required (n = 178).

Three papers submitted in the context of the OPC commented extensively on the design of KA-107.[93] One shortcoming is that (unlike EMA2) KA-107 exclude degree-seeking students, post-doctoral stages and do not yet include work placements – all of which diminish the size and diversity of the target groups. In addition, KA-107 exchanges are organised on a bilateral, rather than on a consortium basis, lowering the capacity building potential of KA-107 compared to EMA2. This also leads to increased administrative burden for participating universities. Thirdly, KA-107 follows a project-like approach with yearly institutional candidatures, therefore institutions cannot plan strategically in terms of continuity and longer-term impact. As a consequence, higher education institutions tend to continue existing partnerships in partner countries rather than trying to expand the Erasmus+ exchanges to new partners. Finally, the budget allocated to each envelope of countries does not always

[91] One EU level organisation representing 18 HEIs; one national level organisation representing 50 HEIs; one HEI.

[92] One EU level organisation representing 18 HEIs.

[93] One EU level organisation representing over 30 HEIs; one national level organisation representing more than 100 HEI directors and one regional authority.

match the strategic geographical areas of interest of higher education institutions in certain EU countries (e.g. Latin America).

One HEI commented more specifically on the EMJMDs, highlighting that the contract duration should be extended to five years (allowing the development of sustainable programmes) and that DG EAC / EACEA policy should be aligned with EIT-labelled Joint Study Programmes, and that funding for scholar mobility should be separated from the EMJMD management lump sum.

Finally, three organisations[94] commented on inefficiencies related to the administrative burden (paperwork and non-user-friendly tools). International higher education mobility actions are difficult and complex to implement and pose significant challenges to smaller higher education institutions. One national ministry (non-EU country) recommended more transparent information and consistent evaluation practices by all NAs in order to improve the conditions for international cooperation.

### 4.1.8 Adult education

#### 4.1.8.1 Relevance

On average, 69% of respondents found that the current Erasmus+ objectives for the adult education sub-sector remain 'extremely relevant' when all objectives are taken into account.[95] Closer inspection of the 'extremely relevant' responses reveals that the majority of objectives were perceived as being highly relevant to the adult education sub-sector:

- The most relevant objective was improving the level of key competences and skills of individuals, with 76% indicating it was 'extremely relevant' (n = 62)
- Similarly, two objectives were deemed of equal relevance with 75% of respondents choosing 'extremely relevant' in each case. These were promoting citizenship and the common values of freedom, tolerance and non-discrimination (n = 61) and fostering improvements in the quality, innovation and internationalisation at the level of education and training institutions (n = 61).
- Further, another 74% of respondents indicated that the promotion of equity in education (n = 61) was also extremely relevant.
- A more moderate majority (62% of respondents) felt that the promoting the emergence of a European lifelong learning area was extremely relevant (n = 60), followed by an even more marginal 53% for improving the teaching and learning of languages to promote the Union's broad linguistic diversity (n = 59).

Two position papers[96] submitted in the context of the OPC highlighted the benefits and relevance of the Erasmus+ Programme in relation to the following aspects:

- For participating organisations, increased capacity of staff and practitioners to operate at European level, improved management skills, opportunity to learn from promising practices of other EU Member

[94] One national ministry; one national level organisation representing 12 organisations in education; and research and one HEI.

[95] Average combined share of respondents who indicated that the current objectives are 'extremely relevant' to the Adult education sector.

[96] Position of one national level organisation representing 130 members active in the area of adult education, and one contribution from an individual.

States, and increased opportunities to develop innovative projects with partners;

- For individuals, increased opportunities for learners to gain experience abroad.

Only 20% of respondents from the adult education sub-sector answered the survey question on whether there are additional objectives that could be covered by Erasmus+ for the education and training sector (n = 300). From these, 14% of respondents confirmed that they do not think there are additional objectives required. A small minority (6%) of respondents did suggest additions, which included promoting the training of trainers (e.g. teachers, educational personnel)[97] and additional support for adult learners. Another two respondents also recommended an objective related to transnational cooperation between European cities. This was tied to other responses that focused on understanding the complexities of today's societies as they process change, such as in technological, social and cultural terms.

The adult education OPC respondents were also asked to what extent they viewed a series of Erasmus+ actions relevant to the challenges and needs within the sub-sector. From the three actions listed, the overall average of respondents choosing 'extremely relevant' was 69%.[98] However, it is notable that one action received a less positive response:

- 'Transnational learning mobility of practitioners' and 'Transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations' were deemed of significant relevance, with 75% and 77% of respondents selecting 'extremely relevant' respectively (n = 61; n = 60).
- The relevance of transnational cooperation actions which aim to support policy reforms in the education / training sector then fell considerably, with only 53% choosing 'extremely relevant' (n = 58).

#### 4.1.8.2 Coherence

When asked about the extent to which the Erasmus+ programme overlaps with funding opportunities at the national, other EU and other international level, the vast majority in the adult education sub-sector perceived no overlaps 'at all'.[99] Specifically, 81% of respondents felt there were no overlaps with other EU actions or funding (n = 42), 82% thought the same for national funding (n = 49) and 88% also agreed this was the case for other international actions or funding (n = 33). As seen in the other education and training sub-sectors, respondents viewing a full overlap at all levels remained extremely low, ranging from 2%-4% in this instance. There were some differences across the levels in terms of partial overlaps, however. At the lower end of the spectrum was other international actions and funding which received 9% of respondents, whereas other EU actions and funding was perceived as partially overlapping by almost a fifth of respondents (17%, n = 33).

#### 4.1.8.3 Effectiveness

An average of 57% of respondents perceived Erasmus+ as being on track to achieving the Programme objectives to either a 'very large' or 'large' extent' when all objectives

[97] This is the same three responses as for School education sub-sector due to respondents answering questions related to multiple sub-sectors in some instances.

[98] Average combined share of respondents who indicated that the current actions are 'extremely relevant' to the Adult education sector.

[99] 'I don't know' responses removed from the calculations.

are taken into account.[100] In comparison with the other education and training sub-sectors, no major majority can be seen, with all of the objectives receiving more moderate responses in terms of their achievement. Considering each objective in turn, the largest majority of respondents (63%) found improving the level of key competencies and skills of individuals to be on track to a 'very large' or 'large' extent' (n = 55). This is closely followed by the remaining objectives, listed from most to least on track, according to respondents answering either 'very large' or 'large' extent:

- Fostering improvements in the quality, innovation and internationalisation at the level of education and training institutions (60%, n = 55);
- Promoting citizenship and the common values of freedom, tolerance and non-discrimination (59%, n = 55);
- Promoting equity in education (56%, n = 55);
- Improving the teaching and learning of languages and promoting the Union's broad linguistic diversity and intercultural awareness (55%, n = 55).

Ranking most poorly in this sub-sector, and therefore considered furthest from being achieved, was the objective relating to promoting a European lifelong learning area, with exactly half of respondents perceiving it as being on track to a 'very large' or 'large' extent (n = 54).

No survey respondents in this sub-sector specified the main barriers or reasons supporting the achievement of the Programme's objectives.

The effectiveness of the Erasmus+ in the adult sector was specifically highlighted in a position paper by one national level organisation representing 130 members active in the area of adult education: the Programme contributes to strengthen organisational practices, and has impacted positively on a sector that is severely underfunded.

One international level organisation representing more than 140 members in 44 countries suggested that stronger impacts could be achieved through large-scale projects that are comparable to the sector skills or knowledge alliances.

#### 4.1.8.4 Efficiency

The adult education sub-sector survey respondents were also asked to assess the extent to which funding of the Erasmus+ actions enables the challenges and needs within the sub-sector to be addressed. In comparison to the previous education and training sub-sectors, a more notable majority can be seen, with 61% believing the actions are currently under-funded, as opposed with the 39% of respondents that perceive funding to be sufficient (n = 145).

Some papers submitted in the context of the OPC provided specific comments on the efficiency of the programme in the sector. A first set of comments is related to administrative procedures: one contribution[101] highlighted that the change from Grundtvig to Erasmus+ had been challenging for non-formal adult education organisations (especially because Learning Partnerships and in-service trainings were discontinued). They also note that shifting projects to the national level does not work well for adult education, especially in small countries where the budget for adult education is very limited and is often used for vocational training rather than adult education. Finally the administrative burden remains problematic for smaller adult education institutions and further simplification of the application procedure is still

[100] 'I don't know' responses removed from the calculations.

[101] One international level organisation representing more than 140 members in 44 countries.

necessary, a statement equally supported by one national level organisation active in the adult education sector.

A second set of comments addressed budget related issues. The main points that were raised concern the fact that the budget for adult education insufficient and that budgetary constraints do not allow organisations in the field of continuing and non-formal adult education to participate in the Programme.[102] Finally, one international level organisation representing more than 140 members in the sector highlighted that the continuation of the operating grants for European association was indispensable.

## 4.2 Youth sector

### 4.2.1 Relevance

Considering all the Erasmus+ objectives for the youth sector together, on average 57% of survey respondents in this sub-sector thought that the Programme objectives remain extremely relevant. Some objectives were deemed to be notably more relevant than others in addressing the current challenges and needs within the youth sector[103]:

- The highest priories for respondents were improving the key competencies and skills of young people and promoting citizenship and democratic participation in Europe. In this instance, 73% of respondents indicated that both of these objectives are 'extremely relevant' to the challenges and needs within the youth sector (n = 86).
- A further 64% of respondents indicated that, in their view, fostering quality improvements in youth work (n = 86); and 61% of respondents indicated that supporting the recognition of informal learning (n = 85) remain 'extremely relevant' in the sector.
- Less than half of respondents (44%) thought that supporting the development of knowledge and evidence-based youth policy is still an 'extremely relevant' objective for the programme (n = 84); and the same percentage thought complimenting policy reforms at a local, regional and national level (n = 82) is still 'extremely relevant'.
- Only 43% of respondents rated the objective of enhancing the international dimension of youth activities with partner countries (n = 82) as 'extremely relevant' Erasmus+ objectives.

Among the papers submitted in the context of the OPC, one national organisation representing over 20 religious organisations highlighted the relevance of the Programme objectives, insofar as it contributes to promoting volunteering and supports volunteers, especially those working with refugees.

The majority of the survey respondents (70%) thought that there are no other priorities which need covering by the Youth sector. However, almost a third (30%) of respondents thought that there are other objectives for the sector which are not currently being covered (n = 82).

The respondents of the OPC were also asked if Erasmus+ actions were still relevant to the challenges and needs within the youth sector[104]. On average 67% thought that they were still extremely relevant, but there was a notable variation between actions:

[102] Position of one national level organisation representing 130 members active in the area of adult education, and one national level organisation active in the adult education sector.

[103] 'No opinion responses removed from the calculations.

[104] 'No opinion' responses removed from the calculations.

- The action deemed to be of the most continuing relevance within the youth sector concerned the transnational learning mobility of young people and youth workers or staff. This was identified as an 'extremely relevant' action by 81% of respondents (n = 84).
- Further, 73% of respondents thought that transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations remains 'extremely relevant' in the youth sector (n = 85).
- Less than half (48%) of respondents viewed transnational cooperation actions which aim to support policy reforms in the youth sector as remaining 'extremely relevant' (n = 81).

### 4.2.2 Coherence

A large majority of the respondents consider Erasmus+ to not be overlapping 'at all' with other funding opportunities in the youth sector at all levels – responses ranged from 80% for overlap with national opportunities (n = 74) to 72% for EU opportunities (n = 64) and 79% for international level opportunities (n = 48)[105]. However, a small minority of the respondents (3%-6%) for each level of funding consider Erasmus+ to be fully overlapping with other funding instruments in the sector.

According to respondents, the Programme has the highest degree of overlap with other EU funding opportunities in the youth sector; 28% of respondents reported full or partial overlap (n = 65). The smallest degree of overlap was reported to be with national funding opportunities; 21% of respondents reported a full or partial overlap at this level (n = 48).

When asked to explain why the Erasmus+ Programme is overlapping with other funding opportunities, respondents provided the following examples:

- Some overlap with the 'Nordplus Programme' from the viewpoint of schools and adults;
- Some overlap with similar mobility schemes and volunteering programmes;
- The existence of a coherent national funding system.

### 4.2.3 Effectiveness

Considering all the Erasmus+ objectives for the Youth sector together, on average 55% of survey respondents thought that these objectives are being achieved to a 'very large' or 'large' extent. The survey results indicate that Erasmus+ has been most effective in achieving the following objectives in the youth sector[106]:

- Improving the level of key competences and skills of young people, including those with fewer opportunities (70% of respondents thought that this objective was on track to a 'very large' or 'large' extent, n = 82);
- Fostering quality improvements in youth work (68% reported this as on track to a very large or large extent, n = 81);
- Promoting participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and

[105] 'I don't know' responses removed from the calculations.

[106] 'I don't know' responses removed from the calculations.

solidarity (62% deemed this on track to a very large or large extent, n = 82).

The programme has been moderately effective so far, according to respondents, in achieving two further objectives. Firstly, 58% of respondents reported that enhancing the international (non-European) dimension of youth activities with partner countries, in complementarity with the Union's external action was on track to a 'very large' or 'large' extent (n = 78). Secondly, 51% of respondents thought that the objective of supporting the recognition of non-formal and informal learning was on track to a 'very large' or 'large' extent (n = 81).

The programme has made the least progress, according to respondents, in achieving objectives concerning evidence-based youth policy and complementing policy reforms. In this case, 42% of respondents reported that supporting the development of knowledge and evidence-based youth policy was on track to a 'very large' or 'large' extent (n = 71), and only 36% thought that the programme was complimenting policy reforms in the youth sector to a 'very large' or 'large' extent (n = 73).

When asked what the main barriers or reasons hindering the achievement of the Programme's objectives in the Youth sector are, two respondents identified the following:

- Linguistic barriers due to insufficient language skills. This was cited by an education and training provider as a barrier across all the youth sector objectives;
- Disadvantaged people are less likely to participate in the events on offer. This was cited by a public authority official as an obstacle specifically to improving the level of key competences and skills of young people, including those with fewer opportunities.

When asked to comment on aspects underlying the effectiveness of the current Programme in the sector, one public authority official identified the following:

- Supporting knowledge-sharing and intercultural discussion;
- Providing opportunities for capacity building in youth organisations; and
- Supporting non-formal learning methods.

Papers submitted in the context of the OPC provided additional comments in relation to the effectiveness and efficiency of the Programme in the sector.

First, the administrative burden is considered too heavy for the youth sector. In addition, the administrative requirements lack flexibility and do not fit the work of youth organisations who operate with vulnerable and disadvantaged individuals and often face unforeseen situations. This clearly limits the participation of youth organisation.[107]

Secondly, funding provided under KA1 and KA2 does not adequately support youth/social work practitioners. Organisations invest a lot of human resources before and throughout the implementation of the projects. Management flat rates are too low to cover project management tasks. Lump sums for project management would give organisations more flexibility for allocating the budget according to their organisational structure.[108]

[107] Position of one non-EU national ministry and position of 34 NGOs from 18 EU member states active in the youth and social sector.

[108] Position of one organisation representing 34 NGOs from 18 EU member states active in the youth and social sector and one national organisation representing 22 religious organisations.

Thirdly, three papers noted that the Programme currently does not allow for the full inclusion of disadvantaged and impaired youth due to structural and financial hurdles. Current funding rules (for instance traveling grants) hinder the participation of certain targets groups (for instance, youth coming from rural areas).[109]

Finally, one national level organisation representing eight organisations in the youth and social work sector highlighted that in contrast to the positive feedback from the survey of "Youth in Action" participants, the reality on the ground – e.g. in the offices of social support services for youth – show a different picture. The lack of knowledge about Erasmus+ (and opportunities offered by particular sub-programmes) among local youth support services is a key problem.

## 4.3 Sports sector[110]

### 4.3.1 Relevance

On average, taking all objectives into account, over half of OPC respondents thought that the Erasmus+ Programme objectives remain extremely relevant. Some objectives were notably more relevant than others in addressing the current challenges and needs within the sports sector, as illustrated below[111]:

- The most relevant objectives were thought to concern social inclusion and health-enhancement. More than two thirds (68%) of respondents identified promoting voluntary activities in sport, social inclusion and equal opportunities as 'extremely relevant' (n = 22); and 67% reported that promoting awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all remains 'extremely relevant' to the challenges and needs within the sports sector (n = 21).
- A further twelve respondents considered the objective of tackling cross-border threats to the integrity of sport (n = 22) as 'extremely relevant' in the sports sector.
- Significantly fewer respondents (eight respondents) considered the promotion and support of good governance in sport and dual careers of athletes as still 'extremely relevant' (n = 21).

A large majority of respondents (16 respondents) indicated that in their view there are no other priorities that the Erasmus+ Programme should be addressing in the Sports sector, whilst a minority of 20% thought there were other objectives not currently being covered in the sector (n = 20). No respondents specified what these additional objectives might be.

Respondents were also asked if Erasmus+ actions were still relevant to the challenges and needs within the sports sector[112]. Taken together, on average just under half of respondents thought that they were still extremely relevant, but there was a notable variation between individual actions:

- A large majority (18 respondents) of respondents identified support for collaborative partnerships as 'extremely relevant' (n = 22).

[109] One national level organisation representing 8 members in the youth and social work sector; one organisation representing 34 NGOs active in the youth and social sector; and one national organisation representing 22 religious organisations.

[110] Due to the small response rates, this section presents results as numbers instead of percentages, unless specified otherwise

[111] 'No opinion responses removed from the calculations.

[112] 'No opinion' responses removed from the calculations.

- Other actions identified as being of continued relevance concerned sports events and strengthening the evidence base. Ten respondents thought that support for not-for-profit European sport events involving several Programme countries remains 'extremely relevant' (n = 21). Eight respondents viewed support for strengthening the evidence base for policy-making as 'extremely relevant' (n = 22).
- Very few respondents (just six) considered dialogue with relevant European stakeholders to still be 'extremely relevant' in the sports sector (n = 21).

### 4.3.2 Coherence

Approximately three-quarters of respondents on average consider Erasmus+ to not be overlapping 'at all' with other funding opportunities in the sports sector at all levels (national, EU and international)[113]. In more detail, 13 respondents believe it is not overlapping with other national instruments and 14 respondents believe the same for other EU funding opportunities (n = 18 for both), and eleven respondents believe that it is not overlapping with international programmes (n = 18). Additionally, only two respondents consider Erasmus+ to be fully overlapping with national and other EU funding opportunities (but no respondents thought there is a complete overlap with other international funding opportunities for the sector. The largest perceived partial or full overlap was in national funding opportunities, with five respondents reporting some level of overlap at this level. Only three respondents thought that other international funding opportunities in the sports sector had some degree of overlap with the Erasmus+ Programme

No OPC respondents provided examples of where overlaps in support were present in the Sports sector.

### 4.3.3 Effectiveness

The results of the OPC indicate that few respondents think Erasmus+ has been highly effective in achieving any of the objectives for the Sports sector[114]; on average over half of respondents thought that these objectives are being achieved to a 'very large' or 'large' extent.

The most successful Programme objective, according to the results of the consultation, has been promoting and supporting good governance in sport and dual careers of athletes; Twelve respondents reported that this was on track to a 'very large' or 'large' extent (n = 20).

Two further objectives for the sports sector were being achieved to a moderate extent. Twelve respondents thought that promoting voluntary activities in sport, social inclusion and equal opportunities was on track to a 'very large' or 'large' extent (n = 21), and the same share of respondents felt that promoting the awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all was on track to a (very) large extent (n = 21).

The least successful objective, according to respondents, concerns tackling cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination; only ten respondents thought that this objective was on track to a 'very large' or 'large' extent (n = 19).

[113] 'I don't know' responses removed from the calculations.

[114] 'I don't know' responses removed from the calculations.

When asked what the main barriers or reasons hindering the achievement of the Programme's objectives in the Sports sector are, two respondents identified the following:

- Linguistic barriers due to insufficient language skills. This was cited by an education and training provider as a barrier across all the Sports sector objectives;
- An insufficient focus on physical activity and weak links with programmes focused on health and mobility. This was cited by a sports organisation representative as a barrier to promoting awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all;
- Access to the programme, a complex application process for partnerships, and a lack of involvement from local authorities was cited by a sports organisation representative as a barrier to promoting voluntary activities in sport, social inclusion and equal opportunities.

No respondents provided their view on the main factors that have supported the achievement of the Programme's objectives in the sector.

Only one paper, submitted in the context of the OPC (international organisation representing major sport organisations at national, European and international level), provided specific comments on Erasmus+ in relation the sport sector.

One visible positive effect of the Programme is the fact that considerable improvements have been made to facilitate the participation of grassroots sports. In particular, the increase of the pre-financing rate to 70%, the introduction of simplified grants and the possibility of small collaborative partnerships, have been welcomed by sport stakeholders. Small collaborative partnerships are particularly well-suited tools for attracting grassroots sports actors. However, the following shortcomings and possible avenues for improvement were also highlighted:

- The administrative burden discourages sport organisations to engage in project applications. For small collaborative partnerships in particular, easier application forms and procedures would further stimulate the participation of grassroots sports.
- Projects are sometimes awarded to organisations from outside of sport that use the sport funding opportunities only as a business model to finance daily activities. A related issue is multiple, simultaneous applications by the same organisation, instead of various organisations benefiting from funding opportunities.
- Financial conditions: simplification of rules for sport projects and increase of the pre-financing rate (in particular for the small collaborative partnerships) are needed. In addition, the current legislation includes a 10% budgetary ceiling for sports events compared to the other funding possibilities – this ceiling does not reflect the impact of events such as the European Week of Sport.
- One way to further increase the awareness among stakeholders could be to create support structures and contact points at national level (e.g. contact points within existing national agencies).

## 4.4 Jean Monnet activities[115]

### 4.4.1 Relevance

On average, just over half (52%) of respondents thought that all of the Erasmus+ Programme objectives relating to Jean Monnet activities remain extremely relevant. Some objectives were deemed to be notably more relevant than others in addressing the current challenges and needs in the teaching and research on European integration[116]:

- The highest continued priority for respondents is promoting teaching and research on European integration worldwide among specialist academics, learners and citizens. Nine respondents felt the objective remains 'extremely relevant' (n = 14).
- Over half of respondents (eight respondents) reported that supporting the activities of academic institutions or associations active in the field of European integration studies and supporting a Jean Monnet label for excellence remains 'extremely relevant' to the Programme (n = 14), and exactly half (seven respondents) thought the same for the objective of promoting policy debate and exchanges between the academic world and policymakers on Union policy priorities (n = 14).
- Only five respondents considered supporting specific institutions pursuing an aim of European interest to be 'extremely relevant' in this context (n = 13). The listed institutions were: the European University Institute of Florence; the College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration (EIPA), Maastricht; the Academy of European Law, Trier; the European Agency for Development in Special Needs Education, Odense; the International Centre for European Training (CIFE), Nice.

The majority of respondents (ten respondents) thought that there are no other priorities which need covering by the Jean Monnet activities of the Erasmus+ Programme, whilst 23% of respondents thought that other objectives should be considered but did not specify what they might be (n = 13).

### 4.4.2 Coherence

Nearly all respondents reported that Jean Monnet activities are not overlapping 'at all' with national, other EU and international funding opportunities for the teaching and research on European integration[117]. No respondents thought there was a complete overlap with funding at any of these levels. The largest partial overlap was deemed to be with other EU funding instruments according to three respondents (n = 10), whilst only one respondent thought that Jean Monnet activities had any form of overlap with other international funding opportunities (n = 10). No OPC respondents provided examples of where overlaps in support were present between Jean Monnet activities and other funding opportunities at different levels.

### 4.4.3 Effectiveness

Taking into account all the Erasmus+ objectives relating to Jean Monnet activities, on average three-quarters of respondents thought that these objectives are being achieved to a 'very large' or 'large' extent.

[115] Due to the small response rates, this section presents results as numbers instead of percentages, unless specified otherwise

[116] 'No opinion responses removed from the calculations.

[117] 'I don't know' responses removed from the calculations.

Results[118] indicate that people think Erasmus+ has been most effective in supporting the activities of academic institutions or associations active in the field of European integration studies and supporting a Jean Monnet label for excellence; all but one of the respondents reported that this objective for Jean Monnet activities was on track to a 'very large' or 'large' extent (n = 12).

Two further objectives were identified as largely on track. Promoting teaching and research on European integration worldwide among specialist academics, learners and citizens was seen to be effective to a large or very large extent by ten respondents (n = 13), and eight respondents thought that promoting policy debate and exchanges between the academic world and policy-makers on Union policy priorities was effective to a very large or large extent (n = 11). The least effective objective, according to respondents, was supporting specific institutions in pursuing an aim of European interest; only six respondents thought that this objective was on track to a very large or large extent (n = 10).

When asked what the main barriers or reasons hindering the achievement of the Programme's objectives for Jean Monnet activities were, one respondent identified national policy and higher education institutions' decision-makers' as hindering the achievement of all the Programme's objectives. The same respondent identified 'professors and associations in EU studies' as the main reasons supporting the achievement of the programme's objectives.

### 4.4.4 Efficiency

When asked whether Jean Monnet activities were sufficiently funded to address the challenges and needs within the field of study and research on EU matters, the majority of respondents (70%) reported that they are, but 30% felt that these activities require additional funding (n = 108).

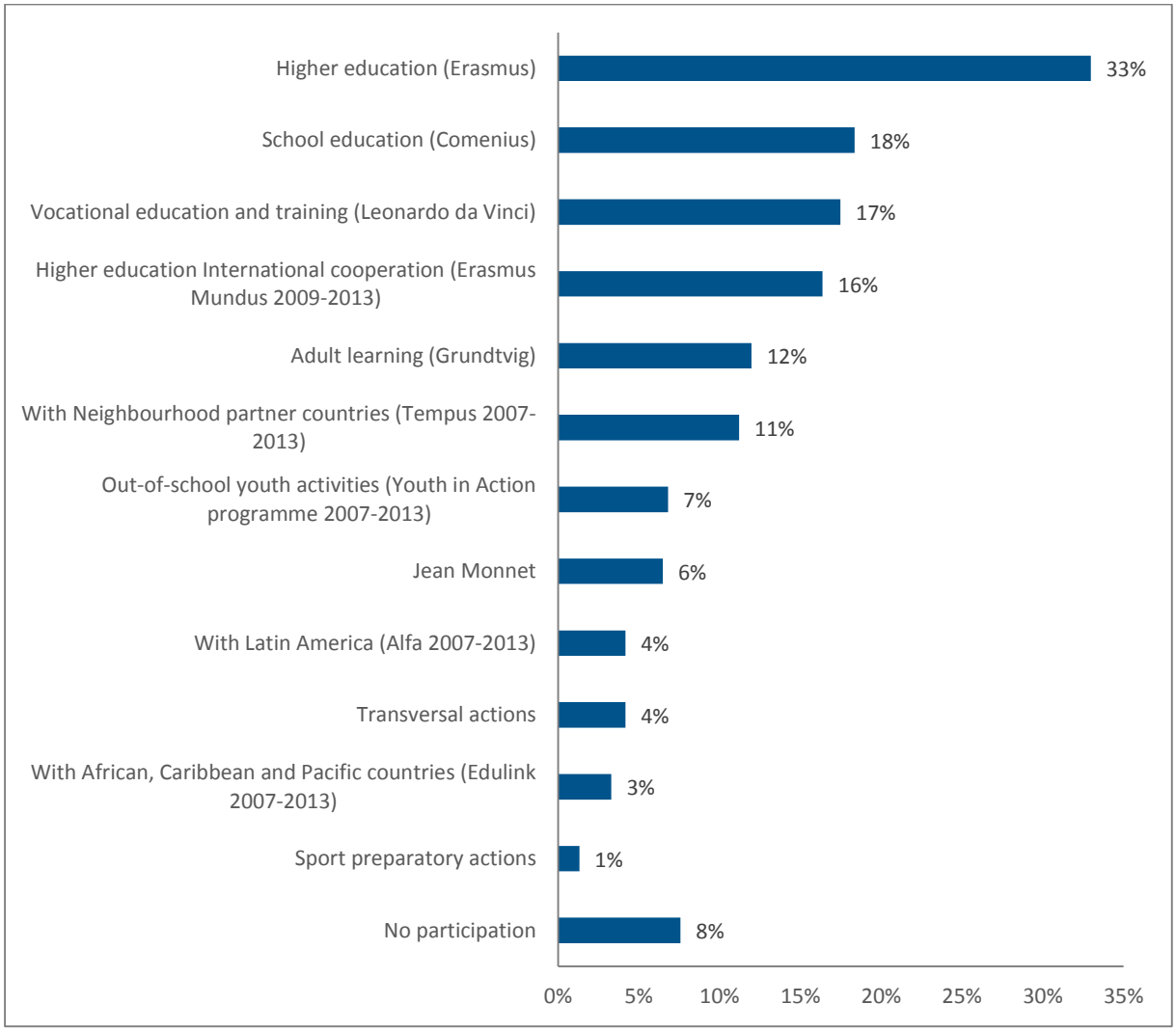
# 5 Previous programmes

The Erasmus + OPC included a number of questions that explored respondents' views on the predecessor EU programmes in education and training, youth and sports sectors in the 2007-2013 period.

The figure below provides an overview of the number of respondents who indicated that they or their organisation received financial support from EU Programmes in education, training, youth and sports sectors in the 2007-2013 period.

[118] 'I don't know' responses removed from the calculations.

Figure 15. Have you or your organisation received financial support from the EU programmes in education, training, youth and sports sectors in the 2007-2013 period?

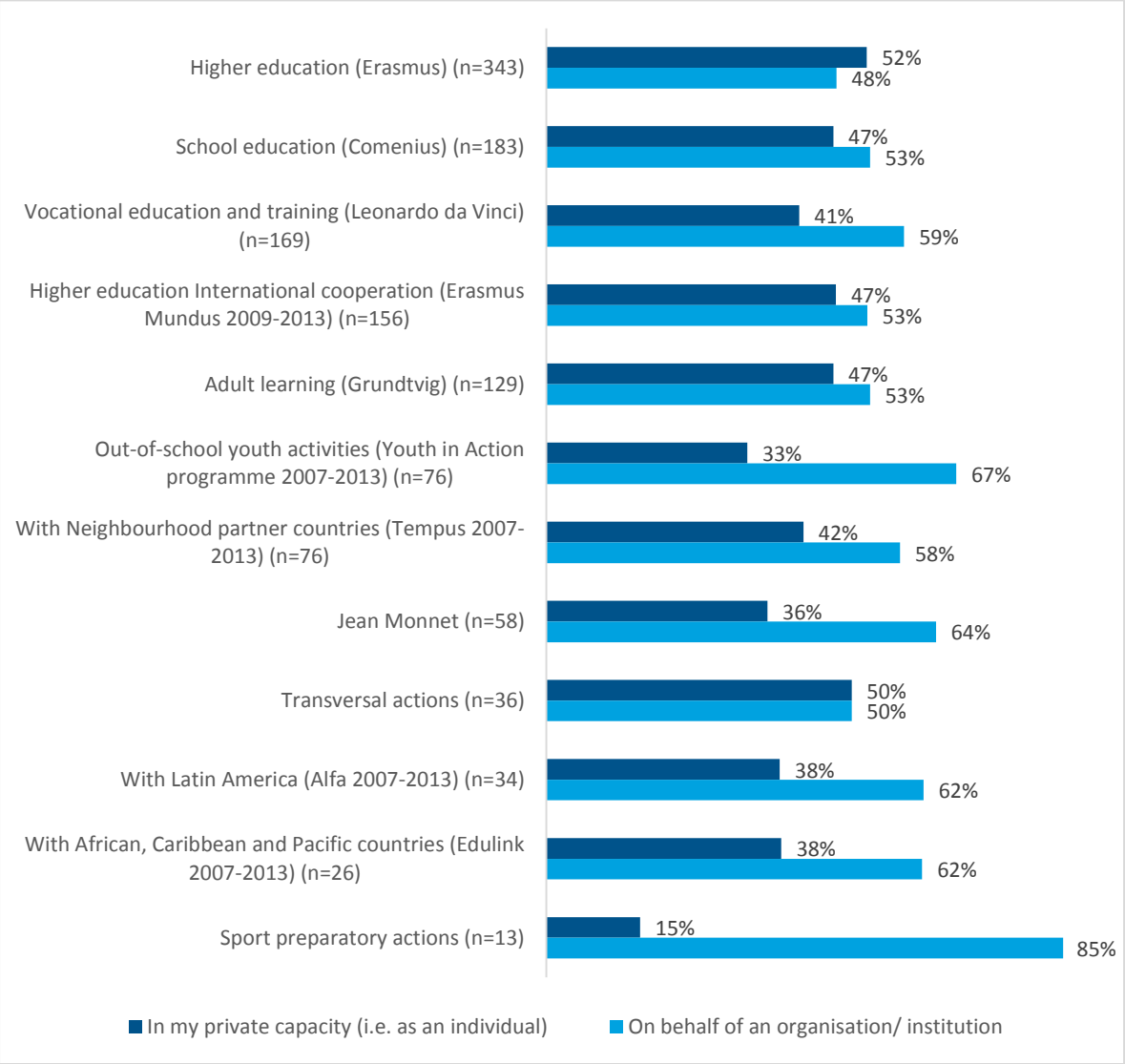



*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = 910. Multiple answers possible*

Respondents (n = 70) were asked to indicate their level of knowledge of predecessor programmes: 54% indicated that they had some knowledge of the predecessor programmes, their objectives and actions, 38% said they had detailed knowledge and 9% of them mentioned that they had no knowledge of the programmes, nor their objectives and actions.

Overall, as shown by Figure 16, respondents who answered on behalf of an organisation or institution had better knowledge of predecessor programmes than those who answered in their private capacity (with the exception of the Higher Education Erasmus programme).

Figure 16. EU programmes in the education, training, youth and sports sectors in the 2007-2013 period of which respondents had some knowledge/detailed knowledge:




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated next to EU programmes. (Multiple answers possible.*

The majority of respondents who had detailed knowledge of the EU programmes in the 2007-2013 period indicated that they observed positive changes that would not have happened in the absence of these programmes:

- 96% (n = 145) of respondents observed positive changes in the higher education programmes. Similarly, 95% (n = 107) said the same thing about the international higher education and 93% (n = 112) of respondents observed positive changes in the vocational education and training programmes.
- Respondents mentioned that they also observed positive changes related to school education (89%, n = 108), adult education (88%, n = 88) and youth (86%, n = 39)
- Further, 19 respondents (n = 26) who answered this question also mentioned that they saw positive changes in the sports sector.

Respondents were also asked to indicate what changes happened for individual learners, practitioners, organisations and systems in each of the sectors. Table 1 below provides an overview of the answers.

Table 1. Positive changes occurring for individual learners, practitioners, organisations and systems during the predecessor Erasmus+ programme, across all sectors

| Sub-sector | Individual learners | Practitioners | Organisations | Systems |
|---|---|---|---|---|
| School education | • Improved skills and competences (85 respondents);<br>• Enhanced personal and social development (85);<br>• Increased intercultural awareness, tolerance and openness (84);<br>• Positive changes in the attitudes towards school (71);<br>• Increased sense of belonging to the EU (69). | • Improved skills and competences (78);<br>• Increased intercultural awareness, tolerance and openness (76);<br>• Enhanced personal and social development (73);<br>• New professional skills (66);<br>• Stronger focus on cooperation and networking (61);<br>• Increase sense of belonging to the EU (58). | • Organisational development at school level (71);<br>• Improvement of methods of teaching (67);<br>• Embedding the international/ European perspective into educational/ learning activities (67);<br>• Stronger focus on cooperation and networking (63);<br>• Increased attention for diversity among the pupils and the intercultural ethos of the school (59);<br>• Enhanced curriculum (45). | • Mutual learning through transnational project cooperation (64);<br>• Good project practices influencing/driving national reform (48);<br>• Empowerment of policy-makers through dissemination of good project practices (31);<br>• Increased awareness by policy-makers of the potential of learning from good practices developed and exchanged at EU level (37). |
| Vocational education and training | • Improved skills and competences (84);<br>• Enhanced personal and social development 82);<br>• Increased intercultural awareness, tolerance and openness (78);<br>• Changed attitudes towards VET (68);<br>• Improved access to work experience (67);<br>• Increased sense of belonging to the EU (61);<br>• Smoother transition to employment (57);<br>• New profession specific skills (57);<br>• Better progression to further studies (46). | • Enhanced personal and social development (78);<br>• Improved skills and competences (75);<br>• New professional skills (73)<br>• Increased intercultural awareness, tolerance and openness (72);<br>• Stronger focus on cooperation and networking (67);<br>• Improved quality of teaching (62);<br>• Increased sense of belonging to the EU (61);<br>• New learning/pedagogical practices (61);<br>• Increased employability (50). | • Stronger focus on international cooperation (84);<br>• Improved quality of education (70);<br>• Organisational development (69);<br>• Embedding the international/ European perspective into educational/ learning activities of other practitioners (62);<br>• Increased attention for diversity among the learners and the intercultural ethos of the organisation 58);<br>• Stronger attractiveness of organisations (58); | • Mutual learning through transnational project cooperation (65);<br>• Improving quality of vocational education (60);<br>• Good project practices influencing/driving national reform (54);<br>• Increased networking/partnerships (53);<br>• Empowerment of policy-makers through dissemination of good project practices (41); |

| | | | | |
|---|---|---|---|---|
| | | | • Enhanced curriculum (54);<br>• Change in didactic techniques and methods in the organisation through the direct beneficiaries (54);<br>• Introduction of new VET programmes 46). | • Increased awareness by policy-makers of the potential of learning from good practices developed and exchanged at EU level (40). |
| Higher education | • Improved skills and competences (107);<br>• Improved personal and social development (107);<br>• Improved intercultural awareness and openness (106);<br>• Increased intercultural awareness, tolerance and openness and readiness to live in foreign countries (99);<br>• Improved sense of belonging to the EU and readiness to live in foreign countries (91);<br>• Improved employability (77);<br>• Improved access to work experience (75). | • Improved skills and competences (90);<br>• Improved intercultural awareness and openness (84);<br>• Improved personal and social development (83);<br>• Increased intercultural awareness, tolerance and openness and readiness to live in foreign countries (79);<br>• Improved quality of teaching (76);<br>• Stronger focus on cooperation and networking (73);<br>• Improved sense of belonging to the EU (68);<br>• Increased employability (44). | • Stronger focus on international cooperation (99);<br>• Improved internationalisation of higher education institutions (95);<br>• Enhanced HEI's openness, visibility and attractiveness (89);<br>• Stronger attractiveness of organisations (77);<br>• Embedding the international/ European perspective into educational/ learning activities of other practitioners (74);<br>• Organisational development of the higher education institution (73);<br>• Increased attention for diversity among the learners and the intercultural ethos of the higher education institutions (69);<br>• Enhanced curriculum (56). | • Mutual learning through transnational project cooperation (79);<br>• Increased awareness among national decision makers and stakeholders on the modernisation of HE (73);<br>• Changes at the level of national systems, policies or programmes to support mobility and recognition of learning outcomes achieved through mobility (73);<br>• Drove/contributed to reforms in the modernisation (59);<br>• Increased awareness by policy-makers of the potential of learning from good practices developed and exchanged at EU level (57). |
| International higher education | • Improved skills and competences (79);<br>• Improved personal and social development (77);<br>• Increased intercultural awareness, tolerance and openness and readiness to live in foreign countries (75);<br>• Improved intercultural | • Improved skills and competences (68);<br>• Improved personal and social development (63);<br>• Increased intercultural awareness, tolerance and openness and readiness to live in foreign countries (63);<br>• Improved intercultural | • Stronger focus on international cooperation (74);<br>• Enhanced HEI's openness, visibility and attractiveness (73);<br>• Stronger attractiveness of organisations (65);<br>• Increased attention for diversity among the learners and the | • Mutual learning through transnational project cooperation (65);<br>• Increased awareness among partner countries' national decision makers and stakeholders on the modernisation |

| | | | | |
|---|---|---|---|---|
| | awareness and openness (71);<br>• Improved employability (61);<br>• Improved access to work experience (55). | awareness and openness (61);<br>• Improved quality of teaching (58);<br>• Stronger focus on cooperation and networking (58);<br>• Increased employability (43). | intercultural ethos of the higher education institutions (58);<br>• Organisational development of the higher education institution (56);<br>• Enhanced curriculum (45). | of HE (54);<br>• Changes at the level of national systems, policies or programmes to support mobility and recognition of learning outcomes achieved through mobility in the partner countries (50);<br>• Drove/contributed to reforms in the modernisation (41). |
| Adult education | • Improved skills and competences (63);<br>• Improved personal and social development (57);<br>• Increased intercultural awareness, tolerance and openness (57);<br>• Stronger sense of belonging to the EU (52). | • Improved skills and competences (62);<br>• Awareness of new pedagogical methods/approaches (60);<br>• Improved practitioners' professional development (55);<br>• Increased intercultural awareness, tolerance and openness (51);<br>• Stronger sense of belonging to the EU (50). | • Increased European outlook of participant organisations (59);<br>• Implementation of new teaching/ training methods in home organisation (57);<br>• Embedding the international/ European perspective into educational/ learning activities (55);<br>• Enhanced support to professional development of teachers/ trainers (54);<br>• Increased attention for diversity among the learners and the intercultural ethos of the organisation (47). | • Mutual learning through transnational project cooperation (56);<br>• Good project practices influencing/driving national reform (46);<br>• Increased awareness by policy-makers of the potential of learning from good practices developed and exchanged at EU level (35);<br>• Empowerment of policy-makers through dissemination of good project practices (34). |
| **Sector** | **Young people** | **Youth workers** | **Organisations** | **Systems** |
| Youth | • Improved skills and competences (47);<br>• Increased intercultural dialogue, social inclusion and solidarity (46);<br>• Increased mobility (45);<br>• Stronger sense of belonging to the EU (41); | • Improved skills and competences (43);<br>• Increased European/ international dimension in youth workers' practice (43);<br>• Increased intercultural dialogue, social inclusion and solidarity (41);<br>• Improved pedagogical competences for youth | • Stronger focus on international dimension of NGO (37);<br>• Increased capacity building in quality youth work (35). | • Stronger civil society (33);<br>• Complementing policy reforms at local, regional, national and EU level (26);<br>• Supporting the development of knowledge and evidence-based youth policy (24). |

| | | | | |
|---|---|---|---|---|
| | • Increased participation in civic and political life (40);<br>• Improved employability (31). | work (38). | | |
| | | | **Organisations** | |
| Sports | | | • Increased knowledge on the social value of sport (12);<br>• Fostered cooperation across European organisations (11);<br>• Fostered social inclusion at practice level (11). | |

*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Number of respondents given in brackets*

### 5.1.1 Effectiveness

Respondents who had detailed knowledge or some knowledge of the EU programmes in the education, training, youth and sports sectors in the 2007-2013 period indicated the extent to which they agree that these programmes achieved their objectives.

The table below provides an overview of the responses received, combining the percentages of those who answered "to a very large extent" and "to a large extent" as well as those who answered "to a small extent" and "not at all"[119].

Table 2. To what extent have these EU programmes in the education, training, youth and sports sectors in the 2007-2013 period achieved their objectives:

| Programmes | To a (very) large extent | To a moderate extent | To a small extent/Not at all | No. of respondents |
|---|---|---|---|---|
| 1.1.1 Lifelong Learning Programme (2007-2013) as a whole to improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available in the European Union: | 84% | 14% | 3% | 398 |
| 1.1.2 Lifelong Learning Programme (2007-2013) as a whole to reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment: | 77% | 16% | 6% | 386 |
| 1.1.3 Lifelong Learning Programme (2007-2013) as a whole to promote language learning and linguistic diversity: | 77% | 17% | 6% | 378 |
| 1.2.1 School education (Comenius): to support key competences development: | 76% | 20% | 4% | 263 |
| 1.2.2 School education (Comenius): to foster pupils/staff's | 78% | 18% | 4% | 260 |

[119] Respondents who answered "I don't know" were removed from the analysis.

| Programmes | To a (very) large extent | To a moderate extent | To a small extent/Not at all | No. of respondents |
|---|---|---|---|---|
| awareness on intercultural diversity: | | | | |
| 1.3.1 Vocational education and training (Leonardo da Vinci): to address the teaching and learning needs of all those in vocational education and training: | 76% | 20% | 4% | 239 |
| 1.3.2 Vocational education and training (Leonardo da Vinci): to facilitate the adaptation to labour market: | 71% | 22% | 7% | 250 |
| 1.4.1 Higher education (Erasmus): to support the realisation of a European Higher Education Area: | 84% | 13% | 4% | 339 |
| 1.4.2 Higher education (Erasmus): to support student/staff mobility and to support partnerships and innovation: | 89% | 8% | 2% | 351 |
| 1.5.1 Adult education (Grundtvig): to respond to the education and training challenge of an ageing population in Europe: | 65% | 26% | 9% | 203 |
| 1.5.2 Adult education (Grundtvig): to help providing adults with alternative pathways: | 60% | 29% | 11% | 202 |
| 1.6.1 Jean Monnet (EU studies): to promote excellence in teaching and research in European integration: | 75% | 19% | 6% | 166 |
| 1.6.2 Jean Monnet (EU studies): to support bodies active in European integration and education/training: | 68% | 26% | 6% | 157 |
| 1.7.1 Transversal actions: to promote European co-operation in fields covering two or more sectoral programmes: | 60% | 28% | 12% | 176 |
| 1.7.2 Transversal actions: to promote the convergence of Member States' education and training systems: | 62% | 26% | 13% | 175 |
| 2.1 Youth in Action programme (2007-2013): to promote young people's active citizenship: | 77% | 17% | 6% | 197 |
| 2.2 Youth in Action programme (2007-2013): to develop solidarity and promote tolerance and foster mutual understanding between young people in different countries: | 80% | 16% | 4% | 195 |
| 3.1 Erasmus Mundus (2009-2013): to enhance cooperation and mobility with Third Countries in higher education: | 79% | 16% | 4% | 253 |
| 3.2 Erasmus Mundus (2009-2013): to promote the EU as a centre of excellence in learning: | 76% | 18% | 6% | 254 |
| 4.1 Tempus (2007-2013): to support modernisation and capacity building of higher education in Partner Countries: | 76% | 18% | 6% | 185 |
| 5.1 Edulink (2007-2013): to support modernisation and capacity building of higher education in African, Caribbean and Pacific countries: | 66% | 23% | 11% | 122 |
| 6.1 Alfa (2007-2013): to support modernisation and capacity building of higher education institutions in Latin America: | 66% | 23% | 11% | 119 |

| Programmes | To a (very) large extent | To a moderate extent | To a small extent/Not at all | No. of respondents |
|---|---|---|---|---|
| 7.1 Sport preparatory actions: aimed at dealing with cross-border threats such as doping, racism and violence, promoting volunteering, good governance, gender equality and athletes' dual careers, and supporting health and social inclusion through sport: | 58% | 28% | 14% | 112 |

*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated in last column.*

Respondents with detailed or some knowledge were also asked to suggest main barriers or reasons hindering/ supporting the achievement of these objectives. The barriers identified by respondents in relation to the Lifelong Learning programme (2007-2013) as a whole were mainly related to: insufficient funding, lack of awareness, bureaucratic burden and language barriers.

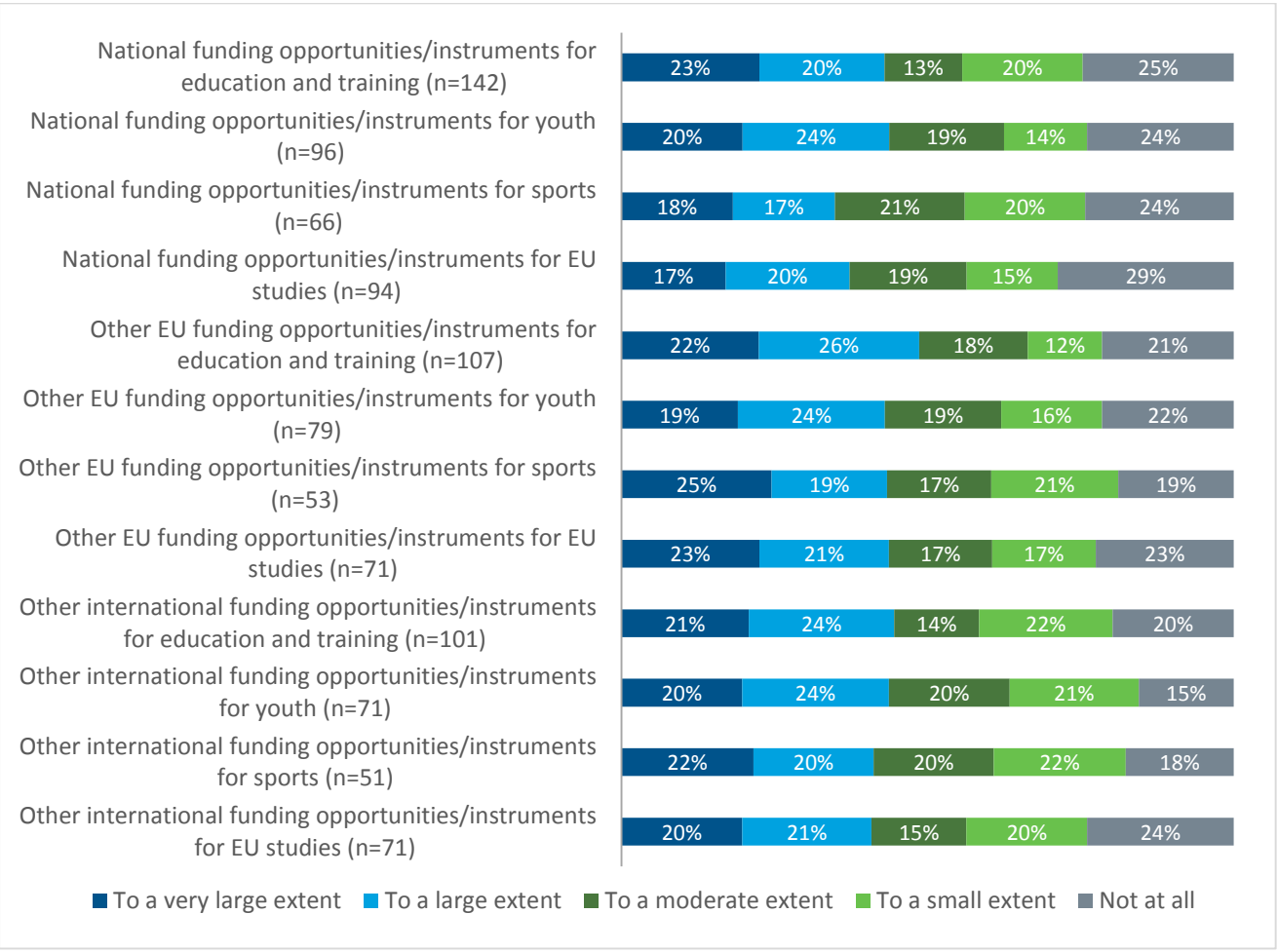
Similar obstacles were suggested for the individual strands of the Lifelong Learning Programme: School education (Comenius), Vocational education and training (Leonardo da Vinci), Higher education (Erasmus), Adult education (Grundtvig), Jean Monnet (EU studies) and Transversal actions.

Fewer respondents expressed an opinion about barriers hindering the achievement of the objectives of other programmes than the Lifelong Learning Programme, namely: Out-of-school youth activities (Youth in Action programme 2007-2013), Higher education International cooperation (Erasmus Mundus 2009-2013), With Neighbourhood partner countries (Tempus 2007-2013), With African, Caribbean and Pacific countries (Edulink), With Latin America (Alfa) and Sport preparatory actions. While a large number of respondents mentioned that they had no knowledge about these, the most common obstacle identified was insufficient funding.

### 5.1.2 Coherence

Respondents who mentioned that they had detailed knowledge of the EU programmes in the education, training, youth and sports sectors in the 2007-2013 period, were asked to indicate the extent to which other instruments at the national, international or European levels would have been better to achieve / could have achieved more effectively the objectives of these programmes. The figure below provides an overview of the responses (excluding those who said they didn't know).

Figure 17. To what extent other instruments at the national, international or European levels could have achieved more effectively the objectives of these EU programmes in the education, training, youth and sports sectors in the 2007-2013 period?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable, indicated next to statements*

### 5.1.3 Efficiency

Respondents with detailed knowledge of the EU programmes in the education, training, youth and sports sectors in the 2007-2013 period were asked to indicate if the budgets of these programmes were sufficient to achieve the objectives set. Respondents' views about this matter (excluding those who indicated that they had no opinion) were as follows:

- Firstly, 84% (n = 145) agree to a large and very large extent that the budget for the Lifelong learning programme (2007-2013) as a whole was sufficient.
- In relation to the individual sub-programmes of the Lifelong Learning Programme, 81% of respondents (n = 121) agreed or strongly agreed that the budget for Higher education (Erasmus) was sufficient. Similarly, 80% of respondents (n = 96) agreed or strongly agreed that the budget for the school education (Comenius) was sufficient and 77% of respondents (n = 100) said the same about the vocational education and training (Leonardo da Vinci) sub-programme.

- Less respondents agreed or strongly agreed that the budget was sufficient for the following sub-programmes: Adult education (Grundtvig) (61%, n = 83); Jean Monnet (EU studies) (58%, n = 60) and Transversal actions (55%, n = 60).
- In relation to other programmes than the Lifelong Learning Programme, 72% out of respondents (n = 95) agreed or strongly agreed that the budget for the Higher education International cooperation (Erasmus Mundus 2009-2013) was sufficient and 67% (n = 73) said the same about the programme with Neighbourhood partner countries (Tempus 2007-2013).
- Additionally, 54% (n = 69) agreed to strongly agreed that the budget for out-of-school youth activities (Youth in Action programme 2007-2013) was sufficient. Similarly, 43% (n = 57) said the same about the programmes with African, Caribbean and Pacific countries (Edulink) and with Latin America (Alfa).
- Only 31% (n = 51) agreed or strongly agreed that the budget was sufficient for sport preparatory actions.

Respondents with detailed knowledge of the previous programmes also expressed their opinion on the efficiency of the individual types of actions funded in these programmes. Overall, the majority of respondents believe that their costs are appropriate given the results achieved. In more detail, 96% of respondents (n = 174) agreed with these statements in relation to the education and training sector and 85% in relation to the youth sector. Fewer respondents said the same about Jean Monnet (77%, n = 164) and the sports sector (72%, n = 160)[120]

In relation to the individual types of actions, respondents (strongly) agree that:[121]

- Transnational learning mobility of individuals is cost effective: (i) in the education and training sector (97%, n = 152); (ii) in the youth sector (88%, n = 77); and (iii) in the sports sector (73%, n = 44).
- Transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations are cost effective: (i) in the education and training sector (98%, n = 134); (ii) in the youth sector (85%, n = 73); (iii) and (iii) effective in the sports sector (74%, n = 42).
- Transnational cooperation actions which aim to support policy reforms are cost effective: (i) in the education and training sector (94%, n = 109); (ii) in the youth sector (83% n = 65); and (iii) in the sports sector (70%, n = 40).

### 5.1.4 Added value

Respondents also reported on their opinion about the benefits of having such European programmes. The survey results show that respondents who have some knowledge of the previous programmes tend to agree more with these benefits than those who have detailed knowledge. Table 3 below provides a detailed overview of the responses received from respondents with detailed or some knowledge of the programmes.[122]

[120] Average combined share of respondents who indicated that they agreed or strongly agreed that the individual types of actions were cost effective. "No opinion" responses were excluded.

[121] "No opinion" responses were excluded

[122] "No opinion" responses were excluded

Table 3. Overview of responses to statement about the benefits of previous programmes, from respondents with detailed or some knowledge

| | Respondents with some/detailed knowledge of the previous programmes | (Strongly) agree | (Strongly) disagree | No. of respondents with opinion |
|---|---|---|---|---|
| | Respondents with some/detailed knowledge of the previous programmes | (Strongly) agree | (Strongly) disagree | No. of respondents with opinion |
| The programmes funded activities which would not have been funded otherwise in the **education and training** sector | Detailed knowledge | 80% | 20% | 163 |
| | Some knowledge | 96% | 4% | 253 |
| The programmes funded activities which would not have been funded otherwise in the **youth** sector | Detailed knowledge | 79% | 21% | 73 |
| | Some knowledge | 89% | 11% | 158 |
| The programmes funded activities which would not have been funded otherwise in the **sports** sector | Detailed knowledge | 69% | 31% | 39 |
| | Some knowledge | 76% | 24% | 106 |
| The programmes funded activities which would not have been funded otherwise for **Jean Monnet (EU studies)** | Detailed knowledge | 76% | 24% | 63 |
| | Some knowledge | 84% | 16% | 111 |
| The programmes funded individuals or organisations that would not have received support otherwise in the **education and training** sector | Detailed knowledge | 79% | 21% | 148 |
| | Some knowledge | 96% | 4% | 228 |
| The programmes funded individuals or organisations that would not have received support otherwise in the **youth** sector | Detailed knowledge | 77% | 23% | 70 |
| | Some knowledge | 86% | 14% | 136 |
| The programmes funded | Detailed knowledge | 65% | 35% | 37 |

| | Respondents with some/detailed knowledge of the previous programmes | (Strongly) agree | (Strongly) disagree | No. of respondents with opinion |
|---|---|---|---|---|
| individuals or organisations that would not have received support otherwise in the **sports** sector | Some knowledge | 76% | 24% | 98 |
| The programmes funded individuals or organisations that would not have received support otherwise for **Jean Monnet (EU studies)** | Detailed knowledge | 71% | 29% | 58 |
| | Some knowledge | 84% | 16% | 101 |
| The programmes provided additional support to already existing activities on national, European or international level in the **education and training** sector | Detailed knowledge | 67% | 33% | 134 |
| | Some knowledge | 87% | 13% | 197 |
| The programmes provided additional support to already existing activities on national, European or international level in the **youth** sector | Detailed knowledge | 60% | 40% | 63 |
| | Some knowledge | 83% | 17% | 124 |
| The programmes provided additional support to already existing activities on national, European or international level in the **sports** sector | Detailed knowledge | 58% | 42% | 36 |
| | Some knowledge | 76% | 24% | 90 |
| The programmes provided additional support to already existing activities on national, European or international level for **Jean Monnet (EU studies)** | Detailed knowledge | 58% | 42% | 53 |
| | Some knowledge | 76% | 24% | 99 |
| Lessons learnt from the | Detailed knowledge | 73% | 27% | 135 |

| | | | | |
|---|---|---|---|---|
| | Respondents with some/detailed knowledge of the previous programmes | (Strongly) agree | (Strongly) disagree | No. of respondents with opinion |
| implementation of these EU programmes funded are being applied elsewhere in the **education and training** sector | Some knowledge | 92% | 8% | 177 |
| Lessons learnt from the implementation of these EU programmes funded are being applied elsewhere in the **youth** sector | Detailed knowledge | 77% | 23% | 61 |
| | Some knowledge | 88% | 12% | 115 |
| Lessons learnt from the implementation of these EU programmes funded are being applied elsewhere in the **sports** sector | Detailed knowledge | 63% | 38% | 32 |
| | Some knowledge | 75% | 25% | 88 |
| Lessons learnt from the implementation of these EU programmes funded are being applied elsewhere for **Jean Monnet (EU studies)** | Detailed knowledge | 67% | 33% | 49 |
| | Some knowledge | 80% | 20% | 89 |
| The programmes contributed to improving the national, European or international support measures in **education and training** sector | Detailed knowledge | 79% | 21% | 146 |
| | Some knowledge | 93% | 7% | 199 |
| The programmes contributed to improving the national, European or international support measures in the **youth** sector | Detailed knowledge | 75% | 25% | 64 |
| | Some knowledge | 91% | 9% | 132 |
| The programmes contributed to improving the national, European or international support measures in the **sports** sector | Detailed knowledge | 67% | 33% | 36 |
| | Some knowledge | 80% | 20% | 91 |
| The programmes | Detailed knowledge | 70% | 30% | 53 |

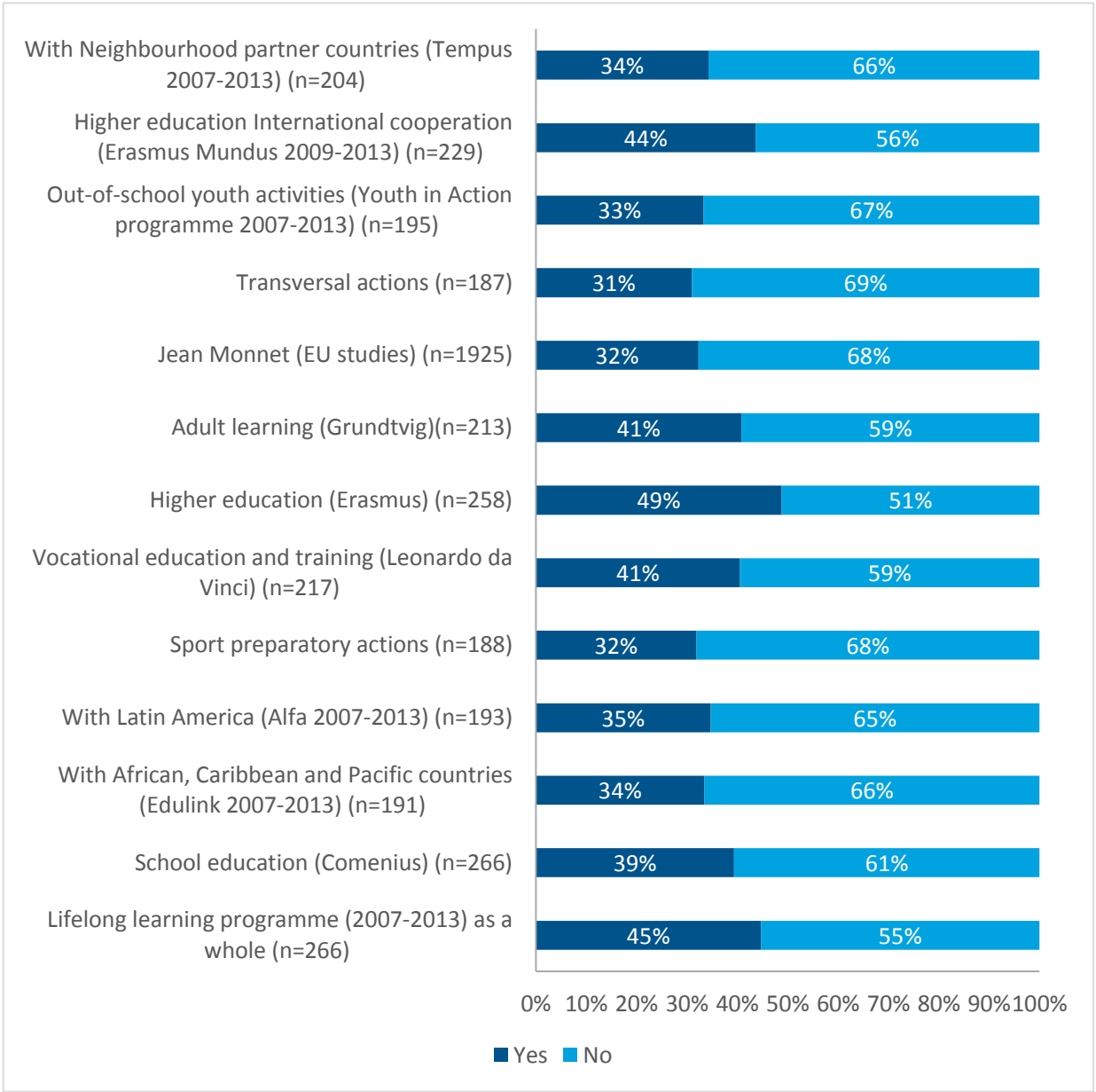
| | | | | |
|---|---|---|---|---|
| | Respondents with some/detailed knowledge of the previous programmes | (Strongly) agree | (Strongly) disagree | No. of respondents with opinion |
| contributed to improving the national, European or international support measures for **Jean Monnet (EU studies)** | Some knowledge | 84% | 16% | 98 |

*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable, indicated in last column*

Respondents identified additional examples of added value in the 2007-2013 period; more specifically, respondents felt activities favoured social inclusion of immigrants and support to local communities. Respondents also suggested that the programme promoted diversity and provided opportunities to experience different cultures and diversity.

Respondents who indicated that they had some knowledge of the previous programmes were asked to express their views on the objectives and priorities of these programmes. A detailed overview of the responses is provided in Figure 18.

Figure 18. Do you think there are other type of projects and activities that these EU programmes in the education, training, youth and sports sectors in the 2007-2013 period should have been supported?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable, indicated next to statements*

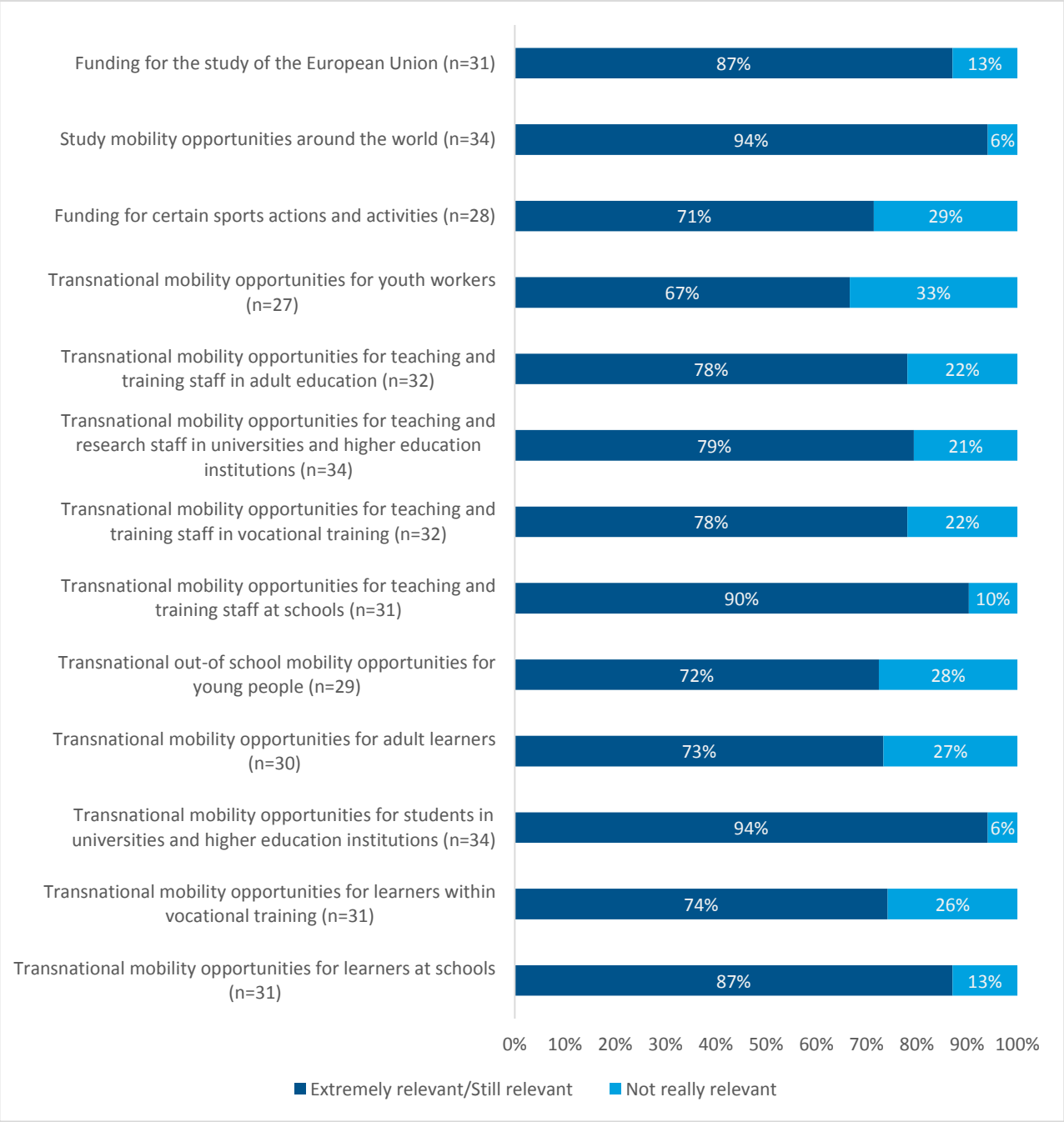
The majority of respondents who provided additional comments to this question indicated that either the actions were supported by the programmes or that they didn't have enough information to comment. A low number of respondents suggested other types of projects or activities that could have been supported, some of the examples including: providing support for training the trainers, developing curricula, focusing on disabled people or adult education (in relation to the Lifelong learning programme (2007-2013) as a whole; supporting short term activities, summer schools and workshops (in relation to the Higher education (Erasmus).

### 5.1.5 Relevance of the predecessor programmes for respondents without previous knowledge

Participants who chose to answer questions about the predecessor programmes, but felt they had no knowledge of the programmes, were asked questions about its relevance. The remainder of this section of the report provides an overview of their opinions. Notably, views amongst respondents who answered on behalf of an organisation and those who answered in their private capacity were consistent.

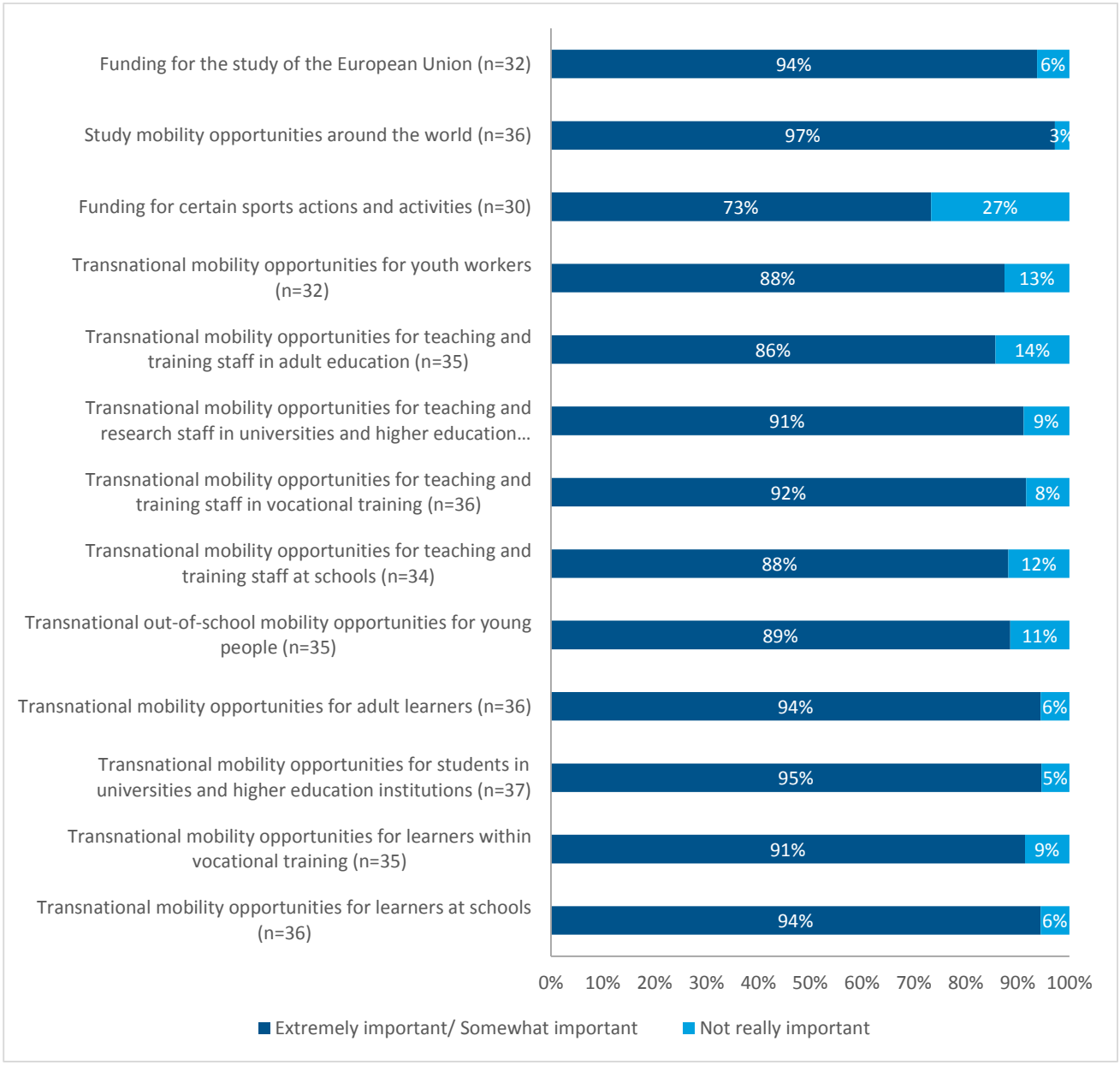
- Firstly, 86% (n = 36) reported that in their opinion, education, training, youth and sport should have been a funding priority of the European Union in the 2007-2013 period. The same share of respondents also indicated that they would have been interested in taking part in activities of these programmes in the past.
- Overall, respondents agree that different actions related to the previous programmes are relevant to their personal needs or the needs of their organisation. The most relevant actions as identified by respondents are study mobility opportunities around the world and transnational mobility opportunities for students in universities and higher education institutions. The least relevant element suggested was the transnational mobility opportunities for youth workers. Figure 19 provides a detailed overview of the responses.
- The large majority of respondents, without any previous knowledge, also believed that it is important to continue to fund stated actions in the future. The detailed results are shown in Figure 20.

Figure 19. How relevant were these actions to your personal needs or the needs of your organisation?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable, indicated next to statements. "No opinion" responses excluded.*

Figure 20. How important do you think it is to continue to fund these actions in the future?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable, indicated next to statements. "No opinion" responses excluded.*

# 6 Future programme

The Erasmus+ OPC included a number of questions aiming to assess the extent education, training, youth and sport should remain a funding priority during the next EU planning period, what types of measures currently supported by Erasmus+ should continue to be supported by a possible successor programme, what topics need to be addressed to maximise the impact of this successor programme as well as the changes required to the division of the programme's budget according to the respondents.

A large majority of the respondents (73%) were of the opinion that education, training, youth and sport need to receive more EU funding than currently during the next planning period (n = 1314)[123]. Further, around one fifth of the respondents (23%) indicated that the same level of resources should be allocated to the future Programme as the current EU support for education, training, youth and sport. The share of respondents who indicated that the future programme needs to receive more resources was higher among those that replied on below of organisations (77%) than in private capacity (69%)[124].

Table 4 provides a categorisation of currently supported Erasmus+ measures based on the OPC respondents answers indicating what measures currently supported by the Erasmus+ Programme should be, in their opinion, maintained, changed or dropped in a possible successor programme[125]. This was calculated by comparing responses to each type of action, and using the following categorisation[126]:

- **The measures should be maintained in a possible successor programme** – More than 75% of respondents believe the measure should be kept, and less than 5% believe they should be dropped.
- **The measures should be kept but changed in a possible successor programme** – More than 20% of respondents believe that the measures should be kept and changed, between 70% - 75% of respondents believe they should be maintained, and less than 10% believe they should be dropped
- **The measures should be dropped in a possible successor programme** – More than 10% of respondents believe the measures should be dropped, and less than 75% of respondents believe the measure should be kept.

Though respondents answer 'no opinion' were removed from the analysis, it is important to note that a very high number of respondents had no opinion about the future of Jean Monnet and Sport actions (more than 40% of respondents) . For the sport sector this could be explained by the prevalence of higher education sector respondents in the sample. This is not the case for Jean Monnet actions as their primary beneficiaries are higher education organisations, staff and learners – though a much smaller group of them than those concerned by Key Actions 1 and 2.

[123] This question was only addressed to respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions'.

[124] Around one fourth of respondents (28%) in individual capacity and 20% of those responding for their organisations answered that the potential future programme should enjoy the same level of support.

[125] The responses to the question 'In your opinion what type of current measures should be maintained, changed or dropped in a possible successor programme to Erasmus+?' were scored. The number of responses were multiplied by their relevant scores and divided by the total number of responses received, excluding the 'I don't know' answers. The scores were then weighted and descriptive categories applied.

[126] Percentages were calculated after respondents answering 'no opinion' were removed from the survey

Table 4. Categorisation of the measures supported by Erasmus+ that should be kept, changed or possibly discontinued

| Measures that should be maintained in a possible successor programme | Measures that should be kept but changed in a possible successor programme | Measures that should be dropped in a possible successor programme |
|---|---|---|
| Key Action 1 learning mobility of individuals: Mobility of learners (88%, n = 1245) | Jean Monnet activities: Jean Monnet Support to Associations, Networks (20%, n = 677) | Sports activities: Policy dialogue – Presidency events (n = 15%, n = 615) |
| Key Action 1 learning mobility of individuals: Mobility of staff (84%, n = 1224) | Horizontal activities: Dissemination and exploitation of results (25%, n = 947) | Sports activities: Support for strengthening the evidence base for policy making (14%, n = 622) |
| Key Action 1 learning mobility of individuals: Erasmus Mundus joint degrees (80%, n = 882) | Key Action 3 support for policy reform: Initiatives for policy innovation (23%, n = 846) | Sports activities: Dialogue with the relevant European stakeholders (13%, n = 650) |
| Key Action 2 cooperation for innovation and exchange of good practices: Knowledge alliances (80%, n = 952) | Horizontal activities: IT support platforms (21%, n = 869) | Key Action 1 learning mobility of individuals: Erasmus+ Master Degree Loans (10%, n = 846) |
| Key Action 2 cooperation for innovation and exchange of good practices: Capacity building (79%, n = 1030) | Key Action 3 support for policy reform: Support to European policy tools and networks (21%, n = 806) | |
| Key Action 2 cooperation for innovation and exchange of good practices: Strategic partnerships (78%, n = 1141) | Key Action 3 support for policy reform: Stakeholder dialogue and policy promotion (21%, n = 803) | |
| Key Action 2 cooperation for innovation and exchange of good practices: Sector skills alliance (78%, n = 898) | Sports activities: Collaborative partnerships and not-for-profit European sports events (21%, n = 715) | |
| Key Action 3 support for | | |

| Measures that should be maintained in a possible successor programme | Measures that should be kept but changed in a possible successor programme | Measures that should be dropped in a possible successor programme |
|---|---|---|
| policy reform: Cooperation with international organisations (77%, n = 873) | | |
| Jean Monnet activities: Jean Monnet teaching and research activities (77%, n = 698) | | |

*Percentages after each statement indicate the extent to which respondents agree with the statement about the measure. Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base = variable (615-1245)*

The OPC respondents were asked to assess the extent to which they think particular topics need to be addressed to maximize the impact of any successor to Erasmus+.[127] As illustrated by Figure 21.**Error! Reference source not found.** Increasing the budget of a successor programme (relative to Erasmus+) was seen as the main area that could lead to a greater impact of the successor programme. The respondents felt that a larger programme budget would allow for more projects, reaching more beneficiaries. There was a reoccurring position that all learners need to spend at least a few months abroad. The respondents also noted low application success rates and the fragmentation of support across the numerous actions currently supported as reasons that reduce the impact of the current programme that represents investment in our future.

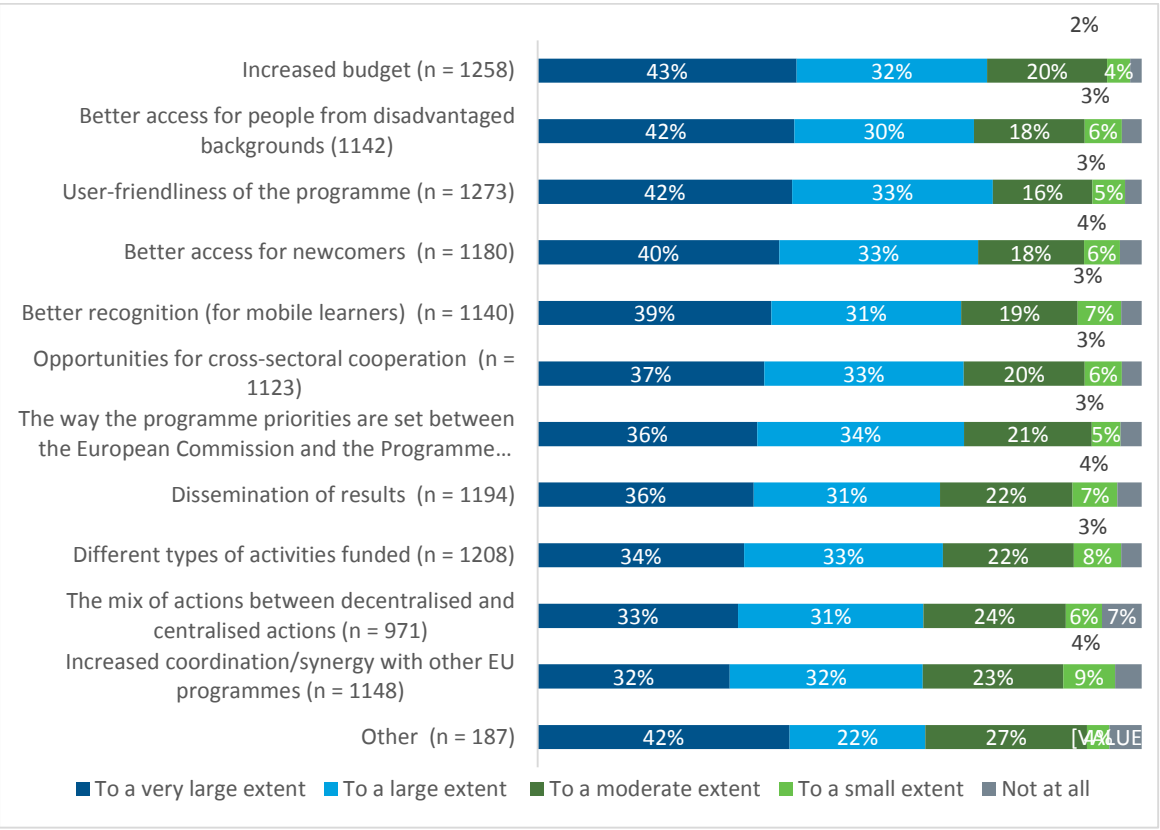
Other areas where the respondents saw potential to maximise the impact of the possible successor programme included increasing the user-friendliness of the next programme and ensuring that it provides better access to people from disadvantaged backgrounds. Around one-third of the suggestions relate to improving the user-friendliness of the programme simply confirmed the respondents' satisfaction with the user-friendliness of the current programme. Almost all the remaining respondents reported that the administrative burden should be further reduced in relation to the potential future programme. A handful of respondents mentioned that this would increase the participation of smaller organisations and/or non-experts. Several of these responses also noted that the situation has already improved compared to successor programmes, but that the simplification and digitalisation of administrative processes should continue.

In relation to improving the access of the possible future programme to people from disadvantaged backgrounds, the majority of respondents indicated that there have not been sufficient progress in this area under the current Programme and that this aspect deserves more attention and funding under the potential future programme. A handful of respondents suggested to improve the communication towards people from

[127] Only the respondents who indicated that they have detailed or some knowledge of the Erasmus+ objectives and actions' were invited to comment on this question. Answer option 'I don't know' has been removed from the presentation to allow for an easier comparison of answers.

disadvantaged backgrounds as they are often not aware of the opportunities offered by the programme, especially in rural areas. However, around one-third of the respondents stated that the current programme already does enough in this area.

Figure 21. To what extent do you think the following topics need to be addressed to maximize the impact of any successor to the Erasmus+ programme?




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis. Base indicated next to each topic*

Overall, majority of respondents (67%) considered that there is no need to change the resource allocation of the possible future programme in terms of its breakdown per sector. A slightly higher share of respondents providing their inputs to the OPC in their private capacity (72%) then those answering on behalf of the organisations they represent (60%) were of this opinion. Still more than one third of respondents through the change in budget allocation per sector under the potential successor programme is required.

The respondents who indicated that changes in the resource allocation under the future programme are necessary were further asked to specify their preferred breakdown of the budget between the sectors. Their proposed optimal allocation of the programme budget between sectors in presented in Figure 22.

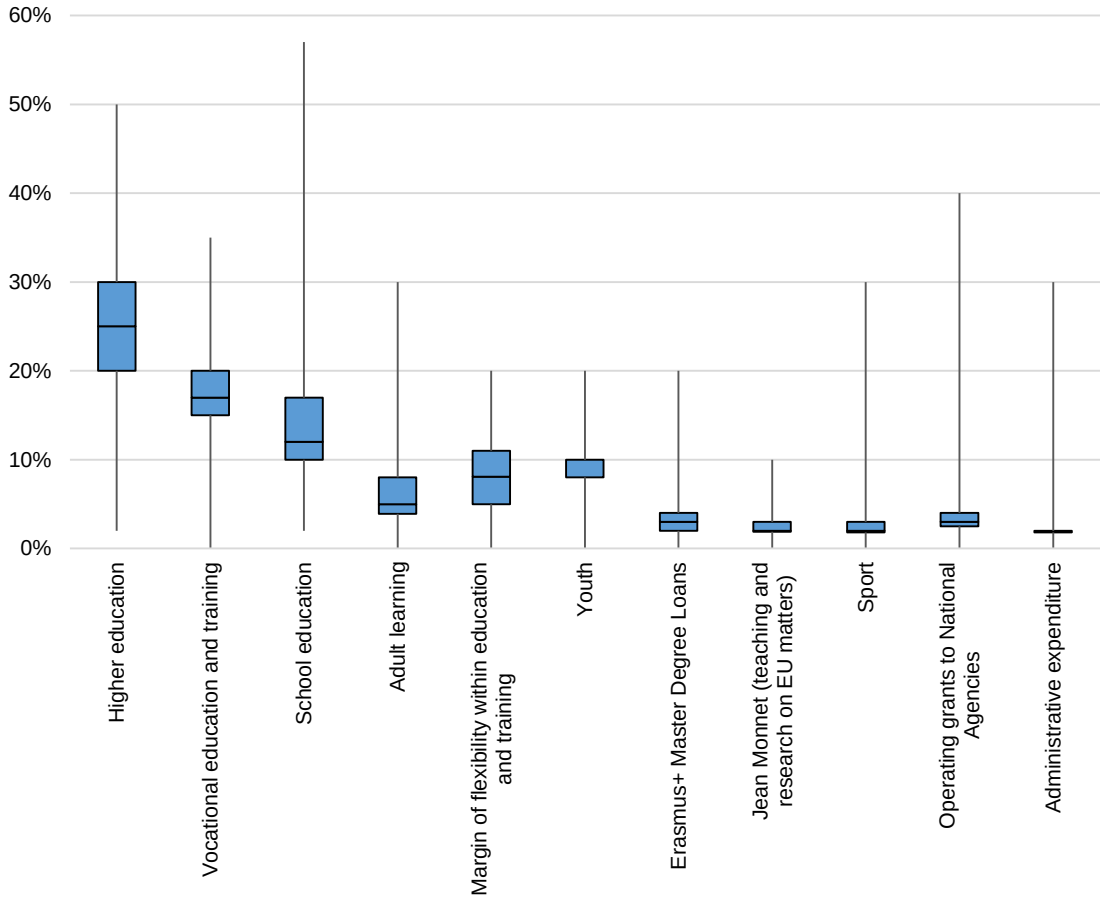
The respondents were asked to give any figure between 1 and 100 for each of the strands. The below shows:

- With a blue box the range preferred by the 50% of respondents who are in the middle of the response spectrum;
- The median value – horizontal line;
- And the full spectrum – vertical lines.

Therefore the chart should be read as follows (example of higher education):

- Most respondents consider that the budget share allocated to higher education should be between 20% and 30%;
- The median value, i.e. the value which is in the middle of the range of responses, is 25%;
- The minimum value mentioned was 2% and maximum value mentioned was 50%.

Figure 22. Optimal allocation of future programme budget as proposed by respondents[128]




*Source: Erasmus+ OPC survey, 28 February – 31 May 2017, ICF analysis.*

[128] The box-and-whisker plot presents the optimal allocation of the future programme budget as proposed by respondents. The percentage allocated to the respondent's own sector is excluded from the analysis. This is based on the assumption that a respondent is more likely to prefer allocation of the budget to their own sector.

# Annex 1 Data analysis and cleaning

## A1.1 Partial response analysis

The open public consultation received 4786 responses, though only 1219 registered as 'complete' on the survey software.

The partial responses were analysed in order to understand the quality of responses returned. A fall-off statistics report was generated in order to enable this process. Partial responses were excluded as followed:

1. Deleted 544 rows where there were no responses at all to any question
2. Deleted incomplete rows after background questions:
    a. Deleted 318 blanks for questions based on fall-off statistics after the 'level of knowledge' logic question
    b. Deleted 656 blanks for blanks based on fall-off statistics after respondents selected the programme they're responding about
3. Deleted 1459 responses where there were low responses based on fall-off statistics for entire survey
4. Deleted 9 duplicates based on the IP address and URL Variables
5. **Remaining partials: 581**

## A1.2 Data analysis

The open public consultation was a complex survey, with multiple layers of logic, as shown by the starred questions below, to navigate respondents to relevant questions:

- **Questions 1 – 17:** Background questions, addressed to all respondents
- ***Q17 Do you want to answer the questions about:**
    - Erasmus+ and previous programmes (2007-2016)
    - Erasmus+ (2014-2016) only
    - Previous programmes (2007-2013) only
- **Questions 18 – 113:** Only for respondents who answered *Q17 with:
    - Erasmus+ and previous programmes (2007-2016)
    - Erasmus+ (2014-2016) only
- **Q20* How familiar are you with the Erasmus+ programme?**
    - I have a detailed knowledge of the programmes, their objectives and actions
    - I have some knowledge of the programmes, their objectives and actions
    - I have no knowledge of their programmes, nor their objectives and actions
- **Questions 21-104:** Only for respondents who answered *Q20 with:
    - I have a detailed knowledge of the programmes, their objectives and actions
- ***Q44. Do you also want to answer specific questions about (tick all that apply):**
    - Education and training sector
    - Youth Sector

- Sports sector
- Jean Monnet
- No

- **Questions 45 – 79:** Only for respondents who answered *Q44 with:
  - Education and training sector *(n.b. Respondents who answer Q45-Q79 are further navigated to questions by subsector i.e. type of education/training (school, vocational, higher, international adult)*
- **Questions 80 – 87:** Only for respondents who answered *Q44 with:
  - Youth Sector
- **Questions 88 – 96:** Only for respondents who answered *Q44 with:
  - Sports sector
- **Questions 97 – 104:** Only for respondents who answered *Q44 with:
  - Jean Monnet
- **Questions 105 – 121:** Only for respondents who answered *Q20 with:
  - I have some knowledge of the programmes, their objectives and actions
- **Questions 122 – 133:** Only for respondents who answered *Q20 with:
  - I have no knowledge of their programmes, nor their objectives and actions
- **Questions 134 – 135:** Only for respondents who answered *Q17 with:
  - Erasmus+ and previous programmes (2007-2016)
  - Previous programmes (2007-2013) only
- **Q135* How familiar are you with the EU programmes in the education, training, youth and sports sectors in the 2007-2013 period?**
  - I have a detailed knowledge of the programmes, their objectives and actions
  - I have some knowledge of the programmes, their objectives and actions
  - I have no knowledge of their programmes, nor their objectives and actions
- **Question 136**: Only for respondents who answered Q135* with:
  - I have a detailed knowledge of the programmes, their objectives and actions
  - I have some knowledge of the programmes, their objectives and actions
- **Questions 137 – 146:** Only for respondents who answered Q135* with:
  - I have a detailed knowledge of the programmes, their objectives and actions
- **Questions 147 – 152:** Only for respondents who answered Q135* with:
  - I have some knowledge of the programmes, their objectives and actions
- **Questions 153 – 160:** Only for respondents who answered Q135* with:
  - I have no knowledge of their programmes, nor their objectives and actions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