

Interim evaluation of Erasmus+ 2021-2027 and final evaluation of Erasmus+ 2014-2020

Fields marked with * are mandatory.

Introduction

Erasmus+ is the EU programme in the fields of education, training, youth and sport. It has an overall budget of more than EUR 26 billion for the period 2021-2027, which is nearly double compared to its predecessor programme (2014-2020). The programme budget is complemented by about EUR 2.2 billion from EU external cooperation instruments¹.

Erasmus+ promotes opportunities to study, train and work abroad across the EU and beyond, for students, pupils, apprentices, adult learners, young people in informal learning, teaching staff and youth workers. It also offers cooperation opportunities for organisations active in the fields of education, training youth and sport.

The 2021-2027 programme places a strong focus on inclusion and diversity, aiming to reach out to more people with fewer opportunities, the green and digital transitions, and promoting EU common values and participation in democratic life. These areas are at the heart of all actions implemented by the programme.

What?

In accordance with Article 24(2) of the Erasmus+ Regulation², the Commission will perform an interim evaluation of the 2021- 2027 programme and a final evaluation of the 2014-2020 programme by 31 December 2024. The evaluation will assess the overall effectiveness and performance of the programme, including as regards new initiatives and the delivery of inclusion and simplification measures. The evaluation will also assess the results and long-term impact of the 2014-2020 Erasmus+ programme.

Why are we consulting?

The objective of this public consultation is to gather your views on Erasmus+ and use them to feed into this evaluation. The evaluation will also allow the Commission to take into account the impact of changes introduced in the 2021-2027 Erasmus+ programme and provide coordinated recommendations for continuing the programme.

The results of this consultation will be analysed and summarised in a synopsis report that will be part of the evaluation report.

Target audience

All citizens and organisations from all backgrounds and countries are very welcome to contribute to this consultation.

Contributions are particularly welcome from learners, educators, staff, organisational representatives in all education and training sectors, whether formal, non-formal or informal, youth workers, youth leaders, apprentices, sport staff, and from organisations sending and receiving internationally mobile learners and staff, including employers, non-governmental organisations (NGOs) and civil society actors. Input from decision-makers, associated stakeholder organisations and researchers would also be very valuable.

¹Neighbourhood, Development and International Cooperation Instrument (NDICI) and the Instrument for Pre-Accession (IPA III)

²Regulation (EU) 2021/817.

About you

* Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian

- Spanish
- Swedish

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* First name

Agnes

* Surname

ROMAN

* Email (this won't be published)

agnes.roman@csee-etuce.org

* Organisation name

255 character(s) maximum

European Trade Union Committee for Education (ETUCE)

* Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

7219791301106

* Country of origin

Please add your country of origin, or that of your organisation.

This list does not represent the official position of the European institutions with regard to the legal status or policy of the entities mentioned. It is a harmonisation of often divergent lists and practices.

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| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
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| <input type="radio"/> Bangladesh | <input type="radio"/> French Southern and Antarctic Lands | <input type="radio"/> Moldova | <input type="radio"/> |

- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- British Virgin Islands
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
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- Gabon
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- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
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- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar/Burma
- Namibia
- Nauru
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Nicaragua
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
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- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand
- The Gambia
- Timor-Leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Türkiye
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- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena
- Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Saint Lucia
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association, 'consumer association', 'EU citizen') country of origin, organisation name and size, and its**

transparency register number, are always published. Your e-mail address will never be published.

Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

* I am responding to this consultation:

- In my private capacity (i.e. as an individual)
- On behalf of an organisation/ institution

* In which sector(s) is your organisation primarily active?

Tick all that apply

- Education
- Sport
- Youth
- Other

* What form(s) of education in particular?

Select all that apply

- School education, including early childhood education and care
- Higher education
- Adult learning

- Vocational education and training

*** Organisation type**

- Public bodies (including local, regional, national governments)
- Education and training provider (early childhood education and care, school, university/higher education institution, vocational education and training institution, adult education provider)
- Youth organisation
- Sport organisation
- Employer association
- Trade union
- Sectorial organisation
- Private company
- Non-profit organizations
- International organisation (e.g. OECD, UNESCO, ILO, Council of Europe)
- Other

³“Non-formal learning” takes place through planned learning activities where some form of learning support is present, but which is not part of the formal education and training system; while “informal learning” results from daily activities and experiences which are not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner’s perspective.

General views on the Erasmus+ Programme

*** How familiar are you with the Erasmus+ programme?**

- I have a detailed knowledge of its objectives and actions
- I am aware of the existence of the programme, but I have no detailed knowledge of its objectives and priorities
- I am not really familiar with the programme, nor its objectives and priorities

*** Have you or your organisation taken part in the Erasmus+ Programme?**

- Yes, my organisation or I have taken part in the Erasmus+ Programme
- No, my organisation or I have not taken part in the Erasmus+ Programme

My organisation or I have taken part in the following actions of the Erasmus+ programme:

Tick all that apply

	My organisation was the project coordinator	My organisation was a partner in the project	I was a participant

Key Action 1: Learning mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Key Action 2: Cooperation among organisations and institutions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Key Action 3: Support to policy development and cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jean Monnet actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*** In which year(s) did you participate in the Erasmus+ Programme?**

Hold Ctrl to select multiple options

- 2014
- 2015
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021
- 2022
- 2023

Erasmus+ objectives

The Erasmus+ programme 2021-2027 has the general objective of supporting, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond. In this way, Erasmus+ aims to contribute to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthen European identity and active citizenship. The Programme is therefore a key instrument to achieve important policy objectives, such as building a European Education Area and supporting the implementation of European strategic cooperation in the field of education and training, including its underlying sectoral agendas. In addition, Erasmus+ is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

In your view, to what extent are the objectives of the 2021-2027 Erasmus+ programme still relevant to current challenges and needs?

In the education and training field, Erasmus+ has the objective of promoting:	Learning mobility of individuals and groups	* Extremely relevant
	Cooperation, quality, inclusion and equity, excellence, creativity and innovation at the	*

	level of organisations and policies	Extremely relevant
In the youth field, Erasmus+ has the objective of promoting:	Non-formal and informal learning ⁴ mobility and active participation among young people	* Extremely relevant
	Cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies	* Extremely relevant
In the sport field, Erasmus+ has the objective of promoting:	Learning mobility of sport staff	* No opinion
	Cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies	* No opinion

* **Do you think there are other objectives not currently covered by the Erasmus+ Programme that should be considered in the future?**

- Yes
 No

Please describe and explain

1000 character(s) maximum

Attractiveness of the teaching profession, supporting teachers' well-being and skills development while ensuring that their learning mobility is recognized as CPD, and they have appropriate replacement in their home school to allow participation in learning mobility.

Erasmus+ horizontal priorities

The 2021-2027 Erasmus+ programme includes four horizontal priorities encompassing all its actions. They are:

1. **Inclusion and diversity:** promoting equal opportunities and access, inclusion, diversity and fairness across all its actions;
2. **Digital transformation:** supporting the endeavour to engage learners, educators, youth workers, young people and organisations in the path to digital transformation;
3. **Environment and fight against climate change:** increasing the number of mobility opportunities in green forward-looking domains, engaging participants in areas, which are strategic for sustainable growth, promoting sustainable transport modes and more environmentally responsible behaviour;

4. **Participation in democratic life, common values and civic engagement:** supporting active citizenship and ethics in lifelong learning, fostering the development of social and intercultural competences, critical thinking and media literacy; raising awareness of and understanding the common EU values.

In your view, to what extent are the Erasmus+ horizontal priorities relevant to current challenges and needs?

Erasmus+ horizontal priorities	Extremely relevant	Relevant	Not really relevant	No opinion
* Inclusion and diversity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Digital transformation	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Environment and fight against climate change	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Participation in democratic life, common values and civic engagement	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your view, are there other horizontal priorities that should be better linked to Erasmus+?

1000 character(s) maximum

Attractiveness of the teaching profession, supporting teachers' well-being and skills development.
More focus should be on VET and adult learning.
The organisations which receive grants should prove that they respect democratic values and EU values.

Erasmus+ structure

The 2014-2020 and the 2021-2027 Erasmus+ programme followed a similar overall structure and provided opportunities primarily under three Key Actions:

- **Key Action 1 for individuals:** Transnational and international⁵ mobility actions aimed at learners, young people and practitioners;
- **Key Action 2 for organisations:** Transnational and international cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations;
- **Key Action 3 for policy development and cooperation:** Support to policy cooperation at European Union level aiming to develop new policies to trigger modernisation and reforms in the fields of education and training, youth and sport.

The objectives of Erasmus+ are also pursued through **Jean Monnet Actions**, contributing to spread knowledge about the European Union integration matters.

*

Do you think that the structure of Programme and the type of actions it supports are still relevant to pursue its objectives in the future?

- Yes
- No

Erasmus+ coherence with other funding instruments

The Erasmus+ programme should be complementary to and provide synergies with other funding instruments available at national, EU or International level, working coherently with them, while avoiding overlaps.

Please comment whether, and if so to which extent, the Erasmus+ programme is coherent with:

	Fully coherent	Partially coherent	Not coherent at all	I don't know
* National funding opportunities/instruments addressing the education, training, youth and sport sectors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other EU funding opportunities/instruments addressing the education, training, youth and sport sectors (such as European Social Fund Plus, European Solidarity Corps, Interreg programmes, National Recovery and Resilience Facility, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other international funding opportunities/instruments for the education, training, youth and sport sectors (such as from the World Bank, Unesco, EEA and Norway Grants, Nordplus etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain your choice(s) and provide examples to support your explanation:

1000 character(s) maximum

In order to ensure more policy coherence among EU funds and EU policies, it would be important to ensure that the governance of the Erasmus Programme is more democratic and transparent. EU-level social partners, including ETUCE, had an observer role until 2014 in the LLL Programme Committee, the predecessor of the Erasmus Programme Committee. Since then social partners cannot attend these meetings.

Democratic decision making on allocating national and EU funds to projects and on how EU funds should support national budget eg on education and training and teachers' training should be defined together with the national and sectoral relevant social partners. The Erasmus Fund should not be used to replace missing national budget for the education and training systems due to former or planned austerity. The European Commission has a role in motivating MSs to ensure better democratic governance with social partners' involvement at EU and national level by involving SPs to the Committee.

⁴“Non-formal learning” takes place through planned learning activities where some form of learning support is present, but which is not part of the formal education and training system; while “informal learning” results from daily activities and experiences which are not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner’s perspective.

⁵In the context of Erasmus+, “transnational” relates to any activity involving at least two EU Member States and third countries associated to the Programme (Norway, Iceland, Liechtenstein, Republic of North Macedonia, Republic of Türkiye and Republic of Serbia), while “international” relates to any action involving at least one EU Member State or third country associated to the programme and at least one third country not associated to the programme.

Erasmus+ results

In this section, we want to hear your views on the extent the Erasmus+ Programme is fulfilling its objectives as a whole.

To what extent is the Erasmus+ programme, as a whole, managing to fulfil its objectives:

Erasmus+ specific objectives		
Education and training	To promote learning mobility of individuals and groups	* To a large extent
	To promote cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies	* To a very large extent
Youth	To promote non-formal and informal learning mobility and active participation among young people	* To a large extent
	To promote cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies	* To a very large extent
Sport	To promote learning mobility of sport staff	* I don't know
	To promote cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies	* I don't know

If you selected ‘not at all’ or ‘to a small extent’ regarding one or more objectives above, please explain why:

1000 character(s) maximum

It is important to make further steps to ensure equal access to all learners, including adults, to learning mobility programmes.

There are underutilized funds in adult education so it is necessary to ensure better resource allocation.

There is also staffing shortages of schools and trade unions which are strong barriers to effectively applying and implementing EU projects. This create diversity between well resourced institutions and organisations and those who work under limited budget and in socio-economically disadvantaged regions.

Learning mobility for teachers is still problematic due to limited access to mobility, shortage of teachers, and lack of language training to teachers.

A number of factors may impact the achievement of programme objectives. Considering your experience/knowledge of Erasmus+, we would like to know to what extent you agree with the following statements:

	Not at all	To a small extent	To a moderate extent	To a large extent	To a very large extent	I don't know
* There is sufficient awareness of Erasmus+ funding opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Erasmus+ funding opportunities meet the learning needs of individuals in my main field of expertise	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ funding opportunities meet the needs of organisations in the sector I mainly operate in	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Available national, regional or local funding provides a more appealing alternative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* The funding opportunities provided by other EU instruments are more appealing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The administrative requirements for applying, implementing and reporting on a project are proportionate to the size of the funding	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you want to say about factors that impacted the achievement of Erasmus+ programme objectives?

1000 character(s) maximum

European cross-sectoral and sectoral social partners in the education made a project on the use of EU funds by EU-level and national social partners. The outcomes was that trade unions have limited recourses to have their own financial contribution for application for an Erasmus project, several of the do not have the required legal status but special status, and they don't have the relevant and updated information about the Erasmus funds, and the human resources to apply and manage the funds. The problems are mostly the administrative and reporting duties. There should be more cooperation encouraged with the European Commission at MSs level among the Erasmus agencies, social partners and relevant stakeholders.

Please indicate the extent to which you agree with the following statements:

Erasmus+ is performing well in...	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* ...reducing its carbon footprint, for example by supporting sustainable transport modes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ...reaching out to people with fewer opportunities ⁶	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* ...ensuring the participation of grassroots and newcomer organisations through simplified grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* ... providing flexible mobility formats, such as group mobility and blended mobility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* ...simplifying access to grants through e.g. the accreditation process	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... fostering active citizenship and participation in democratic life	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ...promoting common EU values and a strengthened European identity	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ...fostering digitalisation of learning mobility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ...fostering mobility and cooperation opportunities with the rest of the world, thanks to its international dimension	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ...supporting EU policies and priorities (e.g. digital transformation, environmental sustainability, gender equality)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* ... complementing national policies and programmes to achieve shared objectives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you disagree or strongly disagree with one or more statements above, please explain why:

1000 character(s) maximum

It is important to enhance more inclusion on mobility. The grants should be enough to cover the living and learning cost of the mobile learners and teachers.

It is important to ensure that learners participate in the official curricula of the host institutions, they are included in students' life, and their studies are recognised after returning to the home institution.

When talking about mobility of apprentices, the European Framework of Quality and Effective Apprenticeship should apply for the mobility and in the host institution. Apprentices should have rights as learners and workers, their good working conditions and pay must be secured.

Inclusion and diversity

To what extent do you agree with the following statements:

Erasmus+ is an inclusive programme as it facilitates participation of people with fewer opportunities facing the following barrier(s):	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Barriers linked to education and training systems (e.g. early leavers from education and training...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Cultural differences (e.g. people with a migrant or refugee background, people belonging to a national or ethnic minority...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Social barriers (e.g. social adjustment difficulties, difficulties linked to family circumstances)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Economic barriers (e.g. disadvantaged economic background, such as low income, unemployment or learners needing to work to support themselves...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Barriers linked to discrimination (e.g. discriminations linked to gender, sexual orientation, age, ethnicity, religion, beliefs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Geographical barriers (e.g. people from rural or remote areas, on small islands or in peripheral/outermost regions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Focus on some key initiatives

The following key initiatives have been implemented under Erasmus+: DiscoverEU, European Universities initiative, Centres of Vocational Excellence, Erasmus+ Teacher Academies.

We would like to know the extent to which you agree with the following statements:

*** DiscoverEU provides a high added value for 18 years-olds, allowing them to learn about Europe and acquire skills of value for their future⁷**

- Strongly agree
- Agree
- No opinion or uncertain

- Disagree
- Strongly disagree

b) The funding of the following initiative(s) under Erasmus+ is highly contributing to support excellence, creativity and innovation at the level of organisations and policies

	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* European Universities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Centres of Vocational Excellence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ Teacher Academies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁶Erasmus+ uses a broad and encompassing definition of people with fewer opportunities, focused on addressing the barriers that different target groups may face in accessing the Programme opportunities. This includes people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote and rural areas.

⁷These include e.g. the following skills: how to be independent, how to plan and organise and how to deal with unexpected situations.

Contextual elements influencing Erasmus+

In the following sections you will be asked about your participation in the programme in light of recent unforeseen events, such as the outbreak of the Covid-19 pandemic, the Russian invasion of Ukraine and the recent rising of inflation, which strongly impacted the implementation of Erasmus+ projects. Your replies to these questions will help us assess the impact of these contextual elements on Erasmus+ and if additional inbuilt mechanisms for more agility and flexibility are needed in the 2021-2027 programme and a possible successor programme.

Covid-19 pandemic

*** Has the Covid-19 pandemic impacted your participation in the Programme?**

- Yes
- No

*** What role did your organisation take/ was supposed to take in the project?**

- My organisation was the project coordinator
- My organisation was a partner in the project
- My organisation was an associated partner in the project

*** How has the Covid-19 pandemic affected your organisation's participation in the Erasmus+ Programme?**

- The project was postponed
- The project was cancelled
- Some parts of the project were implemented online
- Not all participants could take part in the project
- The project's methodology and activities changed
- Some of the project results changed compared to the originally planned
- Parts of the grant had to be refunded
- Other

*** How do you rate the support provided by the programme bodies in response to the Covid-19 pandemic?**

- Excellent
- Good
- Neutral
- Not good
- Poor

*** To what extent do you think Erasmus+ demonstrated responsiveness to mitigate the challenges caused by the Covid-19 pandemic?**

- To a very large extent
- To a large extent
- To a moderate extent
- To a small extent
- Not at all

Consequences of the Russian invasion of Ukraine

*** Has the war in Ukraine impacted your participation in the Programme?**

- Yes
- No

*** To what extent do you think Erasmus+ demonstrated responsiveness to mitigate the challenges caused by the consequences of the Russian invasion of Ukraine?**

- To a very large extent
- To a large extent
- To a moderate extent

- To a small extent
- Not at all

Inflation

*** Has the inflation affected your participation in Programme?**

- Yes
- No

Do you have any suggestion on how to make Erasmus+ more responsive and resilient in the light of future challenges?

1000 character(s) maximum

It was important that projects could be postponed and that the events changed to online.
 Online meetings were also supportive to cut the budget of meetings.

Costs and benefits of the Erasmus+ programme

This section explores whether the achievements of the Erasmus+ programme have been delivered at a reasonable cost.

Thinking about the evolution of Erasmus+, and specifically the changes from the 2014-2020 to the 2021-2027 Programme, to what extent do you agree with the following statements concerning the efficiency of Erasmus+?

	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* The budget of the Programme is sufficient to achieve its objectives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The management of the Programme has been effectively simplified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* The user-friendliness of the grant application to the Programme has improved	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The user-friendliness of the guidance and support tools (namely IT tools, Programme Guide, application forms, etc.) has generally improved over time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

* The budget distribution between actions managed centrally and by National Agencies is appropriate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* The budget distribution between the three Key Actions and the Jean Monnet actions is appropriate	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other funding instruments implement more cost-effective activities to respond to the needs of the education and training, youth and sport sectors	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

You answered "disagree/strongly disagree" to at least one statement above.

Please explain possibly providing some examples:

1000 character(s) maximum

To what extent do you think the actions funded by the Erasmus+ programme are cost effective (i.e. their costs are appropriate given the results achieved)?

	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* Transnational learning mobility (Key action 1)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Transnational cooperation projects aiming to support mutual learning, exchange of good practice, innovation and capacity building of organisations (Key action 2)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Actions aiming to support policy reforms in the education, training, youth and sport sectors (Key action 3)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** What type of funding model(s) do you have experience with under Erasmus+?**

- Actual costs
- Unit costs
- Combination of unit costs and actual costs
- Lump sums contribution
- Combination of lump sums and actual costs

To what extent you agree with the following statements about these funding models?

	It is easy to use	It provides appropriate funding
Actual costs	* <input type="text" value="Somewhat agree"/>	* <input type="text" value="Somewhat agree"/>
Unit costs	* <input type="text" value="I don't know"/>	* <input type="text" value="I don't know"/>
Combination of unit costs and actual costs	* <input type="text" value="I don't know"/>	* <input type="text" value="I don't know"/>
Lumps sums contribution	* <input type="text" value="Somewhat agree"/>	* <input type="text" value="Somewhat agree"/>
Combination of lumps sums and actual costs	* <input type="text" value="Somewhat agree"/>	* <input type="text" value="Somewhat agree"/>

Benefit of having a European programme like Erasmus+

In this section, we ask for your views on the added value created by the Erasmus+ Programme, in the context of other national, European or international level interventions.

To what extent do you agree with the following statements?

	Strongly agree	Agree	No opinion or uncertain	Disagree	Strongly disagree
* Erasmus+ is funding activities which would not have been funded otherwise	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ triggers innovation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ contributes to the internationalisation of the participating organisations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ is providing a level playing field with the same type of actions and funding rules for all participating countries.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ is providing additional financial support to already existing activities at the national, European or international level	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Lessons learnt and outputs developed from the Erasmus+ projects (which you are most aware of) are being shared with other stakeholders and applied elsewhere	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ is contributing to improving the national, European or international support measures for the education, training, youth and sport sectors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ contributes to building a European identity/sense of belonging and raises awareness on EU values	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus+ contributes to improving inclusion, diversity, fairness and equal opportunities at national, European and international level	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain:

1000 character(s) maximum

The EU values and identity should be have a more strong role in the evaluation of the projects. The evaluation of project should also prove that the application to Erasmus fund is not for replacing missing budget caused by cuts to education systems, but that it is an additional fund to support participation in international cooperation and to enhance democratic citizenship competences and EU values as priority objectives.

Would you like to outline other areas where the Erasmus+ programme has added value to the actions implemented on the national, European or international level?

1000 character(s) maximum

Forward-looking questions

The current Erasmus+ programme will end in the year 2027. We would like to have your opinion for a possible successor programme.

* In your opinion, should support for learning mobility and cooperation in education, training, youth and sport be considered a priority in EU funding allocation beyond 2027?

The Erasmus+ budget for the 2021-2027 period is about 26 billion EUR.

- Yes, with the same level of resources
- Yes, but with more resources
- Yes, but with fewer resources
- No
- I don't know

In your opinion, what type of actions should be maintained, modified or discontinued in a possible successor programme to Erasmus+?

Key action	Action	
Key Action 1 Learning mobility	Mobility projects for higher education students between programme countries ⁸	* To be kept
	Mobility projects for higher education staff between programme countries	* To be kept
	International credit mobility in the higher education field	* I don't know/no opinion
	Virtual exchanges in the field of higher education	* I don't know/no opinion
	Mobility projects for vocational education and training learners	* To be kept
	Mobility projects for vocational education and training staff	* To be kept but changed
	Mobility projects for school pupils	* To be kept
	Mobility projects for school staff	* To be kept but changed
	Mobility projects for adult learners	* To be kept but changed
	Mobility projects for adult education staff	* To be kept but changed

	Language learning opportunities (online language support for mobility participants)	* To be kept but changed
	Mobility of young people	* To be kept
	Mobility of youth workers	* To be kept
	Youth participation activities	* To be kept
	DiscoverEU activities	* I don't know/no opinion
	Virtual exchanges in the field of Youth	* I don't know/no opinion
	Mobility of sport staff	* I don't know/no opinion
Key Action 2 Cooperation among organisations and institutions	Cooperation partnerships	* To be kept
	Small-scale partnerships	* To be kept
	European Universities	* To be kept
	Centres of Vocational Excellence	* To be kept
	Erasmus+ Teachers Academies	* To be kept

	Erasmus Mundus Joint Masters Degrees	* To be kept
	Alliances for innovation	* To be kept but changed
	Forward-looking projects	* To be kept
	Online platforms and tools for virtual cooperation in school education, such as the European School Education Platform (ESEP), and adult education, such as the Electronic Platform for Adult Learning in Europe (EPALE)	* To be kept
	Capacity Building in the field of higher education	* To be kept
	Capacity Building in the field of vocational education and training	* To be kept
	Capacity Building in the field of youth	* To be kept
	Capacity Building in the field of sport	* I don't know/no opinion
	Not-for-profit sport events	* I don't know/no opinion
Key Action 3 Support to policy development and cooperation	Preparation and implementation of the EU general and sectoral policy agendas in education, training, youth and sport	* To be kept
	Quality, transparency and recognition of skills and competences (e.g. Europass, Youthpass)	* To be kept

	Policy dialogue and cooperation with stakeholders (e.g. support to the functioning of EU-wide networks and European NGOs in the fields of education and training, and youth)	* To be kept but changed
	European Youth Together	* I don't know/no opinion
	Measures supporting the qualitative and inclusive implementation of the programme, such as the Training and Cooperation Activities, DiscoverEU learning Cycle	* To be kept
	Support to SALTO Resource Centres	* I don't know/no opinion
	Support to Eurodesk network	* I don't know/no opinion
	Support to the European youth forum	* To be kept
	Measures supporting cooperation with other EU instruments to foster synergies and complementarities	* To be kept
	Dissemination and awareness-raising activities	* To be kept
	Policy experimentations	* To be kept
Jean Monnet actions	Jean Monnet in the field of higher education (Jean Monnet Chairs and Modules, Centres of Excellence)	* To be kept
	Jean Monnet in other fields of education and training (schools and vocational education and training)	* To be kept
	Jean Monnet Policy Debate	* I don't know/no opinion
	Support to institutions pursuing an aim of European interest: the European University Institute, Florence, including its School of Transnational Governance; the	

College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration, Maastricht; the Academy of European Law, Trier; the European Agency for Special Needs and Inclusive Education, Odense; and the International Centre for European Training, Nice.

*

To be kept

To what extent do you think the following aspects need to be addressed to maximise the impact of any successor to Erasmus+?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	Not at all	I don't know
* Need for an increased overall Programme budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Further simplify the administrative requirements to access funding	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Fund new types of activities, compared to the current programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increase coordination/synergy with other EU programmes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Better access for newcomers and grassroots organisations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Better access for people with fewer opportunities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Introduce full virtual mobilities (without any physical component), with proportionate grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Better recognition of learning outcomes acquired in mobility and of qualifications	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increased opportunities for cross-sectoral cooperation between educational institutions and business	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increased opportunities for international mobility and international cooperation with countries outside Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Increase the level of individual grants	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improve the sharing of results and success stories	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*						

Extend the lump sum approach to other types of actions (e.g. mobility actions)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Better access for young people and organisations from third countries not associated with the programme	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain your views:

1000 character(s) maximum

Concerning the Learning mobility, the mobility of teachers, education staff, and adults should be revised in order to ensure better support to them to participate in learning mobility, ensure salary transfer and additional learning fund, and recognition of the learning mobility as CPD or adult learning training after returning.

Alliances of innovation and other objectives should ensure that the projects are granted only for schools and not to companies who need to invest their own budget for their own innovation activities. The objectives of supporting innovation under the Erasmus should support innovations for social and public objectives and not for private objectives.

Erasmus projects should be supported when the resources for the schools need to support to establish necessary cooperations between VET institutions and companies, eg on quality apprenticeship and VET teachers' training.

Do you have any other thoughts or suggestions, which were not covered in the consultation so far?

1000 character(s) maximum

In person mobility to learn about other cultures in the EU is absolute essential to fight against radicalism. The online mobility is not mobility.

Cooperation with NGOs working on education is important, but the funds should also support activities between the trade unions and ministries.

Language training for mobility should be enhanced.

Improving mobility outside of Europe need to ensure that learning quality and recognition are ensured.

Supporting the learning mobility of students, learners and teachers with the ETF countries should be enhanced.

Presenting project outcomes which can have a positive impact on numerous education systems and EU policy making should be supported eg by an "Erasmus Week". The Erasmus programme should allocate resources to support activities under the upcoming European Year of Teachers (see Council conclusions on EEA, May 2023)

Here, you can upload a position paper you would like to share with us for this evaluation.

Maximum file size allowed: 5MB

Only files of the type pdf,txt,doc,docx,odt,rtf are allowed

[4ae02dd4-631e-4def-9b65-61e3ffedabbc/Final-Joint--ETUC-ETUCE-Reaction-on-Erasmus-Regulation.pdf](#)

⁸In the 2021-2027 Erasmus+ programme “programme countries” are called “EU Member States and third countries associated to the programme”, the latter are Norway, Iceland, Liechtenstein, Republic of North Macedonia, Republic of Türkiye and Republic of Serbia.

Background Documents

[ARES_2023_2595243_EAC_letter_for_ICF_on_Erasmus_evaluation_20230328.pdf](#)

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