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National report on the implementation and impact of Erasmus+ in the field of education and training the Flemish Community of Belgium Annexes

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In opdracht van

Vlaamse Overheid
Departement Onderwijs en Vorming



Vlaanderen
is onderwijs & vorming





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Part 1 - Document overview



1 / List of documents

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Part 2 - More elaborate justification for the answers to standard questions



1 / Effectiveness

EQ 1. To what extent have the various programme fields both within Erasmus+ 2021-2027 and Erasmus+ 2014-2020 delivered the expected outputs, results and impacts in your country? What negative and positive factors seem to be influencing outputs, results and impacts? Do you consider that certain actions are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?

This part discusses the effectivity for pupils and students, teaching staff and for organisations. Note that the conclusions in this part are based on self-reports from the surveys and – to a lesser extent – the focus groups, due to which we cannot make inferences about objective or causal effects/impacts. Nevertheless, the findings offer interesting insights into the *experiences* of participants and beneficiaries. In our reporting we include findings from both closed questions and open-ended items in the survey.

LEARNERS

General satisfaction

The survey shows that overall satisfaction is very positive among respondent learners. 54% of learners reported to be very satisfied in general with the Erasmus+ programme and 39% reported to be fairly satisfied (see figure below). Only 1% of respondents are (very) dissatisfied with the Erasmus+ programme. In addition, 57% say their first experience with Erasmus+ motivated them to participate again. For this, several students indicate that it is one great experience that they will benefit from for the rest of their lives. Others, however, indicate that it is not easy to miss classes longer in one's own school/university and that it is not easy to receive a scholarship for a second time.

Results concerning competences and skills

The most pronounced skills that learners reported to result from their Erasmus+ exchange are better communicate abilities, more belief in their own abilities and better ability to work with others. The ability to express oneself more creatively, to think logically or to draw conclusions is less pronounced. An important result is therefore personal development and better soft skills such as communication and teamwork.

"Very instructive experience and also in terms of self-development, this was a great opportunity, which offers great opportunities in your career." (vocational school student)

With regard to competences, the survey results suggest that learners most clearly appear to have improved their knowledge of foreign languages, while the effects on technical or professional knowledge, school performance and use of digital used are relatively limited. About 4 out of 10 indicated in the survey that their knowledge of technical or professional competencies had improved. In about 1 in 3 there were also effects on results/learning or school performance. Similarly, only a third had a result in digital skills or increased use of digital tools in their studies or work.

Results concerning dealing with others

After Erasmus+, learners report to have more skills to interact with others. Items that received high average scores included the building of a network, on getting to know new people in Europe, awareness of other cultures and their customs. Other items with relatively large average scores were the ease with which learners interact or collaborate with people from different backgrounds and cultures and tolerance for the values and behaviour of others. Just over half of respondents reported to have friends abroad because of their Erasmus+ exchange.

Impact on education/training and activities



In terms of education/training and activities, most of participating learners in the survey have obtained their diploma for the training in which the Erasmus+ participation took place. A third have started a new programme since their participation, usually with a professional or academic bachelor's or master's degree. Several students also indicated that they were looking for new internships because of their exchange, or that Erasmus+ had encouraged them to continue their studies. However, the motivation to complete the current course or degree was less pronounced.

As a result of their Erasmus+ stay abroad, learners also reported strong intentions to participate in internationalisation projects/initiatives in the future. There is also a higher willingness to go across borders for future education or work.

"I have learned fantastic things through Erasmus Dual. I would never have been able to afford such an internship and it was a priceless experience." (vocational learner)

Impact on work and entrepreneurship

There are different observable results for work and entrepreneurship in the survey findings. Learners indicate that they dare to try more new things. For example, after the stay, **new events or practices appear** to have been started by various learners (e.g. volunteer work, an exhibition, a book, etc.). Some even indicate that they **have launched their own company or project** thanks to the internship abroad or stay abroad (e.g. their own online shop, freelance work, etc.).

Erasmus+ also provides some people with **more initiative in their home university**, for example by being involved as a student representative. In terms of **free time**, several students indicate that they are more independent and therefore dare to travel alone.

After their stay, learners report that they can more easily imagine studying or working abroad in the future. Moreover, some students are already working **abroad**, often in the country of their foreign residence, or they are working from Belgium, but the foreign network they have acquired reportedly helps them to work internationally. Students also feel that they have better opportunities for internships or jobs. Hence, there is a perceived **higher employability** consequently. From the findings, the intention to start a business due to Erasmus+ participation was less pronounced/common.

Levers and thresholds

Overall, the learners are satisfied with the communication, guidance and support from the school or organisation. Learners who are less satisfied mainly indicate that they received too little support in their search for a place to live. They do indicate that they had sufficient support from parents, family or friends. Other learners, however, indicate that convincing the parents was an additional barrier.

Most students in the sample do not think they received enough information. Some did indicate that receiving information from their higher education institutions was slow and, sometimes very last minute. For specific and less populated fields of study, for which there are not many students doing an exchange, there is also often less knowledge about the possibilities abroad.

Learners are also on average satisfied with the administration or paperwork (e.g. during the application or during my stay). Learners who were less satisfied indicated that it was sometimes unclear which documents had to be submitted, and that there were sometimes difficulties in meeting deadlines, due to different ways of working between the different schools. Learners who were satisfied with this indicate, among other things, that they were well supervised and helped by teachers.

On average, the financial burden was not too great for the participants. However, participants living in specific cities (such as Amsterdam, for example) or specific countries (e.g. Switzerland) indicated that rental costs were



not covered by the scholarship from Erasmus+. Pupils indicate that staying with host families helps a lot in reducing costs.

A minority of participants felt that the (foreign) language made it more difficult to stay abroad. Learners indicate that the language of instruction was often English during their stay, which facilitated communication.

Finally, a minority felt that it was difficult to have the learning outcomes/experiences gained abroad recognised. Differences showed that they did not think the grade conversion was entirely fair. The quote below also shows that administration does not always run smoothly in this respect.

"I didn't know that I had to pass on my points at the end of my first year of exchange. As a result, I did not deliberate in Brussels and was unable to register for the second year."

STAFF

Satisfaction

As a result of the Erasmus+ stay abroad, the majority of staff (83%) in our survey sample plan to continue to participate in future projects/initiatives of learning or training abroad and 68% plan to continue to participate in future projects/initiatives of learning or training abroad. Staff members are also generally satisfied with the Erasmus+ programme as a whole: 44.2% are completely satisfied and 50.5% are rather satisfied. Vocational education and training staff and school education staff are most likely to be completely satisfied.

Outputs of the program: frequency and activities

On average, staff in our survey participated more than once in Erasmus+ programmes. On average, higher education staff are the most likely to participate in an Erasmus+ programme (3.8 times on average). The activities in which staff members mostly participated during their Erasmus+ participation were courses or training, job shadowing and teaching or training assignments. Less common activities are Staff mobility for educational purposes, Staff mobility for training purposes or Intensive programmes for combined distance and face-to-face learning.

Results concerning competencies and skills

Staff mainly reported to have improved the following competencies and skills through their Erasmus+ participation: pedagogical and didactic knowledge, practical skills such as planning and organisation, analytical skills and improved knowledge or use of foreign languages. Less improved competencies were analytical skills, digital skills and digital tools for work, and this was most pronounced for higher education and adult education. In terms of soft skills, staff members mainly have better competencies around the belief in their own abilities as a professional and around communication skills. Less learned competencies are easier to make decisions and express more creatively.

The survey shows that 3 out of 4 of the staff members did not complete any language training to support their stay abroad. About 1 in 5 indicated that they had practiced a foreign language on their own initiative. On average, adult education staff have made the least use of language training (83% have not received any language training).

Results and impact on social interaction, understanding and commitment

Indicators for which relatively high average scores were observed include more awareness of diversity in society and more understanding of and openness to social, linguistic and cultural diversity. Less pronounced were the ability to respond to the needs of disadvantaged groups and on making friends abroad.

Mainly VET staff and school education staff reported to still be in contact with friends or acquaintances abroad, whom they met as part of their participation in the Erasmus+ programme. In total, half of the staff members indicate that they sometimes or very often still have contact with these friends or acquaintances abroad.



Results and impact on the quality, knowledge and innovation in education and learning

With regard to practices and policies, there are different outcomes. For example, staff members indicate that they have a broader understanding of different possible practices in the field of education and training abroad, with 90% agreeing or fully agreeing. Erasmus+ also appears to contribute to the **knowledge of work methods for staff**. Staff also report a broader understanding of the various policies and practices in Flanders and abroad.

With regard to quality, knowledge and innovation, there are also several factors of **impact**. Staff clearly indicated that their knowledge of (the topics in) the professional domain has expanded or deepened, that they are able to deliver more quality work for learners (pupils/students/trainees/trainees) and they have tried out or developed new learning practices or teaching methods. Hence, there appears to be a contribution of Erasmus+ to the **capacity of staff to trigger modernisation**. New **learning practices or teaching methods** that have been tried or developed by respondents include: more tailor-made teaching and more differentiation; coaching in education, inquiry-based learning, co-teaching; more attention to well-being and care in the classroom; digital tools and gamification in the lessons; development of an international profession; use of experiential experts in the lesson; Outdoor classroom learning and the use of pupils for classes of lower grades.

Staff members also indicate that they are better able to introduce actions aimed at internationalisation in the organisation. Erasmus+ thus appears to contribute to the **capacity of staff to trigger more internationalisation** in the organisation. To a lesser extent, however, staff have developed new initiatives or practices in the field of internationalisation within the institution.

Results and impact: Career and work experience

Staff members reported to have strengthened or expanded their professional network with regard to their career and work experience. They also reported more job motivation and higher job satisfaction. To a lesser extent, staff indicate that they have better career prospects and that they can easily see themselves working abroad in the future or that they see more opportunities to work for other institutions abroad. Thus, based on the survey findings, positive job-related experiences were more clearly pronounced than more long-term career-related experiences. Potential explanations given by staff during focus groups was that many other factors shape the career experiences of educational staff besides internationalisation, and that a potential impact of Erasmus+ on staff careers may be more indirect (e.g. through an increase in work engagement and organisational commitment, there may be less turnover or disengagement/bore out).

Impact on the internationalisation/mobility policy within the organisation

79% of staff in the survey indicate that Erasmus+ has encouraged them to actively support colleagues in the context of learning mobility and 69% indicate that it has increased opportunities for future learning mobility. In addition, with regard to policies within the organisation, 61% consider that their own organisations now encourage the mobility activities of pupils/trainees/trainees/students more than before participation in Erasmus+. Around 56% indicate that the organisation provides more support for mobility activities of pupils/trainees/trainees/students than for participation in Erasmus+. In conclusion, there appears to be a positive contribution of Erasmus+ participation of staff **to the internationalisation of organisations and institutions**.

ORGANISATIONS

Overall assessment of Erasmus+

Organisations are generally very satisfied with the Erasmus+ programme. A share of 47.0% of respondents is even completely satisfied. Amongst organisations that participated in both KA1 and KA2, 54.0% are completely satisfied.

Results and impact concerning target groups and society



After participation in Erasmus+, organisations report changes in their diversity, participation, and the needs of target groups. Practices that were most clearly reported as sustainably/structurally embedded are: that work is done in a more participatory way, that the **needs of disadvantaged groups** are better met and that social, ethnic, linguistic and cultural **diversity** is better dealt with.

Based on the survey findings, it appears that participation in Erasmus+ has led to a more active institutional participation in social and civic life for the majority (58.3%) of the organisations. A small share of the respondents indicates that changes in such participation have not yet happened but are on the agenda (15.1%).

Capacity and policy of the organization

Participation in Erasmus+ reportedly contributed to several changes in the organisation's practices, approaches, or policies. Elements that were most clearly reported as structurally embedded in the organization are: that good practices and new methods are more easily used in daily operations and that they are shared more internally within the organization.

For the majority of organisations, the experience of Erasmus+ is used as a source in shaping the organisation's **professionalisation policy** and offer. Only 11.2% of organisations indicate that this does not happen.

In half of the organisations, participation in Erasmus+ has contributed to more strategic planning of the professional development of staff. Indeed, 52.7% of organisations indicate that as a result of participation, the professional development of staff is planned based on individual needs and organizational goals. Hence, it seems that participation in Erasmus+ programs has **moderately enhanced the capacity of educational institutions**.

Impact on internationalisation

The majority of organisations in the survey feel that Erasmus+ increases the organisation's ability to function better in an international context and to share high-quality knowledge on European themes within the organisation.

For more than half of the higher education institutions (HEIs) (55%), the Erasmus+ programme increases the ability of the college or university to conduct high-level research and teach on European topics, attracting new students and researchers. For HEIs that participated in both KA programs, 60% (fully) agreed. For HEIs that only participated in KA1 this is 75%, but no one fully agreed. For HEIs that only participated in KA2, only 5% agreed. In conclusion, it appears, based on our survey sample, that HEIs perceive an **increased capacity to teach EU subjects and to attract more learners and teachers**.

In one in 3 organisations, Erasmus+ is reported to have led to cooperation with partner countries, i.e. with countries not belonging to Programme Countries. Of the organisations that participated in both KA, 1 in 2 agreed. Of the organisations that only participated in KA 1, 4 out of 5 do not agree. Of the organisations that only participated in KA2, 2 out of 3 do not agree. It thus appears that there is a **moderate contribution of Erasmus+ to the capacity of organisations in third countries not related to the programme**.

For 93.3% of organisations, Erasmus+ increases the attractiveness of the organisation in the partner countries. 66.6% of organisations consider that participation in Erasmus+ has led to targeted capacity building at the partner organisation in an EU partner country, and 76.7% agree or fully agree that this has led to targeted capacity building of the organisation.

Results and impact related to mobility (KA 1)

Of the organisations that have already participated in KA1, 53.0% consider the chance of (re)applying for an Erasmus+ project in the future to be very high. With regard to mobility under KA 1, organisations report important results for both learners and staff, which are generally in line with the findings from the learner and staff surveys. For mobility under KA1, the main contributions to the personal development of **learners** after their participation



in Erasmus+ are their ability to collaborate better with others, communicate better and improve their knowledge or use of foreign languages.

Based on the survey responses from organisations, the main benefits of Erasmus+ participation for the development of competences and skills of **staff** are improve pedagogical and didactic knowledge, improve the knowledge or use of foreign languages and increased, increase communication skills and strengthen interpersonal or leadership skills. Results for the development of analytical skills and the improvement of digital skills appear less strong.

As far as the implications for the job and the career of staff are concerned, organisations reported that staff members demonstrate more job motivation **for work and an expansion or strengthening of their professional network**. With regard to the **impact on mobility activities**, it is indicated that staff are more encouraged to participate in foreign exchanges than before their participation. A smaller proportion of organisations (47.4%) say Erasmus+ has increased their staff's opportunities for future mobility or provided more quality work for the benefit of pupils/students (44%). Only a third of organisations (33%) say their staff have broader opportunities for their professional and career development. The contribution to **career development** thus appears moderate (generally in line with staff survey findings).

Results and impact concerning the cooperation (KA 2)

Of the organisations that have already participated in KA2, 30.8% estimate the chance of submitting an application (again) in the future to be very high, but a large proportion indicate that it is still too early to estimate this. A 16% indicate that the chance is (very) small.

For the majority of organisations, participation in Erasmus+ has led to **partnerships** with other organisations in **Flanders** (65.8%). Most often, partnerships occurred between the organisation and (an) organisation(s) active in education or training. To a lesser extent, partnerships occurred with organisations active in other policy areas (youth/sport), active in scientific research or from the labour market (e.g. for internships). Participation in Erasmus+ has also led in most cases to partnerships with other organisations abroad (87.4%), in most cases (27.0%) with an organisation and a company in the labour market (e.g. for traineeships).

A majority (58.0%) of the organisations believe that cooperation within the framework of KA2 helps with the internationalisation of their operations. Slightly less than half indicate that the results in the context of KA2 also help with other aspects of operation. Organisations indicate that this is the case with job shadowing, exchange projects.

EQ 2. What are the results and long-term impact of Erasmus+ 2014-2020 in your country? We are interested in the impact of all actions/elements of Erasmus+ 2014-2020, and with special attention to those actions/elements that are continued in Erasmus+ 2021-2027. We are also interested in the impact of actions/elements that have been discontinued to the extent that it might help design the future programme.

In 2021, Epos commissioned a study into the long-term impact of Erasmus+ in schools. Many of the findings from this study are confirmed in this evaluation, and also apply to the other sectors aside from school education. It appears that most of the outcomes identified above in EQ 1, have long-term impact.

To begin with, an impact on organisational development was reported by survey respondents and interviewees. Erasmus+ reportedly contributes to an organisational transition towards a more open and innovative school cultures. Participation leads to innovation in the pedagogical project of schools and other institutions in education and training. Additionally, international projects were described as positively enhancing the image of the school and as strengthening cooperation with partners.



Another dimension concerns the impact on internationalisation. This impact is reflected in an increased institutional capacity for international projects, as reported by various beneficiaries during focus groups. The internationalisation process is reinforced by accreditation: since accreditation implies a longer-term commitment and requires prior experience with mobility projects, it was described as contributing to more durable internationalisation in schools. International networks are also further expanded through Erasmus+ participation, often resulting in long-term partnerships and international friendships. The research also showed that the different types of Erasmus+ projects and eTwinning are mutually reinforcing. Taken together, internationalisation is systematically built up in the school organisation and structure over time.

For school education, VET, and adult education, the former school exchange partnerships (KA219-229), available in the 2014-2020 programme, were considered by beneficiaries as an accessible and highly valuable action to build up an international network. In the current 2021-2027 programme, this type of collaboration was integrated under KA1 (albeit under different application requirements) and expanded to include VET and adult education. Despite the continued availability of this activity, there is a perception amongst schools that opportunities for school exchange partnerships have disappeared – constituting a perceived gap in the Erasmus+ offer.

There is also a durable impact on the quality of education, manifesting itself in various ways. Firstly, increased quality of education was described by interviewees as emerging through teachers and the personal and professional growth they experience. For teachers, analysis suggests that participation in Erasmus+ motivates and inspires, strengthens the team atmosphere and cooperation between teachers, and places the Flemish educational reality in a broader (less isolated) context – thereby adding a sense of meaningfulness to the job. Moreover, participation in Erasmus+ was described by interviewees as leading to greater understanding and respect between pupils and teachers. In class, the effects of Erasmus+ are reflected in the use of new teaching methods, the introduction of inspiring practical examples, and an altered relationship between teacher and pupils which tends to change towards 'the teacher as a coach'. All of this reportedly contributes to educational practices that better meet the needs of students.

For learners, as well, Erasmus+ was reported by interviewees to offer huge opportunities for long-term growth. To illustrate, for pupil mobility, interviewees described participation in Erasmus+ as resulting in a broadening of horizons, growth in terms of self-reliance, self-efficacy and self-confidence, an increased sense of responsibility and better social skills for the pupils concerned. In addition, evidence suggests that participation by learners leads to strengthened technical and substantive knowledge and skills, strengthened language skills and the courage to actively use foreign languages, and a motivational boost. In this way, Erasmus+ strengthens labour market opportunities or chances to transition to further levels of education.

EQ 3. What is your assessment of the quality of applications received in your country, and what measures could be taken to improve the quality of applications and awarded projects in your country taking into account the doubling of budget for the 2021-2027 programme cycle?

QUALITY OF APPLICATIONS

Figure 1 illustrates that there is a clear **gap between the share of KA1- and KA2-applications that meet the quality threshold** in most years. The share of qualitative KA1-applications increased slowly over the years, with a noticeable dip at the start of the new programme cycle (2021). The evolution of the share of qualitative KA2-applications is more dramatic: from 19% in 2014 to 81% in 2020. This is due to considerable efforts that were made by the European Commission to improve the accessibility and success rate of KA2-applications during the previous programme cycle. In the new programme cycle (2021-2027) we see that the share of qualitative KA2-applications seems to be decreasing again. This might be due to the inclusion of small scale partnerships (KA210)

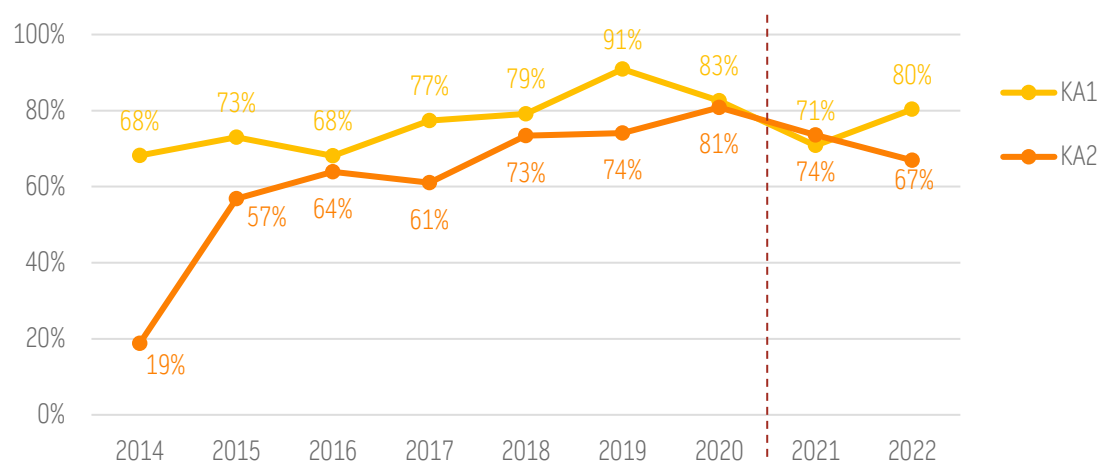


in the new cycle, since external experts deem those applications to be of relatively low quality. A possible explanation offered by external experts is that applicants may not be used to writing KA2 project applications. The quality concerns linked to small-scale partnerships are in contrast with the applications for Strategic partnerships in the previous programme cycle (KA201, KA202, KA203, KA226, KA227). The National Agency (NA) and external experts observed that applications for Strategic partnerships were of rather high quality since mostly organisations with prior experience took part in them.

The experts had several remarks about the quality of applications:

- ▶ The expansion of accreditation in KA1 has resulted in higher quality applications.
- ▶ The long-term vision is often missing in the applications for KA2-projects, partly because, according to the experts, the requirements of what should be covered in a KA2-application are not clear enough.

Figure 1: Share of eligible KA1- and KA2-applications that meet quality threshold

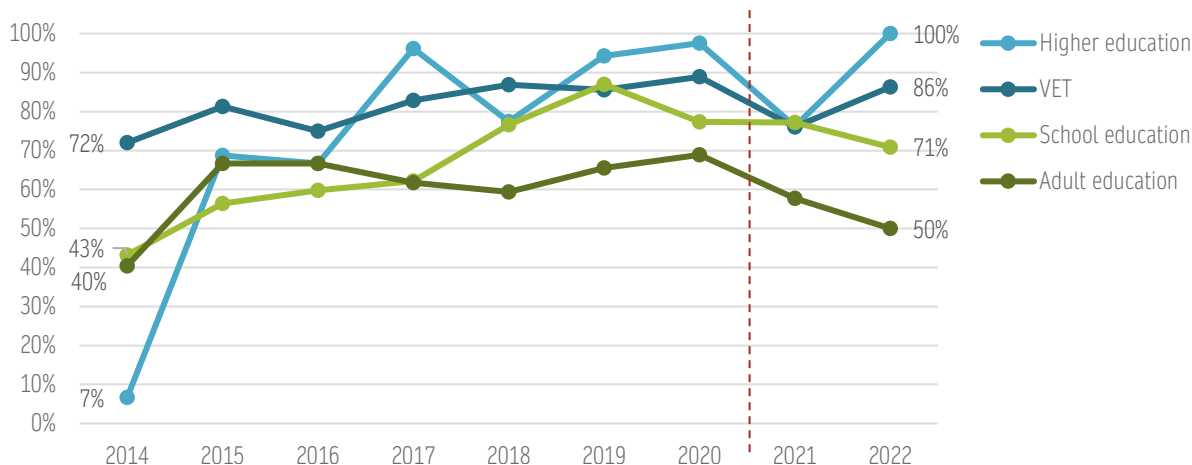


Note. These figures only include applications that are assessed on quality by experts. Applications done by accredited organisations are thus excluded.

The quality of applications also varies between the sectors. Especially in recent years, the share of qualitative applications is highest in higher education, and lowest in adult education. This data confirms observations made by the National Agency (NA) and the external experts: applications in higher education (especially KA1) generally score well because these institutions have departments dedicated to internationalisation, and they are experienced in writing applications. The experts see that the quality of applications in other sectors is rather inconsistent. Often applicants have good ideas content-wise, but they lack the knowledge and skills on how to write a good application. Epos offers writing support, and indicated that this has already had a substantial positive impact on the quality of applications, especially in school education. Despite the NA-support offered, the adult education sector continues to lag behind in terms of quality of applications. Epos mentions that, concerning KA1, the sector generally is not very aware of the possibilities within Erasmus+, which makes it especially important for organisations in this sector to get in touch with the NA before applying so they can get the support they need.

Figure 2: Share of eligible applications in each sector that meet quality threshold





Note. These figures only include applications that are assessed on quality by experts. Applications done by accredited organisations are thus excluded. This causes some instability in the figures regarding quality for higher education, since the number of applications submitted outside of the framework of accreditation in this sector is quite small and varies greatly over the years.

Points of attention:

- ▶ The vast majority of applications are actually not assessed on quality, as they are done by accredited organisations.
- ▶ Beneficiaries mention that the quality assessment by experts is subjective, and that the score will depend on who does the assessment.
- ▶ Beneficiaries in adult education mentioned that sometimes organisations decide to submit their KA2-applications in a different country (of a collaborating partner) because they know that the success rate is higher in that country than in Flanders.
- ▶ The position paper by Vlhora mentions that the application and reporting procedure is very complex compared to the number of actual mobilities that result from the procedure.

MEASURES TO IMPROVE QUALITY

The National Agency has already taken several measures to improve the quality of applications and final reports. Support measures in the **applications** phase include seminars, information days, writing sessions, individual advice, proactively reaching out to target audiences, and more Epos notices that the quality of applications generally is high when applicants get in touch with the NA before applying, because that way, Epos can offer the support that the applicants need.

To enhance the quality of **final reports** of awarded projects, Epos provides various forms of support. These include project “clinics,” a follow-up tool with clear deadlines, personalized reminder emails, a mandatory seminar on the final report, and project management courses. Additionally, the new Epos website features a page showcasing inspirational projects by sector. In 2021, the National Agency (NA) began recognizing good practices and success stories with certificates. These measures aim to incentivize organisations to produce high-quality final reports.

This support is crucial because experts have observed that the quality of final reports often lags behind that of initial applications. Applicants tend to allocate less attention to the report phase. Furthermore, experts note that there is no active monitoring or follow-up on projects unless their score falls below 50%.



EQ 4. Please identify, describe and quantify (if possible) the spill-over effects between various actions (clusters of actions) of Erasmus+ 2014-2020 and 2021-2027 in your country, as described in the intervention logic

SPILL-OVER IN ERASMUS+ RESULTS

In line with the intervention logic, the data provides support for the expected spill-over of Erasmus+ results between the **individual and institutional level**. The following effects were found:

- ▶ **Spill-over from the individual to the institutional level:** engagement in KA1 triggered considerable improvements in internationalisation activities within Flemish organisations active in education and training. These improvements may take various forms. Results from the survey with staff suggested that institutional support and encouragement for learner mobility increases after Erasmus+ mobility engagement. In addition, the personal staff mobility experiences of internationalisation coordinators can shape their work activities and how they provide support to target groups in the organisation. Interviewees also highlighted how first experiences with learner or staff mobility can create more buy-in with organisational management, thereby convincing them to invest more resources into internationalisation activities. However, as reported by interviewees in VET, the institutionalisation of innovative work methods acquired by teachers can be more difficult to achieve.
- ▶ **Spill-over from the institutional to the individual level:** engagement in KA1 and/or KA2 activities appears beneficial for the professional development of staff due to an increase in institutional support for staff members. In the survey, 52.7% of beneficiary organisations indicated that the professional development of staff members is planned more strategically based on individual needs and institutional aims, due to the institutions' participation in Erasmus+. However, as compared to other practices adopted by beneficiaries due to Erasmus+ participation, the adaptation of the training and educational offer to the individual needs of staff members appeared less structurally embedded in the organisation.
- ▶ **Strengthening of effects due to dual involvement:** the data generally suggests that simultaneous participation in both KA1 and KA2 strengthens any positive results beneficiaries derive from Erasmus+. Interviewees suggested that synergies arise partly due to scale effects in network development: building on the trusted partnerships in both Key Actions help institutions to expand their activities more effectively and allow for mutual spill-overs between KA1 and KA2 activities. However, there are important boundary conditions to be mentioned. Reaping the rewards of dual involvement is dependent on the organisational capacity to develop both KA1 and KA2 activities and make connections between the two. In particular for smaller organisations, interviewees also highlighted the value of a clear focus on one activity – emphasising the risk of loss in quality and less effective results when there are too many KA activities.
- ▶ Although not described in the intervention logic, it must be noted that the evidence points to important **spill-overs of KA1-actions between target groups on the individual level**. For learner mobility in school education and VET it was found that the Erasmus+ experience can create a closer connection between learners and staff. Moreover, the increase in the application of innovative teaching practices by staff members after KA1 engagement was reported to positively impact the motivation of learners in the classroom.

Note that the observed spill-over effects between KA1 and KA2 may partly come from overlap between activities, since the aims of actions are not always clearly delineated (see coherence, question ...).



In contrast, only limited spill-over was observed from the individual and institutional levels to the **systemic level**. Such spill-over was described as existing only in theory and/or in implicit, hard-to-measure ways (e.g. experience with internationalisation affecting empathic abilities of individuals, which could support policy dialogue). Stakeholders have asked for more attention to this connection in the promotion, design and evaluation of the Erasmus+ programme.

- ▶ Regarding promotion and design, stakeholders in the broader field reported that **awareness of the options of Erasmus+** and its aims to affect the systemic level was insufficient to realize the potential for spill-over. This missing link was especially noticeable for the unions/social partners, for whom more structural communication about Erasmus+ was requested, for example by the National Agency.
- ▶ Regarding evaluation, it was reported that the Erasmus+ programme focuses on learning through good practices and a case-based focus, but that a **more structural monitoring and evaluation is lacking**. One possibility for improvement would be a periodic evaluation and knowledge sharing between National Agencies (e.g. through monitoring sessions) focused on identifying gaps between targets and outcomes of the Erasmus+ programme, including missing links between KA1 or KA2 and the systemic level.

Note that the lack of systemic effects was not only reported in terms of spill-over between Key Actions, but also linked to the effectiveness of the programme's overall systemic aims. In particular stakeholders in the broader field reported limited direct effect of Erasmus+ on structured policy dialogue and cooperation between relevant Flemish stakeholders, and the availability of union tools and measures fostering quality, transparency and the recognition of competencies and skills in education and training.

SPILL-OVER IN ERASMUS+ ENGAGEMENT

Positive spill-over effects outside the scope of the intervention logic were also observed in terms of **repeated Erasmus+ engagement**. Participation in one action tends to trigger participation in another action, as it lowers the perceived barriers of entry. This allows for a longer-term reinforcement of the positive effects of Erasmus+.

Such spill-over was clearly observed **within KA1**, in the following ways:

- ▶ From less to more resource-intensive forms of mobility within the same target group. This was mostly observed for staff mobility, e.g. with staff experiencing short-term training as an accessible starting point.
- ▶ From mobility by one target group to mobility by another target group. Examples included learner mobility as a way of building networks abroad and initiating staff mobility in the longer term, job shadowing by staff initiating traineeships for learners.

There was also spill-over in engagement **between KA1 and KA2**, with one level of activities functioning as a stepping stone to the other level. Although spill-over occurred in both directions, survey results suggested that KA1 participation tends to motivate KA2 participation (indicated by respectively 42% and 30% of survey respondents engaged in both Key Actions). Note that about one fourth of survey respondents with dual engagement reported no connection between the engagements.

Spill-over in engagement within KA1 and between Key Actions was developed through the following pathways:

- ▶ Network development with partners abroad
- ▶ The building of project experience



- ▶ The creation of awareness and a support base. For instance, survey and interview results suggest that staff members who participated in Erasmus+ are more likely to actively stimulate and support mobility activities amongst colleagues.

EQ 5. To what extent has Erasmus+ 2021-2027 had a transformative effect in your country on systems, values and norms, in particular with respect to the four horizontal priorities of the programme: inclusion and diversity – digital transformation – green transition (environment and fight against climate change) – participation in democratic life and civic engagement? Could you identify the horizontal priorities the programme had the highest impact on through its actions?

EQ 7. To what extent do the actions/activities/projects supported by Erasmus+ 2021-2027 contribute to mainstreaming climate and environment actions and to achieving the climate and environment objectives, including those intended to reduce the environmental impact of the programme, in your country?

A first finding is that the effects on these new horizontal priorities are difficult to measure, due to limitations in the monitoring system. Epos also indicates that there are only measures and financial compensation from the European Commission for inclusion and diversity and for green transition.

The effects of participation in Erasmus+ on the horizontal priorities are discussed in the following paragraphs. It appears that the contribution of Erasmus+ to the priorities of inclusion and diversity and for participation in democratic life and citizenship is more clearly observable than for the green and digital transition. In the survey sample, organisations that participated in the current program compared to organisations that participated in the previous program have a higher estimate of the impact of participation in the program on these two horizontal priorities. For digital transformation and the green transition, the effect is estimated similarly by respondents, regardless of which program they participated in. Focus group findings generally corroborated these results, it remains difficult to compare between programme cycles and a cautious interpretation of the findings is recommended¹.

INCLUSION & DIVERSITY

In the survey, learners indicated that they are more aware of other cultures and customs, have more tolerance or understanding for the behaviour and values of others, and can deal or collaborate more easily with people from different backgrounds and cultures, and also want to make more efforts to combat inequality and discrimination in society. Beneficiary organisations also indicate that they see these effects among learners, an effect that is estimated to be greater in the current period compared to the previous period. Similarly, surveyed staff also agreed with the statements that participation in Erasmus+ contributes to greater awareness of diversity, greater understanding and openness to social, linguistic and cultural diversity, and better collaboration in an intercultural context. Staff members seem to be less in agreement with whether Erasmus+ also ensures that people can better respond to the needs of disadvantaged groups and that people are more committed to combating inequality and discrimination in society.

The survey also suggests that Erasmus+ contributes to the ability of organisations to meet the needs of disadvantaged groups, deal with social, ethical, linguistic and cultural diversity, and further develop or elaborate inclusive teaching methods or curricula. The ability to deal with differences in learning outcomes due to socio-economic inequalities and the accessibility of the organization for disadvantaged groups are also improving, according to half of the organisations surveyed.

¹ For instance, there may be a response bias at play (e.g. respondents remembering some effects more clearly than others) and the sample of survey respondents from the current programme is also a bit larger than from the previous programme.



Document analysis also shows that an initial estimate by Epos based on indicative figures is that 51 percent of the KA2 projects financed in 2022 have social inclusion as a priority, compared to 41 percent in 2021. In addition, 20 percent of the KA2 projects financed in 2022 have social inclusion (regardless of priority) designated as a topic, compared to 22 percent in 2021.

DIGITAL TRANSFORMATION

Although stronger digital skills or a higher use of digital tools from participating in Erasmus+ is not the strongest outcome, 1 in 3 of learners still indicate that their participation has contributed to this. Beneficiary organisations estimate a lower improvement in learners' digital skills through participation in Erasmus+ for the current period in comparison to beneficiary organisations that participated the previous period. It was noted in the focus groups that digitalization has already had a greater impact in Flanders than in other countries, meaning that learners cannot necessarily learn anything in the context of mobility.

Looking at the digital skills and use of digital tools of staff after their participation in Erasmus+, we mainly see an improvement for VET staff and school education staff. This improvement in digital skills is also noted by the beneficiary organisations, the majority of which indicate that they see an effect in these skills due to staff mobility. The focus groups also indicate that teachers who are not yet strong in the field of digital tools still learn new things through their participation. Erasmus+ can also be a way for experienced users to stay up to date with digital trends. In addition, there are also courses within the framework of Erasmus+ that explicitly focus on digital skills and the use of tools. However, for most teachers, enhancing their digital skills is not a motivation to participate in Erasmus+.

I have the impression that most colleagues who participated, can work quite well with the computer. I think that for the average Flemish teacher, Erasmus+ is not the project to improve their digital skills.

In the survey, approximately two-thirds of the beneficiary organisations indicate that participation in Erasmus+ has resulted in more attention to the use of ICT-based methods and working methods (whether structurally embedded in the organization or not), and that digital capabilities of the organization are strengthened. Yet 1 in 4 also expresses a neutral position on the question of whether participation in Erasmus+ allows the organization to respond better to the digital transformation.

An initial estimate by Epos based on indicative figures is that 26 percent of the KA2 projects financed in 2022 have digitalization as a priority, compared to 34 percent in 2021. In addition, 22 percent of the KA2 projects financed in 2022 have digitalization (regardless of the priority) designated as a topic, compared to 18 percent in 2021.

GREEN TRANSITION

According to learners, participation in Erasmus+ has contributes only to a limited extent to their awareness of whether they want to commit themselves to the environment or sustainability. These effects on learners are perceived to be slightly higher by the beneficiary organisations, although organisations that participated in the current period make a lower estimation of these effects on learners, compared to organisations that participated in the previous period. Staff also perceive these contributions to be slightly more pronounced for themselves, just under half would have developed greater awareness, and about 1 in 3 indicate that they also want to be more committed to the environment. In contrast to learners, the impact on staff in the current period is perceived as higher by beneficiary organisations compared to the previous period. And again, these effects on participants are estimated to be higher by the beneficiary organisations than the participants themselves. In addition, approximately 60 percent of the beneficiary organisations surveyed indicate that participation has increased the organization's commitment to the environment, sustainability or combating climate (whether structurally embedded in the organization or not). The average score for respondents who participated in the current programme is higher than for respondents who participated in the previous program period.



An initial estimate by Epos based on indicative figures is that 28 percent of the KA2 projects financed in 2022 have sustainability as a priority, compared to 13 percent in 2021. In addition, 9 percent of the financed KA2 projects have sustainability (regardless of the priority) designated as a topic, both in 2021 and 2022.

PARTICIPATION IN DEMOCRATIC LIFE AND CIVIC ENGAGEMENT

Approximately 1 in 3 learners indicate in the survey that they want to participate more actively in the social or community life in their municipality by participating. The majority of the beneficiary organisations surveyed also indicate that participation leads to a more active participation of the organization in social and community life. Organisations that participated in the current period also estimate this effect to be higher than organisations that participated in the previous program period.

EQ 6. What are the differences in impact of Erasmus+ 2021-2027 actions in your country on hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? We are interested in the evaluation of the first effects of the Framework of Inclusion Measures and of the Inclusion and Diversity Strategy on promoting accessibility to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities.

To make sure Erasmus+ is oriented and adapted towards people with fewer opportunities, the European Commission developed a Framework on inclusion measures. In addition, as of 2022, all National Agencies are required to have an Inclusion and Diversity Plan. Epos hired a new European Horizontal priorities officer in June 2022 who worked on the Epos Inclusion Plan².

Erasmus+ offers different financial support systems for people with fewer opportunities, for example the application for inclusion support. Besides these financial support systems, the Inclusion and Diversity plan of Epos states that Epos plans to focus on communication and raising awareness by developing a range of activities and campaigns. Epos also wants to set up a cooperation system between the different teams within the NA, managed by the inclusion officer.

The effects of these measures are not easy to monitor due to inherent challenges in tracking the number of Erasmus+ participants with fewer opportunities on a more aggregate level (see also EQ20 on the need for a clear EC monitoring framework for NAs). Policy actions such as the Brains on the Move plan (2013) suggest that Flanders has long been aware of the importance of (the monitoring of) inclusion and diversity in educational mobility. Especially in higher education this has resulted in clear policies and monitoring relying on official data at AHOVOKS (i.e., the Flemish Agency for Higher Education, Adult Education, Qualifications and Educational Grants). Nevertheless, difficulties remain, with interviewees in other sectors indicating for instance that expectations towards the reporting of the inclusion of people with 'fewer opportunities' do not match what can be measured in reality. Schools only have an overarching view of disadvantaged groups and, partly for the sake of privacy, have no insight into the individual situation of learners applying for mobility. As suggested during focus groups, schools therefore tend to resort to the use of averages for reporting, but there is no conclusive answer as to whether the actual group of learners going on mobility meets this reflection and an underrepresentation of this group is likely. This also applies to staff; it is not possible for schools to know if they are part of this category without asking explicitly.

² Note that these measures are aligned with the regional policy context, in particular the 'Equal Educational Opportunities' (GOK) policy and the inclusive and integrated approach put forward by the Flemish Government.



Despite the challenges in quantitative monitoring, the focus groups do give insight in some noticeable qualitative impact. The projects that focus on VET seem to have a big impact on pupils. Considering that learners with fewer opportunities tend to be less likely to pursue a higher education and more likely to come from low-income households, an exchange in school education may be their only opportunity for an intercultural experience in their youth. Interviewees therefore emphasize that this experience has a big impact on the personal growth and active citizenship of learners with fewer opportunities. Moreover, the focus groups also make it clear that there are doubts as to whether the extra financial aid for fewer opportunities will solve the financial barriers faced. There will always be a part that has to be financed by the participant, the sum must be paid in advance, and for some groups leaving for an exchange also implies missed income.

EQ 8. To what extent have the forms of cooperation and the types of actions under Erasmus+ 2021-2027 and Erasmus+ 2014-2020 influenced policy developments in the fields of education and training, in your country? Which actions of the programmes are the most effective considering the needs of your country? Are there marked differences between the different fields?

According to Flemish policy stakeholders, the influence of Erasmus+ actions on policy developments in the fields of education and training is largely indirect: different stakeholders, such as pedagogical counsellors, participate in Erasmus+ projects and they translate what they learn into policy in Flanders, consciously or not.

Flemish policy stakeholders are just as active outside Erasmus+ at the European level as within Erasmus+ e.g. monitoring the European Commission's policy, Belgian EU- Presidency 2024, ... There is permanent two-way interaction between Flemish and European policy. However, we could not identify Flemish policy developments that result directly and solely from Erasmus+ actions.

As observed by the NA and NAU, there is room for more collaboration between both parties to increase the direct policy impact of Erasmus+. Both parties expressed interest to set up more structural consultation and/or cooperation on topics with a shared relevance, e.g., on Continuing Professional Development (CPD) initiated/subsidized by the Flemish government, subsidies targeted at professionalisation, the potential of Erasmus+ in helping to address labour market shortages in educational staff, and more. Such cooperation may also contribute to external coherence by creating synergies and minimizing overlaps between programmes and activities in education and training (see EQ 29/30).

EQ 9. What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?

In some cases, Epos resorts to co-financing to be able to grant high-quality proposals. In addition, the refinancing mechanism is used to maximize the budget. Nevertheless, efforts to increase co-financing would be welcomed for some actions. In KA2, the 20% co-financing from own funding rule can be a barrier to participate in KA2, when limited alternative budgets are available. This seems especially the case for adult education in Flanders.

Epos makes various efforts to promote Erasmus+, aimed, in the first place, at promoting the options available for different target groups in the educational sectors. Epos also wants to inform, inspire and train. These sessions are adapted to the needs of these sectors. For instance, higher education beneficiaries are already well-reached and larger institutions tend to have institutionalized support for internalisation activities, across different layers of the organisation (e.g. international office – departments – international coordinators). More efforts go to the other sectors where internationalisation is less developed. Actions include the sharing of good practices, practical writing sessions, training sessions on the use and management of social media, a brochure with tips and tricks for a sustainable Erasmus+ experience, specific actions to promote the new Erasmus+ accreditation, co-financing



of preparation visits for potential applicants (without a granted project) who are looking for partners, participation in contact seminars and thematic seminars ...

Overall, these communication and promotion efforts of Epos are well received by **participants** and organisations are noticing a growing awareness over time. Most respondents in our survey agree with the statement that they know where to go with questions about the Erasmus+ programme in Flanders and the statement that there is sufficient information available about the Erasmus+ programme in Flanders.

Many of the communication actions are channelled through the Epos website. It contains up-to-date information about possibilities for project applications per action and per sector, including a Frequently Asked Questions section. There is room for improvement though: not all survey respondents agreed that the necessary information about Erasmus+ was easy to find on the Epos website.

Whereas the promotion and communication activities are generally well-received by **applicants** – in particular the information and writing sessions – the availability of information is described as less accessible for newcomers in the programme for whom Erasmus+ remains complex. Both in the survey and in the focus groups, the research team repeatedly heard the request to organise more opportunities to exchange experiences and to network with other participants in the Erasmus+ programme in Flanders, for instance through social media. Other, more experienced organisations appear to be a highly valuable source of information and inspiration for newcomers.

A final point of improvement is the communication towards potential beneficiaries outside the 'core' of higher and school education. There is still limited awareness in the broader sector (e.g. sector federations, businesses, socio-cultural sector,...) about the options of Erasmus+ and they also feel less targeted by the Epos communication. However, in September 2023, Epos has hired a coordinator for synergies and collaboration who will focus on improving this aspect as part of their job responsibilities.

ACTIVITIES BY OTHER ORGANISATIONS AND BY BENEFICIARIES THEMSELVES

Besides Epos, there are other organisations that provide information on Erasmus+ or support for applying in certain projects, e.g. the pedagogical advisory services, and Europahuis-Ryckvelde. Finally, also beneficiaries themselves reported that they undertake various actions to enhance the effects of Erasmus+, especially by promoting the programme and by trying to build a positive image towards colleagues, learners, parents (e.g. through teasers, campaigns, info sessions, social media, newsletters, local TV, ...). However, big differences are observed between organisations, depending on level of prior experience with internationalisation, available hours for coordination ...

EQ 10. To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 adequately being disseminated and exploited in your country? Where can you see the possibilities for improvements?

ACTIVITIES BY BENEFICIARIES

Beneficiary organisations themselves are taking a wide range of actions to disseminate the results of Erasmus+. Examples of what learners do are: wall with experiences within schools, making videos or posters, ... For example, staff members share manageable outputs among colleagues through presentations, talk about them informally in the teacher's room, ... At the organisational level, dissemination is e.g. embedded in staff meetings, working groups are set up, an international day is organised, ... Erasmus+ becomes the subject of, for example, newsletters, open days, information evenings for parents, etc. Social media channels are playing a growing role in this.

However, there are still major differences between organisations in this area as well. Several organisations mention that they struggle with the dissemination requirements. However, there are learning effects in how to disseminate effectively, through regular participation and experimentation over time.

ACTIVITIES BY THE NATIONAL AGENCY



The dissemination and exploitation activities of Epos include the publication of a newsletter, yearbooks, compendia, and more. Aside from publications, Epos also organises or participates in events and competitions, such as the Epos yearly event “Grensverleggers”, the Erasmudays, the EU day of languages, ...

POSSIBILITIES FOR IMPROVEMENT

An issue regarding dissemination/exploitation, according to several interviewees, is that there are no resources specifically reserved for this task after project completion. It needs to be noted, however, that project requirements do include a dissemination strategy, implying that project funding is meant to (at least to some extent) cover the costs of dissemination and that participants could proactively take (future) dissemination into account. Nevertheless, timing may be challenging in this respect: interviewees indicate that the project duration is needed to create the necessary outputs, but that dissemination and exploitation takes longer. This issue was more often reported for KA2 projects.

Another issue put forward by interviewees is that it is not always known that important Erasmus+ results or impacts originally emerged from the programme. Impact studies, and targeted communication about the results of these studies, are therefore described as very important tools to raise awareness. In this way, dissemination and exploitation of results are the best promotion for Erasmus+.

EQ 13. How did the Covid-19 pandemic impact the implementation of the two generations of the programme in your country, and what was the effect of the measures taken to react to the consequences of the pandemic?

IMPACT ON OPERATIONS OF THE NATIONAL AGENCY

The Covid-19 crisis had a substantial impact on the **regular activities of the National Agency**. For monitoring and support activities, this impact included postponed visits (e.g. monitoring visits, physical visits as follow-ups for ECHE system checks) to 2021 and a shift to an online format (e.g. clinics and cross-sectoral kick-off meetings on project management). Communication and information activities were held online (e.g. writing sessions). Covid-19 also hindered collaboration and networking activities, including a joint Erasmus+ event with other Belgian National Agencies and a thematic monitoring event which were both postponed.

Epos organised **appropriate communication actions** by filtering out relevant information on Covid-19 measures for the Flemish context (based on notes received from the DG EAC) and distributing it accordingly. These actions included:

- ▶ Providing clear instructions targeted at the beneficiary organisations, in the form of documents explaining the *Force Majeure* measures. The instructions were easy to read and sufficiently concise. The documents were accessible via the digital library section of Epos’ website. They received regular updates and refinements along the way, for which beneficiaries were notified via e-mail. Note that the frequency of updates reduced over time as the situation became more stable.
- ▶ Organising dedicated webinars on *Force Majeure* measures in June 2020. In particular, there were sessions for higher education (KA103 and KA107), VET (KA102 and KA116), school and adult education (KA101 and KA104), KA2 (excluding KA229) and school exchange partnerships (KA219 and KA229). All webinars were accessible in the digital library, in which Q&A documents based on the webinars were also made available.

It is clear that, for Epos, managing the impact of the Covid-19 posed various difficulties and considerably affected its operations. For instance, the communication on the implementation of *Force Majeure* measures was reported by Epos as **challenging** and resource intensive due to an ongoing need for updates. Despite these challenges, the dedicated support offered by Epos was **well received by beneficiaries**. In particular, beneficiaries highlighted Epos’ flexible and adapted approach in dealing with Covid-19-related questions and issues – which is fully in line with the expectations set by the DG EAC towards NAs regarding a case-by-case assessment and application of *Force*



Majeure measures. Beneficiaries were also positive about the actual measures, e.g. about project deadline extensions.

IMPACT ON PROJECTS

The impact of Covid-19 on Erasmus+ projects in Flanders was **extensive in 2020**. As presented in Table 1, all KA1 mobilities decreased by at least 45% when comparing 2019 and 2020, with mobilities in adult education characterized by the sharpest decrease.

Table 1. Decrease in mobilities between 2019 and 2020 across educational domains

Domain	Decrease in mobilities (2020 vs. 2019)	Notes
School education	- 55%	For staff, no teaching assignments and only half the amount of job shadowing and structured courses/training events took place.
VET	- 66%	In contrast, ErasmusPro mobilities for learners increased.
Higher education	- 45% in programme countries - 47% in partner countries	The largest decrease was observed for staff mobility.
Adult education	- 72%	For staff, no teaching assignments took place and job shadowing decreased with 79%. However, one third of structured courses/training events did take place (physically or digitally).
Total	- 48%	

In all educational domains, many projects contracted in the call years 2017 and 2018 were prolonged. KA2-projects and other projects that could intensify their online cooperation were in general less affected.

Table 2: Information on Covid-measures from yearly reports '20 and '21

Domain	Impact
School education	<ul style="list-style-type: none"> - Nearly half of the planned pupil mobility was cancelled during school year 2019/2020. The vast majority (nearly 90% in the case of KA229-projects) indicated that they were considering all mobilities' cancellation during the first half of the school year 2020/2021. - KA101: The Coronacrisis impacted the projects contracted in the call year 2018: This is an important factor of the lower realization rates, especially because 24% of the projects asked for prolongation and are not finalized yet. - KA201: Because of the Coronacrisis, 33% of the 2017-projects asked for a prolongation.
VET	<ul style="list-style-type: none"> - As our VET schools, the main user of KA1, mostly plan to send out their participants in the spring, the situation in 2020 is clear: almost no VET mobility has taken place. - KA102: The Coronacrisis impacted most of the projects contracted in the call year 2018 in their last months: 9% of the projects asked for a prolongation, and will be finalized in 2021. - KA2: Because of the Coronacrisis, 50% of the 2017-projects asked for a prolongation,
Higher education	<ul style="list-style-type: none"> - KA2: Because of the Coronacrisis 33% of the 2017-projects asked for a prolongation which results in only one out of three of the 2017-projects finalized in 2020 yet, - KA103: The NA and the HEIs agreed to extend the KA103-contracts of Call 2020 from 16 months to 24 months to be able to cope with the covid pandemic - KA107: Due to the Coronacrisis 75% of the projects asked for prolongation and will finalize in 2021



Adult education	<ul style="list-style-type: none"> - KA104: The Coronacrisis impacted a minority of the projects contracted in the call year 2018 in their last months (3 or 19%), 13% of the projects asked for prolongation and will be finalized in 2021. - For KA204, almost all projects are innovation projects; they seemed to cope somehow as they focus on developing intellectual outputs and intensified their online cooperation.
Overall	<ul style="list-style-type: none"> - Preliminary results show that KA2-projects were in general less affected (except KA229) by Covid, contrary to KA1-projects. - Overall, the realisation rate of KA1 is appr. 92% in pre-covid years, while in 2018 it was only 77%. The figures for KA2 are far too preliminary to comment on.

For projects that did take place, beneficiaries and participants reported on how the Covid-19 measures affected their project experiences and success. Interviewees highlighted difficulty in achieving project aims and/or the expected outputs and results, difficulty in disseminating results (e.g. having to resort to online multiplier events in KA2) and affected partnerships (e.g. partners cancelling their involvement or contributing less than expected, for both KA1 and KA2). In some cases, however, more positive impacts were also reported. Covid-19 was described as driving choices amongst applicants (e.g. more motivation to apply for Erasmus+, a digital awareness in content selection, ...) and as stimulating resilience and flexibility amongst participants.

After 2021 however, a relatively fast recovery could be observed, with some interviewees even reporting a perceived 'post-corona boost'.

OTHER ACTIVITIES

In fall 2020, the European Commission launched two additional Covid calls for KA2, on digital education readiness (KA226) and creativity (KA227). To promote these calls, Epos organised two online sessions. These calls received clear interest from applicants:

- ▶ For KA226, Epos received 30 applications of which 26 were of sufficient quality and 7 were granted. Budget-wise, 7.26 mil EUR was requested, 1.36 mil EUR was initially available, and 1.42 mil EUR was granted.
- ▶ For KA227, Epos received 10 applications of which 8 were of sufficient quality and 6 were granted. Budget-wise, 1.89 mil EUR was requested, 912k EUR was initially available and 976k EUR was granted.

Note that, for both calls Epos was able to grant more projects than initially allowed for by the available budget based on an optimisation of the European resources and use of reserve resources from the agency.

Finally, Covid-19 also affected other international activities aside from KA1 and KA2 projects. For example, all transnational cooperation activities (TCA) planned for 2020 were postponed.

EQ 14. What was the effect in your country of the measures taken in the frame of the programme implementation to provide a reaction to the consequences of the Russian invasion of Ukraine?

Epos used **communication actions** to inform target groups in Flanders about the possible implications of the restrictive measures in view of the Russian invasion of Ukraine. Most notably, updated information was provided via a dedicated webpage on the Ukraine crisis, which described only limited implications of the measures for Flanders. For KA1, outbound mobility to Russia was still allowed, but 'Organisational support' budget flows to Russian partner institutions were to be avoided and incoming participants should not be on (or linked to individuals on) the Consolidated Sanctions List. For KA2, Epos explained that no projects in Flanders were impacted by the measures of terminating (planned) collaborations with Russian educational institutions which are government-controlled or at least 50% government-funded.



Accordingly, beneficiary organisations and participants reported a rather limited awareness and impact of the specific measures taken in view of the Ukraine crisis. This being said, interviewees did experience the crisis itself and the broader geopolitical developments as impactful. The following impacts emerged from analysis:

- ▶ In general, beneficiaries that had projects located in or partnerships with the **neighbouring countries of Russia and Ukraine** – such as the Baltic States (Estonia, Latvia and Lithuania), Finland, Belarus and Slovakia – referred to a level of societal distress in these countries.
- ▶ For KA1 projects specifically, there has been a clear impact on the **choice behaviour of beneficiaries and participants**. Amongst learners and staff, it was observed that destinations in the above-mentioned countries have decreased in popularity. Amongst beneficiary organisations, more selective choices in partnerships abroad were reported but also the inadvertent loss of partners (e.g. Finnish partners offering less internship positions, Ukrainian refugees moving outside the EU). Moreover, internationalisation coordinators within the beneficiary institutions received more questions from staff, learners and their family members regarding the implications of the Ukraine crisis for Erasmus+ mobility. Beneficiaries in VET also noticed an increase in enrolments from Ukrainian learners, especially for Dutch language education for non-native speakers.
- ▶ For KA2 projects, **collaborations** were affected mostly through the political sensitivity of the Ukraine crisis and a temporary shift in priorities amongst Eastern European partners (e.g. due to refugee inflow).

Finally, the evidence has also revealed that other crises and geopolitical issues in the world have affected the Erasmus+ programme in Flanders. In particular:

- ▶ At the brink of the 2014-2020 and the 2021-2027 Erasmus+ programmes, the United Kingdom left the European Union in the frame of the Brexit deal. Interviewees mentioned that priorly existing networks or partnerships came to an end, which, amongst other things, affected KA1 mobilities for both staff and learners. Considering the limited geographical distance and the fact Flemish speakers tend to be acquainted with English as a foreign language, the UK had been a popular destination (e.g. for traineeships) and Brexit was thus perceived as a loss of opportunities.
- ▶ More recently, the **Palestinian-Israeli conflict** was reported to have some effect on the current 2021-2027 programme. For example, one interviewee reported that a seminar on e-twinning in Jordan in 2023 caused worry amongst participants before departure and was cancelled in the end.



2 / Efficiency

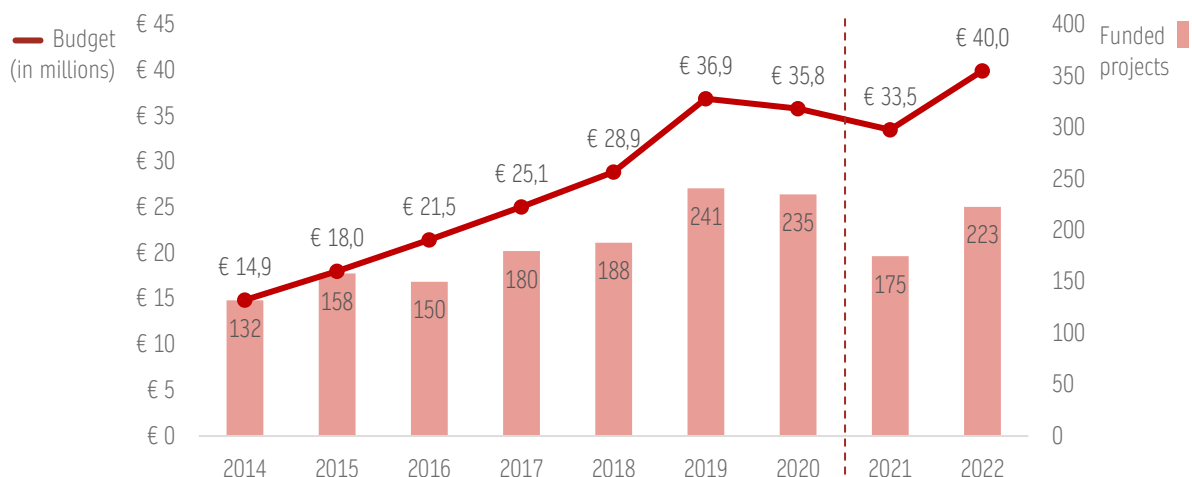
EQ 15. What is the cost-effectiveness of various actions (clusters of actions) of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country?

EQ 16. To what extent, compared to the previous programme, is the size of budget appropriate and proportionate to what Erasmus+ 2021-2027 is set out to achieve? To what extent is the distribution of funds across the programme fields and key actions appropriate in relation to their level of effectiveness and utility?

COST-EFFECTIVENESS

Epos aims to maximize the number of funded projects annually by utilizing residual budget from one action to support projects on the reserve list of other actions. It is noteworthy, however, that the allocated budget per project has significantly increased over the years. This trend is evident in Figure 3, which illustrates the available budget and corresponding number of funded projects each year. Notably, the available budget has more than doubled since the beginning of the previous program period, while the number of funded projects has increased but not doubled.

Figure 3: Evolution of available budget (left axis) in relation with number of funded projects (right axis)



The impact generated by each project is difficult to quantify, but there are indications that funded projects do not consistently achieve the impact that they aimed for. During a focus group, external experts raised several concerns:

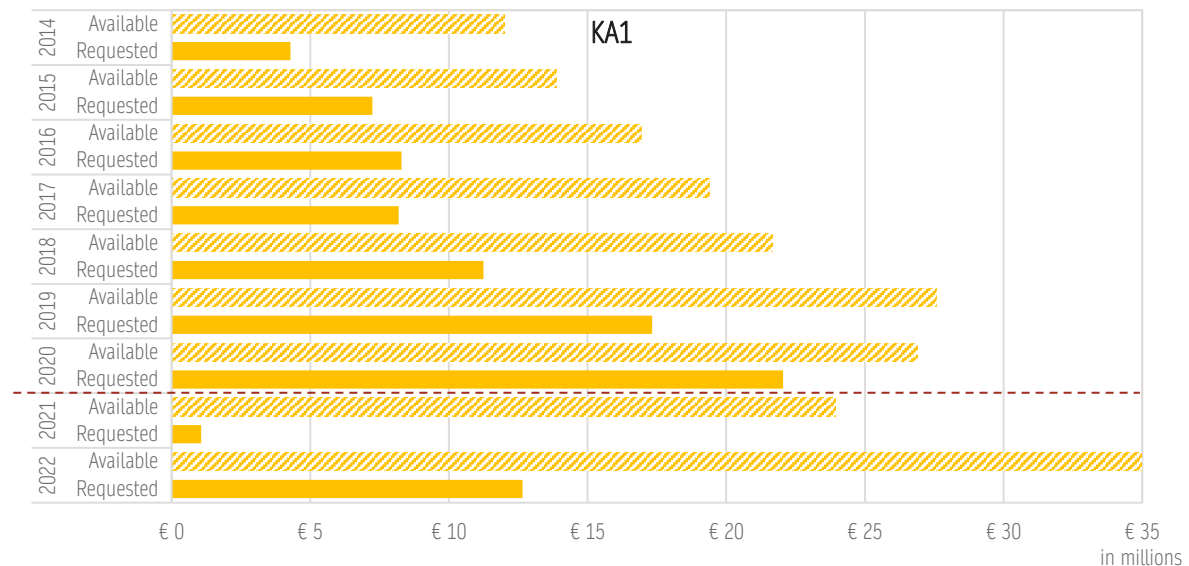
- ▶ In some cases, experts indicated that promises made in project applications remain unfulfilled by the time the final report is submitted. Occasionally, the final report merely replicates the original application and outlines how the project will continue to take shape, even though it should already be completed.
- ▶ Experts observe that KA2-applications often lack concrete actions for impact generation. Instead, they tend to rely on vague strategies. The lack of clarity regarding the necessary content for KA2 applications poses a risk, potentially limiting the impact of KA2 projects.
- ▶ The shift towards lump sum financing in KA2 in the new program cycle introduces challenges in assessing project budgets. Experts find it difficult to determine whether these projects will execute their activities in a cost-effective manner. There is a concern that applicants may strive to reach the lump sum amount in their applications, potentially resulting in excess funds.

BUDGET DISTRIBUTION

There is a mismatch between the budget distribution between KA1 and KA2 and the needs of organisations participating in Erasmus+. The data consistently depict a larger available budget for KA1 compared to the requested budget. Conversely, for KA2, the available budget consistently falls short of the requested budget. This observation aligns with concerns expressed by Epos and various beneficiaries³. Furthermore, Epos faces a paradox: while the EC demands promotion of KA2, and one of the aims of the new programme cycle is to increase support for projects that foster cooperation, only limited resources are directed toward funding KA2-projects. Consequently, Epos is unable to finance all qualitative projects, which demotivates applicants. This sentiment is reflected in the experience of applicants.

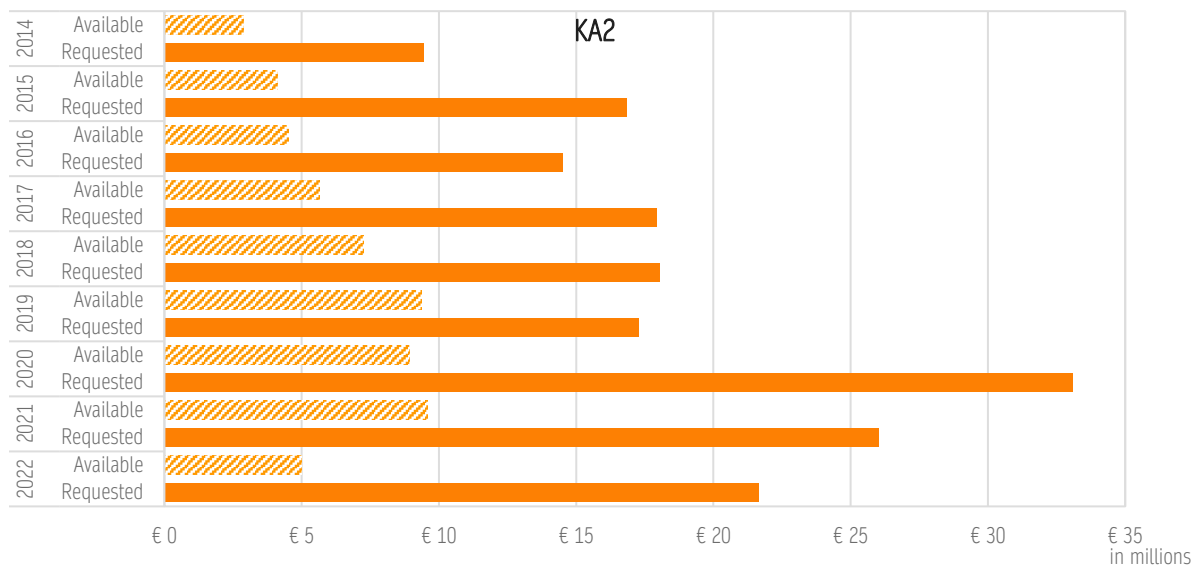
The data also reveals that the allocated budgets for different sectors do not align appropriately with the requested budgets within those sectors. In higher education, the available budget consistently exceeds the requested budget, while especially in adult education and school education the available budget falls short. The allocated budgets for VET appear to be relatively appropriate compared to the requested budgets.

Figure 4: Evolution of available and requested budgets for KA1 and KA2 (in millions)



³ Note that, although the data suggests that this KA2-budget shortage is most pressing for school education and higher education, in particular interviewees from the VET sector perceived the budget to be insufficient, contending that this issue has become more pronounced in recent years.





ADEQUACY OF PROJECT BUDGETS

The adequacy of KA1 project budgets generally varies depending on the destination of the mobility (e.g. outside of Europe is more expensive), the type of beneficiary (staff or student) and the beneficiary's expectations (whether the mobility is fully financed or co-financed). Different sectors express different concerns: budgets in adult education are reported to be insufficiently tailored to the needs of adult students (e.g. they cannot stay in a youth hostel to cut costs) and budget sizes have become less comfortable due to inflation. Staff mobilities in school education often incur higher travel expenses because they usually take place during busy travel periods. The Council of the Flemish Universities of Applied Sciences and Arts highlights that the connection between budgets for long and short mobility in higher education is not optimal, and furthermore indicates that KA171-budgets are too limited, posing a threat to the continuity of cooperation with partner institutions. Interestingly, there were relatively little concerns about the sufficiency of KA2 project budgets.

OTHER BUDGETARY CONCERNS

Lastly, we include some budgetary concerns that do not fall under any of the previous categories.

- ▶ The segmentation of mobility budgets in higher education sometimes leads to frustration. The added flexibility of allowing 20% of the KA131-budget for KA171-mobilities is a welcome enhancement.
- ▶ The external experts express concerns that their compensation does not align with the substantial time investment and the significance of their roles.
- ▶ One external expert believes that a significant portion of resources for schools (in school education, adult education and VET) actually benefits umbrella or supporting organisations.

EQ 17. How efficient is the cooperation between the different actors involved in the implementation and supervision of the programme (Commission services – Erasmus+ Committee – Executive Agency – National Authorities – National Agencies – Independent Audit Bodies – International Organisations⁶) from the point of view of your country, and to what extent does the Commission fulfil its guiding role in the process? How has this changed between the two programming periods? What are the reasons for potential changes? What are the areas for possible improvement in the implementation of Erasmus 2021-2027 or a successor programme?

The extent and quality of collaboration seems to vary across the actors:



- ▶ DG EAC: as experienced by the NA Epos, the roles are not always clear, but Epos experiences accessibility and willingness to offer support. DG EAC is described as making efforts to involve the NA's. Moreover, the collaboration is perceived to have improved in the current programming period compared to the previous one: there now is better two-way communication. An essential point of attention that remains is that Epos is bound to the rules and regulations stipulated by the Commission, which are reported to be updated frequently, are not always sufficiently planned out with feasibility for NA implementation in mind and tend to be subject to late communications when changes are made. Reportedly, these issues hinder an efficient implementation by the NA, with Epos observing a lack of stability of the programme, lack of clarity in regulations, a continual need for adjustments, and more. A possible improvement in the collaboration could therefore be closer and more proactive consultation by the DG EAC of NA needs in terms of implementation, as well as a timely prior assessment of the practical feasibility and likely impact of changes to the programme;
- ▶ EACEA: the information flow is perceived by Epos as inefficient and the collaboration as rather difficult;
- ▶ Erasmus+ Committee: it is not so clear to the employees of Epos what this committee does, the flow of information is not always clear or well agreed upon;
- ▶ National Authority: as reported by the NA and NAU, cooperation is limited but positive. A willingness between the two parties is observed. Both parties also see opportunities for further cooperation on topics with a shared relevance (see also EQ 8).

EQ 18. To what extent are the measures applied by your National Agency/ies for monitoring and supporting applicants, beneficiaries (including small and newcomer organisations) and participants effective and proportionate? What are the areas for improvement/simplification, considering the need for a smooth and effective implementation of the programme?

APPLICATION PROCEDURE

Epos invests in various activities to reach potential applicants (see effectiveness, EQ 9). When it comes to the **application procedure** itself, the evidence points towards several points of attention:

- ▶ Interviewees point to the **intensity and complexity of the application procedure** for KA1 and KA2 projects. This is reflected somewhat in the survey results. The preparation of and application for Erasmus+ projects was described as not (at all) smooth by respectively 21.2% and 29.6% of beneficiaries. Nevertheless, a majority of beneficiaries (respectively 63,1% and 54,2%) still rated these aspects positively, with some arguing that the application process is proportionate to the amount of funding received.
- ▶ Epos supports its external experts responsible for application and project reviews through training, individual assessment, consolidating meetings and pre-and post-screening. However, finding a sufficient number of high-quality experts proves difficult.
- ▶ There is a **lack of consistency** across evaluations by external experts, in particular for KA2 applications. Reportedly, success rates for KA2 are dependent on who reviewed the application – thus pointing towards insufficient clarity on the interpretation of evaluation criteria and/or calibration between reviewers. The inconsistency in review becomes most noticeable in case of repeated applications, as illustrated by one beneficiary:

I noticed in our applications (...) that one needs to be lucky with whoever is reading the application. There are a set of topics focused on project management. How we approach project management is always the same, it is our expertise. In the two projects we applied



for, this approach was 95% the same. For the first project, we received a 10 out of 10, the second time around we failed. That seems impossible to me...

The inconsistency may also include a risk of bias against less common types of Erasmus+ applications (e.g. projects with commercial interests) or less experienced writers.

- ▶ The review procedure for **small-scale partnerships** – while beneficial as an entry point for newcomers and less experienced applicants – is described as resource-intensive for Epos and its external experts. With two review rounds, the administrative burden is higher than for other applications. At the same time, however, efficiency wins may still occur over time considering the recency of the action.

SUPPORT FOR BENEFICIARIES AND PARTICIPANTS

Epos provides all-round support to beneficiaries and applicants, as shown by the following (non-exhaustive) list of activities:

- ▶ Permanent desk support by phone and e-mail
- ▶ After approval, every project is linked to a **file manager** who functions as a first point of contact, provides permanent desk monitoring and follow-up, assists beneficiaries and organises individual “clinics” (i.e., intensified support for beneficiaries during final phase of the project and for the preparation of the final report)
- ▶ Events and trainings, including kick-offs for all approved KA1 and KA2 projects and workshops on creating impact.

The support from Epos is generally **very well received by beneficiaries**. In the survey, 88.1% indicated to be (highly) satisfied with the support from Epos. Interviewees expressed satisfaction with Epos’ workshops and webinars, trainings (in particular for newcomers), communication (e.g. newsletter) and kick-off meetings.

“Kudos to Epos in their approach and support, which is totally fine.”

Overall, the support by Epos is described as having improved considerably over the last 10 years. Some smaller **points of attention** remain:

- ▶ Many interviewees highlighted the added value of the support provided by the file manager, leading to a personalised approach and high accessibility of the National Agency. However, some beneficiaries noted that this benefit varies across file managers and is dependent on time and capacity constraints of organisations (e.g. schools with limited possibilities to communicate with the file manager on a regular basis).
- ▶ Despite the efforts by Epos, smaller and newcomer organisations tend to still experience the administrative requirements linked to their granted projects as complex. Interviewees proposed the option of distinguishing between target audiences for workshops.
- ▶ Although a majority of staff positively rated the functioning and administration of KA1 in terms of preparation, application, execution and follow-up after project completion, some beneficiaries pointed out administrative requirements are difficult mostly for less tech-savvy staff and requested sufficient attention for this group from the National Agency. Moreover, realistic communication about the time needed to prepare for a KA1 application by staff was mentioned.



- ▶ For KA1, survey results suggest that staff in higher education experiences more difficulties in finding the necessary information from the Epos website, as compared to staff in other sectors. Similarly, higher education students have highlighted a need for more personalised information adapted to their needs in order to reduce administrative complexity. For example, students have asked for an English translation of administrative documents to avoid translation errors with partner institutions abroad. Whereas the National Agency may play some role in addressing these needs, the issues are likely linked to the scale of many higher education institutions in Flanders which tend to have centralised and department-level support for internationalisation activities but less possibilities to support all participants' needs.

MONITORING AND PROJECT LIFE CYCLE MANAGEMENT

Reporting is experienced as challenging by both the National Agency and beneficiaries.

- ▶ For Epos, a timely execution of payments and reports poses a challenge due to an expected processing time of 60 days and software issues. Nevertheless, Epos achieves a relatively good result – with e.g. 86% of all final reports finalised on time in 2022 (as compared to a 66% average of all NAs in 2021).
- ▶ On the side of beneficiaries, Erasmus+ reporting requirements are described as difficult to achieve and resource-intensive. Specific pressures are described by higher education institutions with regards to the Blended Intensive Programmes (BIPs): higher education institutions pointed to a high dependency on part institutions for reporting and complexity in execution and planning due to the rule of a minimum of 15 participants. Higher education institutions also highlighted the difficulty of finalising reporting for KA1 mobilities by end of September in the current Erasmus+ programme period 2021-2027, considering that the deadline coincides with the start of the academic year.

In terms of **monitoring beneficiaries**, Epos combines a risk-based approach (as prescribed by the European Commission) and randomly generated checks. For example, it was reported that:

- ▶ The timing of some spot checks and monitoring visits are not coordinated with the timeline of a school year.
- ▶ Auditors were reported to request more information than is typically required by Epos.

EQ 19. To what extent have simplification measures put in place, such as the system of simplified grants and accreditation system, resulted in a reduction of the administrative burden for National Agencies, programme beneficiaries and participants? Are there differences across actions or fields? What elements of the programme could be changed to further reduce the administrative burden and simplify the programme's management and implementation, without unduly compromising its sound management, results and impact?

The data provides evidence for a reduction in administrative burden due to the simplification measures. A majority of beneficiary organisations (66,3%) that participated in both programme periods reported that the Erasmus+ application in the current programme 2021-2027 constituted an administrative improvement as compared to the previous programme 2014-2020.

ACCREDITATION

A majority (74%) of beneficiaries with experience of both programme periods reported that the accreditation system constituted an administrative improvement in their institution. Interviewees described a reduction in administrative burden because short-term applications are no longer needed. Accreditation has proven increasingly popular amongst applicants in Flanders. When comparing KA121 applications (by accredited organisations) and KA122 applications (by non-accredited organisations), data shows that there were less applications by non-accredited beneficiaries in both 2021 and 2022. In 2021, accredited organisations submitted almost double as many applications (52 vs. 36). In 2022, the difference rose to three times as many applications (99 vs. 36).



Both positive and negative effects of accreditation arise from the evidence. On the one hand, accreditation may facilitate the organisation of mobilities and leads to more sustainability of projects and collaborations, as the accreditation requires a long-term vision and engagement. On the other hand, the barrier of application for an accreditation is considered by several interviewees as too high for smaller and newcomer (or less experienced) organisations⁴. Small-scale partnerships were described as insufficiently mitigating that issue. This barrier has an additional negative side effect: some interviewees reported pressure on or even partnerships coming to an end because partners from priorly established networks were not able or willing to apply for an accreditation. This being said, accreditation may indirectly open access for smaller or less experienced organisations via a trickle-down system, in particular for school education and VET. Broader networks, such as school groups, were reported as a gateway for smaller schools to try out Erasmus+ activities with less perceived risk and less administrative burden.

From the perspective of Epos, the symmetry of having accreditation for all sectors was reported to facilitate the management of the Erasmus+ programme. At the same time, the actual follow-up of accreditations was described as more resource-intensive as compared to the previous programme 2014-2020.

LUMP SUM

Similar to accreditation, a majority (61,4%) of **beneficiaries** with experience of both programme periods, indicated that the introduction of the lump sum for the granting of subsidies constituted an administrative improvement in the institution.

For the National Agency, however, there is a negative side effect in the form of a reduced transparency in budgeting. For **external evaluators**, budgeting in applications have become more difficult to review, since it is more difficult to estimate to which extent budgets will be adequately spent – especially in the case of cooperation partnerships. Although applicants are still required to justify their budget calculations and time management in the application process, evaluators have noticed they tend to provide less detail than formerly was the case.

EQ 21. To what extent are the new management support tools consistent with the Erasmus+ programme needs and architecture? Which additional features would you recommend for future developments?

Both the National Agency and beneficiaries are generally not satisfied with the new management support tools. The main criticism is that the announced functionalities of the tools are, for the most part, consistent with the programme needs and architecture in theory, but that the tools – especially the Beneficiary Module – do not function accordingly. In addition, the timing of implementation undermines an effective management and monitoring of the Erasmus+ programme: tools and related updates were announced but not ready in time and were not sufficiently aligned with changes to the Erasmus+ programme. Users need to adapt continuously due to changes to the tools within the current programme 2021-2027.

BENEFICIARY MODULE

A primary source of concern is the functioning of the Beneficiary Module. Across all sectors, the following issues arise from the evidence:

- ▶ The tool often has **technical issues** and bugs. Users mentioned for example that the system functions too slowly and is unable to process large amounts of information, that inserted information often stays in draft modus, that document links cannot be clicked on, that priorly inserted information is overwritten in case of updates ...
- ▶ The tool scores low on **functionality**, for instance because simple, user-friendly features (e.g. copy-paste) are not available.

⁴ Note that newcomer organisations can make use of accreditation by partaking in a consortium. However, in order to apply for accreditation themselves (with a coordinator status) they are required to have prior experience.



- ▶ The forms in the tool are described as **lengthy and complex**: the added value of some information categories is unclear to beneficiaries (e.g. exact distance calculations).
- ▶ There are extensive complaints about the **duration of implementation** of the Beneficiary Module since the new Erasmus+ programme 2021-2027. Although some issues have been addressed, different stakeholders have indicated that the tool still does not function in line with expectations.
- ▶ Opinions vary regarding the potential value of the Beneficiary Module in reducing the **administrative load**. On the one hand, 41,6% of beneficiaries who participated in both programme periods indicated that the tool has led to administrative improvements in their organisation. On the other hand, 30,7% expressed the opposite sentiment. In line with the latter perspective, several beneficiaries referred to efficiency losses due to a lack of integration of paperwork in the tool. It was reported that documents and data are difficult to upload into the module (e.g. Excel data, information from third-party software, ...). This leads to duplication of effort, as users need to manually insert the requested information.

ERASMUS WITHOUT PAPER AND THIRD-PARTY SOFTWARE

Data suggests that the principle behind Erasmus without paper (EWP) matches beneficiaries' needs, as the initiative has helped to reduce the level of paperwork needed over time. However, it was reported that the EWP tools do not sufficiently offer a fully paperless workflow. For instance, at the end of a learner mobility printouts and uploads of documentation is still needed in reality. Similarly, it was reported that the tool for Digital Learning Agreement does not function appropriately.

Third-party tools are described as **complex** in use, which may act as a barrier for staff members to participate in Erasmus+. According to international coordinators of beneficiary organisations, there are some qualitative differences between the tools available, with MoveOn offering more flexibility and a clearer reduction in paperwork (despite occasional technical errors) while a lack of stability is reported for Mobility Online.

Partly due to the tool-related issues, the EWP-implementation was labelled as difficult and the deadlines of the EWP-roadmap as infeasible by higher education institutions (more specifically by the universities of applied sciences). More generally, beneficiaries requested clearer information from the European Commission on the EWP implementation and/or the available software options.

OTHER TOOLS

- ▶ The aim of the new **Online Language Support tool** was considered highly relevant by the universities of applied sciences, but a possibility is needed for monitoring of its use.
- ▶ The required information to be inserted in the **Distance Calculator** was described as infeasible, as many beneficiaries do not have the means to monitor the necessary indicators.
- ▶ For the National Agencies, the lack of stability and reliability of the **EAC Dashboard** leads to monitoring issues (see also EQ20).

EQ 20. To what extent do the indicators identified for the programme in the Regulation correspond to the monitoring purposes at national level? How could the overall management and monitoring system be improved?

EQ 22. To what extent have the antifraud measures allowed for the prevention and timely detection of fraud in your country?

MONITORING

For Epos the overarching monitoring purposes and indicators of the current Erasmus+ programme 2021-2027 are lacking in clarity. This highlights a request for the development of a **clear monitoring framework** delineated



by the European Commission, which in turn, can be used and adapted flexibly in line with the Flemish monitoring needs. However, the National Agency expressed a level of concern regarding further changes to the current programme because prior adaptations have made it more difficult to monitor the effectivity of the programme.

There is a clear lack of efficient monitoring of the impact of the Erasmus+ programme in line with programme aims and horizontal priorities, due to data limitations and insufficient measurement. The following issues emerge from analysis:

- ▶ **Actuality and reliability of data:** the available data for monitoring is retrospective and tends to be affected by delays. In addition, the statistics in the EAC Dashboard are described as insufficiently stable and reliable. This not only leads to monitoring issues for the National Agency but was also highlighted by Flemish policymakers in education and training who experienced difficulties in answering parliamentary questions on Erasmus+. We also experienced these data limitations in this evaluation.
- ▶ **Limited availability of data** on horizontal priorities from beneficiaries, which makes it harder to track progress on these priorities.
- ▶ **Level of (detail of) data.** Information for some indicators is available only on a country level in the EAC Dashboard, due to which National Agencies are unable to derive regional – in this case Flemish – conclusions. Furthermore, a lack of data for financial forecasting was stressed: as one interviewee explained, budgets are known at the start of a programme but not assigned to a country – thereby not permitting any tracking of budget evolutions on a national or regional level. A multiyear budget forecasting per country was proposed to allow for adapted policy decisions and coordinated actions by Epos. Moreover, it was noted that monitoring is possible on the level of individual projects but that aggregate progress of the Erasmus+ programme is impossible to track. Due to socially desirable response behaviour of beneficiaries in reporting, there is a risk of relying solely on good practices of individual projects.
- ▶ **Insufficient follow-up:** building on the previous point, interviewees pointed to a difficulty of understanding the real impact of Erasmus+ - both on a project and aggregate level – in the medium to long run. It was suggested that such follow-up becomes a systematic part of the monitoring approach of Erasmus+. A starting point could be to organise monitoring sessions with other National Agencies. Ideally the long-term monitoring also includes quantitative follow-up of completed projects and activities.

Despite these clear issues in monitoring, policymakers also expressed understanding for the challenges inherent in providing measurable indicators and monitoring them.

RISK MANAGEMENT

In terms of risk management, analysis revealed the following:

- ▶ **Risk assessment** of applicants is a point of attention for the coming years. In particular, one has seen an increase in recent years of strategic behaviour by applicants unknown to the National Agency, e.g. organisations specialising in submission of applications who submit the same applications across Member States. Epos expressed a preference for a targeted approach across National Agencies, steered by the European Commission.
- ▶ **Quality control** across Member States poses a challenge. There is a perception of differences in quality assessment and interpretation of quality criteria by National Agencies. This has led to frustration amongst Flemish beneficiaries and staff members, especially in VET who reported quality issues relating to commercial training organisations in certain Member States.



- ▶ Epos has not observed any noticeable impact of the **antifraud measures** on the prevention or detection of fraud. Moreover, it was pointed out that fraud is not within the scope of Epos' responsibilities and/or capabilities, considering that they do not have the necessary legal expertise or capacity, there are insufficient resources for antifraud actions and the antifraud measures leave much flexibility for interpretation by National Agencies and/or lack the potential impact to act on fraud. Moreover, fraud may act on a larger European level, where a stronger role at commission level might be appropriate. Therefore, there may be value in an intermediary or in-between actor specialising in fraud prevention and detection.



3 / Relevance

EQ 23. To what extent do the Erasmus+ 2021-2027 objectives as set up in Article 3.1 and 3.2 of the Erasmus+ regulation, in link with the EU policy agendas in the field of education and training, continue to address the needs or challenges they are meant to help with? Are these needs or challenges (still) relevant in the context of your country? Have the needs or challenges evolved in such a way that the objectives of Erasmus+ 2021-2027 or its successor programme need to be adjusted?

EQ 27. What is the relevance of Erasmus+ 2021-2027 compared to the relevance of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

NEEDS AND THE GENERAL OBJECTIVES OF THE PROGRAMME

Through lifelong learning, Erasmus+ wants to support the educational, professional and personal development of people in education and training, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. Next to this general objective, Erasmus+ also formulates specific objectives, namely, to promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity and innovation at the level of organisations and policies in the field of education and training.

These objectives were formulated in light of the COVID-19 pandemic. The pandemic has shown that education is very important for a rapid and inclusive recovery. In addition, the pandemic also accelerated digitalization in education. The importance of these objectives of Erasmus+ were also emphasized during the focus groups. In particular, the quality of education (given the decline in the PISA scores) and the strong need for the professionalization of education professionals (including their digital skills) emerged as important needs.

The 2014-2020 program had emphasised economic challenges, which was reflected in increased attention for VET, traineeships in higher education, and the relationship with the labour market in general. According to policy stakeholders who participated in the focus groups, these challenges are still present and, moreover, have become even more precarious. The huge shortage on the labour market and the need for technical and STEM competencies is one of the biggest challenges for education.

One need that, according to the stakeholders interviewed, is not sufficiently addressed in the current programme is the shortage of teachers in Flanders (but also in other European countries). According to the stakeholders who participated in the focus groups, opportunities here are still underutilized in terms of international (knowledge) exchanges. Moreover, this teacher shortage makes it more difficult, especially for small schools in school education and institutions in adult education, to participate in the Erasmus+ program.

Various stakeholders indicate that the objectives formulated by Erasmus+ are broad enough to allow for individual interpretation.

HORIZONTAL PRIORITIES

The current program also proposes horizontal priorities, namely inclusion and diversity, digital transformation, green transition, and fourthly, participation in democratic life, common values and civic engagement. Policy actors, but also participating organisations and even participants, are critical of these additional priorities. It is stated that the addition creates too many objectives, with the risk of a diffuse effect. They are concerned that the 'learning in an international context' component may suffer.

It is argued that Erasmus+ does not have to provide an answer to all problems in education and, more generally, that there are other programmes and policy areas that respond to these horizontal priorities.



Of course, people will say, we are committed to inclusion and diversity and social participation, because those are simply the objectives of Erasmus+. The question is, should those goals be so explicit? Primary and secondary objectives seem appropriate to me: they should be secondary objectives to work on inclusion, diversity and social participation. That should not be the main objective in every project.

Moreover, small organisations indicate that it is difficult for them to achieve these horizontal priorities in addition to the main objectives of Erasmus+. They indicate that these criteria are not always relevant for a specific project at a specific institution, and that they do not know how to deal with this during the application and reporting.

EQ 24. To what extent are the needs of different stakeholders and sectors in your country addressed by the Erasmus+ 2021-2027 objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? How well is the Erasmus+ programme known to the education and training communities in your country? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this? What are the reasons of limited participation of certain target groups? Are there target groups who chose not to participate or are there always external factors preventing them?

OUTREACH OF THE PROGRAMME

Outside the education sector, findings from the focus groups suggest that there is still a strong perception of Erasmus+ existing only to support mobility for students in higher education. But even within the education sector, not all potential participants seem to be aware of all the possibilities. Findings from the focus groups also suggest that the possibility of submitting or collaborating in a KA2 project is relatively unknown among profit organisations.

Contacts within an existing consortium seem to be important for gaining access. Adult education centres and, to a lesser extent, small (primary) schools do not have the necessary financial resources to co-finance KA2 projects.

ATTRACTING THE TARGET GROUP

At the level of the intended participating organisations, interviewees indicated that it is more difficult to involve primary schools (e.g. due to low capacity), adult education (e.g. due to short programmes, lack of staff, low capacity), special education (but participation of this group is increasing) and the profit sector (see above). In addition, Erasmus+ seems to be difficult to implement within dual learning programmes.

At an individual level, interviewees mentioned that, apart from people with fewer opportunities (see also EQ25), some groups are harder to reach and motivate to participate:

- ▶ For parents of young children interviewees pointed towards the difficulty of finding childcare, especially if the parent is part of an already vulnerable target group. This target group is present among the staff, but also among the adult education students.
- ▶ The administrative threshold and its jargon is likely to weigh more heavily on non-native speakers. An example offered during focus groups was a secondary school student who was not allowed to participate because his non-native speaking parent did not understand Erasmus+.

There is a group of participants who are very enthusiastic and continue to participate after an initial participation (both learners and staff). At the same time, however, the focus groups also show that there is group of staff who are reluctant towards Erasmus+ and have a negative image of the programme, perceiving it as a holiday that inconveniences other colleagues. Participants in the study also mentioned that internationalisation is not a formal part of their job and therefore they do not have time for it.



Following a week of further training abroad... that is not facilitated and not rewarded. You use up a lot of credit with your colleagues at school. And that is of no further use to you.

FACTORS LIMITING ACCESS AND POSSIBLE ACTIONS TO REMEDY THIS

Common factors limiting access were identified building on the survey results, focus groups and findings from a prior study on the impact of Erasmus+ and eTwinning on schools⁵. A first barrier to access is the administrative burden. According to participants, participating in Erasmus+ requires a lot of heavy paperwork, including complex terminology. The use of standard translations in different languages for frequently used documents was suggested as a possible solution. A second barrier is the financial burden. For people living in poverty or deprivation, it is considered difficult to pay the costs of participation upfront. Students working while studying may have less possibilities to interrupt employment or lose income for a period of time. A third barrier to access, especially for staff and the beneficiary organisation, is the extra workload or organisational challenges (e.g. finding replacements; especially for teachers in school, vocational training, adult education). If a replacement cannot be found, interviewees mentioned that teachers need to teach their course online locally or provide an alternative assignment. This requires extra preparation and adaptation, in addition to preparing for the exchange and valorising the exchange afterwards. An additional factor that makes this barrier even more pressing is the staff shortage, which has become precarious in Flanders.

There are also some success factors that may overcome these barriers (based on focus groups data):

- ▶ **At school/organisational level:** support from school management⁶ (, structural embeddedness of internationalisation⁷ (, a prior tradition or history of participation in internationalisation, presence of an internationalisation strategy, availability of a standard replacement for teachers who go on an exchange (e.g. 'butterfly teachers'), formal dissemination, providing enough time and resources for international coordinators, organisational stability of the institution (especially in adult education), involvement of all staff.
- ▶ **At staff level:** spreading the Erasmus+ experience among other teachers, careful selection of staff, stimulating informal dissemination of experiences and practical information, involvement of the group of non-participants.⁸
- ▶ **At learner level:** targeted attempts to remove the barriers faced by learners and their parents (this requires in-depth counselling), strong communication to motivate students, guidance before, during and after the exchange, careful selection of learners, providing a full alternative for learners who stay at home (in the case of group exchanges).
- ▶ **At project level:** a strong project coordinator, careful selection of partner organisations, achievable goals with tangible outcomes, embedding of the project in a broader learning process, linking the project to the needs of the school, teachers/staff and learners.
- ▶ **Other external factors** that can have a positive impact are support from Epos, participation of coordinators in international contact seminars, obtaining accreditation and the use of the e-Twinning platform.

EQ 25. To what extent is the design of Erasmus+ 2021-2027 oriented and adapted towards the hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? In case some target groups are not sufficiently reached in your country, what factors are limiting their access and what actions could be taken to remedy this?

⁵ IDEA Consult (2022). Impact van Erasmus+ en eTwinning op scholen. Brussel: Epos vzw.

⁶ This success factor was reported by interviewees to translate into trust by school management in staff to invest in internationalisation.

⁷ Interviewees suggested that such embeddedness was strongly present in large institutions, but not so much in small schools. The level of the educational umbrella organisation can play a role here.

⁸ Interviewees suggested that non-participating staff are more likely to participate if they are motivated by another colleague.



The Erasmus+ Programme Guide 2023 provides a comprehensive description of the different barriers that may prevent or make it more difficult for participants with fewer opportunities to participate in the programme. In order to make the Erasmus+ programme more inclusive, additional financial resources ("inclusion support" for project management and/or for the participant) will be allocated when organisations develop activities for "less privileged" participants. To avoid organisations having to decide for themselves what the profile of a less privileged participant entails, Epos, in consultation with the National Authority, has drawn up a list of eligible profiles for the 2023 call. The table below shows which definitions apply in which education system. In the current programme, the number of scholarship holders has been increased by the group of "almost scholarship holders", which is a positive development according to the higher education institutions.

	School education	VET	Adult education	Higher education
<i>Functional disability</i>	X	X	X	X
<i>Indicator student⁹</i>	X	X		
<i>Low-skilled adult learners¹⁰</i>		X	X	
<i>(Almost) scholarship students</i>				X
<i>Working students</i>				X

Interviewees expressed a feeling that Erasmus+ is theoretically accessible to all groups, including those with fewer opportunities, but that the latter group is not sufficiently familiar with the programme or encounters a number of barriers (see also the barriers identified in EQ24 which also apply to those with fewer opportunities). This group also has the impression that Erasmus+ is mainly a programme for students with a higher social and financial status. This perception decreases the likelihood that people with fewer opportunities find their way to Erasmus+ (e.g. even preventing attendance at an information session about the possibilities of Erasmus+).

Some coordinators make it their business to personally motivate students with fewer opportunities to participate in the programme. According to interviewees this personal approach is effective but easier to achieve in school education due to the closer contact between students and teachers.

It was also mentioned that a physical disability or health problem can make an exchange difficult. Finding a campus, a place to stay and the appropriate support seems to be a rather difficult task. In addition, beneficiaries and staff in adult education were hesitant towards accepting students whose residence papers are not fully complete – fearing that their application will be considered invalid.

EQ 26. To what extent are the needs and challenges linked to Europe’s green and digital transitions reflected in the actions/activities of Erasmus+ 2021-2027?

The Digital Education Action Plan (2021-2027) is a European Union (EU) policy initiative that sets out a vision for high quality, inclusive and accessible digital education in Europe and aims to support the adaptation of Member States' education and training systems to the digital age. The plan calls for increased cooperation at European level in the field of digital education to address the challenges and opportunities of the COVID-19 pandemic and to provide opportunities for the education and training community (teachers, students), policy makers, academia

⁹For more information, see: <https://onderwijs.vlaanderen.be/nl/gelijke-onderwijskansen/ondersteuning-van-scholen>
¹⁰ do not have a third-level secondary education diploma and/or live on a replacement income (and therefore do not have sufficient "sustainable skills" to provide for a living)



and researchers at national, EU and international level. These objectives and actions are reflected in the horizontal priorities of Erasmus+, namely digital transformation. The testimonies showed that there are some projects aiming at the exchange of digital knowledge and skills. However, interviewees noted that digitalisation is more advanced in Flanders than in most host countries. In recent years, digitalisation in education gained momentum through the 'Digisprong', which meant that schools received additional financial support to invest in their infrastructure, knowledge and skills. However, interviewees still mentioned that expanding teachers' digital skills remain an important need in Flanders.

The recurring comment on the green transition is that the green objectives are difficult to reconcile with the concept of Erasmus. It requires an international exchange that involves travelling by plane or other means of transport. Many interviewees said that they find this difficult to understand, that they struggle to find greener ways of travelling that are affordable within the available budget, and that the time needed for green travel is infeasible for most schools¹¹. The green transition and focus on less air travel to distant destinations also do not fit in with the idea of getting to know different, often distant, cultures.

¹¹ The reasoning is that longer trips imply longer absences and, in the case of staff mobility, longer periods to find a replacement.



4 / Coherence

EQ 28. To what extent are the objectives of **different programme fields within Erasmus+ 2021-2027** consistent and mutually supportive? What evidence exists of cooperation between the different programme fields, including those managed by different National Agencies, and actions? How well do different actions work together? To what extent there exist inconsistencies, overlaps, or other disadvantageous issues between the programme fields and how are they dealt with?

This question is about internal coherence within Erasmus+. Epos makes demonstrable efforts to promote internal coherence within the programme. Structured meetings with both the youth agency, and other Belgian Erasmus+ NA's are organised to cooperate between the different programme fields. However, since for this evaluation is focused on the education and training field only, cannot report on coherence between all programme fields. We focus on internal coherence within the education and training field.

This internal coherence is actively promoted by Epos. Some examples are communication of a cross-sectoral approach via e.g. key-action based workshops that enhance cross-sectoral thinking; training of experts that start with a cross-sectorial approach followed by workshops per field; cross-sectoral training sessions for e.g. the Impact+ tool; thematic exchanges (e.g. on STEM, social inclusion) between KA1 and KA2 from school education, VET and eTwinning, ... their yearly event 'Grensverleggers' is oriented towards all sectors in the education and training field. Integration with the centralised actions eTwinning, EPALe, Europass, Euroguidance,... is structurally guaranteed by Epos being the umbrella organisation for Erasmus+ and all these actions.

In relation to how these actions work together in practice, the evaluation revealed the following findings:

- ▶ With regard to **coherence within KA1**, the different mobility activities for pupils/learners and staff are perceived as very complementary, because they lead to different experiences of internationalisation, which can build on each other and thus reinforce each other. E.g. starting with a course for staff, then job shadowing, and then organizing traineeships for students.

An interesting example in Flanders of synergy within KA1 is the ErasDu project:

ErasDu (<https://www.erasdu.eu/>) is a project of the KA1 VET Accredited consortium coordinated by Connectief vzw. They support vocational schools in setting up Erasmus+ projects, specifically in dual learning, by looking for hosts for learners and staff, informing pupils and parents, and so on. Several schools told in the focus groups that participation in ErasDu has been the stepping stone for them to develop their own KA1 projects.

We also identified some inconsistencies:

- Within KA1 for higher education, the KA171 has a more complex application and reporting procedure than the KA131, while there are fewer mobility options.
- The centres for adult education in Flanders observe an inconsistency in the fact that adult learners that follow a vocationally oriented course, have to participate in VET mobility, and adult learners that follow a general course, can participate in adult education mobility. The minimum mobility in the latter is two days, but in the former it is two weeks, which is a barrier for many of their learners. It seems that due to the intended symmetry in KA1, VET mobility appears to be too much tailored to the situation of young people.



- ▶ **KA1 and KA2** in general work well together.

Beneficiaries that combine KA1 and KA2 clearly experience an amplifying effect. A concrete example is e.g. the situation where a school mobilises partners from KA2 projects to find hosting companies for apprentices in the context of KA1 learner mobility. However, coherence and interconnectedness also lead to a certain degree of confusion and ambiguity in the demarcation, both for the beneficiary and the NA. This is especially true for the KA2 small-scale partnerships in school education, VET and adult education, which has a budget for individual mobility, while KA1 also allows organisations to work institutionally (through accreditations, but also e.g. by organising individual mobilities in school-wide projects).

Another example of interaction are organisations which are active in KA2 projects, and supports schools in KA1 (e.g. the Eekhout academy).

- ▶ **Erasmus+ and Europass** work well together in the sense that organisations are stimulated to use Europass via Erasmus+. However, some decide not to use it and develop their own tool, because they find the system insufficiently user-friendly or because the content does not meet the needs of general education.
- ▶ Also **Erasmus+ and eTwinning** work well together, in the sense many organisations in Erasmus+ use the platform. Interviewees also gave examples of eTwinning projects that functioned as stepping stones towards Erasmus+ projects. At the same time, however, several interviewees described eTwinning as a cumbersome platform and opt for an alternative communication channel for virtual contacts. Apparently, it is unclear for some whether eTwinning is obligatory or not.
- ▶ **KA1/KA2 and KA3** are perceived as complementary. It's another level of ambition and budgets, another type of partners is involved.

Survey results confirm that the general internal coherence and amplifying effects described above are noticeable in practice for organisations. Erasmus+ beneficiaries tend to set up multiple internationalisation activities: receiving visitors from abroad (in the context of Erasmus+ or other programmes), participating in activities such as international seminars, conferences, etc., using the virtual communication tools (e.g. e-twinning, EPAL) and engaging in other intercultural activities. Both through Erasmus+ and other channels, but Erasmus+ is dominant: only a minority of organisations have formal partnerships for internationalisation activities with partner organisations outside the Erasmus+ scope.

EQ 29. To what extent is Erasmus+ 2021-2027 coherent with other national or regional programmes, other forms of EU cooperation (bilateral programmes) as well as international programmes with similar objectives available in your country? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes?

EQ 30. To what extent has Erasmus+ 2021-2027 proved to be complementary to other national and international programmes available in your country in the fields of education and training, youth and sport? To what extent is Erasmus+ 2021-2027 building effective synergies or interactions with other programmes at national or regional level and other EU or international programmes with complementary objectives available in your country? What evidence exists of synergies and complementarities between Erasmus+ and other EU, national or regional programmes? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes? Can you compare with the synergies and complementarities developed in the previous Erasmus+ programme 2014-2020?



These questions are about external coherence between Erasmus+ and other national and international programmes.

The table below summarises the relevant programmes with similar objectives that have been mentioned by beneficiaries and stakeholders throughout this evaluation (this should not be considered as an exhaustive inventory):

National	International
Buurklassen, Erasmus Belgica, Intercom (managed by Epos)	AMIF, ESF, Interreg, Media, Creative Europe, CERV, Leader
Prins Filip fonds (KBS), WOB	European Universities alliances
Funding from local authorities	NextGeneration EU
Sectoral funding for traineeships	
Brains on the move (higher education)	

Coherence with national programmes

The national programmes in the table above are mainly aimed at **higher education, school education and VET**. Some of them are managed by Epos. Although the survey shows that organisations use additional funding or programmes to expand their international activities, these are usually funds obtained through their own activities or through sponsoring. In the survey, 1 in 5 organisations indicate that there has been a limited increase in the allocation of alternative funding sources since the organisation participated in Erasmus+.

The other programmes are considered complementary (by 74.1% of organisations). Financially, they are of limited importance. The added value lies in the synergies that arise: national programmes are more accessible and can therefore be important for organisations, staff and learners as a stepping stone to Erasmus+ (e.g. start-up budget from the local government for a first preparatory visit, or possibility to have entire classes go on mobility close to home,...).

A gap in the national offer that is regularly mentioned by schools and small organisations is the lack of a supporting budget to reimburse personnel costs for the coordination of internationalisation. This could make a difference in assuring the quality and impact of projects.

For **higher education** a complementary national programme is "Brains on the Move", subsidised by the Department of Education and managed by VLUHR-i. It mainly provides student mobility scholarships for a list of countries that are not in the list of Erasmus+ programme countries. It requires constant attention to keep both programs consistent.

Coherence with international programmes

Epos makes demonstrable efforts to promote external coherence of Erasmus+ with other international programmes. They maintain active contacts with the NCPs (national contact points), NAs and Flemish support services for other EU programmes, often facilitated by the Flemish-European liaison office Flanders-Europe (VLEVA). They also learn from NAs in other countries how these synergies can take shape.

For the international programmes below, some specific remarks can be made:

- ▶ **European Universities alliances** At the time of this evaluation, 9 out of 18 Flemish higher education institutions were members of an approved alliance. In a positive sense, the Flemish government has



complemented this initiative by providing extra funding (through the Department of Economy, Science and Innovation) and by providing an exception to the language regulations in higher education for the programmes within these alliances. A potential disadvantageous issue that might arise is that more KA1 resources for students and staff will be needed in more advanced alliances. Any exploration of potential solutions to address this issue need to take into account the totality of the budgets for KA1, for the rest of the higher education institutions but also taking into account the budget needs of other sectors (see EQ15 and EQ16).

- ▶ **NextGeneration EU** Through this temporary European recovery instrument – translated to the Flemish recovery and resilience plan ‘Vlaamse Veerkracht’ – programmes related to the green and digital transition have been set up in various policy domains, including education and training. An effective synergy that was mentioned is with the ‘Digisprong’ programme in school and adult education: this investment in digital infrastructure reduces the cost of digital communication for organisations. At the same time, however, there is a risk of overlap, particularly in higher education. As a policy actor in the field of innovation observed, higher education institutions tend to ‘shop around’ for subsidies related to the digital and green transitions, locally and internationally, and within various policy domains, but the government has no oversight to monitor leverage.

External coherence in organisations

The reinforcing effects of external coherence also have an impact on organisations in the field. It has already been mentioned above that local programmes can be a stepping stone to Erasmus+. Participation in projects coordinated by others can also be a stepping stone to one’s own project (within or outside Erasmus+).

In international programmes, focus group findings suggest that organisations which are successful in one programme are more likely to be successful in others. They speak the right language, develop richer ideas and end up in international networks in which Erasmus+ is only part of an ecosystem of international relations.

Survey and focus group findings suggest that most organisations that combine Erasmus+ with other programmes perceive them as complementary. Other (European) programmes clearly have different objectives, rules, platforms and so on. Organisations choose the appropriate programme to support their various objectives. To some extent, strategic behaviour can be observed: as a beneficiary (where is the highest chance of success?) or as a partner (which network can we join?). Nevertheless, many organisations lack sufficient knowledge and capacity to investigate the possibilities of various (funding) programmes.

EQ 31. What is the coherence of Erasmus+ 2021-2027 compared to the coherence of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

In the mid-term evaluation of Erasmus + 2014-2020 the integration of the several programmes into Erasmus+ was an explicit issue. Since then, a further development of symmetry between the KA1 actions (e.g. accreditation in all sectors) can indeed be observed.

Another expectation in 2014-2020 was that integration would create more space to accommodate policy changes and to use Erasmus+ as a policy tool. The horizontal priorities of Erasmus+ 2021-2027 explicitly aim for this. However, during the evaluation, focus group findings demonstrated that policy stakeholders from the relevant policy areas (innovation, work, sustainability, equal opportunities, etc.) either did not see the relevance of participating in the focus group, or still only know Erasmus+ as programme for individual learning mobility of pupils and students. Hence, there is still room for growth in external coherence.

A deterioration at the level of implementation in Erasmus+ 2021-2027 compared to 2014-2020, is observed with regard to the coherence between KA1 and KA2 for school education, adult education and VET.



In the previous programme period, specifically the former school exchange partnerships in KA2 appeared to have been a stepping stone towards KA1 for beneficiaries in school education, adult education and VET. We heard several positive stories along these lines:

... before they only did short projects but the demand increased and then they applied for the KA1 accreditation to be able to become school-wide. She thinks it's good to start with small-scale KA2 projects, and then move on to KA1. (beneficiary school education)

The system changed in 2021 toward the integration of school exchange opportunities in KA1, the introduction of small-scale partnerships, and less promotion of KA2 on a budgetary level as compared to KA1. Focus groups findings suggest that beneficiaries need to look for new ways to achieve their intended goals, but are not yet aware or do not find their way to school exchange opportunities within KA1 or small-scale partnerships in KA2, resulting in frustration and a decrease in opportunities for synergy as described above. Moreover, schools with more internationalisation experience were described as no longer being able to rely on KA2 opportunities, considering that they are not the target group for small-scale partnerships and that success rates for cooperation partnerships are relatively low.



5 / European added value

EQ 33. To what extent does the Erasmus+ programme contribute to developing knowledge in European integration matters, to raising awareness about the EU common values and to fostering a European sense of belonging in your country?

The survey results demonstrate that the Erasmus+ programme significantly contributes a heightened awareness of EU common values and to fostering a sense of European belonging. Both learners and staff members report experiencing these types of effects.

In the focus groups, certain respondents aptly described how EU common values and the experience of European citizenship function as catalysts for peace and act as barriers against polarization:

... bring different nationalities together, that is what Europe stands for... Meeting each other, cooperation, getting to know other cultures, then you get that European identity and a strong front for peace in the end – which is Europe's ultimate main goal (FG beneficiaries KA2)

... they notice that we are not so different, we can work together in a large European area. It is important to be aware of this. Especially now in times with so much war. We are different but also very similar...(FG staff adult education)

The Erasmus+ program, along with the Commission's priorities, underscores the role that the program must play concerning migrants. In one of the focus groups, interviewees highlighted the significance of learning EU values through Erasmus+ in Dutch language lessons in adult education, particularly for newcomers. This exemplifies the contribution of Erasmus+ in this domain.

However, the contribution to knowledge in European integration matters appears to be considerably lower. Some interviewees questioned whether this should be an objective of Erasmus+, which points towards the option of — perhaps leaving such objectives exclusively to the Jean Monnet actions (which were not in the scope of this evaluation).

EQ 34. To what extent does Erasmus+ 2021-2027 promote cooperation between Member States and third countries associated to the programme? And between these countries and third countries not associated to the programme

The survey results indicate that Erasmus+ has facilitated cooperation with partner or third countries for approximately one-third of the organisations in our sample, while about two-thirds have not engaged in such collaborations. For organisations that solely participated in KA1, the proportion involved in collaborations with partner countries is lower, at around one-fifth.

The primary added value of Erasmus+ lies in its ability to enhance the attractiveness of the organization in these partner countries. The quote below illustrates this mechanism:

... for us it has helped a lot to put the ERASMUS+ brand on it on our output (a project management tool developed in a KA2 project), has opened a lot of doors internationally in and outside Europe. A quality label. Is one of the reasons that our intellectual output now also goes to the Middle East, I think, for 20%. Is because that logo is on it (FG beneficiaries KA2)



On the other hand, the fact that some countries with which stakeholders in Flanders have good collaboration relationships, are not associated to the Programme (e.g. Switzerland, United Kingdom,...), makes collaboration with partner organisations in these countries much more complicated.

EQ 32. What is the additional value and benefit resulting from EU activities, compared to what could be achieved by similar actions initiated only at regional or national levels in your country? What does Erasmus+ 2021-2027 offer in addition to other education and training support schemes available at regional or national levels in your country? What possibilities do you see to adjust Erasmus+ or its successor programme in order to increase its European added value?

EQ 35. What is the benefit and added value of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 for individuals or organisations participating to the programme compared to non-participants in your country?

Most organisations in the survey that are involved in other programs, indicate that Erasmus+ has enabled them to achieve results that would have been unattainable through other funding channels or programs alone (81.5%). Additionally, concerning collaboration under KA2, 79.5% of organisations believe that positive results can be achieved through joint efforts that would not be possible as an individual effort. Consequently, there is a robust added value of the Erasmus+ program.

The focus groups reveal that the added value of Erasmus+ for organisations predominantly lies in the importation of knowledge, creativity, and good practices from abroad to Flanders. Moreover, due to the quality standards imposed by Erasmus+, organisations develop a more strategic approach to their internationalization policy. For instance, a school may transition from organizing separate school trips to subsidized internships or class exchanges that are better aligned with curriculum objectives. In school contexts, international experiences with teachers and pupils tend to enhance their bond, fostering increased well-being and a positive atmosphere at school.

As demonstrated by both survey and focus group findings, the added value for individuals is evident for both staff and learners. Staff members participating in Erasmus+ experience a broadening of their horizons and mindset, feeling more connected to global events. Tangibly, they bring inspiring learning content and methodologies from abroad to their practices in Flanders, while emotionally, the experience provides them with new energy and motivation for their job.

Learners participating in Erasmus+ reportedly gain a boost to their self-reliance and independence, which is depicted as a more profound experience compared to other programs due to managing on their own far away from home. As discussed in EV 1, the survey results also suggest that learners experience skills developments in dealing with diversity and communication with other cultures, enhancing their ability to work collaboratively in a team.

However, the added value of Erasmus+ does not occur automatically. Careful implementation is essential to guarantee quality. One challenge is the perception that Erasmus+ is often associated with a 'holiday' within school teams (see also EQ24). Indeed, instances of low-quality courses in sunny destinations were mentioned during focus groups. Therefore, active efforts toward establishing qualitative partnerships are crucial. As reported by interviewees, tensions or a sense of jealousy may arise within organisations between participants and non-participants; addressing this requires thoughtful implementation, such as offering an alternative program for those who stay at home, along with effective communication to prevent such issues.

EQ 11. To what extent are the effects likely to last in your country after the intervention ends, both cumulatively and the level of each implemented grant?



EQ 36. To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 sustainable beyond the projects duration in your country?

EFFECTS THAT ARE MORE LIKELY TO LAST/RESULTS THAT ARE EASIER TO MAKE SUSTAINABLE

At the individual level, the following effects appear more likely to endure: the ability for independent reasoning, the capacity to work independently, self-reliance, self-efficacy (i.e., the belief that one can achieve something), and adaptability. Additionally, the foundational aspects of learning a new language (not the actual knowledge but the capability to learn) and a positive attitude towards interaction with other cultures/diversity were described by interviewees as sustainable results.

For beneficiaries or at the institutional level, many European networks developed through Erasmus+ appear to be enduring. In the survey, 83.3% of responding organisations describe the Erasmus+ collaboration as durable (excluding partnerships affected by COVID or geopolitical circumstances). However, interviewees noted that mutual trust and a shared work culture are crucial prerequisites for this type of sustainable cooperation. Additionally, repeated engagement reinforces durability.

Concerning outputs, digital outputs tend to last, as they are more easily accessible and, therefore, easier to disseminate and exploit after the project ends. Similarly, small-scale innovations in teaching practices in schools (e.g. language buddies, peer observation, etc.) were reported as more likely to be sustainable due to their incremental nature. Interviewees noted, however, that the faster the dissemination/exploitation occurs after project completion, the greater the chances for durability of certain output components.

EFFECTS THAT ARE LESS LIKELY TO LAST/ RESULTS THAT ARE MORE DIFFICULT TO MAKE SUSTAINABLE

At the individual level, staff mobilities without formalized or embedded immediate dissemination actions tend to exhibit fewer lasting effects – according to interviewees. This is attributed to the fact that the motivation to disseminate often occurs immediately after project completion and subsequently diminishes rapidly. Additionally, specific language competencies or knowledge tends to dissipate swiftly.

For beneficiaries or at the institutional level, the implementation of highly specific course-related topics in schools proves challenging. Similarly, innovative educational practices linked to more fundamental differences between educational systems do not always facilitate transferability, as the contextual nuances of each country or region's educational system play a crucial role.

In general, creating lasting results becomes challenging in the absence of sufficient support for dissemination/exploitation, either within the organization (e.g. from management or school directors) or within the project budget. This concern has been expressed by interviewees, for instance, in relation to KA2 in higher education.

EQ 12. What if the Erasmus+ programme had not existed? Would the relevant sectors (higher education, school education, adult education, vocational education and training,) in your country be supported in the same way and to a comparable extent?

EQ 37. What would be the most likely consequences in your country if the Erasmus+ programme were possibly to be discontinued?

There is a consensus across all sectors that they would not receive the same level of support had the Erasmus+ program not existed. The Flemish government would be unable to generate an equally substantial budget to facilitate internationalization in education and training.



Drawing from insights into the added value of Erasmus+, we can deduce that the most likely consequences of discontinuing the program would include reduced international mobility and exchanges, an increasing isolation of Flemish education and training institutions, a decline in challenges for individuals (including pupils, students, and staff), heightened monotony for everyone, a narrowing of perspectives within a global context, diminished innovation, a decrease in the quality of education, reduced tolerability, and an increase in black-and-white thinking.





Part 3 - Survey results



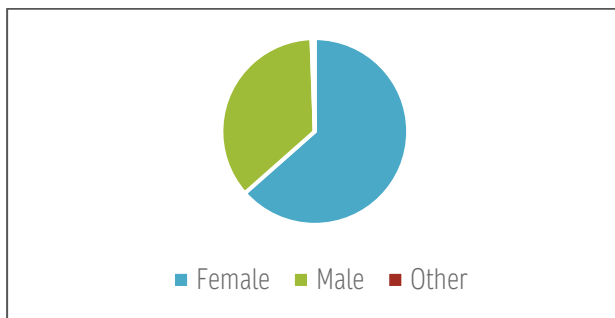


1 / Evaluation of Erasmus+ for pupils and students questions

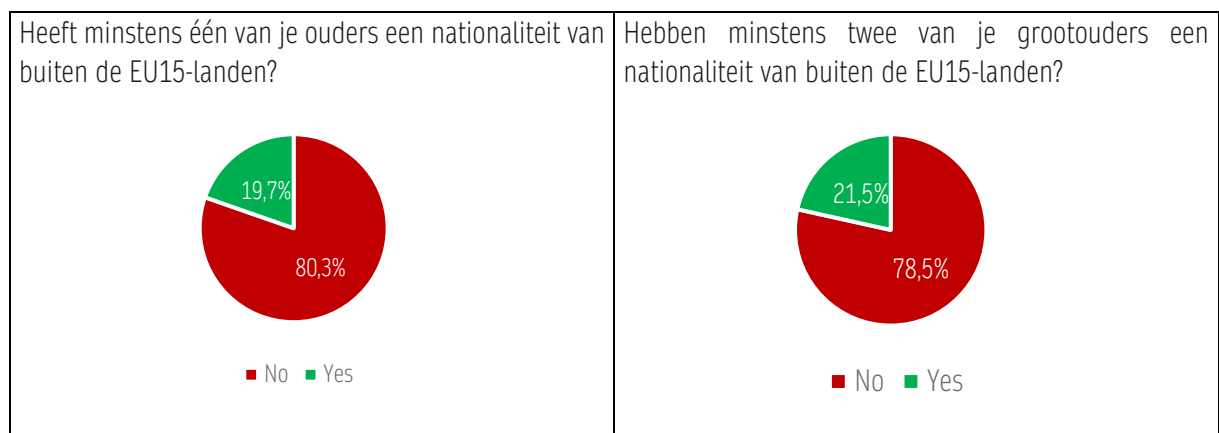
1.1. Characteristics of respondents

PERSOONLIJKE KENMERKEN

Wat is uw geslacht? (n= 534)



Wat is uw achtergrond? (n= 534)



In het secundair onderwijs zit/zat ik ... (n= 534)

in ASO	62,7%
in BSO/arbeidsmarktfinaliteit	9,4%
TSO	26,2%
in een andere beroepsgerichte opleiding	1,7%
Geen van bovenstaande keuzes	4,5%

Duid aan welke van onderstaande situaties op jou van toepassing zijn. (n= 534)

Ik heb recht op een studiebeurs/studietoelage van de Vlaamse overheid	14,6%
Ik ben de eerste persoon in mijn gezin die een opleiding volgt/volgde aan de hogeschool of universiteit	17,2%
Ik combineer mijn studies met werk en/of gezin	5,1%
Geen van bovenstaande keuzes	68,0%

Duid aan welke van onderstaande situaties op jou van toepassing zijn. (n= 534)

Ik heb ernstige gezondheidsproblemen	1,0%
Ik heb een functiebeperking	4,0%
Geen van bovenstaande keuzes	95,0%

Type mobiliteit? (n= 534)

Scholieren in het schoolonderwijs	72,4%
Studenten in het hoger onderwijs	23,1%
Lerenden in beroepsonderwijs of -opleiding	3,5%
Lerenden in volwassenenonderwijs	0,9%

Hoeveel keer nam je al deel aan een Erasmus+ programma? (n= 534)

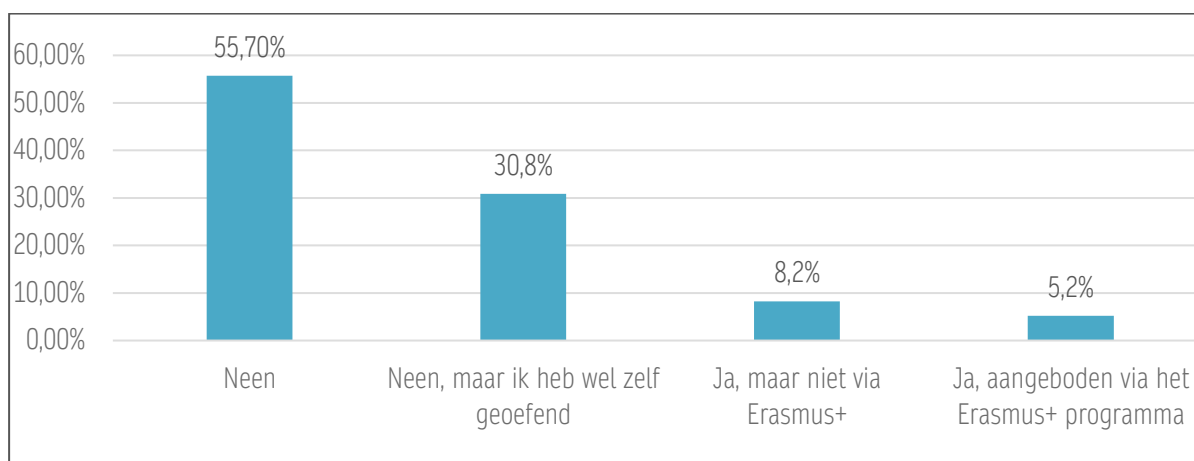
1	84,9%
2	10,8%
3	2,6%
4	1,5%
8	0,2%



In welk jaar nam je voor het laatst deel aan een Erasmus+ programma? Duid aan in welk jaar je Erasmus+ programma startte. (n= 534)

	Jaar van deelname	Percentage
Programmaperiode 2021-2027	2023	50,8%
	2022	29,2%
Programmaperiode 2014-2020	2021	6,1%
	2019	4,8%
	2020	3,9%
	2018	2,0%
	2017	1,5%
	2015	0,7%
	2014	0,6%
	2016	0,2%

Volgde je een taalopleiding om jouw verblijf in het buitenland te vergemakkelijken? (n= 534)



1.2. Effectiveness

The majority of the effectiveness questions had a Likert scale. These answers were coded with a number from 1 to 5¹². The answers were then calculated as an average of these scores.

1.2.1 Competencies and skills

¹² To support the reader in interpreting the results in the tables, high average scores (between 5 and 4.2 ..) have been coloured dark green, relatively high average scores (between 4.2 and 3.4 light green and moderate scores (3.4 and below) yellow.



In welke mate ga je akkoord met onderstaande uitspraken? Door mijn verblijf in het buitenland in het kader van Erasmus+... (n=511)

	Beroeps- onderwijs of -opleiding	Volwassenen -onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
... heb ik mijn kennis van vreemde talen verbeterd.	3,98	3,98	3,99	4	3,99
... heb ik mijn technische of beroepscompetenties verbeterd.	3,17	3,18	3,26	3,27	3,26
... behaal ik betere resultaten/leer-of schoolprestaties.	3	3,01	3,07	3,09	3,07
... heb ik mijn digitale vaardigheden verbeterd, zoals een vlotter gebruik van computer, tablet of smartphone of een betere omgang met internet of sociale media.	2,99	2,98	3	3	2,99
... gebruik ik digitale tools vaker voor mijn studies of het werk.	2,89	2,89	2,93	2,94	2,92

	Gemiddelde	Aantal	% van de antwoorden				
... heb ik mijn kennis van vreemde talen verbeterd.	75%	506	3%	16%	46%	31%	
... heb ik mijn technische of beroepscompetenties verbeterd.	57%	506	9%	14%	45%	28%	10%
... behaal ik betere resultaten/leer-of schoolprestaties.	52%	506	3%	15%	51%	22%	3%
... heb ik mijn digitale vaardigheden verbeterd, zoals een vlotter gebruik van computer, tablet of smartphone of een betere omgang met internet of sociale media.	50%	506	9%	21%	40%	21%	9%
... gebruik ik digitale tools vaker voor mijn studies of het werk.	48%	506	11%	19%	42%	20%	8%

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord

In welke mate ga je akkoord met onderstaande uitspraken? Door mijn verblijf in het buitenland in het kader van Erasmus+... (n=511)

	Beroeps- onderwijs of -opleiding	Volwassenen -onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
... kan ik beter logisch nadenken of conclusies trekken.	3,23	3,24	3,26	3,29	3,26
... kan ik beter samenwerken met anderen.	3,85	3,86	3,84	3,84	3,83
... kan ik beter taken/activiteiten plannen of organiseren.	3,43	3,44	3,46	3,49	3,46
... kan ik beter communiceren.	4,14	4,13	4,11	4,09	4,1
... kan ik makkelijker oplossingen vinden in moeilijke omstandigheden.	3,55	3,55	3,58	3,62	3,58
... geloof ik meer in mijn eigen kunnen.	3,89	3,9	3,94	3,97	3,94
... kan ik me creatiever uitdrukken.	3,43	3,43	3,43	3,44	3,43
... ken ik mijn sterktes en zwaktes beter.	3,64	3,64	3,68	3,71	3,68



	Gemiddelde	Aantal	% van de antwoorden
... kan ik beter communiceren .	77%	521	13% 52% 31%
... geloof ik meer in mijn eigen kunnen.	73%	521	19% 22% 44% 28%
... kan ik beter samenwerken met anderen.	71%	521	19% 22% 55% 17%
... ken ik mijn sterktes en zwaktes beter.	67%	521	6% 30% 45% 17%
... kan ik makkelijker oplossingen vinden in moeilijke omstandigheden.	64%	521	15% 37% 43% 13%
... kan ik beter taken/activiteiten plannen of organiseren.	61%	521	18% 37% 40% 11%
... kan ik me creatiever uitdrukken.	61%	521	11% 38% 36% 12%
... kan ik beter logisch nadenken of conclusies trekken.	56%	521	19% 52% 31% 5%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

1.2.2 Treating others

In welke mate ga je akkoord met onderstaande uitspraken? Door mijn verblijf in het buitenland in het kader van Erasmus+... (n=486)

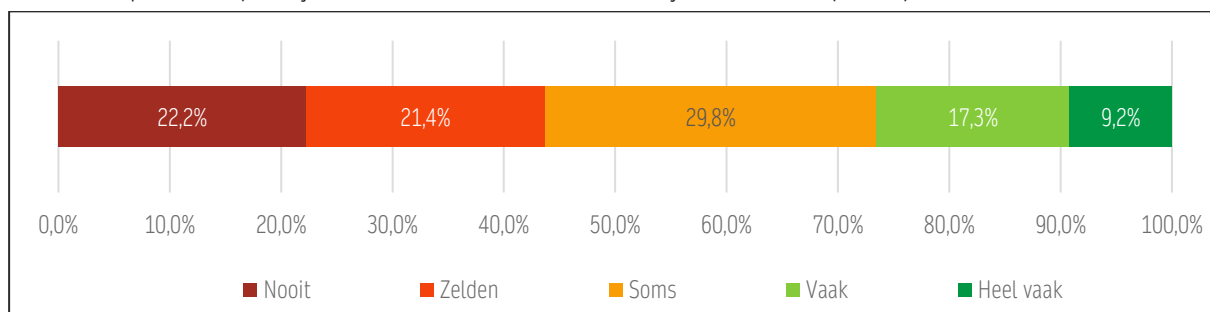
	Beroeps- onderwijs of - opleiding	Volwassen en- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
... ben ik me meer bewust van andere culturen en hun gewoonten.	4,33	4,32	4,33	4,32	4,32
... ben ik meer tolerant/heb ik meer begrip voor de waarden en het gedrag van anderen.	4,04	4,01	4	4	3,99
... kan ik makkelijker omgaan of samenwerken met mensen van verschillende achtergronden en culturen.	4,09	4,08	4,05	4,06	4,05
... heb ik mijn netwerk uitgebreid/nieuwe mensen leren kennen in Europa.	4,3	4,3	4,34	4,35	4,34
... heb ik vrienden in het buitenland.	3,85	3,86	3,93	3,95	3,93



	Gemiddelde	Aantal	% van de antwoorden				
... heb ik mijn netwerk uitgebreid/ nieuwe mensen leren kennen in Europa.	83%	495	11%	32%	53%		
... ben ik me meer bewust van andere culturen en hun gewoonten.	83%	495	8%	47%	43%		
... kan ik makkelijker omgaan of samenwerken met mensen van verschillende achtergronden en culturen.	76%	495	20%	47%	30%		
... ben ik meer tolerant/heb ik meer begrip voor de waarden en het gedrag van anderen.	75%	495	19%	52%	25%		
... heb ik vrienden in het buitenland.	73%	495	5%	10%	19%	21%	45%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

Hoe vaak heb je nog contact met vrienden of kennissen in het buitenland (bv. gastgezin, medescholieren of -studenten, partner, ...), die je leerde kennen in het kader van je deelname? (n=481)



1.2.3 Education and activities

Heb je het diploma behaald voor de opleiding waarin je Erasmus+ deelname kaderde? (n=472)

	Beroeps- onderwijs of - opleiding	Volwassen en- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
Ja	80,0%	25,0%	64,1%	62,9%	64,0%
Neen, ik ben momenteel nog bezig aan de opleiding	20,0%	75,0%	32,6%	36,2%	33,5%
Neen, ik heb de opleiding afgebroken	0,0%	0,0%	3,3%	0,9%	2,5%

Ben je sinds je deelname aan het Erasmus+ programma met een nieuwe opleiding gestart? (n=472)

	Beroeps- onderwijs of - opleiding	Volwassen en- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
Ja	33,3%	0,0%	35,6%	33,6%	34,7%
Neen	66,7%	100,0%	64,4%	66,4%	65,3%



Binnen welke onderwijsvorm of onderwijsniveau ben je met een nieuwe opleiding gestart?

	Aantal	% van de antwoorden	%
Secundair onderwijs	7		4%
Opleiding in het volwassenenonderwijs	3		2%
Beroepsopleiding (bv. via VDAB, Syntra, sector,...)	1		1%
Professionele bachelor of bachelor na bachelor	66		40%
Academische bachelor	49		30%
Master	18		11%
Postgraduaat of master na master	6		4%
Doctoraat	2		1%
Andere, namelijk:	11		7%

N 163

Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n=464)

	Beroeps- onderwijs of - opleiding	Volwassen en- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
... ben/was ik meer gemotiveerd om mijn opleiding af te ronden of diploma te behalen.	3,5	3,53	3,53	3,53	3,52
... vind/vond ik het makkelijker om over te schakelen naar een nieuwe opleiding.	2,85	2,88	2,94	2,95	2,92
... ben ik van plan om ook in de toekomst deel te nemen aan projecten/initiatieven rond internationalisering.	4,06	4,06	4,03	4,03	4,02

	Gemiddelde	Aantal	% van de antwoorden
... ben ik van plan om ook in de toekomst deel te nemen aan projecten/initiatieven rond internationalisering.	75%	472	
... ben/was ik meer gemotiveerd om mijn opleiding af te ronden of diploma te behalen.	63%	472	
... vind/vond ik het makkelijker om over te schakelen naar een nieuwe opleiding.	48%	472	

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord
 ■ Niet van toepassing/weet ik...

1.2.4 Work and entrepreneurship



Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n=464)

	Beroeps- onderwijs of - opleiding	Volwassenen- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
... heb ik betere kansen voor stages of jobs.	3,75	3,76	3,83	3,83	3,81
... kan ik me makkelijk voorstellen om in het buitenland te studeren of te werken in de toekomst.	4,17	4,19	4,23	4,23	4,22
... heb ik een duidelijker beeld van mijn doelen op vlak van werk.	3,44	3,46	3,51	3,51	3,5
... heb ik meer zin voor initiatief.	3,69	3,69	3,71	3,72	3,7
... ben ik van plan om meer ondernemend te worden (of doe ik dat al), bv. door zelfstandige te worden of een eigen bedrijf te starten.	3,2	3,2	3,22	3,23	3,01
... durf ik nieuwe dingen uitproberen.	4,11	4,11	4,13	4,13	4,12

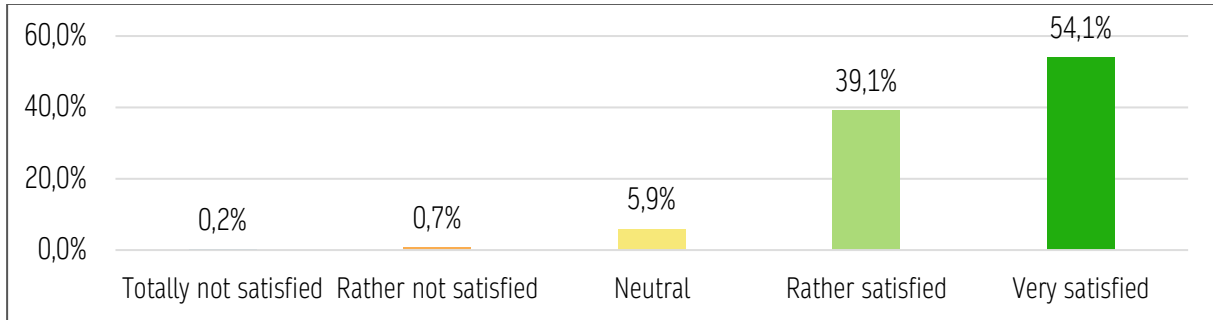


1.2.5 General satisfaction

(n=464)	Beroeps- onderwijs of - opleiding	Volwassenen- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
Hoe tevreden ben je in het algemeen over het Erasmus+ programma?	4,48	4,48	4,47	4,46	4,46
Door mijn eerste ervaring met Erasmus+ ben (/was) ik gemotiveerd om nog eens deel te nemen.	4,42	4,42	4,38	4,36	4,38



Hoe tevreden ben je in het algemeen over het Erasmus+ programma? (n=464)

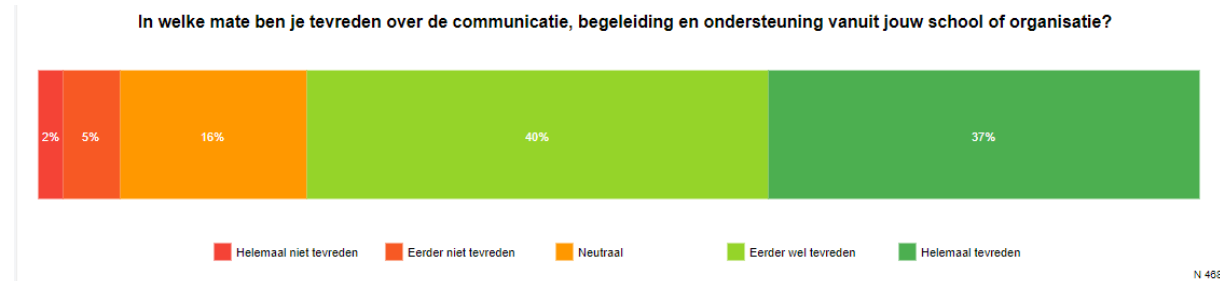


Door mijn eerste ervaring met Erasmus+ ben (/was) ik gemotiveerd om nog eens deel te nemen. (n=464)



In welke mate ben je tevreden over de communicatie, begeleiding en ondersteuning vanuit jouw school of organisatie? (n=464)

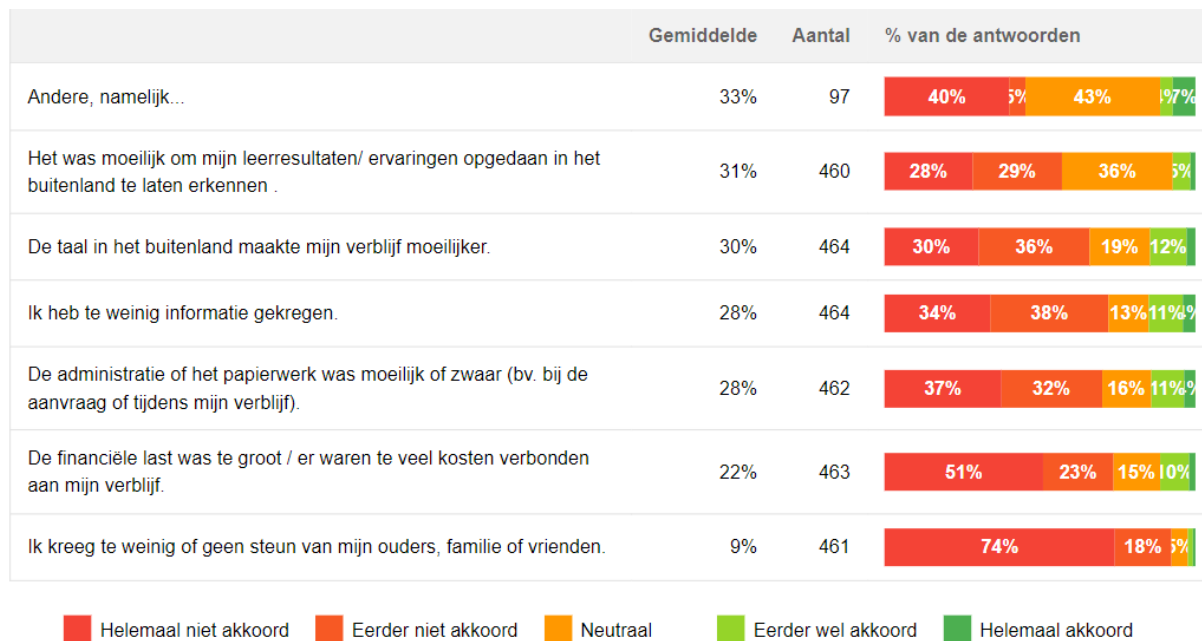
Beroeps-onderwijs of -opleiding	Volwassenen-onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
4,05	4,13	4,05	4,03	4,07



Wat verliep moeilijk bij jouw deelname aan het Erasmus+ programma? Duid aan in welke mate je akkoord gaat met onderstaande uitspraken (n=456)

	Beroeps- onderwijs of - opleiding	Volwassenen- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen
Ik heb te weinig informatie gekregen.	2,13	2,01	2,13	2,16	2,11
De administratie of het papierwerk was moeilijk of zwaar (bv. bij de aanvraag of tijdens mijn verblijf).	2,1	1,93	2,09	2,13	2,06
De financiële last was te groot / er waren te veel kosten verbonden aan mijn verblijf.	1,89	1,66	1,88	1,93	1,84
De taal in het buitenland maakte mijn verblijf moeilijker.	2,23	2,22	2,23	2,24	2,23
Het was moeilijk om mijn leerresultaten/ ervaringen opgedaan in het buitenland te laten erkennen.	2,23	2,23	2,24	2,23	2,23
Ik kreeg te weinig of geen steun van mijn ouders, familie of vrienden.	1,37	1,3	1,37	1,38	1,36

Opmerking : de kleuren zijn hier omgedraaid, aangezien een lage score positief is



1.3. European values

Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n=464)

	Beroeps- onderwijs of - opleiding	Volwassenen- onderwijs	School- onderwijs	Hoger onderwijs	Algemeen



... ben ik me meer bewust van het milieu, duurzaamheid of duurzaam.	3,13	3,14	3,17	3,14	3,16
... heb ik een betere kennis van hoe Europa werkt.	3,37	3,36	3,37	3,37	3,38
... begrijp ik de Europese waarden beter (bv. democratie, gelijkheid, rechtvaardigheid, ...) en mijn rechten als inwoner van Europa.	3,25	3,25	3,24	3,24	3,24
... voel ik me meer Europees.	3,14	3,14	3,19	3,21	3,2
... zet ik me meer in voor het milieu, duurzaamheid of de bestrijding van klimaatverandering.	3,01	3,02	3,05	3,02	3,04
... wil ik me meer inzetten om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	3,44	3,43	3,43	3,42	3,43
... wil ik meer actief deelnemen aan het sociale of maatschappelijke leven in mijn gemeente.	3,21	3,21	3,21	3,19	3,2

	Gemiddelde	Aantal	% van de antwoorden			
... wil ik me meer inzetten om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	61%	485	8%	45%	30%	14%
... heb ik een betere kennis van hoe Europa werkt.	60%	485	12%	36%	38%	10%
... begrijp ik de Europese waarden beter (bv. democratie, gelijkheid, rechtvaardigheid, ...) en mijn rechten als inwoner van Europa.	56%	485	13%	44%	31%	8%
... wil ik meer actief deelnemen aan het sociale of maatschappelijke leven in mijn gemeente.	55%	485	12%	48%	25%	10%
... voel ik me meer Europees .	55%	485	11%	45%	23%	13%
... ben ik me meer bewust van het milieu, duurzaamheid of klimaatverandering.	54%	485	15%	44%	27%	8%
... zet ik me meer in voor het milieu, duurzaamheid of de bestrijding van klimaatverandering.	51%	485	16%	53%	19%	7%

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord





2 / Evaluation of Erasmus+ for teaching staff

2.1. Characteristics of respondents

Gender? (n=612)

Vrouw	70,8%
Man	29,2%

In welk jaar bent u geboren? (n=612)

1978	6,5%
1979	5,2%
1980	4,4%
1977	4,1%
1983	4,1%
1973	3,9%
1981	3,8%
1969	3,8%
1975	3,6%
1984	3,4%
1976	3,4%
1972	3,3%
1986	3,1%
1967	2,9%

1966	2,9%
1974	2,9%
1971	2,8%
1970	2,8%
1965	2,5%
1982	2,5%
1985	2,3%
1988	2,3%
1994	2,0%
1968	2,0%
1963	2,0%
1987	2,0%
1990	1,8%
1993	1,6%

1964	1,6%
1961	1,5%
1997	1,5%
1989	1,3%
1992	1,1%
1991	1,0%
1962	1,0%
1995	1,0%
1996	0,8%
1960	0,7%
1998	0,3%
1999	0,3%
1958	0,2%



Heeft minstens één van uw ouders een nationaliteit van buiten de EU15-landen? (n=612)
















(EU15 = België, Duitsland, Denemarken, Finland, Frankrijk, Griekenland, Ierland, Italië, Luxemburg, Nederland, Oostenrijk, Portugal, Spanje, Verenigd Koninkrijk en Zweden)

Nee	89,7%
Ja	10,3%

Hebben minstens twee van uw grootouders een nationaliteit van buiten de EU15-landen? (n=612)

Nee	90,2%
Ja	9,8%

In welke organisatie werkt u? Ik werk in een... (n=612)

	% van de antwoorden	%
School voor gewoon secundair onderwijs		45,3%
Hogeschool		18,2%
School voor gewoon basisonderwijs		17,2%
Centrum voor volwassenenonderwijs		7,1%
Universiteit		3,2%
Pedagogische begeleidingsdienst		3,0%
andere		3,0%
Scholengroep/-gemeenschap		2,5%
School voor buitengewoon secundair onderwijs		1,8%
Centrum voor deeltijds onderwijs		1,3%
School voor buitengewoon basisonderwijs		0,7%
Academie voor deeltijds kunstonderwijs		0,6%
Organisatie voor sociaal-cultureel werk		0,6%
Onderneming		0,3%
Onderwijsnet of -koepel		0,3%

Wat volgde je in het secundair onderwijs? (n=612)

Ik volgde secundair onderwijs in het TSO	134	21,8%
Ik volgde secundair onderwijs in het ASO	473	76,9%
Ik volgde secundair onderwijs in het BSO of een andere beroepsgerichte opleiding	20	3,3%
Geen van bovenstaande opties	17	2,8%



Wat is voor jou van toepassing? (n=612)

Ik heb geen diploma hoger onderwijs	27	4,4%
Mijn kind(eren) (indien van toepassing) hebben recht op een studiebeurs/studietoelage van de Vlaamse overheid	20	3,3%
Geen van bovenstaande opties	568	92,4%

Wat is voor jou van toepassing? (n=612)

Ik heb een functiebeperking	7	1,1%
Ik heb ernstige gezondheidsproblemen	11	1,8%
Geen van bovenstaande opties	591	96,1%

Aan welk soort mobiliteitsproject nam u sinds 2014 deel als personeelslid in het kader van Erasmus+? Indien u sinds 2014 aan verschillende soorten deelnam, kan u meerdere opties aankruisen. Mobiliteit voor ... (n=612)

Personeel in het schoolonderwijs	58,8%
Personeel in het hoger onderwijs	20,8%
Personeel in beroepsonderwijs en -opleiding	7,5%
Personeel in volwasseneneducatie	6,7%
Andere	6,3%

Hoeveel keer nam u sinds 2014 deel aan een mobiliteitsproject voor personeel in het kader van Erasmus+? (n=612)

1	47,4%
2	21,8%
3	9,9%
5	5,7%
4	5,2%
6	2,6%
8	1,8%
7	1,6%
9	0,8%
10	3,2%

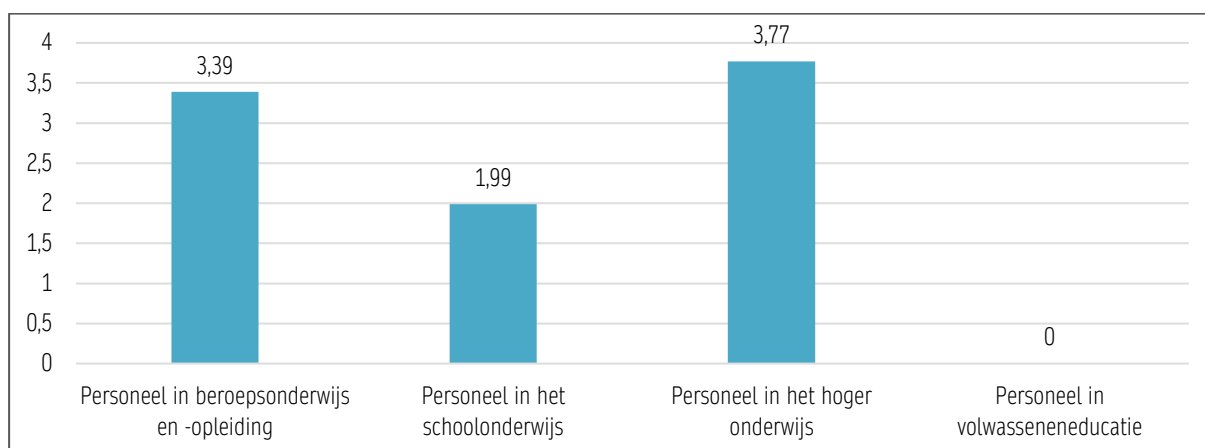


In welk jaar nam u voor het laatst deel aan een Erasmus+ programma? (N = 616)

	Jaar van deelname	Percentage
Programmaperiode 2021-2027	2023	57,3%
	2022	19,3%
Programmaperiode 2014-2020	2021	7,3%
	2019	6,2%
	2018	3,7%
	2017	1,8%
	2020	1,8%
	2016	1,6%
	2014	0,6%
	2015	0,3%

2.2. Effectiveness

Hoeveel keer nam u sinds 2014 deel aan een mobiliteitsproject voor personeel van Erasmus+? (N = 616)



Aan welke activiteiten nam u deel tijdens uw laatste deelname aan Erasmus+? (n = 616)

Cursussen of opleiding	43,2%
Job shadowing	29,5%
Andere	18,1%
Onderwijs-of opleidingsopdracht	17,7%
Personeelsmobiliteit voor onderwijsdoeleinden (STA - enkel voor hoger onderwijs)	16,2%
Personeelsmobiliteit voor opleidingsdoeleinden (STT - enkel voor hoger onderwijs)	10,3%
Intensieve programma's voor gecombineerd afstands-en contactonderwijs (BIP - enkel voor hoger onderwijs)	8,2%
Andere, namelijk: ...	2,7%

Volgde u een taalopleiding ter ondersteuning van uw verblijf in het buitenland? (n = 616)



	Beroeps- onderwijs en -opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
Ja, aangeboden via het Erasmus+ programma	2,2%	1,6%	2,5%	0,0%	2,0%
Ja, maar niet via Erasmus+	6,5%	7,0%	0,8%	0,0%	2,9%
Neen	71,7%	79,7%	75,1%	82,9%	76,4%
Neen, maar ik heb wel op eigen initiatief geoefend	19,6%	11,7%	21,6%	17,1%	18,7%

2.2.1 Competencies and skills

Door mijn mobiliteitsproject in het kader van Erasmus+ ... (n = 616)

	Beroeps- onderwijs en -opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... heb ik mijn pedagogische en didactische kennis verbeterd.	4,04	4,12	3,69	3,80	3,99
... heb ik praktische vaardigheden bijgeleerd, zoals plannen en organiseren, projectmanagement, ...	4,07	3,75	3,43	3,46	3,70
... heb ik analytische vaardigheden bijgeleerd.	3,72	3,52	3,02	3,27	3,41
... heb ik mijn kennis of gebruik van vreemde talen verbeterd.	4,11	3,91	3,83	3,61	3,90
... heb ik mijn digitale vaardigheden verbeterd, zoals een vlotter gebruik van computer, tablet of smartphone of een betere omgang met internet of sociale media.	3,89	3,44	2,86	3,17	3,35
... gebruik ik digitale tools vaker voor het werk.	3,46	3,39	2,80	3,10	3,27

	Gemiddelde	Aantal	% van de antwoorden				
... heb ik mijn pedagogische en didactische kennis verbeterd.	75%	616	1%	18%	50%	28%	
... heb ik mijn kennis of gebruik van vreemde talen verbeterd.	72%	616	3%	15%	40%	33%	
... heb ik praktische vaardigheden bijgeleerd, zoals plannen en organiseren, projectmanagement, ...	67%	616	8%	26%	40%	22%	
... heb ik analytische vaardigheden bijgeleerd.	60%	616	11%	37%	37%	11%	
... heb ik mijn digitale vaardigheden verbeterd, zoals een vlotter gebruik van computer, tablet of smartphone of een betere omgang met internet of sociale media.	59%	616	7%	15%	28%	34%	15%
... gebruik ik digitale tools vaker voor het werk.	57%	616	8%	17%	31%	29%	15%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

Door mijn mobiliteitsproject in het kader van Erasmus+ ... (n = 616)



	Beroeps- onderwijs en -opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... heb ik meer geloof in mijn eigen capaciteiten als professional.	4,09	3,99	3,95	4,00	4,00
... heb ik mijn communicatieve vaardigheden versterkt.	4,24	4,10	4,08	3,98	4,11
... heb ik mijn interpersoonlijke of sociale vaardigheden versterkt.	4,20	3,96	3,90	3,95	3,97
... kan ik me creatiever uitdrukken.	3,65	3,51	3,30	3,63	3,49
... kan ik makkelijker beslissingen nemen.	3,57	3,43	3,05	3,49	3,38
... ken ik mijn sterktes en zwaktes beter.	3,87	3,63	3,45	3,56	3,62

In welke mate gaat u akkoord met onderstaande uitspraken over competenties en vaardigheden? Door mijn mobiliteitsproject in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden				
... heb ik mijn communicatieve vaardigheden versterkt.	78%	616	15%	50%	32%		
... heb ik meer geloof in mijn eigen capaciteiten als professional.	75%	616	17%	56%	24%		
... heb ik mijn interpersoonlijke of leiderschapsvaardigheden versterkt.	74%	616	19%	18%	50%	27%	
... ken ik mijn sterktes en zwaktes beter.	66%	616	7%	33%	43%	15%	
... kan ik me creatiever uitdrukken.	62%	616	10%	37%	37%	13%	
... kan ik makkelijker beslissingen nemen.	60%	616	11%	44%	30%	12%	

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord

2.2.2 Democratic knowledge and participation

In welke mate ga je akkoord met deze uitspraken? Door mijn verblijf in het kader van Erasmus+ ... (n = 605)

	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... is mijn bewustzijn op vlak van diversiteit in de maatschappij vergroot.	4,15	4,11	4,03	3,90	4,09
... heb ik meer begrip en sta ik meer open voor sociale, taalkundige en culturele verscheidenheid.	4,09	4,05	3,94	3,83	4,01
... is mijn vermogen om in te spelen op behoeften van kansengroepen verbeterd.	3,80	3,70	3,22	3,68	3,61
... kan ik beter samenwerken in een interculturele context.	4,04	3,91	3,95	3,76	3,92
... wil ik me meer inzetten om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	3,89	3,73	3,52	3,68	3,70
... heb ik vrienden in het buitenland.	3,93	3,35	3,70	3,37	3,51



In welke mate ga je akkoord met onderstaande uitspraken over maatschappelijke kennis en inzet? Door mijn verblijf in het buitenland in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden				
... is mijn bewustzijn op vlak van diversiteit in de maatschappij vergroot.	77%	605	16%	45%	35%		
... heb ik meer begrip en sta ik meer open voor sociale, taalkundige en culturele verscheidenheid.	75%	605	19%	46%	31%		
... kan ik beter samenwerken in een interculturele context.	73%	605	25%	45%	26%		
... wil ik me meer inzetten om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	68%	605	5%	35%	39%	19%	
... is mijn vermogen om in te spelen op behoeften van kansengroepen verbeterd.	65%	605	7%	36%	38%	17%	
... heb ik vrienden in het buitenland.	63%	605	9%	12%	27%	24%	28%

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord

Hoe vaak hebt u nog contact met vrienden of kennissen in het buitenland, die u leerde kennen in het kader van uw deelname aan het Erasmus+ programma? (n = 605)

	Beroepsonderwijs en -opleiding	School-onderwijs	Hoger onderwijs	Volwassenen-educatie	Algemeen
Heel vaak	13,0%	4,8%	2,8%	2,4%	4,0%
Vaak	19,6%	22,4%	14,8%	9,8%	16,9%
Soms	30,4%	40,8%	34,0%	36,6%	35,9%
Zelden	15,2%	21,6%	24,2%	24,4%	22,6%
Nooit	21,7%	10,4%	24,2%	26,8%	20,7%

2.2.3 Quality, knowledge and innovation in education and learning

Door mijn mobiliteitsproject in het kader van Erasmus+ heb ik een ruimer begrip van ... (n = 605)

	Beroeps-onderwijs en -opleiding	School-onderwijs	Hoger onderwijs	Volwassenen-educatie	Algemeen
... verschillende mogelijke praktijken op het gebied van onderwijs en opleiding in het buitenland	4,18	4,29	4,33	4,20	4,28
... verschillende mogelijke praktijken op het gebied van onderwijs en opleiding in Vlaanderen	3,80	3,64	3,40	3,73	3,60
... de diverse beleidsmaatregelen op het gebied van onderwijs en opleiding in het buitenland	3,89	3,95	3,95	3,88	3,95



... de diverse beleidsmaatregelen op het gebied van onderwijs en opleiding in Vlaanderen	3,67	3,52	3,34	3,54	3,49
--	------	------	------	------	------

Door mijn mobiliteitsproject in het kader van Erasmus+ heb ik een ruimer begrip van ...

	Gemiddelde	Aantal	% van de antwoorden			
... verschillende mogelijke praktijken op het gebied van onderwijs en opleiding in het buitenland	82%	602	7%	48%	42%	
... de diverse beleidsmaatregelen op het gebied van onderwijs en opleiding in het buitenland	74%	602	1%	20%	50%	26%
... verschillende mogelijke praktijken op het gebied van onderwijs en opleiding in Vlaanderen	65%	602	9%	32%	43%	15%
... de diverse beleidsmaatregelen op het gebied van onderwijs en opleiding in Vlaanderen	62%	602	10%	37%	40%	11%

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord

Door mijn mobiliteitsproject in het kader van Erasmus+ ... (n = 605)

	Beroeps- onderwijs en -opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... heb ik mijn kennis van (de thema's in) mijn professioneel domein uitgebreid of verdiept.	4,07	4,16	4,20	4,05	4,15
... lever ik meer kwalitatief werk voor lerenden (leerlingen/studenten/stagiairs/cursisten).	4,09	3,91	3,80	3,79	3,90
... investeer ik meer in een intensieve samenwerking tussen de onderwijs- en opleidingswereld en de arbeidsmarkt	3,93	3,26	3,45	3,13	3,37
... heb ik mijn kennis van nieuwe methoden uitgebreid voor de evaluatie of erkenning van de vaardigheden/competenties van lerenden.	3,86	3,82	3,62	3,62	3,77
... ben ik beter in staat om acties te introduceren gericht op modernisering/innovatie in mijn organisatie	3,82	3,84	3,63	3,74	3,79
... heb ik nieuwe leerpraktijken of onderwijsmethoden uitgeprobeerd of ontwikkeld (of plan ik dat te doen).	3,77	3,94	3,57	3,87	3,84
... ben ik beter in staat om acties te introduceren gericht op internationalisering in mijn organisatie.	4,16	3,90	4,11	3,49	3,95
... heb ik nieuwe initiatieven of praktijken op het vlak van internationalisering	4,16	3,70	3,84	3,13	3,74



binnen mijn instelling georganiseerd of ontwikkeld (of plan ik dat te doen).

In welke mate gaat u akkoord met onderstaande uitspraken? Door mijn mobiliteitsproject in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden		
... heb ik mijn kennis van (de thema's in) mijn professioneel domein uitgebreid of verdiept.	79%	596	11%	53%	33%
... ben ik beter in staat om acties te introduceren gericht op internationalisering in mijn organisatie.	74%	596	22%	43%	29%
... lever ik meer kwalitatief werk voor lerenden (leerlingen/studenten/stagiairs/cursisten).	72%	596	24%	53%	20%
... heb ik nieuwe leerpraktijken of onderwijsmethoden uitprobeerend of ontwikkeld (of plan ik dat te doen).	71%	596	24%	44%	25%
... ben ik beter in staat om acties te introduceren gericht op modernisering/innovatie in mijn organisatie	70%	596	26%	49%	19%
... heb ik mijn kennis van nieuwe methoden uitgebreid voor de evaluatie of erkenning van de vaardigheden/competenties van lerenden.	69%	596	26%	48%	19%
... heb ik nieuwe initiatieven of praktijken op het vlak van internationalisering binnen mijn instelling georganiseerd of ontwikkeld (of plan ik dat te doen).	68%	596	31%	31%	28%
... investeer ik meer in een intensieve samenwerking tussen de onderwijs- en opleidingswereld en de arbeidsmarkt	59%	596	12%	39%	11%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n = 605)

	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
.... ben ik van plan om ook in de toekomst deel te nemen aan projecten/initiatieven van leren of opleiding in Vlaanderen.	3,77	3,85	3,55	4,18	3,81
... ben ik van plan om ook in de toekomst deel te nemen aan toekomstige projecten/initiatieven van leren of opleiding in het buitenland.	4,16	4,18	4,04	4,29	4,16

	Gemiddelde	Aantal	% van de antwoorden		
... toekomstige projecten/initiatieven van leren of opleiding in het buitenland .	79%	589	13%	44%	39%
.... projecten/initiatieven van leren of opleiding in Vlaanderen .	70%	587	5%	25%	22%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

2.2.4 Careerpath and skills

Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n = 587)

	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... ben ik meer gemotiveerd voor mijn werk.	4,20	4,13	3,98	4,13	4,11

... ben ik meer tevreden met mijn job.	4,05	4,05	4,04	4,05	4,05
... is mijn inzetbaarheid op de arbeidsmarkt verhoogd.	3,82	3,55	3,42	3,68	3,55
... heb ik betere loopbaanperspectieven.	3,57	3,22	3,12	3,24	3,23
... heb ik mijn professioneel netwerk versterkt of uitgebreid.	4,23	4,06	4,33	4,21	4,15
... heb ik bredere mogelijkheden voor mijn beroeps-en loopbaanontwikkeling.	3,61	3,40	3,29	3,29	3,39
... kan ik me makkelijk voorstellen om in het buitenland te werken in de toekomst.	3,36	3,19	3,41	2,92	3,24
... heb ik meer opportuniteiten om voor andere instellingen in het buitenland te werken.	3,30	2,96	3,29	2,66	3,05

In welke mate gaat u akkoord met onderstaande uitspraken? Door mijn verblijf in het buitenland in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden				
... heb ik mijn professioneel netwerk versterkt of uitgebreid.	79%	588	14%	46%	36%		
... ben ik meer gemotiveerd voor mijn werk.	78%	588	18%	45%	34%		
... ben ik meer tevreden met mijn job.	76%	588	20%	45%	32%		
... is mijn inzetbaarheid op de arbeidsmarkt verhoogd.	64%	588	8%	41%	31%	18%	
... heb ik bredere mogelijkheden voor mijn beroeps-en loopbaanontwikkeling.	60%	588	9%	43%	32%	12%	
... kan ik me makkelijk voorstellen om in het buitenland te werken in de toekomst.	56%	588	7%	16%	35%	26%	15%
... heb ik betere loopbaanperspectieven .	56%	588	11%	52%	22%	10%	
... heb ik meer opportuniteiten om voor andere instellingen in het buitenland te werken.	51%	588	8%	19%	41%	22%	9%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

2.2.5 Career mobility

Mijn verblijf in het buitenland in het kader van Erasmus+ ... (n = 586)

	Beroeps- onderwijs en - opleiding	School-onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... heeft mijn mogelijkheden voor toekomstige leermobiliteit vergroot	3,86	3,84	3,76	3,61	3,82



...heeft me aangezet om collega's actief te ondersteunen in het kader van leermobiliteit	4,02	4,09	3,97	4,03	4,06
--	------	------	------	------	------

In welke mate gaat u akkoord met onderstaande uitspraken? Mijn verblijf in het buitenland in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden			
... heeft me aangezet om collega's actief te ondersteunen in het kader van leermobiliteit	77%	586	17%	47%	32%	
... heeft mijn mogelijkheden voor toekomstige leermobiliteit vergroot	70%	586	4%	25%	51%	18%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

In welke mate gaat u akkoord met de volgende uitspraken? Mijn organisatie... (n = 585)

	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
... biedt meer steun voor mobiliteitsactiviteiten van leerlingen/stagiairs/cursisten/studenten dan voor onze deelname aan Erasmus+.	3,93	3,73	3,17	3,16	3,59
... moedigt mobiliteitsactiviteiten van leerlingen/stagiairs/cursisten/studenten nu meer aan dan voor onze deelname aan Erasmus+.	4,05	3,88	3,33	3,30	3,76

In welke mate gaat u akkoord met de volgende uitspraken over veranderingen sinds de deelname aan Erasmus+? Mijn organisatie...

	Gemiddelde	Aantal	% van de antwoorden			
... moedigt mobiliteitsactiviteiten van leerlingen/stagiairs/cursisten/studenten nu meer aan dan voor onze deelname aan Erasmus+.	69%	585	5%	30%	35%	26%
... biedt meer steun voor mobiliteitsactiviteiten van leerlingen/stagiairs/cursisten/studenten dan voor onze deelname aan Erasmus+.	65%	585	7%	33%	36%	20%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder wel akkoord
 ■ Helemaal akkoord

2.2.6 General assessment

Hoe tevreden bent u in het algemeen over het Erasmus+ programma? (n = 584)

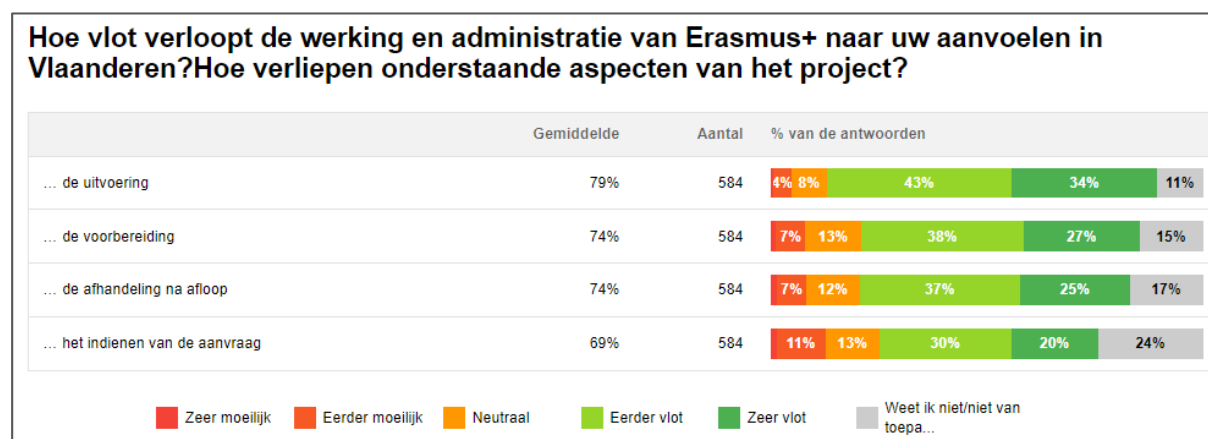
	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassenen- educatie	Algemeen
Helemaal niet tevreden	0,0%	0,6%	0,0%	5,3%	0,7%
Eerder niet tevreden	2,3%	0,0%	0,0%	0,0%	0,2%
Neutraal	6,8%	4,3%	3,3%	2,6%	4,3%

Eerder tevreden wel	38,6%	48,1%	61,2%	60,5%	50,7%
Helemaal tevreden	52,3%	47,0%	35,5%	31,6%	44,2%

2.3. Efficiency

Hoe vlot verloopt de werking en administratie van Erasmus+ naar uw aanvoelen in Vlaanderen? (n = 584)

Hoe verliepen onderstaande aspecten van het project?	Zeer moeilijk	Eerder moeilijk	Neutraal	Eerder vlot	Zeer vlot	Weet ik niet/niet van toepassing
... de voorbereiding	1,2%	6,8%	12,8%	37,7%	26,7%	14,7%
... het indienen van de aanvraag	1,4%	11,3%	12,5%	30,5%	20,0%	24,3%
... de uitvoering	0,7%	4,1%	8,2%	42,8%	33,6%	10,6%
... de afhandeling na afloop	1,5%	6,7%	12,3%	37,2%	25,3%	17,0%



EposIn welke mate gaat u akkoord over de aspecten m.b.t. de communicatie rond Erasmus+ in Vlaanderen? (n= 584)

	Beroeps- onderwijs en - opleiding	School- onderwijs	Hoger onderwijs	Volwassen en- educatie	Algemeen
Ik weet waar ik terecht kan met vragen over het Erasmus+ programma in Vlaanderen	4,02	3,81	3,63	3,82	3,79
Er is voldoende informatie beschikbaar over het Erasmus+ programma in Vlaanderen	4,02	3,76	3,63	3,89	3,76
Ik vond de informatie die ik nodig had over Erasmus+ op de website van Epos	3,68	3,32	2,86	3,32	3,26
Er zijn voldoende mogelijkheden om ervaringen uit te wisselen met andere deelnemers aan het Erasmus+ programma in Vlaanderen	3,52	3,59	3,07	3,18	3,44

In welke mate gaat u akkoord over de volgende uitspraken m.b.t. de communicatie rond Erasmus+ in Vlaanderen?

	Gemiddelde	Aantal	% van de antwoorden				
Ik weet waar ik terecht kan met vragen over het Erasmus+ programma in Vlaanderen	70%	584	9%	21%	45%	23%	
Er is voldoende informatie beschikbaar over het Erasmus+ programma in Vlaanderen	69%	584	9%	24%	46%	20%	
Er zijn voldoende mogelijkheden om ervaringen uit te wisselen met andere deelnemers aan het Erasmus+ programma in Vlaanderen	61%	584	13%	32%	40%	11%	
Ik vond de informatie die ik nodig had over Erasmus+ op de website van EPOS	57%	584	7%	12%	39%	30%	11%

■ Helemaal niet akkoord
 ■ Eerder niet akkoord
 ■ Neutraal
 ■ Eerder akkoord
 ■ Helemaal akkoord

Door mijn eerste ervaring met Erasmus+ ben (/was) ik gemotiveerd om nog eens deel te nemen.

	Beroepsonderwijs en -opleiding	School-onderwijs	Hoger onderwijs	Volwassenen-educatie	Algemeen
Helemaal niet akkoord	0,0%	0,9%	0,0%	2,6%	0,7%
Eerder niet akkoord	2,3%	0,6%	0,0%	2,6%	0,7%
Neutraal	9,1%	4,7%	9,3%	5,3%	6,1%
Eerder wel akkoord	29,5%	29,4%	34,7%	31,6%	31,0%
Helemaal akkoord	59,1%	64,4%	55,9%	57,9%	61,6%

Licht uw antwoord toe.

Positieve reacties:

- ▶ Het programma is flexibeler geworden
- ▶ Ervaringen uitwisselen met andere scholen is goed om jezelf te vergelijken en om nieuwe zaken op te doen
- ▶ Leerlingen doen heel veel kennis op
- ▶ Motivatie voor de eigen job stijgt
- ▶ *"Mijn verblijf in Londen was de beste bijscholing die ik ooit gevolgd heb, zowel voor mijn talenkennis als voor mijn zelfredzaamheid en organisatietalent."*

Negatieve reacties

- ▶ Te veel administratie
- ▶ te weinig gericht op onze problematiek in Vlaanderen



Welke van onderstaande factoren ervaart u als een drempel om deel te nemen aan het Erasmus+ programma?
(n=580)

	Geen drempel	Beperkte drempel	Grote drempel
De administratieve belasting	26,9%	44,7%	28,4%
De financiële last	58,1%	36,9%	5,0%
De extra werklast	28,8%	48,4%	22,8%
De taalbarrière	75,0%	22,6%	2,4%
De afwezigheid van een aanpreekpunt in de eigen organisatie	76,4%	19,8%	3,8%
(Onduidelijkheid over) de validering van leerresultaten/ervaringen opgedaan in het buitenland	59,1%	35,2%	5,7%
Het gebrek aan informatie	67,4%	28,4%	4,1%
Het gebrek aan interesse bij mijn leidinggevenden	76,9%	17,4%	5,7%
Het gebrek aan steun van familie of een moeilijke combinatie met mijn privéleven	75,0%	20,2%	4,8%

Andere, namelijk: ...

Toelichting

De administratieve belasting	<p>Zeer tijdsintensief, te veel bureaucratie, te veel papieren, voelt onnodig complex aan, handig als er een specifieke interne dienst voor is, het jargon is een drempel, contact met Epos is soms ook nogal 'ambtelijk' - Europahuis Ryckvelde is toegankelijker.</p> <p><i>"alle documenten voor Epos/Europa zijn zeer arbeidsintensief en zwaar - moeilijk om te weten wat verwacht wordt en waarop je 'afgerekend' wordt"</i></p>
"De financiële last	<p>het voorschieten van het budget is misschien een kleine drempel. met de huidige call beter, Het budget is voor sommigen ruim voldoende, maar voor andere te krap.</p> <p><i>"Door deel te nemen aan dit programma kreeg ik ook zicht op de financiële middelen die er tegenaan gegooid worden en hoe ermee omgesprongen wordt. Ik heb hier zeer grote vragen bij als belastingbetaler en leerkracht in Vlaanderen"</i></p>
De extra werklast	<p>het werk dat blijft liggen in de thuisinstelling vormt soms wel een barrière, Vervangingen zoeken voor de lessen waar ik afwezig voor was., stageplekken zoeken moeilijk en tijdsintensief, Komt bovenop je gewone werk,</p> <p><i>"Er is geen 'vergoeding of percentage' voor deze dagen. Je presteert ze dus eigenlijk gratis in ruil voor de ervaring."</i></p>
De taalbarrière	Is voor de meesten een verrijking
De afwezigheid van een aanpreekpunt in de eigen organisatie	<p>een aanspreekpunt is ook echt waardenvol om collega's verder te helpen</p> <p><i>"Per school zou er een personeelslid verantwoordelijk moeten zijn en hiervoor ook vergoed worden"</i></p>
(Onduidelijkheid over) de validering van leerresultaten/ervaringen opgedaan in het buitenland	Europass blijkt in de praktijk ongekend door bedrijven, Het is soms moeilijk om de opgedane leerresultaten en ervaringen te valideren



Het gebrek aan informatie	De juiste partners vinden is een zoektocht, Epos doet heel veel moeite. Ze zijn altijd bereikbaar en behulpzaam, Er is informatie voorhanden, eens je de weg gevonden hebt
Het gebrek aan interesse bij mijn leidinggevenden	Zeer uiteenlopende interesse van leidinggevenden. Soms interesse vanuit directie in theorie, maar men doet in de praktijk niets om het personeel te motiveren om te vertrekken
Het gebrek aan steun van familie of een moeilijke combinatie met mijn privéleven	Kleine kinderen maken het moeilijk, zonder goede organisatie is het dan moeilijk om weg te gaan

Heeft u **suggesties** om de werking van het Erasmus+ programma in Vlaanderen te verbeteren? Ook andere opmerkingen rond dit thema die u graag wil delen, kan u in het onderstaande tekstvak vermelden.

- ▶ Epos heeft denk ik wel alles online staan maar het is soms zoeken naar wat je juist nodig heb
- ▶ Wanneer men echt internationalisering in een onderwijsinstelling wilt, moet men daar ook in investeren en dus daarvoor geld/uren ter beschikking maken. Enkel internationalisering in je visie opnemen en voor de rest ervan uitgaan dat je leerkrachten dit maar opnemen als vrijwilligerswerk, is een ondermaatse visie/aanpak.
- ▶ Uitbreiden naar o.a. Postgraduat en/of micro-credentials
- ▶ meer diepgang in de projecten
- ▶ Meer toezicht houden op de scholen over hoe ze de budgetten beheren.
- ▶ Minimum begeleiders vastleggen voor groepsmobiliteiten
- ▶ Meerdere bijeenkomsten van partnerscholen in Vlaanderen om samen te werken.
- ▶ meer evenementen (zoals workshops, infosessies etc.) om bijvoorbeeld te leren van elkaars Erasmus+ projectervaringen.
- ▶ een internationale databank van alle organisaties die openstaan voor een samenwerking
- ▶ jammer dat er aparte dossiers moeten geschreven worden voor leerlingen 'VET' en voor leerlingen 'school'
- ▶ Nood aan Tussentijdse opvolging van projecten
- ▶ Zou beter zijn als de gastschool een pionier is met datgene wat het topic is van de mobiliteit + Werk meer met academici en niet met zogenaamde 'experts' die geen wetenschappelijke achtergrond hebben,
- ▶ Nog meer delen van good practices en van ervaringen van deelnemers
- ▶ Meer fysieke infomomenten (bvb over de cursussen) - Epos zou kunnen langsgaan op scholen om info te geven
- ▶ De communicatie vanuit Epos is niet evident als je niet mee bent in het jargon. Meer één op één begeleiding zoals Ryckvelde doet.
- ▶ Individueel kunnen deelnemen aan een cursus zodat je niet afhankelijk bent van je organisatie.

2.4. European values and added value

Door mijn verblijf in het buitenland in het kader van Erasmus+ ... (n=605)



	Personeel in beroepsonderwijs en -opleiding	Personeel in het school-onderwijs	Personeel in het hoger onderwijs	Personeel in volwassenen-educatie	All
... ben ik me meer bewust van het milieu, duurzaamheid of klimaatverandering.	3,39	3,36	3,02	3,02	3,27
... zet ik me meer in voor het milieu, duurzaamheid of de bestrijding van klimaatverandering.	3,35	3,20	2,85	2,90	3,12
... heb ik een grondigere kennis van de Europese werking en het Europees beleid.	3,65	3,47	3,30	3,20	3,43
... begrijp ik de Europese waarden beter (bv. democratie, gelijkheid, rechtvaardigheid, tolerantie, ...) en mijn rechten als inwoner van Europa.	3,63	3,61	3,25	3,41	3,53
... voel ik een sterkere Europese identiteit.	3,72	3,75	3,56	3,56	3,71

In welke mate ga je akkoord met onderstaande uitspraken over maatschappelijke kennis en inzet? Door mijn verblijf in het buitenland in het kader van Erasmus+ ...

	Gemiddelde	Aantal	% van de antwoorden										
... voel ik een sterkere Europese identiteit.	68%	605	<table border="1"> <tr> <td>Helemaal niet akkoord</td> <td>Eerder niet akkoord</td> <td>Neutraal</td> <td>Eerder wel akkoord</td> <td>Helemaal akkoord</td> </tr> <tr> <td>5%</td> <td>29%</td> <td>39%</td> <td>22%</td> <td></td> </tr> </table>	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord	5%	29%	39%	22%	
Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord									
5%	29%	39%	22%										
... begrijp ik de Europese waarden beter (bv. democratie, gelijkheid, rechtvaardigheid, tolerantie, ...) en mijn rechten als inwoner van Europa.	63%	605	<table border="1"> <tr> <td>Helemaal niet akkoord</td> <td>Eerder niet akkoord</td> <td>Neutraal</td> <td>Eerder wel akkoord</td> <td>Helemaal akkoord</td> </tr> <tr> <td>10%</td> <td>34%</td> <td>37%</td> <td>16%</td> <td></td> </tr> </table>	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord	10%	34%	37%	16%	
Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord									
10%	34%	37%	16%										
... heb ik een grondigere kennis van de Europese werking en het Europees beleid.	61%	605	<table border="1"> <tr> <td>Helemaal niet akkoord</td> <td>Eerder niet akkoord</td> <td>Neutraal</td> <td>Eerder wel akkoord</td> <td>Helemaal akkoord</td> </tr> <tr> <td>12%</td> <td>34%</td> <td>39%</td> <td>12%</td> <td></td> </tr> </table>	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord	12%	34%	39%	12%	
Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord									
12%	34%	39%	12%										
... ben ik me meer bewust van het milieu, duurzaamheid of klimaatverandering.	57%	605	<table border="1"> <tr> <td>Helemaal niet akkoord</td> <td>Eerder niet akkoord</td> <td>Neutraal</td> <td>Eerder wel akkoord</td> <td>Helemaal akkoord</td> </tr> <tr> <td>5%</td> <td>14%</td> <td>39%</td> <td>32%</td> <td>10%</td> </tr> </table>	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord	5%	14%	39%	32%	10%
Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord									
5%	14%	39%	32%	10%									
... zet ik me meer in voor het milieu, duurzaamheid of de bestrijding van klimaatverandering.	53%	605	<table border="1"> <tr> <td>Helemaal niet akkoord</td> <td>Eerder niet akkoord</td> <td>Neutraal</td> <td>Eerder wel akkoord</td> <td>Helemaal akkoord</td> </tr> <tr> <td>5%</td> <td>14%</td> <td>48%</td> <td>24%</td> <td>8%</td> </tr> </table>	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord	5%	14%	48%	24%	8%
Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord									
5%	14%	48%	24%	8%									

■ Helemaal niet akkoord
■ Eerder niet akkoord
■ Neutraal
■ Eerder wel akkoord
■ Helemaal akkoord





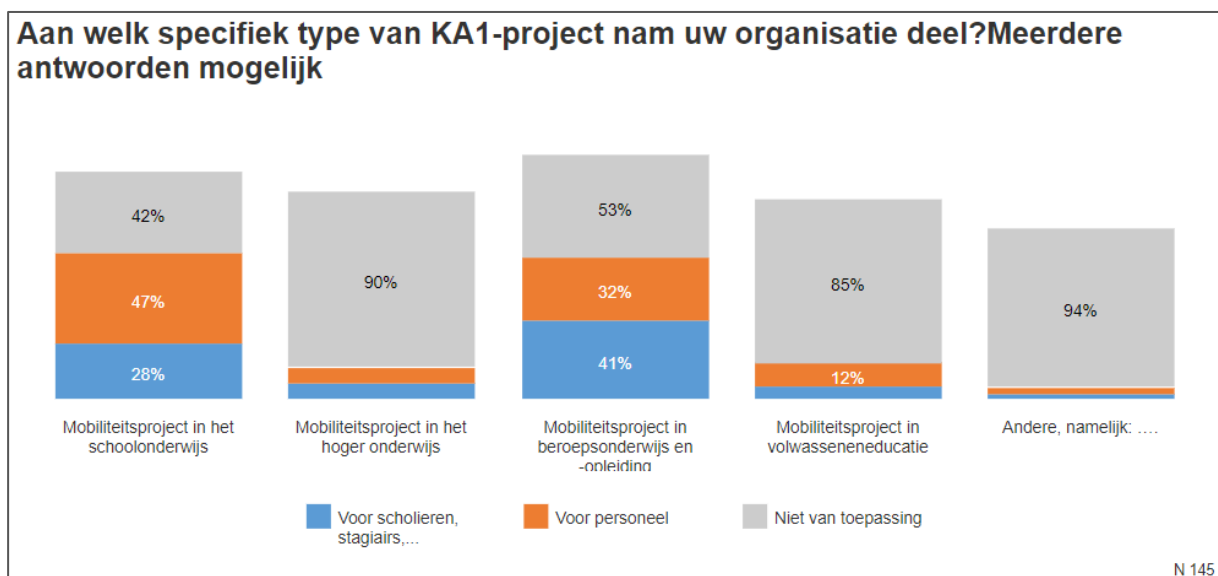
3 / Evaluation of Erasmus+ from an institutional viewpoint

3.1. Characteristics of respondents

In welke periode heeft uw organisatie deelgenomen aan Erasmus+? (n = 203)

Zowel in de periode 2014-2020 als vanaf 2021	51,7%
Periode vanaf 2021 (inclusief oproepen gelanceerd in 2020)	32,0%
Periode 2014-2020 (inclusief oproepen gelanceerd in 2013)	16,3%

Aan welk specifiek type van KA1-project nam uw organisatie deel? (n = 203)



Aan welk type van KA2-project nam uw organisatie deel? (n = 203)

Aan welk type van KA2-project nam uw organisatie deel? Meerdere antwoorden mogelijk			
	Aantal	% van de antwoorden	%
Strategische partnerschappen (enkel programma 2014-2020)	71		60,7%
Samenwerkingspartnerschappen (enkel programma 2021-2027)	50		42,7%
Kleinschalige partnerschappen (enkel programma 2021-2027)	34		29,1%

N 117

Mijn organisatie is een... (n = 203)

School voor gewoon secundair onderwijs	43,80%	91
Andere:	14,40%	30
School voor gewoon basisonderwijs	9,60%	20
Organisatie voor sociaal-cultureel werk	4,80%	10
School voor buitengewoon secundair onderwijs	4,30%	9
Centrum voor volwassenenonderwijs	3,80%	8
Scholengroep/-gemeenschap	3,40%	7
Hogeschool	3,40%	7
Universiteit	2,90%	6
School voor buitengewoon basisonderwijs	2,40%	5
Pedagogische begeleidingsdienst	1,90%	4
Centrum voor deeltijds onderwijs	1,40%	3
Onderneming	1,40%	3
Onderwijsnet of -koepel	1,00%	2
Academie voor deeltijds kunstonderwijs	0,50%	1
SYNTRA opleidingscentrum	0,50%	1
Werkgeversorganisatie	0,50%	1



3.2. Effectiveness

3.2.1 Mobility under KA 1

Welke effecten heeft het Erasmus+ programma voor de persoonlijke ontwikkeling van leerlingen/stagiairs/studenten/cursisten? Deelname aan Erasmus + zorgt ervoor dat ze ... (n = 89)

Mobiliteit voor lerenden (KA1)	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Helemaal akkoord	Gemiddelde score
... betere resultaten/leer- of schoolprestaties behalen.	1,1%	2,2%	30,3%	48,3%	18,0%	69,9%
... beter kunnen samenwerken met anderen.	0,0%	0,0%	3,4%	46,1%	50,6%	86,8%
... beter taken/activiteiten kunnen plannen of organiseren.	0,0%	2,2%	15,7%	49,4%	32,6%	78,1%
... beter kunnen communiceren.	0,0%	0,0%	4,5%	37,1%	58,4%	88,5%
... hun kennis of gebruik van vreemde talen verbeteren.	0,0%	0,0%	9,1%	26,1%	64,8%	88,9%
... hun digitale vaardigheden verbeteren, zoals een vlotter gebruik van computer, tablet of smartphone of een betere omgang met internet of sociale media.	0,0%	1,1%	31,5%	47,2%	20,2%	71,6%

Noot : indien mobiliteitsprojecten voor leerlingen/stagiairs/studenten/cursisten geselecteerd

Welke effecten heeft het Erasmus+ programma voor de competenties en vaardigheden van leerkrachten/docenten/opleidingsverstrekkers? Deelname aan Erasmus + zorgt ervoor dat ze... (n= 109)

Mobiliteit voor personeel (KA1)	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Helemaal akkoord	Gemiddelde score
... hun pedagogische en didactische kennis verbeteren.	0,0%	0,0%	2,8%	44,0%	53,2%	87,6%
... praktische vaardigheden bijleren, zoals plannen en organiseren, projectmanagement, ...	0,0%	2,8%	15,0%	38,3%	43,9%	80,8%
... analytische vaardigheden bijleren.	0,0%	4,6%	30,6%	37,0%	27,8%	72,0%
... hun kennis of gebruik van vreemde talen verbeteren.	2,8%	0,0%	10,2%	36,1%	50,9%	83,1%
... hun digitale vaardigheden verbeteren, zoals een vlotter gebruik van computer, tablet of	0,9%	4,6%	27,5%	41,3%	25,7%	71,6%



smartphone of een betere omgang met internet of sociale media.						
... hun communicatieve vaardigheden versterken.	0,0%	0,0%	5,5%	39,4%	55,0%	87,4%
... hun interpersoonlijke of leiderschapsvaardigheden versterken.	0,0%	0,9%	9,2%	37,6%	52,3%	85,3%

Noot: indien mobiliteitsprojecten voor personeel geselecteerd

Welke effecten heeft het Erasmus+ programma naar uw mening voor de job en de loopbaan van leerkrachten/docenten/opleidingsverstrekkers? Deelname aan Erasmus + zorgt ervoor dat ze... (n=109)

Mobiliteit voor personeel (KA1)	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord
... een sterkere motivatie tonen voor hun werk.	0,0%	0,9%	4,6%	33,0%	61,5%
... meer kwalitatief werk leveren ten behoeve van leerlingen/studenten/cursisten	0,0%	0,0%	7,3%	48,6%	44,0%
... bredere mogelijkheden hebben voor hun beroeps- en loopbaanontwikkeling.	1,8%	1,8%	24,8%	39,4%	32,1%
... hun mogelijkheden voor toekomstige mobiliteit vergroot hebben	0,0%	0,0%	10,1%	42,2%	47,7%
... hun professioneel netwerk uitbreiden of versterken.	0,0%	0,0%	1,8%	25,7%	72,5%
... mobiliteitsactiviteiten voor collega's sterker stimuleren dan voor hun deelname	0,0%	0,0%	2,8%	31,2%	66,1%

Noot: indien mobiliteitsprojecten voor personeel geselecteerd

3.2.2 Results of collaboration under KA2

Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in Vlaanderen? (n= 111)

	n	%
Neen	38	34,2%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in onderwijs of opleiding	58	52,3%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in andere beleidsdomeinen (jeugd/sport)	12	10,8%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in wetenschappelijk onderzoek	18	16,2%
Ja, tussen mijn organisatie en (een) onderneming(en) in de arbeidsmarkt (vb. voor stageplaatsen)	20	18,0%
Ja, met andere organisaties, namelijk: ...	15	13,5%

Andere organisaties: Beroepsvereniging, Instellingen met personen met beperkingen, Mogelijke samenwerking met HR VUB, opleidingscentra, Organisaties actief in cultuur en educatie, Steden, UCLL, Leuven 2030, andere groendomeinen in Vlaanderen, cavaria, de figuranten, welzijnswerk, .culturele organisaties, euroguidance, lokaal bestuur, netwerk van scholen, socioculturele sector,...



Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in het buitenland? (n = 111)

	n	%
Neen	14	12,6%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in onderwijs of opleiding	88	79,3%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in andere beleidsdomeinen (jeugd/sport)	12	10,8%
Ja, tussen mijn organisatie en (een) organisatie(s) actief in wetenschappelijk onderzoek	20	18,0%
Ja, tussen mijn organisatie en (een) onderneming(en) in de arbeidsmarkt (vb. voor stageplaatsen)	30	27,0%
Ja, met andere organisaties, namelijk: ...	12	10,8%

Waarom leidt die samenwerking in het kader van het Erasmus+ programma? (n=88)

Beide organisaties kunnen positieve resultaten realiseren die afzonderlijk niet mogelijk zijn	79,5%
De samenwerking heeft een positieve invloed op beide organisaties, maar het zijn resultaten die ook zonder de samenwerking mogelijk zouden zijn	11,4%
Dat kan ik in deze fase van het project nog niet inschatten	9,1%

Schat u deze samenwerking in als duurzaam op de lange termijn? (n=88)

Ja	83,3%
Dat kan ik in deze fase van het project nog niet inschatten	10,8%
Neen	5,9%

Waarom wel/niet?

Hoe breed reikt die samenwerking in het kader van het Erasmus+ programma? (n=100)

Ze helpt ons bij het verder internationaliseren van onze werking	58,0%
De resultaten helpen ons ook bij andere aspecten van onze werking	42,0%

3.2.3 Target groups and society

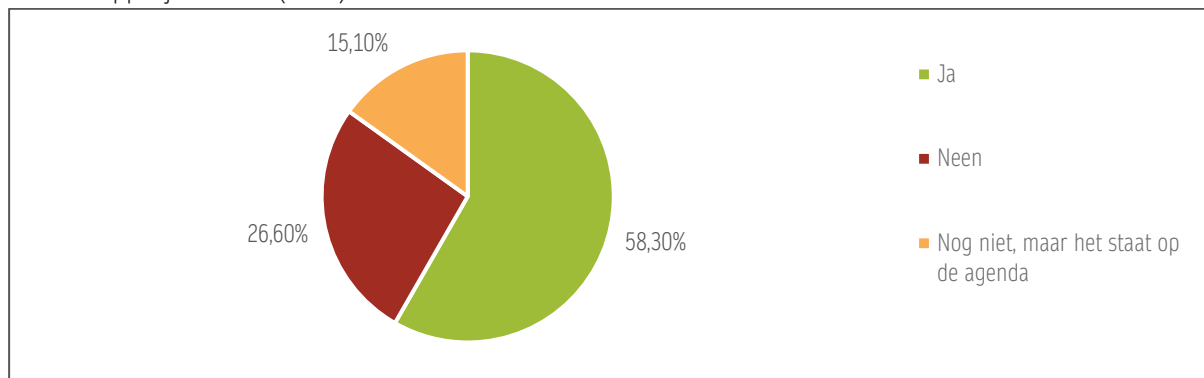
Heeft de deelname van uw organisatie aan Erasmus+ ervoor gezorgd dat ... (n= 192)

	Neen	Ja, maar dit is niet structureel ingebed in de organisatie	Ja, en dit is structureel ingebed in de organisatie	Niet van toepassing/ik weet het niet
--	------	--	---	--------------------------------------



... het onderwijs-/opleidingsaanbod in uw organisatie beter afgestemd is op de individuele behoeften van leerlingen/stagiairs/studenten/cursisten?	14,6%	22,9%	32,3%	30,2%
... het onderwijs-/opleidingsaanbod beter afgestemd is op de individuele behoeften van het onderwijzend personeel/de opleidingsverstrekkers?	15,6%	28,6%	23,4%	32,3%
... er binnen uw organisatie op een meer participatieve manier gewerkt wordt?	18,8%	25,0%	37,0%	19,3%
... uw organisatie beter tegemoetkomt aan de behoeften van kansengroepen?	16,1%	20,3%	39,6%	24,0%
... uw organisatie beter omgaat met sociale, etnische, taalkundige en culturele diversiteit?	17,7%	20,8%	40,1%	21,4%
... uw organisatie beter omgaat met verschillen in leerresultaten die te wijten zijn aan sociaaleconomische ongelijkheden?	17,7%	18,8%	28,6%	34,9%
... uw organisatie toegankelijker is voor kansengroepen?	17,2%	15,1%	31,3%	36,5%

Heeft deelname aan Erasmus+ geleid tot een meer actieve participatie van uw organisatie aan het sociale en maatschappelijke leven? (n=88)



3.2.4 Capacity and policy of the organization

Zijn er eventuele veranderingen in praktijken, aanpak of beleid van de organisatie? Heeft de deelname aan Erasmus+ ervoor gezorgd dat ... (n= 189)

	Neen	Ja, maar dit is niet structureel	Ja, en dit is structureel	Niet van toepassing/ik weet het niet
--	------	----------------------------------	---------------------------	--------------------------------------



		ingebed in de organisatie	ingebed in de organisatie	
... goede praktijken en nieuwe methoden gemakkelijker ingezet in de dagelijkse werking in uw organisatie?	5,3%	36,0%	50,3%	8,5%
... goede praktijken en nieuwe methoden meer intern gedeeld worden binnen uw organisatie?	4,2%	34,4%	56,1%	5,3%
... goede praktijken en nieuwe methoden meer extern gedeeld worden (bv. tussen uw organisatie en andere organisaties)?	17,5%	45,5%	29,1%	7,9%
... er innovatieve lesmethoden of curricula ontwikkeld of verder uitgewerkt werden in uw organisatie?	7,4%	37,6%	37,0%	18,0%
... er inclusieve lesmethoden of curricula ontwikkeld of verder uitgewerkt werden in uw organisatie?	13,8%	27,5%	31,2%	27,5%
... er meer aandacht is voor het gebruik van ICT gebaseerde methoden en werkvormen in mijn organisatie?	16,9%	27,5%	39,2%	16,4%
... de digitale capaciteiten van uw organisatie versterkt zijn?	16,4%	28,0%	39,7%	15,9%
... uw organisatie zich meer in voor het milieu, duurzaamheid of de bestrijding van klimaat?	17,5%	30,2%	30,7%	21,7%

De ervaringen opgedaan tijdens de deelname aan Erasmus+ worden als bron gebruikt bij het vormgeven van het professionaliseringsbeleid en -aanbod van de organisatie. (n=178)

Helemaal niet akkoord	1,1%
Eerder niet akkoord	10,1%
Neutraal	21,9%
Eerder akkoord	47,2%
Volledig akkoord	19,7%

Heeft deelname aan Erasmus+ bijgedragen aan een meer strategische planning van de professionele ontwikkeling van het personeel? (n=178)

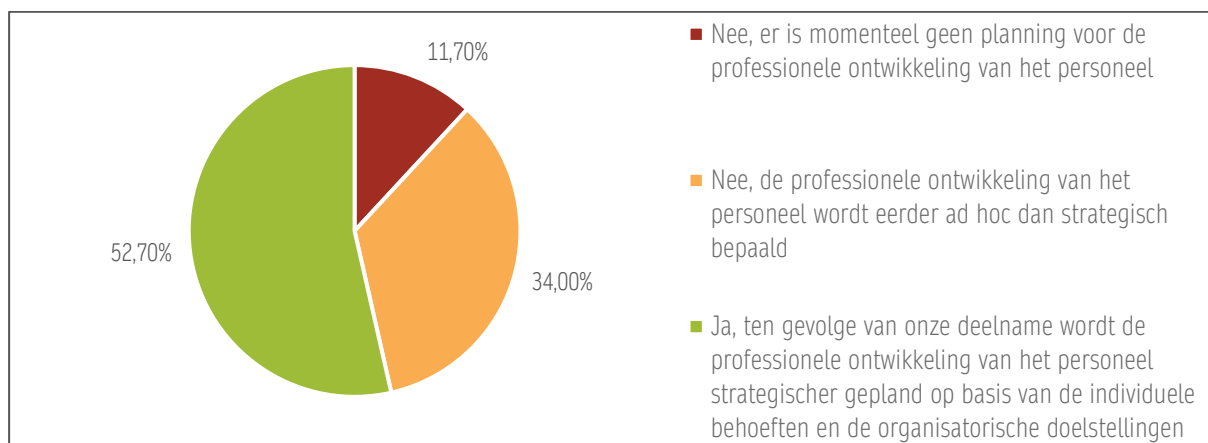
Nee, er is momenteel geen planning voor de professionele ontwikkeling van het personeel	22	11,7%
Nee, de professionele ontwikkeling van het personeel wordt eerder ad hoc dan strategisch bepaald	64	34,0%



Ja, ten gevolge van onze deelname wordt de professionele ontwikkeling van het personeel strategischer gepland op basis van de individuele behoeften en de organisatorische doelstellingen	99	52,7%
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Noot : Meerdere antwoorden mogelijk

Heeft deelname aan Erasmus+ bijgedragen aan een meer strategische planning van de professionele ontwikkeling van het personeel? (n=178)



Geef aan in welke mate u akkoord gaat met de volgende uitspraken. Door de deelname aan Erasmus+ kan mijn organisatie beter inspelen op gemeenschappelijke prioriteiten en noden in het domein van onderwijs & vorming, meer bepaald op ... (n=188)

	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Volledig akkoord
... inclusie en diversiteit.	2,1%	4,3%	28,7%	42,0%	22,9%
... milieu en de strijd tegen klimaatverandering.	4,3%	12,8%	37,2%	29,8%	16,0%
... digitale transformatie	2,1%	8,0%	26,1%	44,7%	19,1%
... deelname aan het democratisch leven en burgerschap.	1,1%	2,7%	26,1%	45,7%	24,5%

3.2.5 Internationalisation

Internationalisering bij de organisaties. Het Erasmus+ programma... (n=187)

	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Volledig akkoord
... verhoogt het vermogen binnen mijn organisatie om beter te functioneren in een internationale context.	1,1%	0,5%	2,7%	32,1%	63,6%

... verhoogt het vermogen binnen mijn organisatie om kwaliteitsvol kennis te delen over Europese thema's.	1,1%	2,7%	9,6%	38,0%	48,7%
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Geef aan in welke mate u akkoord gaat met de volgende uitspraak. Het Erasmus+ programma verhoogt het vermogen binnen mijn hogeschool of universiteit om op hoog niveau onderzoek te doen en les te geven over Europese thema's, en hiervoor nieuwe studenten en onderzoekers aan te trekken. (n=11)

	Beide KA	KA1	KA2	Alle
Volledig niet akkoord	0,0%	0,0%	0,0%	0,0%
Eerder niet akkoord	0,0%	25,0%	50,0%	18,2%
Neutraal	40,0%	0,0%	0,0%	18,2%
Eerder akkoord	40,0%	75,0%	50,0%	54,5%
Volledig akkoord	20,0%	0,0%	0,0%	9,1%

Noot: indien Hogeschool of Universiteit. Opmerking: de N is erg laag voor deze vraag.

Heeft Erasmus+ geleid tot samenwerking met partnerlanden, d.w.z. met landen die niet tot de programmalanden behoren? (n = 188)

	Beide KA	KA1	KA2	All
Ja	48,0%	22,2%	31,6%	31,9%
Neen	52,0%	77,8%	68,4%	68,1%

Geef aan in welke mate u akkoord gaat met de volgende uitspraken. (n=60)

	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Volledig akkoord
Erasmus+ vergroot de aantrekkelijkheid van onze organisatie in de partnerlanden.	0,0%	0,0%	6,7%	35,0%	58,3%
Onze deelname aan Erasmus+ heeft geleid tot doelgerichte capaciteitsopbouw bij de partnerorganisatie in een partnerland van de EU.	3,3%	3,3%	26,7%	33,3%	33,3%
Onze deelname aan Erasmus+ heeft geleid tot doelgerichte capaciteitsopbouw in onze eigen organisatie.	3,3%	5,0%	15,0%	41,7%	35,0%

indien ja op vorige vraag

3.2.6 General assessment

Hoe tevreden bent u in het algemeen over het Erasmus+ programma? (n=185)



	Beide KA	KA1	KA2	All
Helemaal niet tevreden	0,0%	0,0%	0,0%	0,0%
Eerder niet tevreden	2,0%	0,0%	1,8%	1,1%
Neutraal	2,0%	2,5%	3,6%	2,7%
Eerder tevreden	42,0%	48,1%	57,1%	49,2%
Helemaal tevreden	54,0%	49,4%	37,5%	47,0%

Hoe tevreden bent u over de ondersteuning door Epos? (n=185)

	Beide KA	KA1	KA2	All
Helemaal niet tevreden	4,0%	0,0%	0,0%	1,1%
Eerder niet tevreden	2,0%	1,3%	3,6%	2,2%
Neutraal	0,0%	11,4%	12,5%	8,6%
Eerder tevreden	48,0%	41,8%	44,6%	44,3%
Helemaal tevreden	46,0%	45,6%	39,3%	43,8%

Uw organisatie neemt deel aan zowel KA1 als KA2. Is de deelname aan beide KA's onderling verbonden? (n=50)

De deelname aan KA1 was een motivator voor mijn organisatie om deel te nemen aan KA2.	42,0%
De deelname aan KA2 was een motivator voor mijn organisatie om deel te nemen aan KA1.	30,0%
Geen van beide opties	24,0%
Weet ik niet	4,0%

Hoe groot schat u de kans in om in de toekomst (opnieuw) een aanvraag in te dienen voor een Erasmus+ project van KA1? (n=185)

Zeer klein	5,9%
Eerder klein	5,4%
Neutraal	9,2%
Eerder groot	14,1%
Zeer groot	53,0%
Dat kan ik op dit moment niet inschatten	12,4%

Hoe groot schat u de kans in om in de toekomst (opnieuw) een aanvraag in te dienen voor een Erasmus+ project van KA2? (n=185)

Zeer klein	5,4%
Eerder klein	11,4%
Neutraal	13,0%



Eerder groot	14,6%
Zeer groot	30,8%
Dat kan ik op dit moment niet inschatten	24,9%

3.3. Efficiency

Hoe vlot verloopt de werking en administratie van Erasmus+ naar uw aanvoelen in Vlaanderen? (n=203)

Hoe verliepen onderstaande aspecten van projecten?	Helemaal niet vlot	Eerder niet vlot	Neutraal	Eerder vlot	Helemaal vlot
... de voorbereiding	0,5%	20,7%	15,8%	49,3%	13,8%
... het indienen van de aanvraag	3,0%	26,6%	16,3%	38,9%	15,3%
... de uitvoering	0,5%	10,3%	16,3%	55,7%	17,2%
... de afhandeling na afloop	1,0%	15,8%	22,2%	45,3%	15,8%

Heeft uw organisatie een accreditatie voor Erasmus+? (n=203)

Ja	55,2%
Neen	43,8%
Neen, maar wel in het verleden	1,0%

Voor de programmaperiode 2021-2027 werden vereenvoudigingsmaatregelen ingevoerd in de Erasmus+ procedure, zoals vereenvoudigde subsidies en het accreditatiesysteem. In welke mate gaat u akkoord met onderstaande uitspraken? In vergelijking met Erasmus+ 2014-2020 ... (n=101)

	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Helemaal akkoord	Weet ik niet/NVT
... biedt de aanvraag een verbetering op vlak van administratie in onze organisatie.	1,0%	13,9%	12,9%	35,6%	30,7%	5,9%
... biedt de toekenning van subsidies via 'lump sum' een verbetering op vlak van administratie in onze organisatie.	2,0%	6,9%	18,8%	29,7%	31,7%	10,9%
... biedt de Beneficiary Module als tool om projecten te beheren een verbetering op vlak van administratie in onze organisatie.	11,9%	18,8%	14,9%	29,7%	11,9%	12,9%
... biedt het accreditatiesysteem een verbetering op vlak van administratie in onze organisatie.	1,0%	6,9%	8,9%	30,7%	29,7%	22,8%



indien “Zowel in periode 2014-2020 als vanaf 2021” geselecteerd

In welke mate gaat u akkoord met onderstaande uitspraken? (n=63)

	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Helemaal akkoord	Weet ik niet/niet van toepassing
De aanvraag verliep op vlak van administratie vlot in onze organisatie.	0,0%	14,3%	14,3%	41,3%	25,4%	4,8%
De toekenning van subsidies via ‘lump sum’ verliep op vlak van administratie vlot in onze organisatie.	0,0%	4,8%	9,5%	28,6%	30,2%	27,0%
De Beneficiary Module als tool om projecten te beheren zorgde voor een vlotte administratie in onze organisatie.	12,7%	12,7%	22,2%	28,6%	3,2%	20,6%
Het accreditatiesysteem zorgde voor een vlotte administratie in onze organisatie.	0,0%	4,8%	9,5%	23,8%	4,8%	57,1%

Noot : indien “Periode vanaf 2021” geselecteerd

Welke van onderstaande factoren ervaart u als drempel om deel te nemen aan het Erasmus+ programma? (n=184)

	Geen drempel	Bepaalde drempel	Grote drempel
Een mismatch tussen de doelstellingen van Erasmus+ en de behoeften van onze doelgroep	57,8%	36,1%	6,1%
De administratieve belasting	10,9%	39,1%	50,0%
De financiële last	54,1%	36,6%	9,3%
De taalbarrière	73,6%	24,2%	2,2%
Het gebrek aan informatie	67,2%	30,6%	2,2%
De extra werklast voor het personeel	13,6%	41,3%	45,1%
Onduidelijkheid over de validering van leerresultaten/ervaringen opgedaan in het buitenland	52,2%	42,9%	4,9%
De afwezigheid van een initiatiefnemer in de organisatie	64,3%	22,5%	13,2%
Het gebrek aan interesse bij leidinggevendend van het onderwijzend personeel/de opleidingsverstrekkers	67,8%	21,9%	10,4%
Het gebrek aan interesse bij het onderwijzend personeel/de opleidingsverstrekkers	56,8%	33,9%	9,3%



Het gebrek aan interesse bij onze leerlingen/stagiairs/studenten/cursisten	73,8%	23,5%	2,7%
Het gebrek aan draagvlak bij ouders van scholieren of studenten	71,8%	25,4%	2,8%
Het gebrek aan steun van familie of een moeilijke combinatie met het privéleven van het onderwijzend personeel/de opleidingsverstrekkers	61,9%	31,5%	6,6%

3.4. Coherence

In welke mate is Erasmus+ complementair aan deze andere financieringskanalen of -programma's? (n=185)

	Beide KA	KA1	KA2	Alle
Ze overlappen elkaar	2,0%	8,9%	0,0%	4,3%
Ze sluiten elkaar uit (omdat...)	20,0%	21,5%	23,2%	21,6%
Ze versterken elkaar	78,0%	69,6%	76,8%	74,1%

Hoe is de toewijzing van de alternatieve financieringsbronnen geëvolueerd sinds uw organisatie deelneemt aan Erasmus+? (n=175)

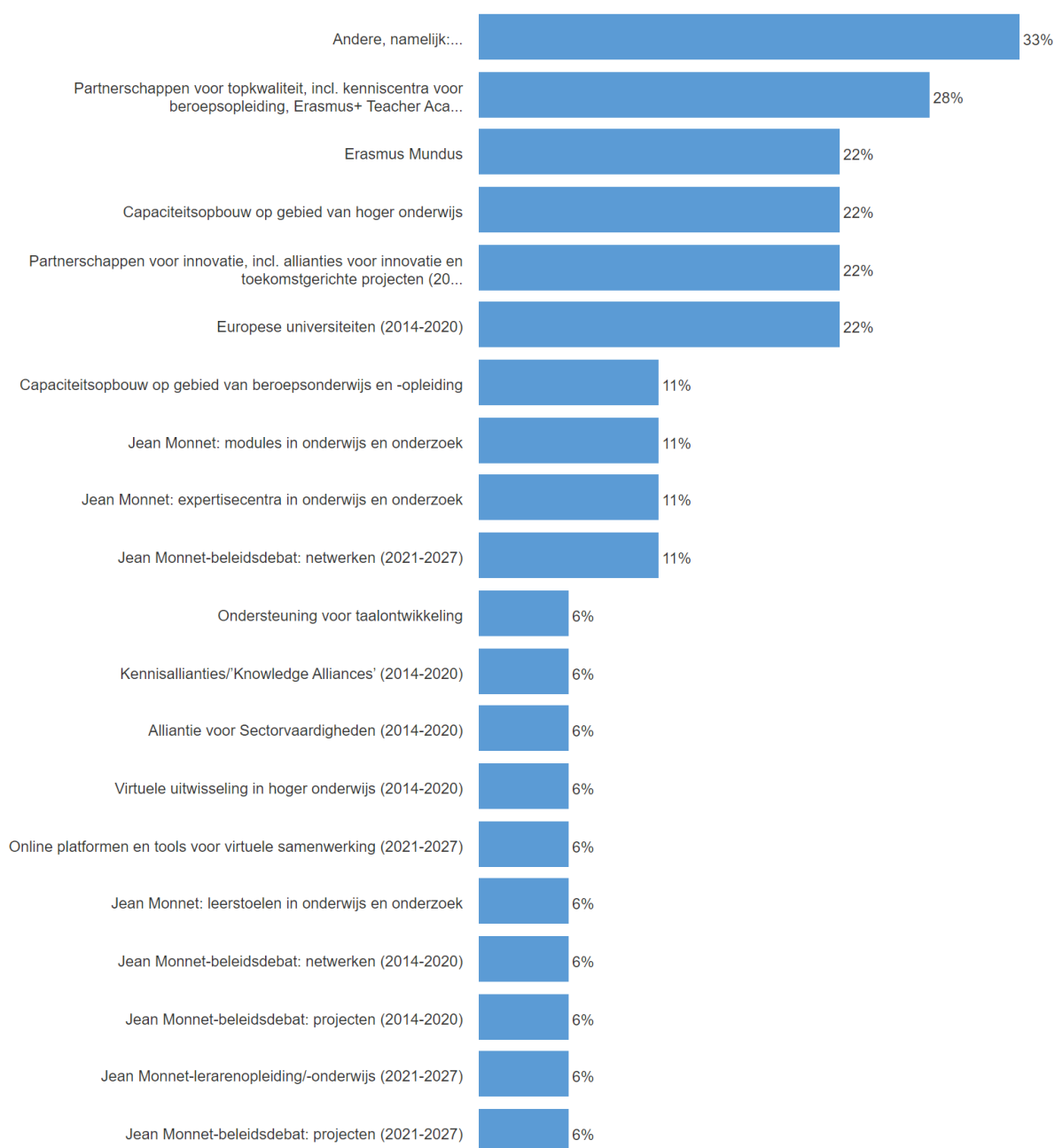
	Beide KA	KA1	KA2	Alle
Er was een sterke daling	10,0%	8,1%	2,0%	6,9%
Er was een lichte daling	8,0%	5,4%	3,9%	5,7%
Er was geen wijziging in de middelen die via alternatieve bronnen werden verkregen	50,0%	75,7%	60,8%	64,0%
Er was een beperkte stijging	24,0%	9,5%	25,5%	18,3%
Er was een sterke stijging in andere externe bronnen van inkomsten	8,0%	1,4%	7,8%	5,1%

Dankzij Erasmus+ hebben we resultaten behaald die we nooit hadden kunnen bereiken met deze financieringskanalen of -programma's alleen. (n=184)

	Beide KA	KA1	KA2	All
Helemaal niet akkoord	0,0%	2,6%	0,0%	1,1%
Eerder niet akkoord	0,0%	0,0%	7,1%	2,2%
Neutraal	10,0%	17,9%	16,1%	15,2%
Eerder akkoord	24,0%	23,1%	16,1%	21,2%
Volledig akkoord	66,0%	56,4%	60,7%	60,3%



Nam uw organisatie ook deel aan gecentraliseerde Erasmus+ projecten binnen onderwijs en opleiding, die rechtstreeks door het Europees Uitvoerend Agentschap Onderwijs en Cultuur (EACEA) beheerd worden? Zo ja, selecteer deze projecten. (n=18)



Heeft uw organisatie formele samenwerkingsverbanden voor internationaliseringsactiviteiten met partnerorganisaties buiten de werking van Erasmus+? (n=185)

Neen	53,20%
Ja, met Europese partners	32,40%










Ja, met Vlaamse partners uit een andere regio	12,20%
Ja, met partners die in dezelfde regio actief zijn	10,60%
Ja, met internationale partners van buiten Europa	10,60%
Ja, met lokale partners in dezelfde gemeente	8,00%
Ja, met Brusselse of Waalse partners	7,40%

Welke andere internationaliseringsactiviteiten worden er binnen uw organisatie opgezet? (n=185)

We ontvangen bezoekers uit het buitenland in de context van inkomende mobiliteit via Erasmus+	50,00%
We nemen deel aan activiteiten zoals internationale studiedagen, conferenties etc.	47,90%
We gebruiken virtuele communicatietools (vb. e-twinning, EPALÉ)	37,20%
We zetten in op interculturele activiteiten binnen de organisatie	33,50%
We ontvangen bezoekers uit het buitenland in de context van inkomende mobiliteit via andere programma's	28,70%
We ondernemen acties om interculturele communicatie te stimuleren	22,90%
Geen	16,50%
Andere programma's, namelijk...	16,50%
We werken samen met organisaties uit Franstalig of Duitstalig België (of in de grensregio's) (andere dan EraBel, Buurklassen en intercom. Programma)	11,70%
We nemen via Epos deel aan Erasmus Belgica	6,90%
We zijn via Epos actief binnen het project Buurklassen van de Vlaamse overheid	6,40%
We nemen via JINT deel aan het Youth in Action programma binnen Erasmus+	3,70%
We zijn via Epos actief binnen het intercommunautaire uitwisselingsprogramma voor toekomstige leerkrachten	1,10%
Wij nemen deel aan capaciteitsopbouw in sport	1,10%

Op welke bijkomende financieringskanalen of -programma's doet uw organisatie beroep om de internationale werking uit te bouwen? Middelen verkregen via... (n=185)

	Aantal	% van de antwoorden	%
... eigen activiteiten (bv. wafelverkoop, eetavond, ...)	96		52%
Andere kanalen, namelijk...	74		40%
... sponsoring	28		15%
... de Koning Boudewijnstichting (KBS)	25		14%
... directoraten en agentschappen van de Europese Unie	10		5%
... de Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (VVOB)	6		3%
... de Raad van Europa	4		2%
			N 185



3.5. European values and added value

Welke effecten heeft het Erasmus+ programma naar uw mening voor het maatschappelijk bewustzijn en de inzet van leerlingen/stagiairs/studenten/cursisten? Deelname aan Erasmus + zorgt ervoor dat leerlingen/stagiairs/studenten/cursisten ... (n = 88)

Mobiliteit voor lerenden binnen KA1	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder akkoord	Helemaal akkoord
... een beter begrip hebben van diversiteit in de maatschappij.	0,0%	0,0%	6,8%	51,1%	42,0%
... meer tolerant worden/meer begrip hebben voor de waarden en het gedrag van anderen.	0,0%	0,0%	10,2%	44,3%	45,5%
... meer gedreven worden om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	0,0%	0,0%	33,0%	47,7%	19,3%
... zich meer bewust worden van het milieu, duurzaamheid of klimaatverandering.	2,3%	2,3%	34,1%	46,6%	14,8%
... meer duurzame gewoontes aanleren of duurzamer gedrag gaan vertonen.	0,0%	6,8%	36,4%	45,5%	11,4%
... een beter besef hebben van Europese waarden (bv. democratie, gelijkheid, rechtvaardigheid, ...) en hun rechten als inwoner van de EU.	0,0%	1,1%	21,6%	48,9%	28,4%
... een sterkere Europese identiteit ontwikkelen.	0,0%	1,1%	22,7%	45,5%	30,7%

indien mobiliteitsprojecten voor leerlingen/stagiairs/studenten/cursisten geselecteerd

Effecten op het maatschappelijk bewustzijn en de inzet van leerkrachten/docenten/opleidingsverstrekkers? Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers... (n=102)

Mobiliteit voor personeel binnen KA1	Helemaal niet akkoord	Eerder niet akkoord	Neutraal	Eerder wel akkoord	Helemaal akkoord
... een groter bewustzijn hebben op vlak van diversiteit.	0,0%	0,0%	8,8%	43,1%	48,0%
... meer begrip hebben en meer openstaan voor sociale, taalkundige en culturele verscheidenheid.	0,0%	0,0%	2,9%	49,0%	48,0%
... beter kunnen samenwerken in een interculturele context.	0,0%	0,0%	2,9%	51,0%	46,1%
... beter kunnen inspelen op behoeften van kansengroepen.	2,0%	0,0%	39,2%	35,3%	23,5%
... zich meer willen inzetten om ongelijkheid en discriminatie in de maatschappij tegen te gaan.	1,0%	0,0%	35,3%	43,1%	20,6%
... zich meer bewust zijn van het milieu, duurzaamheid of klimaatverandering.	0,0%	4,9%	37,3%	38,2%	19,6%



... zich meer inzetten voor het milieu, duurzaamheid of de bestrijding van klimaatverandering.	0,0%	6,9%	43,1%	37,3%	12,7%
... een grondigere kennis hebben van de Europese werking en het Europees beleid.	1,0%	5,9%	21,6%	48,0%	23,5%
... de Europese waarden beter begrijpen (bv. democratie, gelijkheid, rechtvaardigheid, tolerantie, ...) en hun rechten als inwoner van Europa.	1,0%	3,9%	20,6%	44,1%	30,4%
... een sterkere Europese identiteit ontwikkelen.	1,0%	1,0%	15,7%	38,2%	44,1%

Noot: indien mobiliteitsprojecten voor personeel geselecteerd





Part 4 - Existing data: tables





1 / Applications

- ▶ **Eligible:** Number of applications that were eligible for quality assessment or funding.
- ▶ **Qualitative:** Number of eligible applications that met the quality threshold.
- ▶ **Funded:** Number of qualitative applications that received funding.
- ▶ **Success rate:** The share of applications that meet the quality threshold. It is calculated as follows: .
 - *Note:* In the codes indicated with * there is no quality assessment of applications (because of accreditation), and thus we did not calculate a success rate for these codes.
- ▶ **Funding rate:** The share of qualitative applications that get funded. It is calculated as follows: .
 - *Note:* Starting 2021, there are separate codes where organisations can apply to gain accreditation (indicated by **: KA120 and KA130), These applications are assessed on quality, but there is no funding attached to a positive decision, so the funding rate is not calculated.
- ▶ There is some uncertainty about the number of qualitative applications for cooperation partnerships in 2021. These are indicated in red. (Consequently, the success rate for these codes is also uncertain.)



	2014					2015					2016					2017				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
KA1	154	113	113	68%	100%	183	140	140	73%	100%	172	127	127	68%	100%	190	156	156	77%	100%
KA101	59	43	43	62%	100%	57	39	39	68%	100%	51	29	29	57%	100%	66	47	47	71%	100%
KA102	37	30	30	81%	100%	45	37	37	82%	100%	55	44	44	80%	100%	46	39	39	85%	100%
KA116*	/	/	/	/	/	/	/	/	/	/	6	6	6	NA	100%	15	15	15	NA	100%
KA103*	25	25	25	NA	100%	24	24	24	NA	100%	25	25	25	NA	100%	25	25	25	NA	100%
KA107	/	/	/	/	/	27	21	21	78%	100%	17	10	10	59%	100%	19	18	18	95%	100%
KA104	33	15	15	45%	100%	30	19	19	63%	100%	18	13	13	72%	100%	19	12	12	63%	100%
KA2	101	19	19	19%	100%	102	58	18	57%	31%	72	46	23	64%	50%	77	47	24	61%	51%
KA201	59	8	8	14%	100%	19	14	4	74%	29%	17	17	5	100%	29%	20	14	6	70%	43%
KA219	/	/	/	/	/	25	4	4	16%	100%	19	6	6	32%	100%	17	3	3	18%	100%
KA229	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
KA202	13	6	6	46%	100%	19	15	6	79%	40%	17	10	6	59%	60%	18	14	6	78%	43%
KA203	15	1	1	7%	100%	21	12	2	57%	17%	7	6	2	86%	33%	7	7	3	100%	43%
KA204	14	4	4	29%	100%	18	13	2	72%	15%	12	7	4	58%	57%	15	9	6	60%	67%
KA226	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
KA227	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Totaal	255	132	132	47%	100%	285	198	158	67%	80%	244	173	150	67%	87%	267	203	180	72%	89%



	2018					2019					2020				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
KA1	179	150	150	79%	100%	202	188	188	91%	100%	202	176	175	83%	99%
KA101	51	39	39	76%	100%	41	37	37	90%	100%	57	43	43	75%	100%
KA102	46	43	43	93%	100%	71	66	66	93%	100%	50	46	45	92%	98%
KA116*	15	15	15	NA	100%	21	21	21	NA	100%	26	26	26	NA	100%
KA103*	25	25	25	NA	100%	27	27	27	NA	100%	27	27	27	NA	100%
KA107	18	12	12	67%	100%	22	22	22	100%	100%	21	21	21	100%	100%
KA104	24	16	16	67%	100%	20	15	15	75%	100%	21	13	13	62%	100%
KA2	79	58	38	73%	66%	85	63	53	74%	84%	146	118	60	81%	51%
KA201	26	19	11	73%	58%	12	10	9	83%	90%	30	23	7	77%	30%
KA219	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
KA229	17	14	14	82%	100%	39	33	28	85%	85%	50	40	33	80%	83%
KA202	15	10	7	67%	70%	12	5	5	42%	100%	22	18	7	82%	39%
KA203	13	12	3	92%	25%	13	11	7	85%	64%	20	19	5	95%	26%
KA204	8	3	3	38%	100%	9	4	4	44%	100%	24	18	8	75%	44%
KA226	/	/	/	/	/	/	/	/	/	/	30	26	7	87%	27%
KA227	/	/	/	/	/	/	/	/	/	/	10	8	6	80%	75%
Totaal	258	208	188	77%	90%	287	251	241	85%	96%	348	294	235	82%	80%



	2021					2022				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
KA1	174	146	105	71%	96%	371	323	176	80%	100%
Accreditations**	60	37	NA	62%	NA	189	147	NA	78%	NA
KA120-ADU**	5	2	NA	40%	NA	9	3	NA	57%	NA
KA120-SCH**	27	16	NA	59%	NA	87	60	NA	69%	NA
KA120-VET**	27	18	NA	67%	NA	92	84	NA	91%	NA
KA130**	1	1	NA	100%	NA	1	1	NA	100%	NA
KA121*	52	52	52	NA	100%	99	99	99	NA	100%
KA121-ADU*	4	4	4	NA	100%	5	5	5	NA	100%
KA121-SCH*	15	15	15	NA	100%	30	30	30	NA	100%
KA121-VET*	33	33	33	NA	100%	64	64	64	NA	100%
KA122	36	31	27	86%	87%	36	30	30	83%	100%
KA122-ADU	8	4	4	50%	100%	4	3	3	75%	100%
KA122-SCH	13	12	8	92%	67%	11	9	9	82%	100%
KA122-VET	15	15	15	100%	100%	21	18	18	86%	100%
Mobility in HE	26	26	26	100%	100%	47	47	47	100%	100%
KA131	26	26	26	100%	100%	28	28	28	100%	100%
KA171	/	/	/	/	/	19	19	19	100%	100%
KA2	140	103	70	74%	68%	112	75	47	67%	63%
Small scale partnerships	33	29	24	88%	83%	45	25	24	56%	96%
KA210-ADU	14	10	8	71%	80%	13	6	6	46%	100%
KA210-SCH	11	11	9	100%	82%	28	17	16	61%	94%
KA210-VET	8	8	7	100%	88%	4	2	2	50%	100%
Cooperation partnerships	107	74	46	69%	62%	67	50	23	75%	46%
KA220-ADU	25	14	8	56%	57%	16	9	6	63%	67%
KA220-SCH	41	32	15	78%	47%	32	26	11	81%	42%
KA220-VET	21	13	13	62%	100%	7	3	3	43%	100%
KA220-HED	20	15	10	75%	67%	12	12	3	100%	25%
Total (excl. accreditations)	254	212	175	76%	83%	294	251	223	74%	89%



	2014					2015					2016				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
School education	118	51	51	43%	100%	101	57	47	56%	82%	87	52	40	60%	77%
KA1	59	43	43	73%	100%	57	39	39	68%	100%	51	29	29	57%	100%
KA2	59	8	8	14%	100%	44	18	8	41%	44%	36	23	11	64%	48%
VET	50	36	36	72%	100%	64	52	43	81%	83%	78	60	56	75%	93%
KA1	37	30	30	81%	100%	45	37	37	82%	100%	61	50	50	80%	100%
KA2	13	6	6	46%	100%	19	15	6	79%	40%	17	10	6	59%	60%
Higher education	40	26	26	7%	100%	72	57	47	69%	82%	49	41	37	67%	90%
KA1	25	25	25	NA	100%	51	45	45	NA	100%	42	35	35	NA	100%
KA2	15	1	1	7%	100%	21	12	2	57%	17%	7	6	2	86%	33%
Adult education	47	19	19	40%	100%	48	32	21	67%	66%	30	20	17	67%	85%
KA1	33	15	15	45%	100%	30	19	19	63%	100%	18	13	13	72%	100%
KA2	14	4	4	29%	100%	18	13	2	72%	15%	12	7	4	58%	57%
Totaal	255	132	132	52%	100%	285	198	158	69%	80%	244	173	150	71%	87%
	2017					2018					2019				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
School education	103	64	56	62%	88%	94	72	64	77%	89%	92	80	74	87%	93%
KA1	66	47	47	71%	100%	51	39	39	76%	100%	41	37	37	90%	100%
KA2	37	17	9	46%	53%	43	33	25	77%	76%	51	43	37	84%	86%
VET	79	68	60	83%	88%	76	68	65	87%	96%	104	92	92	86%	100%
KA1	61	54	54	85%	100%	61	58	58	93%	100%	92	87	87	93%	100%
KA2	18	14	6	78%	43%	15	10	7	67%	70%	12	5	5	42%	100%
Higher education	51	50	46	96%	92%	56	49	40	77%	82%	62	60	56	94%	93%
KA1	44	43	43	NA	100%	43	37	37	NA	100%	49	49	49	NA	100%
KA2	7	7	3	100%	43%	13	12	3	92%	25%	13	11	7	85%	64%
Adult education	34	21	18	62%	86%	32	19	19	59%	100%	29	19	19	66%	100%
KA1	19	12	12	63%	100%	24	16	16	67%	100%	20	15	15	75%	100%
KA2	15	9	6	60%	67%	8	3	3	38%	100%	9	4	4	44%	100%
Totaal	267	203	180	76%	89%	258	208	188	81%	90%	287	251	241	87%	96%



	2017					2018					2019				
	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate	Eligible	Qualitative	Funded	Success rate	Funding rate
School education	137	106	83	77%	78%	107	86	47	77%	55%	188	142	66	71%	46%
KA1	57	43	43	75%	100%	55	43	23	70%	53%	128	99	39	70%	39%
KA2	80	63	40	79%	63%	52	43	24	83%	56%	60	43	27	72%	63%
VET	98	90	78	89%	87%	104	87	68	76%	78%	188	171	87	86%	51%
KA1	76	72	71	92%	99%	75	66	48	79%	73%	177	166	82	90%	49%
KA2	22	18	7	82%	39%	29	21	20	72%	95%	11	5	5	45%	100%
Higher education	68	67	53	98%	79%	47	42	36	76%	86%	60	60	50	100%	83%
KA1	48	48	48	NA	100%	27	27	26	NA	96%	48	48	47	NA	98%
KA2	20	19	5	95%	26%	20	15	10	75%	67%	12	12	3	100%	25%
Adult education	45	31	21	69%	68%	56	34	24	58%	71%	47	26	20	50%	77%
KA1	21	13	13	62%	100%	17	10	8	46%	80%	18	11	8	46%	73%
KA2	24	18	8	75%	44%	39	24	16	62%	67%	29	15	12	52%	80%
Totaal	348	294	235	84%	80%	314	249	175	79%	70%	483	399	223	83%	56%





2 / Budgets

- ▶ **Available:** Budget that Epos receives from the European Commission to fund projects in a specific code.
- ▶ **Requested:** Budget that is requested by applicants in a specific code.
 - Note: KA103-applications (mobilities between programme countries in higher education) do not include requested budget amounts, only the desired number of mobilities. Therefore, the requested budget is not filled in for this code. The requested mobilities are funded depending on the resources available
- ▶ **Allocated:** Budget that Epos allocated to projects within a specific code to fund them.
- ▶ **Take up rate (%):** The take up rate reflects how much of the available budget is actually allocated to projects. A take up rate higher than 100% indicates budget shifts between codes that allowed more budget to be allocated to a code than was initially available. It is calculated as follows:



	2014				2015				2016			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
KA1	€ 12 015 416	€ 4 285 069	€ 12 998 454	108%	€ 13 894 308	€ 7 235 043	€ 14 794 810	106%	€ 16 957 525	€ 8 294 705	€ 16 614 027	98%
KA101	€ 513 847	€ 885 937	€ 500 974	97%	€ 551 126	€ 1 129 972	€ 562 615	102%	€ 575 582	€ 1 165 156	€ 661 090	115%
KA102	€ 3 763 954	€ 3 097 425	€ 2 135 250	57%	€ 3 756 715	€ 3 704 917	€ 2 567 897	68%	€ 3 931 589	€ 4 184 572	€ 3 145 911	92%
KA116	/	/	/	/	/	/	/	/	/	€ 518 346	€ 472 918	/
KA103	€ 7 645 752	NA	€ 10 211 905	134%	€ 7 776 136	NA	€ 9 897 646	127%	€ 10 453 534	NA	€ 10 413 516	100%
KA107	/	/	/	/	€ 1 718 661	€ 1 903 052	€ 1 464 945	85%	€ 1 899 034	€ 2 068 760	€ 1 639 137	86%
KA104	€ 91 863	€ 301 707	€ 150 325	164%	€ 91 670	€ 497 102	€ 301 707	329%	€ 97 786	€ 357 871	€ 281 455	288%
KA2	€ 2 869 722	€ 9 441 885	€ 4 565 821	159%	€ 4 135 986	€ 16 832 258	€ 4 587 080	111%	€ 4 526 082	€ 14 518 948	€ 4 780 101	106%
KA201	€ 574 535	€ 4 170 416	€ 1 813 280	316%	€ 1 825 120	€ 4 103 617	€ 1 244 850	100%	€ 2 001 868	€ 4 584 722	€ 1 460 370	101%
KA219	/	/	/	/	/	€ 1 416 745	€ 580 180	/	/	€ 2 069 725	€ 560 845	/
KA229	/	/	/	/	/	/	/	/	/	/	/	/
KA202	€ 1 253 503	€ 1 850 514	€ 1 541 964	123%	€ 1 240 551	€ 3 601 120	€ 1 554 142	125%	€ 1 292 701	€ 3 764 774	€ 1 272 643	98%
KA203	€ 464 662	€ 2 203 568	€ 443 190	95%	€ 464 192	€ 4 431 554	€ 634 452	137%	€ 498 722	€ 1 659 591	€ 626 915	126%
KA204	€ 577 022	€ 1 217 387	€ 767 387	133%	€ 606 123	€ 3 279 222	€ 573 456	95%	€ 732 791	€ 2 440 136	€ 859 328	117%
KA226	/	/	/	/	/	/	/	/	/	/	/	/
KA227	/	/	/	/	/	/	/	/	/	/	/	/
Total	€ 14 885 137	€ 13 726 954	€ 17 564 275	118%	€ 18 030 294	€ 24 067 301	€ 19 381 890	107%	€ 21 483 607	€ 22 813 653	€ 21 394 128	100%



	2017				2018				2019			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
KA1	€ 19 413 469	€ 8 183 524	€ 18 267 306	94%	€ 21 665 202	€ 11 240 830	€ 21 612 279	100%	€ 27 566 292	€ 17 329 242	€ 26 876 893	97%
KA101	€ 751 259	€ 1 881 770	€ 1 499 119	200%	€ 1 118 795	€ 1 537 915	€ 1 223 175	109%	€ 1 455 813	€ 1 977 955	€ 1 723 880	118%
KA102	€ 4 947 255	€ 3 040 759	€ 2 614 274	77%	€ 5 822 170	€ 3 595 222	€ 3 328 481	98%	€ 7 156 081	€ 4 909 175	€ 4 641 126	96%
KA116		€ 1 210 258	€ 1 196 188			€ 2 375 699	€ 2 375 699			€ 2 258 351	€ 2 243 556	
KA103	€ 11 562 194	NA	€ 11 300 572	98%	€ 12 522 927	NA	€ 12 507 435	100%	€ 16 311 705	NA	€ 15 847 258	97%
KA107	€ 2 025 866	€ 1 647 247	€ 1 471 693	73%	€ 2 008 039	€ 3 225 516	€ 1 962 321	98%	€ 2 267 935	€ 7 663 997	€ 2 094 059	92%
KA104	€ 126 895	€ 403 490	€ 185 460	146%	€ 193 271	€ 506 478	€ 215 168	111%	€ 374 758	€ 519 764	€ 327 014	87%
KA2	€ 5 663 808	€ 17 949 928	€ 6 010 117	106%	€ 7 243 072	€ 18 066 825	€ 7 134 606	99%	€ 9 353 629	€ 17 277 198	€ 9 591 176	103%
KA201	€ 2 632 363	€ 5 991 711	€ 2 258 920	101%	€ 1 876 476	€ 6 320 068	€ 2 469 942	132%	€ 1 924 310	€ 3 166 606	€ 2 223 009	116%
KA219		€ 1 849 535	€ 396 150		/	/	/	/	/	/	/	/
KA229	/		/	/	€ 1 876 476	€ 1 572 347	€ 1 317 723	70%	€ 2 886 465	€ 4 402 891	€ 2 942 461	102%
KA202	€ 1 335 414	€ 4 671 626	€ 1 396 271	105%	€ 1 335 414	€ 3 923 835	€ 1 460 724	109%	€ 1 496 341	€ 3 353 226	€ 1 554 593	109%
KA203	€ 619 024	€ 2 248 832	€ 822 355	133%	€ 828 515	€ 4 345 211	€ 1 127 614	136%	€ 1 292 125	€ 4 166 584	€ 2 103 168	163%
KA204	€ 1 077 007	€ 3 188 224	€ 1 136 421	106%	€ 1 326 191	€ 1 905 364	€ 758 603	57%	€ 1 754 388	€ 2 187 891	€ 767 945	44%
KA226	/	/	/	/	/	/	/	/	/	/	/	/
KA227	/	/	/	/	/	/	/	/	/	/	/	/
Total	€ 25 077 277	€ 26 133 452	€ 24 277 423	97%	€ 28 908 274	€ 29 307 655	€ 28 746 885	99%	€ 36 919 921	€ 34 606 440	€ 36 468 069	99%



2020				
	Available	Requested	Allocated	Take up rate (%)
KA1	€ 26 902 519	€ 22 054 381	€ 26 045 753	97%
KA101	€ 1 585 542	€ 4 191 744	€ 2 202 173	139%
KA102	€ 7 157 882	€ 4 671 211	€ 3 977 791	104%
KA116		€ 3 516 768	€ 3 493 123	
KA103	€ 15 394 443	/	€ 13 634 020	89%
KA107	€ 2 368 637	€ 8 926 431	€ 2 328 618	98%
KA104	€ 396 015	€ 748 227	€ 410 028	104%
KA2	€ 8 922 722	€ 33 087 362	€ 10 555 397	118%
KA201	€ 2 104 012	€ 8 907 021	€ 2 180 407	104%
KA219	/	/	/	/
KA229	€ 2 104 012	€ 4 863 887	€ 3 192 321	152%
KA202	€ 1 501 826	€ 6 256 172	€ 1 646 708	110%
KA203	€ 1 346 146	€ 7 373 863	€ 1 731 546	129%
KA204	€ 1 866 726	€ 5 686 419	€ 1 804 415	97%
KA226	€ 1 355 100	€ 7 263 908	€ 1 424 594	105%
KA227	€ 911 847	€ 1 892 053	€ 976 959	107%
Total	€ 35 825 241	€ 55 141 743	€ 36 601 150	102%



	2021				2022			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
KA1	€ 23 925 313	€ 1 065 407	€ 18 516 289	77%	€ 34 991 841	€ 12 653 594	€ 31 886 729	91%
Accreditations	/	/	/	/	/	/	/	/
KA120-ADU	/	/	/	/	/	/	/	/
KA120-SCH	/	/	/	/	/	/	/	/
KA120-VET	/	/	/	/	/	/	/	/
KA130	/	/	/	/	/	/	/	/
KA121	€ 5 753 909	€ -	€ 4 035 973	70%	€ 9 579 090	€ -	€ 10 267 799	107%
KA121-ADU	€ 456 098	/	€ 186 256	41%	€ 733 656	/	€ 281 042	38%
KA121-SCH	€ 1 789 584	/	€ 1 561 806	87%	€ 3 185 499	/	€ 2 956 222	93%
KA121-VET	€ 3 508 227	/	€ 2 287 911	65%	€ 5 659 935	/	€ 7 030 535	124%
KA122	€ 3 758 207	€ 1 065 407	€ 911 980	24%	€ 5 765 670	€ 1 688 390	€ 1 359 005	24%
KA122-ADU	€ 456 098	€ 227 843	€ 140 109	31%	€ 733 666	€ 136 230	€ 117 915	16%
KA122-SCH	€ 1 798 584	€ 194 417	€ 133 626	7%	€ 2 606 318	€ 329 437	€ 237 847	9%
KA122-VET	€ 1 503 525	€ 643 147	€ 638 245	42%	€ 2 425 686	€ 1 222 723	€ 1 003 243	41%
Mobility in HE	€ 14 413 197	€ -	€ 13 568 336	94%	€ 19 647 081	€ 10 965 204	€ 20 259 925	103%
KA131	€ 14 413 197	/	€ 13 568 336	94%	€ 16 347 644	/	€ 16 985 900	104%
KA171	/	/	/	/	€ 3 299 437	€ 10 965 204	€ 3 274 025	99%
KA2	€ 9 599 580	€ 26 010 878	€ 14 723 103	153%	€ 4 978 531	€ 21 660 000	€ 8 440 000	170%
Small scale partnerships	€ 1 360 218	€ 1 890 000	€ 1 440 000	106%	€ 901 493	€ 2 610 000	€ 1 380 000	153%
KA210-ADU	€ 467 363	€ 840 000	€ 540 000	116%	€ 311 300	€ 750 000	€ 330 000	106%
KA210-SCH	€ 451 180	€ 600 000	€ 510 000	113%	€ 296 485	€ 1 620 000	€ 930 000	314%
KA210-VET	€ 441 675	€ 450 000	€ 390 000	88%	€ 293 708	€ 240 000	€ 120 000	41%
Cooperation partnerships	€ 8 239 362	€ 24 120 878	€ 13 283 103	161%	€ 4 077 038	€ 19 050 000	€ 7 060 000	173%
KA220-ADU	€ 1 242 457	€ 5 759 885	€ 2 390 399	192%	€ 563 661	€ 4 190 000	€ 1 370 000	243%
KA220-SCH	€ 2 138 378	€ 5 991 716	€ 4 539 157	212%	€ 1 317 656	€ 8 290 000	€ 2 940 000	223%
KA220-VET	€ 2 859 191	€ 5 643 722	€ 3 312 076	116%	€ 1 020 750	€ 2 220 000	€ 1 050 000	103%
KA220-HED	€ 1 999 336	€ 6 725 555	€ 3 041 471	152%	€ 1 174 971	€ 4 350 000	€ 1 700 000	89%
Total	€ 33 524 893	€ 27 076 285	€ 33 239 392	99%	€ 39 970 372	€ 34 313 594	€ 40 326 729	101%



	2014				2015				2016			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
School education	€ 1 088 381	€ 5 056 353	€ 2 314 254	213%	€ 2 376 246	€ 6 650 334	€ 2 387 645	100%	€ 2 577 450	€ 7 819 603	€ 2 682 305	104%
VET	€ 5 017 457	€ 4 947 939	€ 3 677 214	73%	€ 4 997 266	€ 7 306 037	€ 4 122 039	82%	€ 5 224 290	€ 8 467 692	€ 4 891 472	94%
Higher education	€ 8 110 414	€ 2 203 568	€ 10 655 095	131%	€ 9 958 989	€ 6 334 606	€ 11 997 043	120%	€ 12 851 290	€ 3 728 351	€ 12 679 568	99%
Adult education	€ 668 885	€ 1 519 094	€ 917 712	137%	€ 697 793	€ 3 776 324	€ 875 163	125%	€ 830 577	€ 2 798 007	€ 1 140 783	137%
Total	€ 14 885 137	€ 13 726 954	€ 17 564 275	118%	€ 18 030 294	€ 24 067 301	€ 19 381 890	107%	€ 21 483 607	€ 22 813 653	€ 21 394 128	100%
	2017				2018				2019			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
School education	€ 3 383 622	€ 9 723 016	€ 4 154 189	123%	€ 4 871 747	€ 9 430 330	€ 5 010 840	103%	€ 6 266 588	€ 9 547 452	€ 6 889 350	110%
VET	€ 6 282 669	€ 8 922 643	€ 5 206 733	83%	€ 7 157 584	€ 9 894 756	€ 7 164 904	100%	€ 8 652 422	€ 10 520 752	€ 8 439 275	98%
Higher education	€ 14 207 084	€ 3 896 079	€ 13 594 620	96%	€ 15 359 481	€ 7 570 727	€ 15 597 370	102%	€19 871 765	€ 11 830 581	€ 20 044 485	101%
Adult education	€ 1 203 902	€ 3 591 714	€ 1 321 881	110%	€ 1 519 462	€ 2 411 842	€ 973 771	64%	€ 2 129 146	€ 2 707 655	€ 1 094 959	51%
Total	€ 25 077 277	€ 26 133 452	€ 24 277 423	97%	€ 28 908 274	€ 29 307 655	€ 28 746 885	99%	€36 919 921	€ 34 606 440	€ 36 468 069	99%
	2020				2021				2022			
	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)	Available	Requested	Allocated	Take up rate (%)
School education	€ 5 793 566	€ 17 962 652	€ 7 574 901	131%	€ 6 177 726	€ 6 786 133	€ 6 744 589	109%	€ 7 405 958	€ 10 239 437	€ 7 064 069	95%
VET	€ 8 659 708	€ 14 444 151	€ 9 117 622	105%	€ 8 312 618	€ 6 736 869	€ 6 628 232	80%	€ 9 400 079	€ 3 682 723	€ 9 203 778	98%
Higher education	€ 19 109 226	€ 16 300 294	€ 17 694 184	93%	€16 412 533	€ 6 725 555	€ 16 609 807	101%	€20 822 052	€ 15 315 204	€ 21 959 925	105%
Adult education	€ 2 262 741	€ 6 434 646	€ 2 214 443	98%	€ 2 622 016	€ 6 827 728	€ 3 256 764	124%	€ 2 342 283	€ 5 076 230	€ 2 098 957	90%
Total	€ 35 825 241	€ 55 141 743	€ 36 601 150	102%	€ 33 524 893	€ 27 076 285	€ 33 239 392	99%	€ 39 970 372	€ 34 313 594	€ 40 326 729	101%



