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supplementing Regulation (EU) 2021/817 of the European Union and of the Council with provisions on the establishment of a monitoring and evaluation framework for the Erasmus+ programme

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List of Acronyms

AM:	Assessment Module
BM:	Beneficiary Module
CoVEs:	Centres of Vocational Excellence
DG EAC:	Directorate-General for Education, Youth, Sport and Culture
DOT:	Digital Opportunity Traineeship
EACEA:	European Education and Culture Executive Agency
ECHE:	Erasmus Charter for Higher Education
EHEA :	European Higher Education Area
EPALE:	Electronic Platform for Adult Learning in Europe
ESEP:	European School Education Platform
HEI:	Higher education institution
IPA III	Instrument for Pre-Accession Assistance
JMDI:	Jean Monnet designated institution
LTA:	Long-Term Activity
MEF:	Monitoring and Evaluation Framework
NAM:	National Agencies' Module
NDICI:	Neighbourhood, Development and International Cooperation – Global Europe Instrument
NEO:	National Erasmus+ offices
NUTS:	Nomenclature of Territorial Units for Statistic (<i>Nomenclature des Unités territoriales statistiques</i>)
OLS:	Erasmus+ Online Language Support
PIC:	Participant Identification Code
PMM:	Project Management Module
RAY:	Research-based Analysis and Monitoring of European Youth Programmes
SALTO:	Support, Advanced Learning and Training Opportunities
SDG:	Sustainable Development Goal
SEG:	School Education Gateway
SO:	Specific objective
SWD:	Staff Working Document
TCA:	Training and Cooperation Activity
TFEU:	Treaty on the Functioning of the European Union
VET:	Vocational Education and Training

1. Introduction to the 2021-2027 Erasmus+ programme

Erasmus+ is the European Union programme in the fields of education and training, youth and sport. It builds on the achievements of its 35 years of existence and also on other European programmes in the fields of education and training, youth and sport, covering both an intra-European as well as an international dimension.

The 2021-2027 Erasmus+ programme ('the Programme') is established by Regulation (EU) 2021/817 of 20 May 2021 ('Erasmus+ Regulation')¹. Its **general objective**² is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, 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. As such, the Programme is a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

The Programme was designed to offer a wide range of **learning mobility opportunities** to individuals and groups in formal, informal and non-formal education to develop skills and competences and to promote active participation among young people. Furthermore, it was designed to support **cooperation**, quality, inclusion and equity, excellence, creativity and innovation **at the level of organisations and policies** in the fields of **education and training, youth and sport**³.

2. Purpose of the Monitoring and Evaluation Framework

Pursuant to Article 23(2) of the Erasmus+ Regulation, the Commission has established a tailored monitoring and evaluation framework (MEF), with the purpose of ensuring the effective assessment of the Programme's progress towards the achievement of its objectives.

The purpose of this Staff Working Document (SWD) is to illustrate the MEF of Erasmus+, by describing the intervention logic of the Programme, streamlining the monitoring and evaluation measures applied to areas where the Erasmus+ Regulation requires specific focus. This concerns:

- The delivery of inclusion and simplification measures and the implementation of new programme initiatives adopted by the 2021-2027 Programme, in line with Article 24(2) of the Erasmus+ Regulation⁴. In the monitoring of the new programme initiatives, particular attention will be paid to the actions implemented under the Partnerships for Excellence, i.e. European Universities initiative, Centres of Vocational Excellence, Erasmus+ Teacher Academies, and to DiscoverEU.
- The measures related to the mobility exchanges and cooperation between people and organisations from the outermost regions and third countries, in particular their

¹ Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013 (OJ L 189, 28.5.2021, p. 1).

² Article 3(1) of Regulation (EU) 2021/817.

³ See Programme specific objectives in Article 3(2) of Regulation (EU) 2021/817.

⁴ Article 24(2): 'The interim evaluation of the Programme shall assess the overall effectiveness and performance of the Programme, including as regards new initiatives and the delivery of inclusion and simplification measures'.

neighbours and the participation of overseas countries or territories in the Programme (recitals 45 and 46).

- The regular monitoring and evaluation of designated institutions financed under the Jean Monnet actions (recital 38).
- The regular assessment of the actions put in place to contribute to the climate objective in the context of the relevant evaluations and review process as well as the measurement of the actions that contribute to climate objectives, including those intended to reduce the environmental impact of the Programme (recital 39).

Furthermore, this SWD also aims to streamline the monitoring measures applied to the Erasmus+ National Agencies, as bodies entrusted with the implementation and management of about 80% of the Programme budget under indirect management, as well as to the tools supporting its management and implementation (monitoring of inputs), to provide an overview of the approach to *ad hoc* evaluations, listing and defining the complete set of indicators for monitoring and evaluation, and to lay down the data management strategy implemented by the Commission for Erasmus+.

The MEF takes into account the scope for simplification identified in the interim evaluation report⁵ of the 2014-2020 Erasmus+ programme. In this report, the Commission committed to *'consider how to perfect Erasmus+ monitoring by extending it to cooperation projects and centralised actions with a view to mining the data collected, in a proportionate way, so that decision making is informed by evidence'*. The report also indicated that some indicators needed to be fine-tuned, and that *'less data could be collected from participants and better used'*.

At the same time, it is vitally important that budget spent actually addresses the important challenges and delivers the expected results on the ground. How this is achieved varies across the Programme's actions, depending on their specific objectives and how the funds are implemented under direct or indirect management. But bringing about tangible results and positive change in the lives of citizens and other beneficiaries is, and will remain, a key priority for the Commission in all the interventions of the Programme's budget. Presenting this in an open and transparent way is a crucial feature of the Commission's accountability.

For this reason, the MEF builds on information collected during the lifecycle of the projects supported by the Programme, this information supports the elaboration of the **core performance indicators**⁶ and is also used in various documents, notably:

- **The Erasmus+ annual report**, published in December of the following year. This report is a document aimed at a broad and public audience, focusing on the Programme's activities. The document contains significant results of the Programme and is supplemented by a statistical annex⁷.
- **The Management Plan of DG EAC** describes DG EAC's priorities and targets foreseen for the following year, covering key performance elements⁸ for Erasmus+ and other EU programmes under DG EAC responsibility.

⁵ COM(2018) 50 and SWD(2018) 40 of 31 January 2018.

⁶ These are the indicators laid down in Annex II of the Erasmus+ Regulation and described in section 7.1 of this SWD.

⁷ See Erasmus+ Annual Report 2021 under the following link: <https://op.europa.eu/en/publication-detail/-/publication/ff16650b-7b6e-11ed-9887-01aa75ed71a1>

⁸ Core performance indicators, indicators from the Strategic plan 2020-2024 ([Strategic plans 2020-2024 \(europa.eu\)](https://europa.eu/strategic-plans-2020-2024)) among other indicators which DG EAC estimates relevant.

- The **DG EAC's Annual Activity Report** (January to April of the year N+1) and the **DG EAC's Mid-Term Report** (summer) report on the results and achievements regarding the targets defined in the Management plan.
- **The Erasmus+ Programme Performance Statement** is part of the draft budget foreseen for the following year. It is prepared, on an annual basis, between January and April of the year before and contains targets for the seven years of the Programme. Targets are revised every year to take into account Programme changes.

These outputs are underpinned by DG EAC's Data and Analytics platform which will gradually integrate Programme data and support the detailed analysis of indicators.

With regards to the **evaluation** of the Programme, an interim and final evaluation will be carried out by the Commission in line with Article 24 of the Erasmus+ Regulation. An interim evaluation of the Programme shall be carried out once sufficient information about the implementation of the Programme is available but no later than 31 December 2024. In its interim evaluation, the Commission shall assess the overall effectiveness and performance of the Programme, including as regards new initiatives and the delivery of inclusion and simplification measures. At the end of the implementation of the Programme, but no later than 31 December 2031, a final evaluation of the results and impact of the Programme shall be carried out by the Commission ⁹.

Furthermore, as established by Article 24(3) of the Erasmus+ Regulation, the Member States have to submit to the Commission, by 31 May 2024, a **report on the implementation and the impact of the Programme in their respective territories**. In line with Article 19(2) of the same Regulation, this requirement also applies to the third countries associated to the Programme.

The national reports complement the evaluation conducted by the external contractor and feed into it, providing essential supplementary information to the evaluation process. Their objective is to strengthen the national perspective of the evaluation conducted by the Commission, enriching it with the perspective of beneficiaries and participants as well as of the implementing bodies in charge of indirectly managed actions.

The interim and final evaluations will be complemented by **additional evaluations** carried by the Commission and the National Agencies on an *ad hoc* basis (see section 5 of this SWD) in view of assessing the impact of the Programme or analysing particular aspects of its implementation. Other evaluation activities may be carried by other parties¹⁰, but are not described as part of the MEF, although they may be considered in the context of the interim and final evaluation of the Programme, as appropriate.

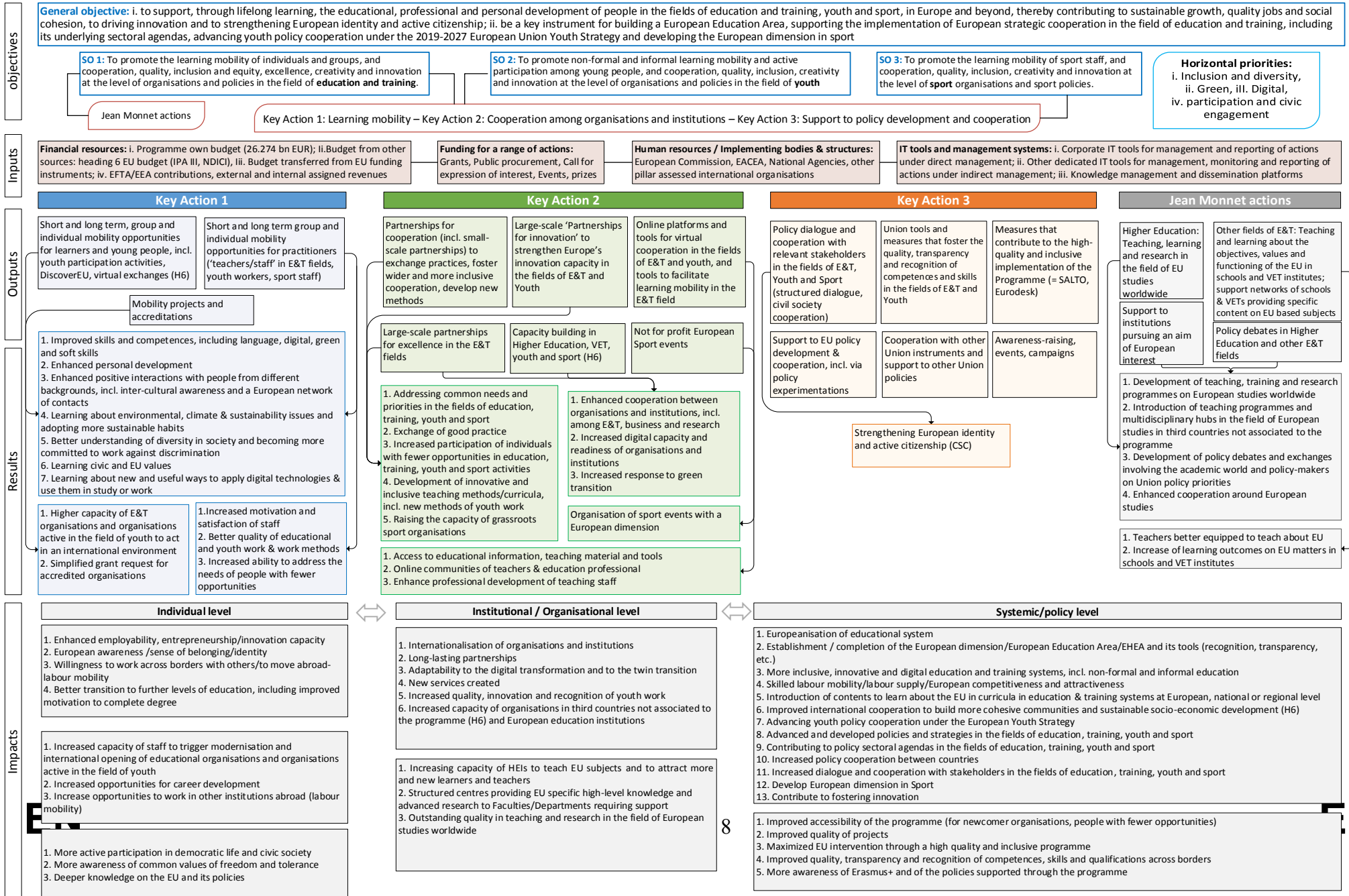
⁹ The Erasmus+ evaluations will also address its international dimension, taking into account the financial envelope provided by the EU external cooperation instruments IPA III and NDICI (heading 6 of the EU budget). Links with the evaluations of these instruments will be established in due course as appropriate.

¹⁰ E.g. European Parliament, Member States, NGOs, think tanks and consultants (see Better regulation toolbox: [Tool #41. monitoring arrangements and indicators](#))

3. Intervention logic

The monitoring and evaluation framework of the 2021-2027 Erasmus+ programme is underpinned by the intervention logic displayed below. The intervention logic, intended as the logical connection between **objectives, outputs, results and impacts**, is described with a view of supporting the definition of new programme indicators supplementing those included in Annex II to the Erasmus+ Regulation as well as the monitoring and evaluation measures to be applied to the Programme throughout the programming period.

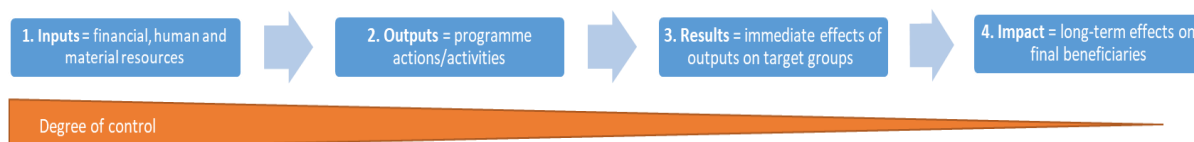
2021-2027 Erasmus+ Programme: Intervention Logic



The EU mandate in the fields of education and training, youth and sport sets the scope of the intervention logic. According to the Treaty on the Functioning of the European Union (TFEU), EU intervention aims at contributing to the development of quality education by encouraging cooperation and supporting and supplementing Member States' actions. This involves a challenge in **identifying causal-effects** and in attributing and quantifying the specific effects of the EU intervention. While the successful delivery of inputs and the design of the actions and related outputs is subject to closer control mechanisms from the responsible bodies, the delivery of results and impacts is linked to a number of **variables**, influencing their effectiveness both in positive and negative ways. These variables can be summarized as follows (non-exhaustive list):

- **Contextual elements:** Covid-19 pandemic, outbreak of war in EU neighbouring countries, instability of the international geo-political situation affecting mobility across countries, rise of inflation;
- **National policies:** Member States policy making and spending in the Programmes' fields, recognition of learning outcomes;
- **Synergetic actions with other EU and national programmes:** the funding from e.g. Cohesion Policy programmes in modern school infrastructures and digital tools can foster the results of Erasmus+ mobility aiming to increase digital skills and enhance the Programme impact in the area of digital education, the combined funding from Erasmus+ and Horizon Europe in universities and research institutions can foster innovation at EU and national level.

Because of the influence of these variables, the degree of control of the Programme intervention is progressively decreasing as we move from the inputs, towards the results (the immediate effects on the target groups benefitting from the intervention) and impacts (the long-term effects of the Programme intervention on the Programme beneficiaries), for fulfilling the objectives of the Programme.



3.1. 3.1. Challenges and Needs

The socio-economic context that brought to the adoption of the 2021-2027 Erasmus+ programme was characterised by the need to equip Europeans with the necessary skills for an increasingly mobile, multicultural and digital society. There is a clear need to invest in activities providing individuals with the right set of **knowledge, skills and competences**, including languages, from a lifelong learning perspective. The objective is to help make people be more resilient and employable as well as foster social cohesion. There is also a need for Europe to invest more in digital skills and forward-looking fields, such as climate change, clean energy, artificial intelligence, robotics, data analysis, arts/design, etc. to ensure future sustainable growth and cohesion.

The new Programme has also been called to address the Europe-wide trends of limited participation in democratic life and the low levels of knowledge and awareness about European matters that have an impact on the lives of all European citizens. Moreover, there is an increasing need to foster the common values of freedom, tolerance and non-discrimination through the pivotal role of education.

Furthermore, there is a clear need to respond to the global challenge of **climate change** and make economy and lifestyles **more sustainable**. Formal, non-formal and informal education can provide a significant contribution to learn about environmental issues and supporting behavioural changes towards a more sustainable and greener society. At the same time, access to high quality digital education and blended learning opportunities, increased educator's capacity to use digital tools and content, or higher investment in European online platforms for virtual cooperation and digital education have become more crucial to help European societies to adapt to the **digital transition**. The Programme aims to address those needs.

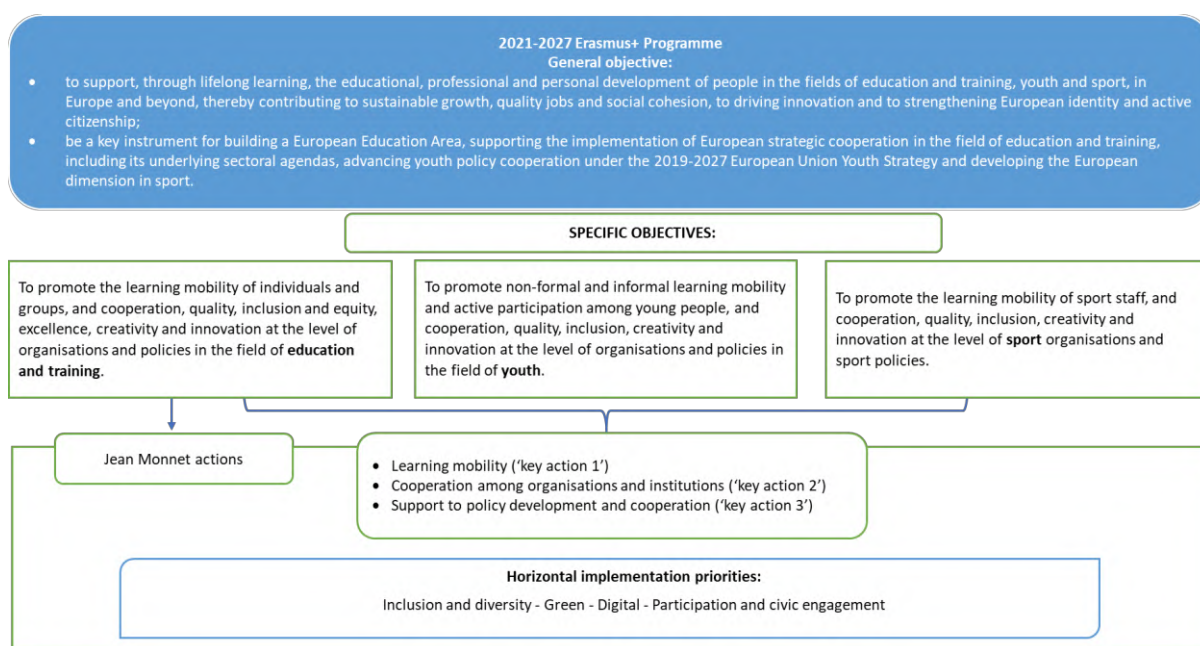
The impact assessment of the Commission's proposal for the 2021-2027 Erasmus+ identified the need to make Erasmus+ more **inclusive**, by reaching out more and better to people of different ages and from diverse cultural, social and economic backgrounds in view of increasing its qualitative impact and ensure equal opportunities. To close the so-called 'inclusion gap', the Programme needs to tackle the various categories of obstacles hindering access to the Programme learning opportunities, simplify the access to its funding opportunities and broaden the societal participation. The Programme also needs to be **more accessible** for newcomers with little or no experience, to organisations with smaller capacity, but also for new types of organisations such as regions, rural or deprived areas, people with disabilities, community-based grassroots organisations that work directly with disadvantaged learners of all ages.

The impact assessment also stressed the need to intensify **international mobility and cooperation with third countries** – in particular enlargement, neighbourhood, industrialised and emerging countries – in order to support institutions and organisations in Europe in facing the challenges of globalisation. To do so, it is required to ensure synergies with the Union's external instruments to pursue the goals of its external actions to contribute to human and institutional development in third countries, including in developing countries, and to engage with their young people, as an essential element to building more resilient societies and enhancing trust between cultures.

The impact assessment of the Commission's proposal for the 2021-2027 Erasmus+ programme proposed to keep stability and continuity in the overall structure and management mode of the new Programme compared to its predecessor. At the same time, based on the findings of the mid-term evaluation of the 2014-2020 programme and stakeholders consultations, it proposed a number of improvements to address the following challenges:

- Closing the knowledge, skills and competences gap;
- Making Erasmus+ more inclusive (inclusion gap);
- Limited participation in democratic life and sense of European identity;
- Limited opportunities for and access to cooperation between organisations from different countries;
- Insufficient scope and volume of international (non-EU) mobility and cooperation;
- Simplify the access to the Programme and reduce burden on beneficiaries;
- Foster synergies with other funding instruments.

3.2. 3.2. Objectives



The 2021-2027 Erasmus+ programme was designed to be a key component for supporting the work towards the establishment of the **European Education Area by 2025**. Following on from its Communication on ‘Strengthening European Identity through Education and Culture’ of 14 November 2017, the Commission recalled in its communication of 30 September 2020 on achieving the European Education Area by 2025 that the new Programme is instrumental to achieving the following objectives:

- Quality and inclusive education,
- Training and lifelong learning,
- Prepare the Union to face the digital and green transition.

Besides, the new Programme was designed to contribute to:

- Supporting the European strategic cooperation in the field of Education and Training (ET 2030), including its underlying sectoral agendas;
- The updated European Skills Agenda for sustainable competitiveness, social fairness and resilience;
- Delivering on the Digital Education Action Plan;
- Supporting Member States in reaching the goals of the Paris Declaration of 17 March 2015 on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;
- Advancing on youth policy cooperation under the 2019-2027 European Union Youth Strategy;
- Developing the European dimension in sport, by taking into account the relevant European Union Work plan for Sport;
- Strengthening Union’s innovation capacity;
- Supporting the European Green Deal.

To deliver on these objectives, the Programme is structured around **3 specific objectives**:

- 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;

- Promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity and innovation at the level of organisations and policies in the field of youth;
- Promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity and innovation at the level of sport organisations and sport policies.

Each specific objective addresses a different Programme field:

- Specific objective 1: education and training, which includes the higher education, school education, adult education and VET sectors;
- Specific objective 2: youth;
- Specific objective 3: sport.

Each specific objective is implemented through actions regrouped into the three **key actions** and addresses different types of interventions. The only exception is the **Jean Monnet actions** that are not embedded in any key action and only address the specific objective 1 (education and training):

- Key action 1 Learning mobility;
- Key action 2 Cooperation among organisations and institutions;
- Key action 3 Support to policy development and cooperation;
- Jean Monnet actions: aiming to support teaching, learning, research and debates on European integration matters, including on the EU's future challenges and opportunities.

At the level of implementation, the delivery on the Programme objectives is ensured through **four horizontal priorities** encompassing the different Programme actions:

- Inclusion and diversity,
- Environment and fight against climate change,
- Digital transformation,
- Participation and civic engagement.

3.3. 3.3. Inputs

The inputs represent the Programme's in-built elements that are essential for putting in place and producing the outputs needed for the delivery of the expected results and impacts.

To implement the planned actions and achieve the expected outcomes and long-lasting impacts, four main types of inputs underpin the Erasmus+ Programme:

- **Financial resources:** the Programme has an overall indicative financial envelope of EUR 26.274 billion, which are complemented by about EUR 2.2 billion from EU external cooperation instruments IPA III and NDICI (heading 6 of the EU budget). The Programme financial resources also include EFTA/EEA contributions, external and internal assigned revenues as well as transfers from instruments under shared management. The annual budget is adopted by the Budgetary Authority. The Programme is implemented by means of work programmes, adopted annually by the Commission in form of implementing acts following the comitology procedure (examination procedure). The annual work programme gives an indication of the amount allocated to each action and of the distribution of funds between the Member States and third countries associated to the Programme for the actions managed by the National Agencies.
- **Funding for a range of actions:** the Programme is implemented by means of grants, procurements, calls for expression of interests, and other types of actions (e.g. prizes, events) intended to cover different types of activities.

- **Implementation and management structures:** the Programme is implemented under both direct and indirect management. The European Commission and EACEA are in charge of implementing actions under direct management, while the National Agencies – bodies designated in Member States and third countries associated to the Programme by the National Authorities - and other pillar assessed organisations¹¹ are in charge of implementing actions under indirect management by means of contribution agreements. The implementation of the Programme is also supported through other structures such as the SALTO resource centres, which provide qualitative support to National Agencies and Programme stakeholders, and the National Erasmus+ offices (NEOs) deployed in third countries not associated to the Programme with a role of promotion of Erasmus+ opportunities.
- **Support tools for management, monitoring and reporting:** they consist in a set of IT tools specifically designed to support the actions managed by the National Agencies during the different stages of the project lifecycle (application, selection, financial and performance monitoring, reporting), the contractual and financial management of the National Agencies as well as corporate Commission’s tools for the actions managed by EACEA¹². They also include platforms for the dissemination of project results, for the exploitation of the Programme’s results and knowledge management. Finally, it includes the data and analytics platform to track expenditure, reinforce controls and risk management, as well as monitor and analyse the performance of the Programme.

While the system and management structures as well as the range of actions are substantially stable compared to the predecessor programme, the Programme budget has been nearly doubled, and the IT architecture supporting the different stages of the project lifecycle has been revamped.

3.4. 3.4. Outputs and activities

KEY ACTION 1 – Learning mobility

The actions supported under this key action are expected to bring positive and long-lasting effects on the participants and participating organisations involved, as well as on the policy systems in which such activities are framed. Participants in all types of mobility activity abroad are also offered the opportunity to improve their foreign language competences through the ‘**language learning opportunities**’, mainly provided in the form of e-learning.

a. Short and long-term group and individual mobility opportunities for learners and young people

Formal, informal and non-formal learning opportunities to be carried out in groups or at individual level through a physical or blended mobility (a combination of physical mobility with a virtual component). They consist in:

- **Education and training:** mobility of students in all cycles of higher education as well as recent graduates, of pupils, students, apprentices in school and VET sectors and of adult

¹¹ OECD, WHO, UNESCO, Council of Europe. Contribution agreements with these organisations are not signed on a yearly basis.

¹² With the transition to the 2021-2027 Programme, the IT landscape used for the management, monitoring and reporting of activities implemented under indirect management has been revamped and consists of the following tools accessible through a single entry point: Project Management Module (PMM), Beneficiary Module (BM), Assessment Module (AM), National Agencies’ Module (NAM) and the Qlik Sense Hub Dashboard. Furthermore, Commission’s corporate tool eGrants is used for the management, monitoring and reporting of actions under direct management by EACEA, and the application process goes via the Funding and Tenders portal of the European Commission.

learners in adult education. Activities may take the form of studying at a partner institution or traineeships or gaining experience as an apprentice, assistant or trainee abroad.

- **Youth:** youth exchanges, i.e. meetings of groups of young people from at least two different countries who gather for a short period to implement jointly a non-formal learning programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) on a topic of their interest; youth-led non-formal activities promoting youth participation in Europe's democratic life carried out through a wide range of activities, including mobilities and physical events; travel opportunities across Europe for 18 years old people (DiscoverEU).

b. Short and long-term group and individual mobility opportunities for practitioners

- **Education and training:** mobility of staff (e.g. teachers, educators), covering all education and training sectors. This mobility may take the form of teaching and training assignments, assistantships¹³, participation in professional development activities abroad, and job shadowing.
- **Youth:** transnational professional development activities of youth workers, youth leaders and organisations active in the field of youth. The activities may take the form of study visits and assignments, such as job shadowing and peer learning, networking and community building, and training courses.
- **Sport:** transnational mobility of sport staff, taking the form of job shadowing/observation periods, and coaching or training assignments.

c. Mobility projects and accreditations

Erasmus+ learning mobilities of individuals are designed in the context of **projects** providing a framework for the preparation and follow-up of the different mobility activities through e.g. preparatory visits, system development and outreach activities.

The introduction under the new Programme of the **accreditation** scheme¹⁴ in the adult education, school education, VET and youth fields has the double objective of simplifying the procedure for grant application for recurrent beneficiaries and ensure that beneficiaries embed the mobility activities in a long term internationalisation strategy (the Erasmus Plan) while increasing their capacity.

KEY ACTION 2 Cooperation among organisations and institutions

The activities developed under key action 2 are expected to result in the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels. The key action supports:

a. Partnerships for Cooperation

They consist in transnational partnerships allowing organisations active in any field of **education and training, youth and sport** or other socio-economic sectors as well as organisations carrying out activities that are transversal to different fields to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality

¹³ These can also be traineeships of students and recent graduates in their role as future teachers.

¹⁴ 'Accreditation' is like a membership card providing easier access to Erasmus+ funding: the applicant only invests time and energy when applying for an Erasmus+ accreditation but once accredited, annual budget requests are much easier to access than under the previous programme. Smaller or less experienced organisations or organisations, not expecting to implement an Erasmus+ project every year, can still apply to for non-accredited projects.

innovative deliverables. Depending on their size and scope, two types of partnerships are offered:

- **Cooperation Partnerships** (implemented in all Programme fields): aiming to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at the European level.
- **Small-scale Partnerships**: aiming at reaching out to grassroots organisations, less experienced organisations and newcomers to the Programme in the fields of school education, adult education, VET, youth and sport, thanks to reduced administrative requirements, lower grants and flexible formats.

These partnerships include a broad range of activities, such as preparation and follow-up of participants taking part in activities, networking events, meetings, working sessions to exchange practices and to develop results, organisation of conferences, sessions, and events aimed at sharing, explaining and promoting the results of the project.

b. Partnerships for Excellence

They consist in partnership projects and networks/alliances of education and training institutions and providers, which aim to foster **excellence** and a reinforced transnational dimension and to develop long-term strategies to improve quality at a systemic level in all fields of **education and training**, while fostering inclusion and diversity. They support Erasmus+ flagship actions, such as the European Universities initiative, Centres of Vocational Excellence (CoVEs), Erasmus+ Teacher Academies, and Erasmus Mundus¹⁵.

c. Partnerships for Innovation

These large scale partnerships, implemented in **education and training** and **youth**, aim at achieving **systemic impact at European level** by having the capacity to deploy the project outcomes on a European scale and/or by being able to transfer them into different thematic or geographical contexts. They can focus on different thematic areas that are strategic for Europe's growth and competitiveness and social cohesion.

d. Capacity building actions funded under Heading 6 of the EU budget

International cooperation projects in the fields of higher education, VET, youth and sport based on multilateral partnerships between organisations in EU Member States or third countries associated to the Programme and organisations from third countries not associated to the Programme. They aim to support the relevance, quality, modernisation and accessibility of the relevant organisations in third countries not associated to the Programme as a driver of sustainable socio-economic development.

e. Online platforms and tools for virtual cooperation in the fields of education and training and youth, and tools to facilitate learning mobility in the field of education and training

IT online platforms such as the eTwinning, the School Education Gateway¹⁶, the Electronic Platform for Adult Learning in Europe (EPALE) and the European Youth Portal offering **virtual collaboration spaces** for people-to-people exchanges and opportunities to learn, share ideas, discuss best practices and work together on common issues, across Europe and beyond.

¹⁵ Erasmus Mundus is funded under Headings 2 and 6 of the EU budget.

¹⁶ Currently merging under a single platform, named 'European School Education Platform' (ESEP).

This heading also includes the funding of tools aiming to facilitate the learning mobility such as the European Student Card initiative.

f. Not-for-profit European sport events

This action supports the preparation, organisation and follow up of not-for-profit sport events organised either in one single country or simultaneously in several countries by not-for-profit organisations or public bodies active in the field of sport.

KEY ACTION 3 – Support to policy development and cooperation

The actions implemented under key action 3 provide support to policy cooperation at European Union level, thereby contributing to the **development of new policies** which can trigger modernisation and reforms, at European Union and system level, in the fields of education and training, youth and sport.

a. Support to EU policy development and cooperation, including via policy experimentations

This heading includes a variety of actions aimed at preparing and supporting the implementation of the EU policy agendas in the Programme fields, in particular by facilitating the governance and functioning of the Open Methods of Coordination. These actions include support to European Union presidency events, conferences and high-level meetings, activities of national actors designated to implement certain European initiatives, mutual learning activities and peer reviews.

This heading also includes SELFIE, a self-assessment tool for schools to help embed digital technologies into teaching, learning and assessment. The tool also contributes to policy development as multiple countries have integrated the use of SELFIE into their national digital education strategy.

b. Union tools and measures that foster the quality, transparency and recognition of competences and skills in the fields of education and training and youth

This heading covers a series of actions which facilitate transparency and recognition of skills and qualifications, as well as the transfer of credits, to foster quality assurance, support validation of non-formal and informal learning, skills management and guidance. It includes support to tools such as Europass, Youthpass¹⁷, etc.

c. Policy dialogue and cooperation with relevant stakeholders in the fields of education and training, youth and sport

This heading includes support to:

- policy dialogue with stakeholders within and outside the European Union (“structured dialogue”), through, for example, conferences, events and other activities involving policy makers, practitioners and other stakeholders in the Programme fields;
- cooperation with international organisations, such as the OECD and the Council of Europe;
- the functioning of EU-wide networks and European Non-governmental organisations in the fields of education and training, and youth (‘Civil Society Cooperation’), and of the European Youth Forum.

¹⁷ Implemented by the European Commission through the SALTO Resource Centre Training and Cooperation (youth).

d. Measures that contribute to the high-quality and inclusive implementation of the Programme

Support to activities (e.g. trainings, contact seminars, transnational dissemination and research activities) and bodies (e.g. SALTO, Eurodesk) contributing to the high quality and inclusive programme implementation.

e. Cooperation with other Union instruments and support to other Union policies

Activities fostering synergies and complementarities with other Union and national instruments and to promote cooperation with the structures implementing such instruments.

f. Awareness-raising, events, campaigns

Events, campaigns and other activities aiming to inform citizens and organisations about the Erasmus+ programme and EU policies in the Programme fields (such as the European Youth Week, European Vocational Skills Week, European Week of Sport, Education, Training and Youth Forum, etc.).

Jean Monnet actions

The Jean Monnet actions stimulate teaching, learning, and research in **European integration matters**, including the Union's future challenges and opportunities, promote debates and contribute to spreading knowledge about the European Union.

a. Jean Monnet actions in the field of higher education

The action includes support to teaching and research on European integration worldwide among specialist academics, learners and citizens, in particular through the creation of Jean Monnet Chairs (teaching posts with a specialisation in EU studies for individual professors), Modules (teaching programmes or courses in the field of EU studies), or Centres of Excellence (focal points of competence and knowledge on EU subjects) at higher education institutions.

b. Jean Monnet actions in other fields of education and training

It offers opportunities to educational staff in schools and VET institutes to develop new skills, to learn about the objectives, values and functioning of the EU, and to teach and engage on EU matters. It also enables educational providers to develop content and innovative tools as well as to carry out activities, within education and training institutions, to raise awareness and exchange views about the European Union matters and subject studies.

c. Jean Monnet Policy Debate

They offer two options: projects and thematic networks. The thematic networks in higher education (either on internal EU issues or on foreign policy with international partners) aim to collect, share, and discuss among the partners research findings, content of courses and experiences, and products (studies, articles, etc.). The Jean Monnet Networks are extended to other fields of education and training, addressing schools and VET institutions.

d. Support to designated institutions

The action consists in support for the institutions pursuing an aim of European interest designated in Article 8(c) of the 2021-2027 Erasmus+ Regulation.

3.5. 3.5. Results

The expected results of the Programme intervention can be summarized at the level of each key action as follows:

- 1) **Key action 1 – Learning mobility:** the intervention seeks to bring positive change for learners (students, trainees, apprentices, pupils, adult learners, young people) and staff (teachers, trainers, youth workers, sport staff) in the form of improved skills and competences (including language, digital, green and soft skills), enhanced personal developments, better awareness of EU values, enhanced positive interactions with people from different backgrounds, etc. (including inter-cultural awareness and the creation of a European network of contacts). The intervention also aims to obtain a series of learning outcomes linked to the four horizontal priorities of the Programme: i. learning about environmental, climate and sustainability issues, and adopting more sustainable habits; ii. better understanding of diversity in society and becoming more committed to work against discrimination; iii. learning about civic and EU values; iv. learning about new and useful ways to apply digital technologies and use them in study or work.

For staff, additional outcomes are expected in terms of enhanced motivation for career development, ability to address the needs of learners with fewer opportunities, etc.

The introduction of the accreditation scheme in the fields of school education, adult education, VET and youth, and the overall project dimension in which individual mobilities are framed (grants are not provided directly to individuals but through organisations) allows to expect the development of higher capacity of educational and training organisations, and of organisations active in the field of youth to act in an international environment and to develop partnerships and cooperation with organisations in other countries. This approach also defines a quality framework for mobility activities in these fields ensuring that the successful applicants are able to implement the applicable quality standards.

Results of key action 1 intervention can, therefore, be identified at the individual level (single mobility activities), at the level of organisations (accreditation, project dimension) and at the systemic/policy level (e.g., Bologna Process, recognition and transparency tools, Bonn Process, Copenhagen process, etc.).

- 2) **Key action 2 – Cooperation among organisations and institutions:** the Programme seeks changes in services, pedagogies, methodologies, content and practices. The transnational cooperation project opportunities offered by the Programme are expected to generate the development and/or implementation of innovative and inclusive pedagogies or curricula, new methods of youth work, the implementation of new organisational practices, enhanced networking and exchange of good practices with foreign partners (including outside Europe and from other fields) to ensure an increased participation of individuals with fewer opportunities in education, training, youth and sport activities.

The intervention is also expected to enhance the cooperation between organisations and institutions active in the education and training fields with business (SMEs and large enterprises) and research, in view of increasing the response to the green transition, and fostering digital readiness. In addition, it aims to raise the capacity of small and grassroots organisations, including grassroots sport organisations, by providing them with simplified grants. The intervention also aims to provide access to educational information, teaching material, tools and training, and to create online communities of teachers and education professionals through established platforms allowing to enhance the professional development of teaching staff.

The results of these interventions are mainly seen at the level of organisations and institutions.

- 3) **Key action 3 – Support to policy development and cooperation:** the intervention supported under this key action aims at improving the national education, training, youth and sport systems, developing a European dimension, and enhancing the overall impact of the Programme at national and European level. The actions supported under key action 3 are designed to act at policy level and to support the quality implementation of the other Programme actions, facilitating the generation of their long-lasting effects at individual and organisational level, producing a systemic effect. Given its systemic character, this type of intervention is not intended to produce immediate results on specific target groups but rather mid- and long-term impacts.
- 4) **Jean Monnet actions:** the intervention is expected to develop teaching, training and research programmes on European studies worldwide and to introduce teaching programmes and multidisciplinary hubs in the field of European studies in Member States, third countries associated to the Programme and third countries not associated to the Programme. It is also expected to develop policy debates and exchanges involving the academic world and policy-makers on Union policy priorities. As a result of the intervention, it is expected that teachers are better equipped to teach about the EU and that the learning outcomes on EU matters in schools and VET institutes increase.

This logic is also reflected in the **Programme management and implementing modes** (see ‘inputs’). The actions expected to deliver results at individual level (key action 1 mobilities), requiring closer monitoring of organisations in the national context (e.g. accreditation scheme, small-scale partnerships), or expected to increase the results and impacts of these actions as well as the quality implementation of the Programme as a whole (e.g. Training and Cooperation Activities (TCA), SALTO resource centres under key action 3) are implemented under indirect management through tasks entrusted to the National Agencies. At the same time, large-scale actions aiming to produce systemic and policy effects, at national and European level, are mainly implemented through direct management.

3.6. 3.6. Impacts

The impacts of the Programme are identified at three levels:

- **Individual level:** the intervention contributes to enhance the employability, entrepreneurship and innovation capacity of learners and young people, to ensure a better transition to further levels of education and willingness to work across borders or to move abroad for labour mobility. In the medium and long term, it can be expected an increased capacity of staff to trigger modernisation and international opening of educational organisations and of organisations active in the field of youth as well as increased opportunities for career development. The intervention should also contribute to develop a European identity and sense of belonging, to foster more active participation in the democratic life and civic society, to increase awareness of common values of freedom and tolerance and to ensure deeper knowledge on the EU and its policies.
- **Institutional/organisational level:** the intervention contributes to developing long-lasting partnerships among organisations and institutions and to their internationalisation, to fostering their adaptability to the digital transformation and the green transition. At this level, the intervention aims to produce a positive impact on the organisations active in education, training and youth fields, in Europe and beyond, by increasing the capacity of educational institutions through the progressive adoption of innovative teaching and learning methods and tools and the recognition of youth work.

Other important impacts expected at this level consist of an increasing capacity of higher education institutions (HEIs) to teach about EU subjects, the creation of structured centres providing EU specific high-level knowledge and advanced research to faculties/departments requiring support and the provision of outstanding quality in teaching and research in the field of European studies worldwide.

- **Systemic/policy level:** at this level, the following impacts can be expected in the long-term (non-exhaustive list):
 - Europeanisation¹⁸ of the educational system;
 - Establishment/completion of the European dimension/European Education Area/European Higher Education Area and its tools (recognition, transparency, etc.);
 - More inclusive, innovative and digital education systems, including non-formal and informal education;
 - Skilled labour mobility/labour supply/European competitiveness and attractiveness;
 - Increased policy cooperation between countries;
 - Improved international cooperation to build more cohesive communities and sustainable socio-economic development;
 - Advancing youth policy cooperation under the European Youth Strategy;
 - Advanced and developed policies and strategies in the fields of education, training, youth and sport, including contributing to policy sectoral agendas in these fields;
 - Development of a European dimension in Sport;
 - Contribute to fostering innovation.

As it is the case of the 2014-2020 programme, when analysing the programme impacts, potential **spill-over effects** can be identified between the Programme actions. For instance, the individual learning mobility of students, teachers, trainers, researchers, and other staff could, in addition to individual-level results, lead to improvements in the performance of the institutions

¹⁸ With this term it is intended the same as 'internationalisation' but at a European level.

and have to impacts on national systems, especially in terms of recognition. This is due to the fact that mobility actions are not contracted at the individual level, but at the level of their institution, which has to define a strategy of how their individual staff and/or learner mobility will be beneficial to the institution as a whole. Individual learning mobility could also support closing the gap in opportunities between regions and provide opportunities to people living in disadvantaged and remote regions (e.g. EU outermost regions).

Similarly, while the cooperation projects (key action 2) are focussing on the cooperation between institutions and having effects at that level, the individuals that participate in the projects will also directly develop their competences. Furthermore, cooperation projects can also have an impact at the individual level through e.g. partnerships on inclusive education facilitating the access of people with fewer opportunities to formal and non-formal education as a direct or indirect consequence of the intervention. Also, the performance of individual institutions could be affected by cooperation initiatives in the area of education and training, including through their effects on national education and training systems, and through reforms prompted by the open method of coordination at the EU level.

At the same time, the policy support projects (key action 3) can lead to concrete follow-up through pilots at the grassroots levels of individual institutions or individuals, while the support to structures such as the SALTO resource centres, info-centres and other support actions aiming to increase the capacity of beneficiaries and potential beneficiaries contribute to achieving the Programme objectives, by enhancing its impact at its various levels of intervention. All these spill-over effects explain why most of the Programme actions, under each key action, are expected to produce mid- and long-term impacts at more than one level.

This also implies that activities under one particular action can inspire, support or be complemented by activities under other actions (e.g. key action 2 partnerships could develop into key action 3 policy experimentations; elements of key action 3 policy experimentations could lead to further piloting at grassroots level; key action 3 DiscoverEU learning cycle provides support to DiscoverEU participants, etc.).

4. Monitoring measures

4.1. Monitoring of inputs

An extensive framework in line with the relevant provisions of the Financial Regulation and the basic act of the Programme serves to monitor the financial inputs. The Programme is designed to be as open as possible to applicants and to foster the participation of small and newcomer organisations by applying, for certain actions, simplified administrative requirements (see section 4.3). Nevertheless, for actions under indirect management, National Agencies ensure the performance of a centrally defined programme of checks, carried out during and after the duration of projects to monitor their performance and ensure compliance with Commission's requirements. These checks activities are in turn verified by Independent Audit Bodies (on an annual basis), by external auditors and through supervisory visits carried out by the Commission on the basis of a risk-based approach.

Furthermore, National Agencies have to report annually to the Commission on programme management and implementation. This reporting ('yearly report') is accompanied by a Management Declaration on the proper implementation of the Programme. In this context,

National Agencies report on some legal basis indicators¹⁹, providing their annual achievements with regards to the relevant Call year. The analysis of these achievements supports the assessment of National Agencies' performance with respect to the objectives established by each National Agency in the respective programming document ('National Agency work programme') and helps address potential weaknesses in the management and implementation of the Programme at national level. Furthermore, National Authorities responsible for the monitoring and supervision of the National Agencies report annually to the Commission about the performance and compliance of the National Agencies and the implementation of the Programme.

Regarding directly managed actions, EACEA reports on the legality and regularity of its spending which is corroborated by external audits on a representative sample in line with generally accepted audit principles.

The implementation framework is constantly updated and the support tools used for the management and implementation of the Programme are subject to continuous improvement on the basis of requests from National Agencies and from operational and horizontal actors in EACEA, DG EAC and other partner DGs. Their efficiency and consistency with Programme needs, with regards in particular to the delivery of simplification measures and the digitalisation process, is monitored through surveys and measured through the legal basis indicator 'The share of organisations and institutions that consider that the procedures for taking part in the Programme are proportionate and simple' (see section 7.1.1).

Furthermore, users' satisfaction surveys are also regularly run for the virtual cooperation platforms implemented under key action 2, such as EPALE (once a year) and the European School Education Platform (twice a year), and for the Erasmus+ Online Language Support (OLS) supporting the language learning opportunities offered to mobility participants (once a year, as from 2023).

Lastly, effective budget execution is closely monitored as an important element in ensuring funds are appropriately allocated where they can be used most effectively. At the level of each National Agency, this is ensured through specific financial indicators established in the National Agency's yearly reports and assessed on a yearly basis.

4.2. Monitoring of outputs

To ensure high quality results and genuine impact at the organisation and systemic level, National Agencies ensure the performance of a series of activities to provide guidance and support to Programme beneficiaries in all phases of the project lifecycle. In this regard, National Agencies have developed multi-annual plans to monitor and support high quality and sustainability of project results on the basis of a long-term strategic approach. On the basis of these plans, National Agencies implement activities aiming to provide Programme beneficiaries with information and support in key areas of the Programme implementation, on Programme objectives and EU policy priorities as well as on effective, efficient project management and transnational cooperation, while ensuring peer-learning. The activities are adapted to the needs of the various target groups of the Programme, supporting them to maximise the benefit from the grant they receive²⁰.

¹⁹ See indicators' metadata in sections 7.1.2 and 7.1.3.

²⁰ For example, as part of their tasks, each year, National Agencies organise a thematic monitoring event at national level to monitor selected beneficiaries in a thematic priority area of the programme to give the project beneficiaries in that area networking opportunities and provide content related support, e.g. via experts in the area, to ensure that the project is effective and produces high quality results.

Furthermore, the monitoring of the output quality performed by National Agencies and EACEA through final reports allows to provide a feedback loop to future applicants. This is underpinned by activities performed by National Agencies to ensure the dissemination of the projects' results, good practices and project stories among citizens and relevant stakeholders and to exploit projects' results to maximise the impact of funded projects.

4.3. Monitoring of the delivery of inclusion measures

The Commission adopted a decision setting out a **framework for inclusion measures** for Erasmus+ and the European Solidarity Corps²¹. The objective of the framework is to facilitate the access to the programmes for people with fewer opportunities, to ensure that measures to remove the obstacles that may prevent such access are put in place and to provide a basis for further implementation guidance. In line with Article 12 of this decision, a set of monitoring tasks and *ad-hoc* analyses is carried out by the Commission, with the help of the National Agencies and of EACEA, with regard to the implementation of inclusion measures. These measures can be summarised as follows.

- **Inclusion barriers**

The Programme implementing documents use a broad and encompassing definition of people with fewer opportunities, focused on addressing the barriers that different target groups may face in accessing Programme opportunities. This includes people of different ages and from diverse cultural, social and economic backgrounds, people with disabilities and migrants, as well as people living in remote and rural areas. Based on the data provided by beneficiary organisations in the final reports, it is possible to monitor the **type of barriers faced by people with fewer opportunities participating in mobility activities and receiving Erasmus Mundus scholarships**. The Implementation Guidelines of the Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy²² describe 8 types of barriers, as follows:

- i. Disabilities,
- ii. Health problems,
- iii. Barriers linked to education and training systems,
- iv. Cultural differences,
- v. Social barriers,
- vi. Economic barriers,
- vii. Barriers linked to discrimination²³,
- viii. Geographical barriers.

The data providing the breakdown of participants with fewer opportunities by type of 'barrier' are provided at project level with a statistical and analytical purpose. These data are not systematically linked to the provision of the additional financial support for people with fewer opportunities, i.e. 'inclusion support' or exceptional cost for expensive travels (for example, for people from remote areas) or the top-up amount to individual support in higher education.

²¹ Commission Implementing Decision (EU) 2021/1877 of 22 October 2021 on the framework of inclusion measures of the Erasmus+ and European Solidarity Corps Programmes 2021-2027, OJ L 378, 26.10.2021.

²² <https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>

²³ The data relating to this barrier also include discriminations linked to gender (gender identity, gender expression, etc.) and sexual orientation as well as discrimination linked to age, ethnicity, religion, beliefs, disability, or intersectional factors (a combination of one or several of the mentioned discrimination).

As based on real cost, the financial support granted to people with fewer opportunities undertaking a mobility activity is subject to the justifications to be provided by the beneficiary in the final report. It is planned to carry out regular analyses of the information provided in this context, in order to have a close monitoring and qualitative assessment of the needs of the participants with fewer opportunities. These data will be elaborated and analysed in the context of the **interim evaluation** of the Programme. Furthermore, depending on the outcomes of the interim evaluation, an impact study may be launched at a later stage.

- **Outermost regions and Overseas Countries and Territories**

The data on the breakdown of participants with fewer opportunities by type of barrier also facilitates the monitoring of the **mobility exchanges of participants from institutions in outermost regions and Overseas Countries and Territories** (‘geographical barriers’) as required under recitals 45 and 46 of the Erasmus+ Regulation. Furthermore, the level of participation of organisations from these regions and territories and the flow of mobility is monitored through the geographical breakdown by NUTS2 regions of the data encoded in the application forms and beneficiary module in the context of the existing indicators. This is also complemented by the monitoring of the activities implemented by the National Agencies of Spain, France and Portugal to foster the participation of organisations and individuals from outermost regions, performed on an annual basis at the level of National Agencies’ work programmes and related reporting exercises.

- **Monitoring at the level of organisations**

Inclusion is also monitored at the **level of organisations and institutions**. In the field of higher education, the HEIs awarded with the **Erasmus Charter for Higher Education (ECHE)** commit to ensure equal and equitable access and opportunities to current and future participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities. Inclusion is one of three pressure points²⁴ identified when National Agencies are monitoring and assessing the compliance of HEIs’ to the ECHE commitments. This monitoring is done against a series of evaluation criteria²⁵ that the National Agencies evaluate on the basis of final reports, participants reports, institutional websites, desk checks, monitoring visits, and inclusion strategies of the institutions. National agencies are advised to monitor each HEI at least once during the programming period. Additionally, during the ECHE application assessment, some HEIs may be highlighted as needing closer monitoring and should therefore be monitored more regularly. When HEIs show repeated cases of non-compliance the ECHE may be withdrawn.

In School Education, VET, Adult Education and Youth, key action 1 projects coordinators have to adhere to the ‘**Erasmus quality standards**’²⁶. The basic principles of the quality standards are based on the four transversal priorities of the Programme and should be applied in the implementation and management of the projects. In particular, the beneficiary organisations must respect the **principles of inclusion and diversity** in all aspects of their activities, ensure fair and equal conditions for all participants and actively engage and involve participants with

²⁴ Together with “core mobility principles” and “digitalisation”.

²⁵ a) Existence of measures and quantitative and qualitative targets to ensure inclusive mobility; b) Awareness of the national criteria for the top-up to individual support for students with fewer opportunities; c) Outreach actions towards participants with fewer opportunities to encourage them to take part in mobility or cooperation activities; d) Fair and transparent selection procedures for outgoing students for mobility or cooperation activities. e) Use of blended mobility as one of the tools to make mobility more inclusive; f) Information provision for incoming students with fewer opportunities, in particular students with physical, mental or health related conditions.

²⁶ [Erasmus Quality Standards - mobility projects - VET, adults, schools | Erasmus+ \(europa.eu\)](#); [Erasmus+ Quality Standards - mobility projects - Youth | Erasmus+ \(europa.eu\)](#)

fewer opportunities in their activities, whenever possible. Compliance with these quality standards is monitored by the National Agencies throughout the Programme duration for accredited organisations and is assessed for accredited and short-term projects at reporting stage through projects' final reports.

In addition, in the School Education, VET, Adult Education and Youth sectors, the accreditation scheme contributes to inclusion and accessibility of organisations. The involvement of participants with fewer opportunities is part of the award criteria of the Erasmus Plan²⁷ at application stage for accreditation and part of the criteria for the allocation of funds to accredited organisations. The implementation of the Erasmus Plan is monitored by the National Agencies through progress reports, monitoring visits and desk checks.

Indicators addressing the delivery of inclusion measures
<p>Output indicators:</p> <ul style="list-style-type: none"> • The share of projects addressing inclusion and diversity under key action 2 (source: Delegated Act) • The number of newcomer organisations and institutions taking part in the Programme under key actions 1 and 2 (source: Regulation) • The number of less experienced organisations taking part in the Programme under key actions 1 and 2 (source: Delegated Act) <p>Result indicators:</p> <ul style="list-style-type: none"> • The number of people with fewer opportunities taking part in activities under key action 1 (source: Regulation) • The number of people with fewer opportunities receiving Erasmus Mundus scholarships (source: Delegated Act) • The share of participants in learning mobility that consider they have reached a better understanding of inclusion and diversity in their society or are more committed to working against discrimination, intolerance, xenophobia and racism (source: Delegated Act)

4.4. Monitoring of simplification measures

The design of the new Programme took into account the call for **increased administrative simplification** to make it easier for participants, newcomers and smaller or low-capacity-organisations to benefit from the Programme.

Simplifications and user-friendliness has been introduced at various levels:

a) for beneficiaries:

- introduction of the small-scale partnership (lower grants, flexible formats, simplified administrative requirements), an action specifically designed to increase accessibility for small and newcomer organisations;
- simplified funding rules for cooperation projects, providing project beneficiaries in cooperation partnerships the possibility to apply for a lump sum for implementing their projects;
- introduction of the accreditation scheme for mobility projects in School Education, Adult Education, VET, and Youth, improving Programme accessibility to funding and reducing administrative requirements for recurrent beneficiaries;

²⁷ In Youth accreditation, activity plan.

- revamped IT architecture, including for the implementing bodies, with the introduction of the ‘single entry point’ for IT applications;

b) for participants:

- digitalised and simplified implementation of the Programme for participants, in particular through the European Student Card initiative;
- similar arrangements are being explored for the School Education, VET and Adult Education key action 1 projects;

c) for National Agencies:

- introduction of a multi-annual programming, improving the planning of resources and reducing the length and burden of the annual planning and reporting (multi-annual vs annual work programmes, shorter yearly reports) and introducing a more user-friendly format for feedback;
- simplified rules for the implementation and reporting of certain tasks (TCA activities, funding rules for SALTOs);
- simplified contractual requirements and procedures, with increased flexibility for the management of the funds (introduction of single percentage for transfers between actions); digitalisation of contractual, payment and amendment procedures, use of digital signatures;

d) for other bodies supporting the implementation of the Programme (national bodies for VET Tools, e-Twinning, Eurodesk, EPALE, etc.):

- introduction of simplified grants, with the use of lump sum, for their support by rationalising and simplifying contractual arrangements.

Regular monitoring of the simplification measures is in place at different levels. For example, as part of their tasks, the National Agencies are in charge of:

- monitoring the Erasmus plans submitted by accredited organisations in the fields of School Education, Adult Education, VET and Youth,
- monitoring and assessing the uptake of the European Student Card initiative by HEIs, as part of the commitment to ensure digital mobility management, taken by each HEI in the context of the ECHE ²⁸. This is done by the National Agencies through checks, visits and discussion with the HEIs and by examining their websites.

From its side, the Commission is in charge of monitoring the simplification measures applied at the level of National Agencies, and the implementation of the European Student Card initiative through its contractor, with trimestral reports on the number of institutions connected to the Erasmus Without Paper Network and the number of digitised documents initiated and signed in the system ²⁹.

To complement these monitoring activities, the **effectiveness** of the **accreditation scheme** and the **lump sum** approach should be analysed on the basis of qualitative information. To this end, it is planned to carry out a targeted survey to accredited beneficiaries as well as targeted interviews as part of the upcoming **interim evaluation of the Programme**. The same approach,

²⁸ This is done against the following criteria: a) Digitalisation of bilateral intra-European inter-institutional agreements (IIAs); b) Digitalisation of learning agreements for study mobility for incoming and outgoing students in intra-European mobility; c) Commitment to the digitalisation of the Erasmus+ programme.

²⁹ An [assessment report](#), linked to the end-of-2022 targets set out by the Commission, was published in November 2022. See: [Latest Erasmus Without Paper assessment shows EWP works but some connections have problems | Erasmus+ \(europa.eu\)](#).

i.e. targeted interviews to a sample of key action 2 beneficiaries, will be applied to assess the preliminary impact of the new funding rules of the Programme. This would provide evidence of the effectiveness of these measures both in terms of simplification and new initiatives of the Programme, as part of the contractor's deliverables.

Furthermore, **two studies** are planned on the **simplified grants** in the Erasmus+ programme (see section 5.1). The first will tackle new cost categories introduced in the Programme, including the inclusion support and the support for green travel. The second will carry out a review of all unit costs/lump sums, defined by the simplified grants. They will both provide evidence-based elements that will assist the Commission in determining the adequacy of unit cost amounts and lump sums, aiming to ensure that the EU contributions are proportionate to the actual costs sustained by the participants.

Indicators addressing the delivery of simplification measures	
Input indicator:	<ul style="list-style-type: none">The share of organisations and institutions that consider that the procedures for taking part in the Programme are proportionate and simple (source: Regulation)
Output indicator:	<ul style="list-style-type: none">The number of small-scale partnerships supported under key action 2 (source: Regulation)

4.5. Monitoring of new Programme initiatives

4.5.1. Partnership for Excellence

The Commission applies a horizontal approach for the regular monitoring of the new Programme initiatives under the Partnership for Excellence, i.e. European Universities, Centres of Vocational Excellence (CoVEs), Erasmus+ Teacher Academies. This approach accounts for the diversity of these initiatives stemming from their bottom-up nature and from the specificities of each sector covered. The objective is to ensure that sufficient data and information is available to ensure a regular monitoring of the progress of each initiative towards the achievement of its expected results, transformation potential and impact and to feed into the overall Programme evaluation and policy making.

This horizontal approach entails:

- a) **analyses of the Erasmus+ call results** in terms of evaluation process, selection results, and set objectives for the funded alliances (European Universities) undertaken jointly by EACEA and the Commission services at the end of the awarding phase, analyses of the **projects funded in a given Call year** (CoVE, Teacher Academies) undertaken by EACEA³⁰, and analysis of the **mid-term results and transformational deliverables of the alliances** achieved during the piloting phase (European Universities) undertaken by the Commission services.
- b) analyses to collect **quantitative and qualitative data** accounting for the **specific objectives of each initiative**. Depending on the scope and scale of each

³⁰ Regular monitoring and analysis of the results of CoVE and Teacher Academies is carried out through 'synthesis reports', summarizing the information from the continuous reporting submitted. Those notes, delivered on a yearly basis by EACEA to the Commission in a perspective of policy support, provide an insight into strengths, successes and areas for development. The reports focus on the analysis of the implementation phases, the challenges met and the overall results achieved. They present good practices for dissemination and valorisation purposes.

initiative, these analyses may take the form of dedicated studies focussing on the initiative as a whole (European Universities³¹), assessments to take stock of the preliminary achievements of a new initiative (Teacher Academies³²) or are covered within the interim evaluation study of the Erasmus+ programme (CoVE, Teacher Academies).

Relevant Indicators

The new Programme initiatives under the Partnership for Excellence are covered by the legal basis and delegated act indicators addressing organisations and programme priorities under key action 2 as well as the following delegated act impact indicators:

- Increased capacity of organisations
- Contribution to policy development, strategies and cooperation in education and training, youth and sport

4.5.2. DiscoverEU

Three monitoring tools are currently in use for DiscoverEU:

1. **Qualitative monitoring:** a post-travel survey is filled out by the participants upon return of their mobility (around 30% of them did it in 2018-2019, when DiscoverEU was a European Parliament preparatory action).
2. **Quantitative monitoring:** weekly booking reports sent by the consortium (MCI/Eurail).
3. **Qualitative and quantitative monitoring:** a final report is drafted by the consortium (MCI/Eurail) after the travel period of each application round.

The monitoring exercise can only be performed once the travel period is over. For example, for the application round that took place in October 2022, young people will travel until February 2024, which means that the evaluation of the 2022 round will be performed after February 2024.

Since the first application round under Erasmus+ took place in April 2022 and since the first Call of the DiscoverEU Inclusion Action was launched in October 2022, a study could be launched in 2025.

³¹ See table in section 5.1 regarding the on-going study on the Outcomes and Transformational Potential of the European Universities Initiative.

³² The first eleven projects, selected under the 2021 Call for proposals, started in July 2022 and will last for three years. The second wave, with around 15 additional Erasmus+ Teacher Academies, will start in July 2023. Given the early stage of implementation, an assessment of the preliminary achievements of the initiative will take place in 2023 with the first 26 projects selected under 2021 and 2022 Calls. Its objective is to draw preliminary qualitative findings related to the main objectives of the action and the way it can contribute to the priorities of the Erasmus+ programme.

Relevant Indicators³³

Output indicators

- The number of participants in learning mobility activities under key action 1 (source: Regulation)
- The share of activities addressing climate objectives under key action 1 (source: Regulation)

Result indicators

- The number of people with fewer opportunities taking part in activities under key action 1 (source: Regulation)
- The share of participants in learning mobility that consider they have reached a better understanding of inclusion and diversity in their society and/or are more committed to working against discrimination, intolerance, xenophobia and racism (source: Delegated Act)
- The share of participants in learning mobility that consider they have learnt about environmental, climate and sustainability issues and/or have changed their habits to become more sustainable (source: Delegated Act)
- The share of participants in learning mobility that consider they have learnt more about Europe, the European Union and European values or are more interested in participating in elections, in other democratic processes, and in the life of their local community (source: Delegated Act)

Impact indicators:

- The share of participants that consider they have benefited from their participation in learning mobility activities under key action 1 (source: Regulation)
- The share of participants that consider they have an increased European sense of belonging after participating in activities under key action 1 (source: Regulation)

4.6. Monitoring of Jean Monnet designated institutions pursuing an aim of European interest

In line with Article 8(c) of the Erasmus+ Regulation, the following institutions pursuing an aim of European interest receive yearly operating grants, with a duration of 12 months, under the Jean Monnet actions: the European University Institute, Florence, including its School of Transnational Governance; the College of Europe (Bruges and Natolin campuses); the European Institute of Public Administration, Maastricht; the Academy of European Law, Trier; the European Agency for Special Needs and Inclusive Education, Odense; and the International Centre for European Training, Nice.

In line with recital 38 of the Erasmus+ Regulation, the progress of the seven Jean Monnet designated institutions (JMDIs) towards delivering on the Programme objectives is regularly monitored by the Commission and EACEA. The monitoring measures apply to these institutions in the same way as to other beneficiaries receiving operating grant under the Erasmus+ programme and can be summarized through the following steps.

1. Ex-ante monitoring

Each year, following a restricted call for proposals, each JMDI submits a request for grant providing explanation on the relevance of the project, a detailed description of the annual work programme and the expected impact. The work programme of each institution contains a detailed description of the deliverables representing the outputs and outcomes expected during the duration of the operating grant. Depending on the type of organisation and its activities, the

³³ The DiscoverEU Inclusion Action is also covered by the indicators monitoring organisations under key action 1.

deliverables (outputs/outcomes) have different nature: management and coordination, research activities, teaching courses, workshops, conferences, events, and communication activities.

The proposal passes through a simplified selection process reserved for calls without competition: assessment by an internal expert and validation of the evaluation (scores and comments) by the Evaluation Committee.

2. Continuous monitoring during the implementation period

The approved work programme is part of the Grant Agreement (as Annex 1) and its implementation is monitored all over the eligibility period.

a. Annual implementation meeting: A yearly monitoring meeting takes place with the project coordinator (and operational and financial representatives) of each Jean Monnet designated institution, the Commission's responsible unit and EACEA as implementing body, to review the on-going implementation work. The meeting gives the opportunity to all JMDIs to present their achievements as well as the difficulties faced during the implementation and to exchange with their peers and with the Commission on any emerging priorities and potential challenges.

b. Continuous reporting via submission of deliverables (as planned in the work programme) in the e-grants system: Deliverables are submitted during the entire eligibility period. They are subject to both quantitative and qualitative checks before acceptance. When they do not reach the expected quality level, the beneficiary Institution is requested review or modify them following notification from the Agency. A system of alert (automatic e-mail reminder) is in place to ensure timely delivery of results.

c. Ad-hoc meetings can be requested by the beneficiary Institutions or by the Commission/Agency during the implementation period to tackle any urgent or specific issues.

3. Ex-post monitoring

a. Final report: Once the implementation phase has ended (31 December of the year), each Jean Monnet designated institution prepares and submits a final report explaining the achievements resulting from the implementation of the approved work programme and describing all final deliverables.

The final report is evaluated (quantitative and qualitative analysis) on the basis of i) the relevance of the project, ii) its main achievements, iii) the quality of the team, and iv) the impact and dissemination of result. A feedback report is sent to the beneficiaries as part of the ex-post monitoring with comments on the achieved work and possible advice on future implementation (recurrent grant).

b. Potential audit: The granting authority may carry out audits on the proper implementation of the work programme and compliance with the obligations under the Grant Agreement. JMDIs must keep all documents related to the implementation of the grant for 5 years in case they are audited.

The progress of these Institutions towards the achievement of Programme results (as described in section 3.5) and their contribution to the development of excellence in European integration studies will also be evaluated in the context of the interim evaluation. In addition, the evaluation

will address the exchanges between those institutions and other institutions at the national or transnational level, in full respect of their academic freedom.

The evaluation will explore the evaluation criteria set out in the Better Regulation Guidelines and Toolbox³⁴. However, following the same approach adopted during the mid-term evaluation of the Erasmus+ 2014-2020, the relevance of the Institutions will not be addressed in the overall interim evaluation of the Programme due to its discretionary nature.

Indicators applicable to Jean Monnet actions
<p>Impact indicators (source Delegated Act)</p> <ul style="list-style-type: none"> • Increased capacity of organisations • Contribution to policy development, strategies and cooperation in education and training, youth and sport

5. *Ad hoc* evaluations

These activities will focus on the analysis of the **impact** of the Programme, for which a critical mass of data is needed through finalised projects. Because of this, most part of these evaluation activities will only start in the second part of the programming period.

The Programme impacts identified in the intervention logic show the areas to be addressed by these evaluation activities in order to provide quantitative and qualitative data/analyses on aspects of the Programme that are not captured through the regular reporting exercises. In particular, studies or surveys addressing the areas set in the Programme general objective (e.g. follow up to the 2018 Eurobarometer survey on the European Education Area) or analysing the Programme contribution to their development will fall into the scope of the *ad hoc* evaluations of the Programme.

Depending on the time when these activities will be launched and completed, they will complement either the interim or final evaluation of the Programme and contribute to them, as appropriate.

5.1. Evaluation activities carried out by the Commission

It is anticipated that a number of studies on specific themes will be planned during the second part of the programming period. This will also include the studies mentioned in the previous sections, namely on DiscoverEU. Currently, for instance, the on-going or planned studies in the near future are the following:

Title	Objective	Status
Supporting learning mobility: progress, obstacles and way forward	<p>This study will strengthen the evidence base and support the work in the preparation of the Commission proposal for a Council Recommendation on the new learning mobility framework.</p> <p>As part of its deliverables, the study will provide a possible definition of green and digital mobility and inputs on qualitative and quantitative monitoring and review the</p>	On-going, to be completed by May 2023

³⁴ See Tool #47 (Evaluation criteria and questions): [br toolbox - nov 2021 - chapter 6.pdf \(europa.eu\)](#).

Title	Objective	Status
	impact of the COVID-19 pandemic and post-pandemic on learning mobility.	
Study on simplified grants in Erasmus+ ³⁵	<p>The study aims to provide evidence-based elements that will assist the Commission in determining:</p> <p>1) the adequacy of unit cost amounts, aiming to ensure that the EU contributions are proportionate to the actual costs sustained by the participants for the cost categories ‘Green travel support’ and ‘Inclusion support for organisations’;</p> <p>2) whether a specific unit cost or a different form of simplified grant is needed for cost categories such as the financing of activities supporting the digital transition in the Programme (e.g. virtual activities), financing visa costs, financing insurance costs, all types of costs needed for the implementation of projects of the action format Youth participation activities.</p>	On-going – to be completed by mid-2023.
Study on financial support of Erasmus+ grants	The consultancy study will carry out a review of all unit costs/lump sums , related to all key actions, defined by the simplified grants, compared to real costs, verifying whether the simplified grants ensure sufficient support for the beneficiaries. It will take into account country/area specific circumstances, providing evidence-based elements that will assist the Commission in determining the adequacy of unit cost amounts and lump sums, aiming to ensure that the EU contributions are proportionate to the actual costs sustained by the participants.	On-going – to be completed by September 2023.
Study on the Outcomes and Transformational Potential of the European Universities Initiative	The study is focused on the progress of the 41 European Universities alliances selected under the 2019 and 2020 Calls for proposals of the 2014-2020 Erasmus+ programme. It will allow <i>inter alia</i> defining a monitoring framework for the European Universities initiative as a whole, including for the alliances selected under the 2021-2027 Erasmus+ programme, in terms of outcomes and transformational potential of the initiative on the governance and administration of participating HEIs, on their educational policies and different actors within the HEIs, on the relationship and level of cooperation with the knowledge and innovation eco-systems, on the higher education policies in the EU Member States and on the effects on the European higher education landscape as a whole.	On-going To be finalised in 2024

Moreover, the Commission plans to keep carrying annual or biannual **Erasmus Mundus Joint Master Graduate Impact Surveys**, and analysing the short, medium and long-term impact of the scholarship in former students some years after graduation.

³⁵ Provisional title.

5.2. Evaluation activities carried out by National Agencies

At the level of National Agencies, evidence-based research activities, studies and survey are regularly carried out. As part of their monitoring and evaluation tasks, National Agencies are called to analyse trends, strengths and weaknesses, exploit information from applicants and beneficiaries in order to support the quality implementation of the Programme and provide evidence of Programme results and impact to stakeholders and decision makers.

These activities are carried out both at national and transnational level, for example through **TCA**, which are support activities implemented by the National Agencies under key action 3. TCAs aim to improve the qualitative implementation of the Programme and to make it more strategic by building closer links with relevant elements of policy development. Under TCA, National Agencies can undertake transnational evaluations and analyses of Programme results with the involvement of a large variety of target groups and tackle objectives specific to one Erasmus+ sector, as well as horizontal or cross-sectoral objectives (involving more Erasmus+ sectors). Evaluations and result analyses can be performed also in the context of the **‘Long-Term Activities’ (LTAs)**, a particular TCA activity format deployed over several years under a strategic framework, with the involvement of several National Agencies. LTAs are normally linked to a policy area with the aim to produce an impact on the development of the Programme and of the policy area they are tackling. Some of on-going LTAs cover in particular the four Programme priorities and tackle areas where enhanced monitoring is required, such as inclusion and simplification (LTA on accreditation).

Of particular relevance are the activities of the **RAY Network** (‘Research-based Analysis and Monitoring of European Youth Programmes’)³⁶, which runs interdisciplinary research projects (using quantitative and qualitative methods) on different subjects relevant to the youth field. The RAY Network currently includes 34 National Agencies responsible for the youth field (Erasmus+ Youth and the European Solidarity Corps) and their national research partners. It is self-governed and coordinated by the Finnish National Agency for Education/RAY Network Coordination and the RAY Research Coordination, which is also responsible for transnational research activities, situated at Youth Policy Labs in Berlin. Since 2009, RAY is conducting regular surveys with beneficiaries of the European youth programmes, approximately every two years, aiming at monitoring the impact of the Programme and contributing to quality assurance and quality development in their implementation. Further aims are the contribution to evidence-based and research-informed youth policy development in the youth field in Europe as well as the recognition of non-formal education and learning. Other thematic studies include, e.g. ‘Approaches to competence development and capacity building in the European youth projects’, and ‘Impact of Corona pandemic on youth work in Europe’.

Another important pillar of the network is the promotion of a dialogue between policy, research and practice, and related research communication activities. The RAY Network meets once a year at the RAY Network Meeting in order to discuss recent research findings, future research projects as well as to take strategic and business-related decisions.

A repository of the on-going and future studies carried out by the National Agencies, including those performed by RAY Network, will be established in the National Agencies knowledge management platform (‘NAconnECT’) and regularly fed with the final reports of these studies, as they are finalised. In addition to contributing to the regular monitoring and the *ad hoc* evaluations of the Programme, these studies will feed both the interim and final evaluations of the 2021-2027 Erasmus+ programme.

³⁶ RAY is funded as part of TCA (key action 3). More information can be found here: [Our Network | RAY \(researchyouth.net\)](https://www.researchyouth.net)

6. Approach to the assessment of Programme impact

The general objective of Erasmus+ sets the Programme as a ‘key instrument for building a European Education Area, supporting the implementation of European strategic cooperation in the field of education and training’. The Programme has been designed to be one of the major contributors of the five strategic priorities outlined in ‘Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond’ for the period 2021-2030:

- Improving quality, equity, inclusion and success for all in education and training,
- Making lifelong learning and mobility a reality for all,
- Enhancing competences and motivation in the education profession,
- Reinforcing European higher education,
- Supporting the green and digital transitions in and through education and training.

Erasmus+ contributes to **six** out of the **seven EU-level targets**³⁷ (reference levels of European average performance in education and training) **established for monitoring the progress towards the achievement of the European Education Area**³⁸:

1. **Low achieving 15-year-olds in basic skills:** The share of low-achieving 15-year-olds in reading, mathematics, and science should be less than 15%, by 2030.
2. **Low achieving eight-graders in digital skills:** The share of low-achieving eight-graders in computer and information literacy should be less than 15%, by 2030.
3. **Early leavers from education and training:** The share of early leavers from education and training should be less than 9%, by 2030.
4. **Tertiary level attainment:** The share of 25-34 year-olds with tertiary educational attainment should be at least 45%, by 2030.
5. **Exposure of VET graduates to work based learning:** The share of recent graduates from VET benefiting from exposure to work-based learning during their vocational education and training should be at least 60%, by 2025.
6. **Participation of adults in learning:** At least 47% of adults aged 25-64 should have participated in learning during the last 12 months, by 2025.

The EU level targets are used by the Commission to report about the EU contribution to the **Sustainable Development Goal (SDG) 4 Quality Education**, through the following indicators³⁹:

1. Early leavers from education and training by sex (sdg_04_10)
2. Early leavers from education and training, by citizenship (sdg_04_10a)
3. Tertiary educational attainment by sex (sdg_04_20)
4. Low achieving 15-year-olds in reading, mathematics or science (source: OECD) (sdg_04_40)
5. Adult participation in learning by sex (sdg_04_60)
6. Share of individuals having at least basic digital skills, by sex (sdg_04_70)

The interim evaluation and the final evaluation of Erasmus+ will assess the **degree to which the Programme contributes to the EU level targets and SDG4 indicators by comparing**

³⁷ The indicator on the ‘Participation in early childhood education’ is not applicable to Erasmus+

³⁸ See: [Policy context - Education and training - Eurostat \(europa.eu\)](#)

³⁹ See: [4. Quality education - Sustainable development goals - Eurostat \(europa.eu\)](#). The indicator ‘Participation in early childhood education by sex (children aged 3 and over) (sdg_04_31)’ is not applicable to Erasmus+.

data at EU level with data at Programme level. This could be done through meta-analyses, surveys or interviews.

The delegated act indicator ‘Contribution to policy development, strategies and cooperation in education and training, youth and sport’ will use this methodological approach (see metadata in section 7.2.3) with the regards to the assessment of the Programme contribution to building the European Education Area. This approach will be also applied to evaluate, in particular, the following impacts of the Programme **minimum twice** throughout the programming period, i.e. through the interim and the final evaluation, and through other impact studies and *ad hoc* evaluations carried out on specific aspects of the Programme and tackling the progress towards the European Education Area:

Individual level	<ul style="list-style-type: none"> • Better transition to further levels of education, including improved motivation to complete degree • Enhanced employability, entrepreneurship/innovation capacity
Organisational level	<ul style="list-style-type: none"> • Adaptability to the digital transformation and to the twin transition
Policy/Systemic level	<ul style="list-style-type: none"> • Europeanisation of educational system • Establishment / completion of the European dimension/European Education Area/EHEA and its tools (recognition, transparency, etc.) • More inclusive, innovative and digital education and training systems, including non-formal and informal education • Skilled labour mobility/labour supply/European competitiveness and attractiveness

Furthermore, SDG4 indicators on early leavers from education and training, tertiary educational attainment also address the EU contribution to SDG5 Gender Equality. Therefore, their assessment in the context of the Erasmus+ evaluations or impact studies will also allow to measure the Programme contribution to SDG5.

7. Indicators for monitoring and evaluation

Articles 23 and 24 of Regulation (EU) 2021/817 lay down provisions on monitoring and reporting and on the evaluation of the Programme towards the achievement of the general and specific objectives set out in its Article 3. Article 23(1) refers to a list of indicators to be used for this purpose, which are included in Annex II of the Erasmus+ Regulation.

These indicators, while suitable for the purpose of annual monitoring of performance, are not sufficient in order to enable a comprehensive monitoring and evaluation of the Programme activities and results in achieving its objectives. For this reason, in line with the empowerment conferred on the Commission in Article 23(2), a delegated act supplements Regulation (EU) 2021/817 with provisions on the establishment of a monitoring and evaluation framework by introducing **12 additional indicators**. The additional indicators are not expected to add any administrative burden on Programme stakeholders. However, potential changes in the design of the actions and in the settings of the reporting tools may occur in the future, thus influencing the metadata described in sections 7.1 and 7.2.

The **complete list of indicators** (detailed further in the following sections of this document) includes:

- The indicators laid down in Annex II to Regulation (EU) 2021/817;
- The additional indicators set out in the Commission Delegated Regulation (EU) 202X/XXX [instructions for OP: replace with DA reference] on supplementing Regulation (EU) 2021/817 of the European Parliament and of the Council with provisions on the establishment of a monitoring and evaluation framework for the Erasmus+ programme.

The indicators are grouped by their relevance for **input, output, results and impact**.

7.1. List of indicators covered in Regulation (EU) 2021/817⁴⁰

7.1.1. Input indicators

Name	IP 1.1 - The share of organisations and institutions that consider that the procedures for taking part in the Programme are proportionate and simple
Source	Regulation (EU) 2021/817, Annex II - 2.5.2
Type of indicator	Quantitative and qualitative/narrative
Definition	The share of organisations that consider the procedures to participate in the Programme proportionate and simple. The indicator aims to measure the degree to which the simplification measures introduced in the Programme (e.g. simplified grants, accreditation, digitalisation measures) are effective to reduce burden on beneficiaries and to make the Programme more accessible. The indicator also measures the user-friendliness and efficiency of IT tools used for the management and implementation of actions under direct and indirect management to meet Programme needs and architecture, addressing the level of satisfaction of users (beneficiary organisations)
Unit of measurement	Percentage of organisations providing a positive answer to selected questions
Disaggregation	Data can be disaggregated by specific objective and key action
Source, method and responsibility	<p>Data source: Final reports (indirect management), surveys (direct and indirect management), National Reports</p> <p>Actions under indirect management: quantitative data based on self-declared answers on the Programme procedures, will be collected through final reports on an annual basis, while quantitative and qualitative data to measure the level of satisfaction of users with the relevant IT tools will be collected through dedicated surveys (starting from 2023, frequency TBC).</p> <p>Actions under direct management: both quantitative and qualitative data relating to the Programme procedures will be collected through surveys run by EACEA.</p> <p>For both actions under direct and indirect management, additional data and qualitative information on the extent to which the IT tools used under Erasmus+</p>

⁴⁰ To ensure a clearer presentation, the sequence number of the legal basis indicators described in the following sections differs from the one in Annex II of the Erasmus+ Regulation. This choice is due to the classification of the indicator by type (input, output, result, impact), which was not provided in Annex II.

	<p>are consistent with the Programme needs and architecture will be collected through National Reports provided by the Erasmus+ National Authorities in the context of the interim evaluation of the Programme. Additional data and qualitative information may be collected through targeted surveys and activities performed by the contractor in charge of the evaluation on a sample of organisations and users. Organisations and users will be selected on the basis of their representativeness of the different types of actions or organisation/country involved in the Programme.</p> <p>The data contributing to the qualitative analyses of simplification measures may also be collected through other studies and evaluations carried out by the National Agencies and RAY network (for the youth field).</p>
Frequency of measurement	The quantitative measurement will be performed on an annual basis, while the qualitative analysis will be carried out minimum twice during the programming period (interim and final evaluation) and provided through narrative.
Other issues	The annual measurement is based on self-declared answers that are consolidated for direct and indirect management. It will only take into account the data reported in final reports and surveys run on a yearly basis. Data and information collected through National Reports and other activities/surveys run during the evaluation will be collected for the purpose of this exercise and not contribute to the annual reporting.
Baseline	0.
Target	Targets are defined in line with the Programme Performance Statement and may be reviewed on a yearly basis, in line with the Programme Performance Statement.

7.1.2. Output indicators

Name	OP 2.1 The number of participants in learning mobility activities under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.1.1
Type of indicator	Quantitative
Definition	Article 2(2) of the Erasmus+ Regulation: ‘learning mobility’ means moving physically to a country other than the country of residence, in order to undertake study, training or non-formal or informal learning. A participant is counted each time he/she participates in a mobility activity under key action 1.
Unit of measurement	Number of participants (thousands)
Disaggregation	Data can be disaggregated by specific objective, field, action, type of participant (learners/staff), gender, sending country
Source, method and responsibility	Data source: Project Management Module (PMM), Beneficiary Module (BM) and e-Grants Estimates are based on the forecasts provided by organisations during the application phase of the projects (source: PMM). Final numbers on actual participants are refined once all projects are closed (between 2 to 4 years after the project starts, depending on the type of action). The indicator counts participants in learning mobilities under indirect management and participants in Virtual Exchanges (higher education and youth) under direct management.
Frequency of measurement	Annual. Actual Participants are reported after the activity has taken place.
Other issues	The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded mobilities) based on previous years’ results adapted to the available budget. National Agencies also report on the indicator in the yearly report (N+1) based on the data available in the applications for projects awarded in Call year N. The targets provided by the National Agencies are used to assess and approve the operational objectives and activities established in their respective work programme, as well the level of realisation of those objectives (yearly report).
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones from 2021 to 2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis, in line with the Programme Performance Statement. The targets established for the year 2021 and 2022 as part of the Programme Performance Statement include only EU27 budget. Other programme countries budget and the international part of Erasmus+ will be added in 2023 when known.

Name	OP 2.2 The number of organisations and institutions taking part in the Programme under key action 1
Source	Regulation (EU) 2021/817, Annex II – 2.1.2
Type of indicator	Quantitative
Definition	The number of times organisations participate in contracted projects. This includes both beneficiaries and co-beneficiaries (for Education and Training fields: individual beneficiary organisations, consortium coordinators, consortium members) which are contracted to receive a grant under the Erasmus+ programme for the purpose of learning mobility in the domains of education and training, youth and sport.
Unit of measurement	Number of organisations' participations (thousands)
Disaggregation	The data are disaggregated by specific objective, field and action. Depending on the relevance for the specific action, data relating to actions under indirect management may be further disaggregated by organisation type (such as higher education institutions, schools/institutes/educational centres in the different levels of education, informal groups of young people, youth organisations, enterprises, research institutes, sport organisations etc.).
Source, method and responsibility	Data source: Online Registration System, Project Management Module, eGrants. The number of organisations' participations in contracted projects is counted. An organisation can participate in several activities. As a consequence, an organisation participating several times will be counted multiple times. The indicator is also measured at the level of National Agencies (see 'other issues'). For actions under direct management, data concerns the action Virtual Exchanges in higher education and youth.
Frequency of measurement	Annual
Other issues	For actions under indirect management, the indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded projects), based on previous years' results adapted to the available budget. National Agencies also report on the indicator in the yearly report (N+1) based on actual data for projects awarded in Call year N. When measured at the level of the National Agency in the work programme/yearly report, only the unique coordinating organisations and partners are counted (entities count). The targets provided by the National Agencies are used to assess and approve the operational objectives and activities established in their respective work programme, as well the level of realisation of those objectives (yearly report).
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones from 2021 to 2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis, in line with the Programme Performance Statement.

Name	OP 2.3 The number of participants in virtual learning activities under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.1.3
Type of indicator	Quantitative
Definition	<p>Article 2(3) of the Erasmus+ Regulation: ‘virtual learning’ means the acquisition of knowledge, skills and competences through the use of information and communication technology tools that allow participants to have a meaningful transnational or international learning experience.</p> <p>The indicator measures the number of participants taking part in blended mobility activities in key action 1. A blended mobility is a combination of physical mobility and a virtual component, facilitating collaborative online learning exchange/teamwork.</p>
Unit of measurement	Number of participants
Disaggregation	The data can be disaggregated by specific objective, field, action, type of participants (learners/staff), gender, sending country.
Source, method and responsibility	<p>Data source: Beneficiary Module (BM) and e-Grants.</p> <p>This indicator will report only on the blended mobility periods (having a share of virtual activities). It is consequently a subset of mobility periods already counted in the indicator OP 2.1.</p> <p>The number of users of online platforms as well as the Virtual Exchanges (higher education and youth) are not linked to blended mobility, therefore they are not computed under this indicator. The number of users of online platforms is reported in a separate indicator under key action 2.</p>
Frequency of measurement	Annual
Other issues	<p>The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded mobilities), based on previous years’ results adapted to the available budget.</p> <p>National Agencies also report on the indicator in the yearly report (N+1) based on the data available in the applications (education and training) or the Beneficiary Module (youth) for projects awarded in Call year N.</p> <p>The targets provided by the National Agencies are only used to assess and approve the operational objectives and activities established in their respective work programme, as well the level of realisation of those objectives (yearly report).</p> <p>Mobility in the Sport field will be launched in 2023.</p>
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones 2021-2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.4 The number of organisations and institutions taking part in the Programme under key action 2
Source	Regulation (EU) 2021/817, Annex II - 2.2.1
Type of indicator	Quantitative
Definition	Number of organisations' participations (thousands, yearly)
Unit of measurement	Number of organisations
Disaggregation	The data are disaggregated by specific objective, field and action. Depending on the relevance for the specific field/action, data relating to actions under indirect management can be further disaggregated by organisation type (such as, higher education institutions, schools/institutes/educational centres in the different levels of education, youth organisations, enterprises, research institutes, sport organisations etc.).
Source, method and responsibility	Data source: Online Registration System, Project Management Module (PMM), eGrants The number of organisations' participations in contracted projects is counted. It includes both coordinators and partners. An organisation can participate in several activities. As a consequence, an organisation participating several times may be counted multiple times. The indicator is also measured at the level of National Agencies (see 'other issues')
Frequency of measurement	Annual
Other issues	The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded projects), based on previous years' results adapted to the available budget. National Agencies also report on the indicator in the yearly report (N+1) based on actual data for projects awarded in Call year N. When measured at the level of the National Agency in the work programme/yearly report, only the unique coordinating organisations and national partners are counted (entities count). The targets/achievements provided by the National Agencies in their programming and reporting documents are used in view to assess and approve the operational objectives and activities established, mainly with a national scope, in their respective work programme, as well the level of realisation of those objectives (yearly report).
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones 2021-2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.5 The number of organisations and institutions taking part in grant actions under key action 3
Source	Regulation (EU) 2021/817, Annex II - 2.3.1
Type of indicator	Quantitative
Definition	The number of times organisations participate in contracted projects under key action 3.
Unit of measurement	Number of organisations' participations (thousands, yearly)
Disaggregation	Data are disaggregated by specific objective
Source, method and responsibility	Data source: eGrants The indicator tracks organisations awarded with a grant following a Call for proposals under key action 3 (i.e. European Youth Together and Policy experimentations).
Frequency of measurement	Annual
Other issues	Not applicable
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones 2021-2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.6 The number of newcomer organisations and institutions taking part in the Programme under key actions 1 and 2
Source	Regulation (EU) 2021/817, Annex II - 2.4.2
Type of indicator	Quantitative
Definition	Article 2(28) of the Erasmus+ Regulation: ‘newcomer organisation’ means an organisation or institution that has not previously received support in a given type of action supported by the Programme or by the 2014-2020 Programme either as a coordinator or as a partner.
Unit of measurement	Number of organisations
Disaggregation	It will be disaggregated by specific objective, field and key action.
Source, method and responsibility	<p>Data source: Project Management Module (PMM) (indirect management), eGrants and the equivalent management system for the 2014-2020 Programme (direct management).</p> <p>For actions under indirect management: the data are calculated through a business rule set in the PMM system.</p> <p>The indicator is measured also at the level of each National Agency (see ‘other issues’).</p> <p>For actions under direct management: the analysis will be made using the Participant Identification Code (PIC) numbers. Each beneficiary of direct management actions has a unique PIC.</p>
Frequency of measurement	Annual
Other issues	<p>The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded projects) based on previous years’ results adapted to the available budget.</p> <p>National Agencies also report on the indicator in the yearly report (N+1) based on actual data for projects awarded in Call year N.</p> <p>The targets/achievements provided by the National Agencies in their programming and reporting documents are used to assess and approve the operational objectives and activities established in their respective work programme, as well the level of realisation of those objectives (yearly report).</p>
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones 2021-2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.7 The number of small-scale partnerships supported under key action 2
Source	Regulation (EU) 2021/817, Annex II - 2.5.1
Type of indicator	Quantitative
Definition	<p>Number of small-scale partnership projects contracted.</p> <p>Article 2(15) of the Erasmus+ Regulation: ‘partnership’ means an agreement between a group of institutions or organisations to carry out joint activities and projects.</p> <p>Small scale partnerships are transnational cooperation projects funded as part of ‘Cooperation partnerships’ under key action 2.</p>
Unit of measurement	Number of partnerships (thousands)
Disaggregation	Data will be disaggregated by specific objective, field and action.
Source, method and responsibility	<p>Data source: Project Management Module, e-Grants</p> <p>Number of small-scale partnership projects contracted. It includes actions under both direct and indirect management.</p>
Frequency of measurement	Annual
Other issues	Not applicable
Baseline	0
Target	The Programme target is equal to the sum of yearly milestones 2021-2027 as defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.8 The share of activities addressing climate objectives under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.6.1
Type of indicator	Quantitative
Definition	Percentage of activities implemented under key action 1 addressing a topic related to 'Environment, climate change and sustainability' or contributing to reduce the carbon footprint of the Programme mobility through green travel
Unit of measurement	Share of activities contributing to climate objectives
Disaggregation	Data will be disaggregated by specific objective, field, and type of action. Depending on the relevance for the specific action, where relevant, data relating to actions under indirect management may be further disaggregated by topic.
Source, method and responsibility	Data source: Project Management Module, Beneficiary Module, e-Grants Data for this indicator will be collected at level of the beneficiary module (Data can be encoded throughout the duration of the project and are frozen when the final report is submitted). It will track: - For all sectors, including DiscoverEU: the mobilities making use of green travel (completed mobilities). - For Higher Education: the participants linked to the education field of environment (ISCED code 52, students and teachers). - For School Education, Adult Education and VET: the participants linked to topics relevant for the climate priority. - For Youth and Sport: participants in projects linked to topics relevant for the climate priority. Activities will be counted only once, i.e. if a mobility makes use of a green travel (all sectors) or if it is linked to a green topic either directly (for School Education, Adult Education, VET) or through the project it is part of (Youth and Sport).
Frequency of measurement	Annual
Other issues	The learning mobility action in the Sport field (specific objective 3) will start under Call year 2023. The exact methodology and data source for the collection of these data will be defined in due course. For each mobility/project, it is possible to select more than one topic. The topics included under a category may slightly change according to the Call year. The topic's relevance may vary according to the specific action.
Baseline	0
Target	The Programme target is defined in accordance with the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	OP 2.9 The share of projects addressing climate objectives under key action 2
Source	Regulation (EU) 2021/817, Annex II - 2.6.2
Type of indicator	Quantitative
Definition	Percentage of projects addressing a climate topic and/or priority
Unit of measurement	Share of projects contributing to climate priority
Disaggregation	The data will be disaggregated by specific objective, field and type of action. Depending on the relevance for the specific action, data relating to actions under indirect management can be further disaggregated by topic.
Source, method and responsibility	Data source: Project Management Module (PMM), Assessment Module (AM), e-Grants Actions under indirect management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the Programme priority ‘Environment and fight against climate change’ and/or the selection of relevant topics under the category ‘Environment, climate change and sustainability’. The relevance of the project for this priority will be confirmed at the stage of the assessment of the application form by the independent assessors, on the basis of a typology question in the Assessment module. Actions under direct management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the Programme priority ‘environment and fight against climate change’ for Cooperation partnerships (Sport field), or the corresponding European Commission priority for the other actions.
Frequency of measurement	Annual
Other issues	The calculation of climate contributions will be based on the share of projects in relation to climate, which is a self-declaratory information provided by beneficiary organisations. Topics are not used for actions under direct management. Under indirect management, a project can select more than one topic. The topics included under a topics category may slightly change according to the Call year. The topic’s relevance may vary according to the specific action. The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year N (forecast of awarded projects), based on previous years’ results adapted to the available budget. National Agencies also report on the indicator in the yearly report (N+1) based on the data available in the applications for projects awarded in Call year N. The targets provided by the National Agencies are only used to assess and approve the operational objectives and activities established in their respective work programme, as well the level of realisation of those objectives (yearly report).
Baseline	0
Target	The Programme target is defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

7.1.3. Results indicators

Name	RES 3.1 The number of people with fewer opportunities taking part in activities under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.4.1
Type of indicator	Quantitative
Definition	<p>Article 2(25) of the Erasmus+ Regulation: ‘people with fewer opportunities’ means people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme.</p> <p>The number of participants with fewer opportunities taking part in mobility activities under key action 1.</p>
Unit of measurement	Number of funded participants indicated as participants with fewer opportunities
Disaggregation	Data will be disaggregated by specific objective, field, action, type of participant (staff/learners), gender, sending country and, where available, by type of barrier.
Source, method and responsibility	<p>Data source: Project Management Module (PMM), Beneficiary Module (BM), eGrants</p> <p>For actions under indirect management: Estimates are based on the forecasts provided by organisations during the application phase of the projects (data source: PMM). Final numbers on actual participants with fewer opportunities are known once all projects are closed (between 2 to 4 years after the project starts, depending on the type of action – data source: BM). A participant with fewer opportunity is counted each time he / she participates in a mobility activity under key action 1</p> <p>For actions and direct management data concerns the action ‘Virtual Exchanges’ in higher education and youth (data source: eGrants)</p>
Frequency of measurement	Annual
Other issues	The indicator, disaggregated by field, is also measured at the level of each National Agency. Estimates are provided in the National Agency work programme (N-1) for the relevant Call year (forecast of awarded mobilities) based on previous years’ results adapted to the available budget. The targets provided by the National Agencies are used to assess and approve the operational objectives and activities established in their respective work programme. National Agencies also report on the indicator in the yearly report (N+1) based on the data available in the applications for projects awarded in Call year N.
Baseline	0
Target	The Programme target is defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	RES 3.2 - The share of organisations and institutions that consider they have developed high-quality practices as a result of their participation in key action 2
Source	Regulation (EU) 2021/817, Annex II - 2.2.2
Type of indicator	Quantitative and qualitative
Definition	Percentage of organisations in Education and Training, Youth and Sport declaring that they have developed high quality practices thanks to the participation in the Programme and by cooperating among them.
Unit of measurement	Percentage of organisations providing a positive reply in final reports
Disaggregation	Data can be disaggregated by specific objective, field, action, organisation type
Source, method and responsibility	<p>Data source: Final reports and e-Grants</p> <p>This indicator counts all participations of organisations which are contracted to receive grants. It is computed as a percentage of total organisations contracted to receive grants under key action 2.</p> <p>Data will be captured from final reports once projects are closed and integrated into the Data and Analytics Platform.</p> <p>For actions under indirect management, final reports include both quantitative and qualitative information. The analysis of the qualitative information will be performed during the evaluations and can be integrated through additional surveys or focus groups performed on a sample of beneficiaries organisations. The replies provided in final reports cover the entire partnership involved in the project (including associated partners).</p> <p>For actions under direct management only quantitative information is currently collected through eGrants. Qualitative information will be collected through surveys carried out by EACEA. Data and information collected through these surveys will be analysed for the purpose of the evaluation and can be further integrated through additional surveys or other evaluation activities performed on a sample of beneficiaries' organisations by the contractor in charge of the evaluation. The data will be integrated into the Data and Analytics Platform for further monitoring, reporting and analyses.</p>
Frequency of measurement	The quantitative measurement will be performed on an annual basis, while the qualitative analysis will be carried out minimum twice during the programming period (interim and final evaluation)
Other issues	The measurement is based on self-declared answers that are consolidated for direct and indirect management actions
Baseline	0
Target	The Programme target is defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	RES 3.3 The number of users of virtual cooperation platforms supported under key action 2
Source	Regulation (EU) 2021/817, Annex II - 2.2.3
Type of indicator	Quantitative
Definition	Article 2(15) of the Erasmus+ Regulation: ‘Virtual cooperation’ means any form of cooperation using information and communication technology tools to facilitate and support any relevant Programme actions’ Number of users making use of online platforms for virtual cooperation
Unit of measurement	Number of users on an online platform
Disaggregation	Data are disaggregated specific objective, field, and type of online platform
Source, method and responsibility	Data source: the European School Education Platform (ESEP), the Electronic Platform for Adult Learning in Europe (EPALE), the European Youth Portal. The list is revised annually. For ESEP and EPALE, only registered users (=users with an account) are counted. For the European Youth Portal, it includes the users accessing the platform, as no registered users are in place. In all cases, users with multiple accesses are counted only once. It applies to specific objectives 1 (education and training) and 2 (youth) only.
Frequency of measurement	Annual
Other issues	As from 2023, the School Education Gateway (SEG) platform and eTwinning are merging in a single platform and replaced by ESEP
Baseline	0.
Target	The Programme target is defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

7.1.4. Impact indicators

Name	IMP 4.1 The share of participants that consider they have benefited from their participation in learning mobility activities under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.1.4
Type of indicator	Quantitative and qualitative
Definition	Participants stating that they have benefitted from their participation in the Programme through the acquisition of skills and knowledge, producing educational, personal or professional development
Unit of measurement	Percentage of participants providing positive replies to survey
Disaggregation	Data can be disaggregated by specific objective, field, type of participant (learner/staff), gender. When measured during evaluations, data can be disaggregated by type of educational, personal or professional development of the individuals.
Source, method and responsibility	<p>Data source: Participants' survey (BM), eGrants, surveys performed during the evaluations, other <i>ad hoc</i> evaluations (tbc)</p> <p>Indirect Management: Data are collected through questions in the participant surveys submitted at the end of the mobility period (declarations of improved language levels, learning to learn, cultural awareness, certification and other relevant benefits from the key competences framework).</p> <p>This indicator is expressed as a percentage. A composite score is calculated from all received responses to participant surveys and, on this basis, the indicator, which identifies the proportion of participants' perception of benefitting from the offering, is derived.</p> <p>Direct Management: data are collected through the project reporting framework. Beneficiaries will introduce questions on this indicator within their evaluation/assessment questionnaires to participants and report back through final reports. Data will be available at closure of the project and concern the Virtual Exchanges (higher education and youth) only.</p> <p>For all concerned actions, during the evaluations, a sample of participants who have concluded a learning mobility activity will be surveyed to inquire whether they consider that the skills and knowledge acquired following the participation in the Programme have produced positive changes for the continuation of their studies, career development, and/or job opportunities.</p> <p>The analyses performed during the evaluations by the contractor will take into account the data of result indicators on the learning outcomes linked to the green, digital and inclusion priorities (see section 7.2.2). In particular, to assess the mid- and long term impact of learning mobility with regards to the enhancement of digital skills, the data relating to the output indicators on digital (OP 2.3 on virtual learning activities and OP 2.10 on digital traineeships) will be analysed to assess whether digital competences of individuals participating in blended mobility or any forms of traineeships on digital topics generated positive impact on the educational, personal and professional development of individuals. The same approach will be used with regards to green competences.</p> <p>Additional data contributing to the quantitative and qualitative analyses may be collected through studies and evaluations carried out by the National Agencies and RAY network (for the youth field) as well as through Eurobarometer surveys.</p>

Frequency of measurement	The quantitative measurement will be performed on an annual basis, while the qualitative analysis will be carried out minimum twice during the programming period (interim and final evaluation)
Other issues	The data collection for the Virtual Exchanges will start with the projects awarded under Call year 2023.
Baseline	0.
Target	The Programme targets are defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

Name	IMP 4.2 - The share of participants that consider they have an increased European sense of belonging after participating in activities under key action 1
Source	Regulation (EU) 2021/817, Annex II - 2.1.5
Type of indicator	Quantitative and qualitative
Definition	Participants stating that they have increased their sense of belonging to Europe as a result of their participation in an Erasmus+ mobility. This expression refers to the feeling of being European, belonging to the same community as other Europeans, and sharing common identity, culture and values with them.
Unit of measurement	Percentage of participants providing positive reply to survey
Disaggregation	Data will be disaggregated by specific objective, field, type of participant (learner/staff), gender
Source, method and responsibility	<p>Data source: Participants survey (BM), surveys performed during the evaluations</p> <p>This indicator is expressed as a percentage and is based on an end of Activity / Participant Survey to measure the perceived feeling of belonging to European values. Data is available once all participants have filled in a survey at the end of the mobility.</p> <p>During the evaluations, a sample of participants will be surveyed to inquire whether they consider that the ‘sense of belonging’ developed following the participation in the Programme produced any positive change in the participation in the democratic life. The analysis performed during the evaluations will also take into account the data of result indicator on the learning outcomes linked to the Programme priority ‘participation and civic engagement’.</p> <p>Additional data contributing to quantitative and qualitative analyses may be collected through studies and evaluations carried out by the National Agencies and RAY network (for the youth field) as well as through Eurobarometer surveys.</p>
Frequency of measurement	The quantitative measurement will be performed on an annual basis, while the qualitative analysis will be carried out minimum twice during the programming period (interim and final evaluation)
Other issues	Not applicable to the Virtual Exchanges in higher education and youth, as these include non-European learners.
Baseline	0
Target	The Programme target is defined in the Programme Performance Statement. The milestones and targets may be reviewed on a yearly basis in line with the Programme Performance Statement.

7.2. List of indicators added by the Delegated Act

The indicators in the sections below are listed with an incremental sequence number that follows the sequence and classification of the indicators listed in sections 7.1.2, 7.1.3 and 7.1.4.

7.2.1 Output indicators

Name	OP 2.10 The share of activities addressing digital transformation, including the Digital Opportunity Traineeships (DOT), under key action 1
Source	Delegated Act
Type of indicator	Quantitative
Definition	The indicator measures the share of learning mobility activities with an emphasis on developing digital competences in the field of Youth and in the field of Education and Training
Unit of measurement	Share of activities concerning digital competences
Disaggregation	The data will be disaggregated by specific objective, field, type of action. Depending on the relevance for the specific action, data can be further disaggregated: <ul style="list-style-type: none"> a. by field: education and training (DOTs) or youth and sport, b. by topic, as applicable
Source, method and responsibility	<p>Data Source: Beneficiary Module, final reports</p> <p>Data for this indicator will be collected at level of the Beneficiary Module (education and training actions) and final reports (Youth).</p> <p>For education and training fields, it will track the number and percentage of participants in individual mobilities (learners and staff in higher education, VET, school and adult education) and in group mobilities (learners in school and adult education) for which:</p> <ul style="list-style-type: none"> • the flag ‘DOT’ (“advanced digital skills” in higher education mobility activities (in particular traineeships) and the priority “Digital transformation” in the higher education blended intensive programme activity type) has been selected in the applicable fields (individual mobility only) • focus on digital competences has been indicated via mobility topic (individual and group mobility) <p>For the youth field, activities are tracked at project level only. Therefore, the indicator will track the share of projects linked to the topics relevant for the category ‘Digital education, training and youth’.</p> <p>The indicator as far as DOTs is concerned measures Action 12 of the Digital Education Action Plan, funded under Erasmus+.</p>
Frequency of measurement	Annual, starting from 2023.
Other issues	The learning mobility action in the sport field (specific objective 3) will start in 2023 Call year. The exact methodology and data source for the collection of these data will be defined in due course.

	For each mobility/project, it is possible to select more than one topic. The topics included under a category may slightly change according to the Call year. The topic's relevance may vary according to the specific action.
Baseline	0.
Target	<p>Programme target: 20%.</p> <p>The Programme target is estimated on the basis of the completed mobilities/projects of Call years 2021 and 2022 that have been currently entered in the dedicated reporting tool. A full cycle of completed mobilities/projects is needed to define a more accurate target.</p> <p>The target estimations can be reviewed when more data are entered in the relevant reporting tools and in any case after the interim evaluation.</p>

Name	OP 2.11 The share of projects addressing inclusion and diversity under key action 2
Source	Delegated Act
Type of indicator	Quantitative
Definition	Percentage of projects addressing a topic relevant for ‘inclusion and diversity’ and/or selecting this priority
Unit of measurement	Percentage of projects
Disaggregation	The data can be disaggregated by specific objective, field and type of action. Depending on the relevance for the specific action, where relevant, data relating to actions under indirect management can be further disaggregated by topic
Source, method and responsibility	Data source: Project Management Module, Assessment Module, eGrants Actions under indirect management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the Programme priority ‘Inclusion and diversity’ and/or the selection of relevant topics under the category ‘Inclusion and diversity’. The relevance of the project for this priority will be confirmed at the stage of the assessment of the application form by the independent assessors, on the basis of a typology question in the Assessment module. Actions under direct management: for Cooperation partnerships (sport field) the data for this indicator will be collected on the basis of the selection by the applicant of the Programme priority ‘Inclusion and diversity’ in the application form, while for the other actions data will be collected through questions in the application forms.
Frequency of measurement	Annual, starting from 2023.
Other issues	Topics are not used for actions under direct management. Under indirect management, a project can select more than one topic. The topics included under a topics category may slightly change according to the Call year. The topic’s relevance may vary according to the specific action.
Baseline	0.
Target	Programme target: 35% The Programme target is estimated on the basis of contracted projects of Call years 2021 and 2022 and takes into account the budget profile of key action 2 until the end of the programming period. Target estimations can be reviewed after the interim evaluation.

Name	OP 2.12 The share of projects addressing digital transformation under key action 2
Source	Delegated Act
Type of indicator	Quantitative
Definition	Percentage of projects addressing a topic relevant for ‘digital transformation’ and/or selecting this priority
Unit of measurement	Percentage of projects
Disaggregation	The data will be disaggregated by specific objective, field and type of action. Depending on the relevance for the specific action, where relevant, data relating to actions under indirect management can be further disaggregated by topic
Source, method and responsibility	Data source: Project Management Module, Assessment Module, eGrants Actions under indirect management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the priority ‘Addressing digital transformation through development of digital readiness, resilience and capacity’ and/or the selection of relevant topics under the category ‘Digital education, training and youth’. The relevance of the project for this priority will be confirmed at stage of assessment of the application form by the independent assessors, on the basis of a typology question in the Assessment Module. Actions under direct management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the Programme priority ‘Addressing digital transformation through development of digital readiness, resilience and capacity’ for Cooperation partnerships (Sport field), or the corresponding European Commission priority for the other actions.
Frequency of measurement	Annual, starting from 2023.
Other issues	Topics are not used for actions under direct management. Under indirect management, a project can select more than one topic. The topics included under a category may slightly change according to the Call year. The topic’s relevance may vary according to the specific action.
Baseline	0.
Target	Programme target: 25% The Programme target is estimated on the basis of contracted projects of Call years 2021 and 2022 and takes into account the budget profile of key action 2 until the end of the programming period. Target estimations can be reviewed after the interim evaluation.

Name	OP 2.13 The share of projects addressing participation and civic engagement under key action 2
Source	Delegated Act
Type of indicator	Quantitative
Definition	Percentage of projects addressing a topic relevant for ‘Democracy, participation, and European values’ and/or selecting this priority
Unit of measurement	Percentage of projects
Disaggregation	The data will be disaggregated by specific objective, field and type of action. Depending on the relevance for the specific action, where relevant, data relating to actions under indirect management can be further disaggregated by topic.
Source, method and responsibility	Data source: Project Management Module, Assessment Module, eGrants Actions under indirect management: the data for this indicator will be collected through the application forms, on the basis of selection by the applicant of the priority ‘Common values, civic engagement and participation’ and/or the selection of relevant topics under the topics category ‘Democracy, participation, and European values’. The relevance of the project for this priority will be confirmed at the stage of assessment of the application form by the independent assessors, on the basis of a typology question in the Assessment module. Actions under direct management: for Cooperation partnerships (Sport field) the data for this indicator will be collected on the basis of the selection by the applicant of the Programme priority ‘Common values, civic engagement and participation’ in the application form, while for the other actions data will be collected through a question in the application forms.
Frequency of measurement	Annual, starting from 2023
Other issues	Topics are not used for actions under direct management. Under indirect management, a project can select more than one topic. The topics included under a category may slightly change according to the Call year. The topic’s relevance may vary according to the specific action.
Baseline	0.
Target	Programme target: 20% The Programme target is estimated on the basis of contracted projects of Call years 2021 and 2022 and takes into account the budget profile for key action 2 until the end of the programming period. Target estimations can be reviewed after the interim evaluation.

Name	OP 2.14 The number of less experienced organisations taking part in the Programme under key actions 1 and 2
Source	Delegated Act
Type of indicator	Quantitative
Definition	Any organisation or institution that has not received support in a given type of action supported by the 2021-2027 Programme or its predecessor programme more than twice in the last seven years, either as coordinator or partner. This category also includes the ‘first-time applicants’ (i.e. any organisation or institution that has not previously received support as a project coordinator (applicant) under a given type of action supported by this Programme or its predecessor programme in the last seven years).
Unit of measurement	Number of organisations
Disaggregation	The data will be disaggregated by specific objective, field and key action.
Source, method and responsibility	Data source: Project Management Module (indirect management), eGrants and the equivalent management system for the 2014-2020 Programme (direct management). For actions under indirect management: the data are calculated through a business rule in the PMM system. For actions under direct management: the analysis will be made using the Participant Identification Code (PIC) numbers. Each beneficiary of direct management actions has a unique PIC.
Frequency of measurement	Annual, starting from 2023.
Other issues	Not applicable
Baseline	0.
Target	Programme target: 98.000 The Programme target is equal to the sum of yearly milestones from 2021 to 2027. It is established in line with the target of OP 2.6 (newcomer organisations) and takes into account the budget profile for key actions 1 and 2 until the end of the programming period as well as current trends of 2021 and 2022 Call year. Target estimations can be reviewed after the interim evaluation.

7.2.2 Result indicators

Name	RES 3.4 The share of participants in learning mobility that consider they have reached a better understanding of inclusion and diversity in their society and/or are more committed to working against discrimination, intolerance, xenophobia and racism
Source	Delegated Act
Type of indicator	Quantitative and qualitative
Definition	<p>The indicator measures the share of participants that have declared a positive change in their understanding of and attitude towards inclusion and diversity following the participation in a mobility activity, including DiscoverEU, under key action 1.</p> <p>The indicator concerns learning outcomes linked to the Programme priority ‘inclusion and diversity’</p>
Unit of measurement	Percentage of participants
Disaggregation	Data will be disaggregated by specific objective, field, type of action, type of participants (learners, young people, staff, DiscoverEU participants), gender.
Source, method and responsibility	<p>Data source: Beneficiary Module, Participants survey</p> <p>Actions under indirect management (key action1 learning mobility, youth participation activities and DiscoverEU inclusion action): data are collected through questions addressing Programme priorities in the participants’ survey collected through the Beneficiary Module at the end of the mobility activity.</p> <p>DiscoverEU (general): post-travel survey managed by a contractor through an external tool and injected in the DiscoverEU dashboard.</p> <p>Additional qualitative analyses will be performed during the evaluation.</p>
Frequency of measurement	Annual, starting from 2023, and during evaluations.
Other issues	The learning mobility action in the Sport field (specific objective 3) will start under Call year 2023.
Baseline	0.
Target	<p>Programme target: 60%</p> <p>The Programme target is estimated on the basis of completed mobilities of Call years 2021 and 2022 for which a participant report has been submitted through the dedicated reporting tool. A full cycle of completed mobilities across the relevant Programme actions, including data relating to learning mobility in the Sport field, is needed to define a more accurate target. Therefore, target estimations can be reviewed when more data is available and, in any case, after the interim evaluation.</p>

Name	RES 3.5 The share of participants in learning mobility that consider they have learnt about environmental, climate and sustainability issues and/or have changed their habits to become more sustainable
Source	Delegated Act
Type of indicator	Quantitative and qualitative
Definition	The indicator measures the share of participants that have declared a positive change towards environmental, climate and sustainability issues, following the participation in a mobility activity, including DiscoverEU, under key action 1. The indicator concerns learning outcomes linked to the Programme priority 'Environment and fight against climate change'.
Unit of measurement	Percentage of participants
Disaggregation	The data will be disaggregated by specific objective, field, type of action, type of participants (learners, young people, staff, DiscoverEU participants) and gender
Source, method and responsibility	Data source: Beneficiary Module, Participants survey Actions under indirect management (key action 1 learning mobility, youth participation activities and DiscoverEU inclusion action): Participants' survey collected through the Beneficiary Module at the end of the mobility activity. DiscoverEU (general): post-travel survey managed by the contractor through an external tool and injected in the DiscoverEU dashboard Additional qualitative analyses will be performed during the evaluation.
Frequency of measurement	Annual, starting from 2023, and during evaluations.
Other issues	The learning mobility action in the Sport field (specific objective 3) will start under Call year 2023.
Baseline	0.
Target	Programme target: 40% The Programme target is estimated on the basis of completed mobilities of Call years 2021 and 2022 for which a participant report has been submitted through the dedicated reporting tool. A full cycle of completed mobilities across the relevant Programme actions, including data relating to the learning mobility in the Sport field, is needed to define a more accurate target. Therefore, target estimations can be reviewed when more data is available and, in any case, after the interim evaluation.

Name	RES 3.6 The share of participants in learning mobility that consider they have learnt about new and useful ways to apply digital technologies and/or are eager to use them in their study or work
Source	Delegated Act
Type of indicator	Quantitative and qualitative
Definition	The indicator measures the share of participants that have declared a positive change towards digital technologies following the participation in a mobility activity under key action 1. The indicator concerns learning outcomes linked to the Programme priority 'digital transformation'.
Unit of measurement	Percentage of participants
Disaggregation	The data will be disaggregated by specific objective, field, type of action, type of participants (learners, young people, staff) and gender
Source, method and responsibility	Data source: Beneficiary Module, Participants survey Actions under indirect management (key action 1 learning mobility, youth participation activities): Participants' survey collected through the Beneficiary Module at the end of the mobility activity. Additional qualitative analyses will be performed during the evaluation.
Frequency of measurement	Annual, starting from 2023, and during evaluations.
Other issues	The learning mobility action in the sport field (specific objective 3) will start under Call year 2023.
Baseline	0.
Target	Programme target: 40% The Programme target is estimated on the basis of completed mobilities of Call years 2021 and 2022 for which a participant report has been submitted through the dedicated reporting tool. A full cycle of completed mobilities across the relevant Programme actions, including data relating to the learning mobility in the Sport field, is needed to define a more accurate target. Therefore, target estimations can be reviewed when more data is available and, in any case, after the interim evaluation.

Name	RES 3.7 The share of participants in learning mobility that consider they have learnt more about Europe, the European Union and European values and/or are more interested in participating in elections, in other democratic processes, and in the life of their local community
Source	Delegated Act
Type of indicator	Quantitative and qualitative
Definition	The indicator measures the share of participants that have declared a positive change with regards to active citizenship, participation in democratic life, European values as well as to their knowledge of Europe and the EU following the participation in a mobility activity, including DiscoverEU, under key action 1. The indicator concerns learning outcomes linked to the Programme priority 'participation and civic engagement'
Unit of measurement	Percentage of participants
Disaggregation	The data will be disaggregated by specific objective, field, type of action, type of participants (learners, young people, staff, DiscoverEU participants) and gender.
Source, method and responsibility	Data source: Beneficiary Module, surveys Actions under indirect management (key action 1 learning mobility, youth participation activities and DiscoverEU inclusion action): Participants' survey collected through the Beneficiary Module at the end of the mobility activity. DiscoverEU (general): post-travel survey managed by the contractor through an external tool and injected in the DiscoverEU dashboard. Additional qualitative analyses will be performed during the evaluation.
Frequency of measurement	Annual, starting from 2023, and during evaluations.
Other issues	The learning mobility action in the sport field (specific objective 3) will start under Call year 2023.
Baseline	0.
Target	Programme target: 60% The Programme target is estimated on the basis of completed mobilities of Call years 2021 and 2022 for which a participant report has been submitted through the dedicated reporting tool. A full cycle of completed mobilities across the relevant Programme actions, including data relating to the learning mobility in the Sport field, is needed to define a more accurate target. Therefore, target estimations can be reviewed when more data is available and, in any case after the interim evaluation.

Name	RES 3.8 The number of people with fewer opportunities receiving Erasmus Mundus scholarships
Source	Delegated Act
Type of indicator	Quantitative
Definition	Article 2(25) of Regulation (EU) 2021/817, ‘people with fewer opportunities’ means people who, for economic, social, cultural, geographical or health reasons, due to their migrant background, or for reasons such as disability or educational difficulties or for any other reason, including a reason that could give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the Programme.
Unit of measurement	Number of participants with fewer opportunities
Disaggregation	The data may be disaggregated by gender, country, and, where available, by type of barrier.
Source, method and responsibility	Data Source: eGrants Mobility Tool. Data will be collected throughout the duration of the project and finalised at the stage of final report
Frequency of measurement	Annual, starting from 2023.
Other issues	Not applicable
Baseline	0.
Target	The Programme target is equal to the sum of yearly milestones 2021-2027. It will be established in the coming months once more data are entered in the dedicated reporting tool. Target estimations can be reviewed after the interim evaluation.

7.2.3 Impact indicators

Name	IMP 4.3 – Increased capacity of organisations
Source	Delegated Act
Type of indicator	Qualitative / Narrative
Definition	<p>The extent to which the Programme contributes to generating positive impact at the level of organisations. It will measure the extent to which the participation in the Programme as beneficiary organisation contributed to increase the capacity of the organisations active in education, training, youth and sport in Europe and beyond, by contributing to developing long-lasting partnerships among organisations, strengthening internationalisation and fostering their adaptability to the digital transformation and the green transition.</p> <p>The indicator will also measure the extent to which the Programme contributes, through Jean Monnet actions, to increasing the capacity of HEIs to teach about EU subjects, to create structured centres providing EU specific high-level knowledge and advanced research to faculties/departments requiring support and the provision of outstanding quality in teaching and research in the field of European studies worldwide.</p>
Unit of measurement	Increasing trend / narrative
Disaggregation	By specific objective, field, Jean Monnet actions.
Source, method and responsibility	<p>Data source: Activities performed during the evaluations (e.g. meta-analyses, surveys, interviews)</p> <p>This indicator will be measured during the interim evaluation and the final evaluations of Erasmus+ through activities run by the contractors in charge of the evaluations. Other relevant data may be collected through ad hoc studies performed by the Commission or evaluations and studies run by the National Agencies and the RAY network (Youth).</p>
Frequency of measurement	Twice: interim and final evaluation
Other issues	Not applicable
Baseline	0
Target	The Programme target is expressed as an increasing and positive trend throughout the programming period.

Name	IMP 4.4 - Contribution to policy development, strategies and cooperation in education and training, youth and sport
Source	Delegated Act
Type of indicator	Qualitative / Narrative
Definition	<p>The extent to which the Programme actions, including Jean Monnet actions, contribute to the development of policies, strategies, and country cooperation in the fields of education and training, youth and sport, including the shaping of sectoral policy agenda in these fields.</p> <p>Within this indicator, it will be assessed the extent to which the Programme contributes to building the European Education Area.</p>
Unit of measurement	Level of contribution / narrative
Disaggregation	<p>By specific objective, field, Jean Monnet actions</p> <p>Where relevant, it can be further disaggregated by the 3 levels of intervention of the Programme (individual, organisations, policy/system level)</p>
Source, method and responsibility	<p>Data source: Eurostat data, activities performed during the evaluations (e.g. surveys, interviews, meta-analyses), studies.</p> <p>The focus will be on the capacity of the Programme to produce change at systemic and policy level through its intervention. While globally analysing the different Programme actions, the activities and grants supported under key action 3, partnerships under key action 2, Youth participation activities under key action 1, and Jean Monnet actions, and other activities targeting cooperation or development of communities of practice under specific fields⁴¹ will be taken into account with particular attention to assess their contribution to generate the following expected impact:</p> <ul style="list-style-type: none"> • contributing to building the European Education Area; • contributing to the European Skills Agenda; • advancing youth policy cooperation under the European Youth Strategy; • achieving advanced and developed policies and strategies in the fields of education, training, youth and sport, including contributing to policy sectoral agendas in these fields; • increased dialogue and cooperation among stakeholders; • increased policy cooperation between countries; • development of a European dimension in Sport. <p>With regards to the Programme contribution to building the European Education Area, the interim evaluation and the final evaluation of Erasmus+ will assess the degree to which the Programme contributes to the EU level targets established for monitoring the progress towards the achievement of the European Education Area and the corresponding SDG4 indicators, as described in Section 6 of this SWD. This will be performed by comparing data at EU level with data at Programme level collected through surveys, interviews or other relevant activities decided with the contractor in charge of the evaluations.</p> <p>Specific studies carried out by EAC (to be planned later in the programming period - tbc), National Agencies, including relevant TCAs, Eurobarometer surveys (tbc) could also contribute to this assessment both in quantitative and qualitative terms.</p>

⁴¹ E.g. the Digital Education Hub.

	Data feeding into this indicator will be exploited during the evaluations through activities carried out by the contractor.
Frequency of measurement	Twice (interim and final evaluation)
Other issues	Not applicable
Baseline	0
Target	The definition of the Programme target takes into account the targets defined in the main policy documents and strategies to which the Programme contributes. It is expressed in narrative, in terms of positive trend and level of contribution provided throughout the programming period.

8. Multi-annual Financial Framework data management

The data collection for monitoring and evaluation purposes as well as for the assessment of the Programme results, is designed to be efficient, effective and timely. It relies on electronic databases and readily available data as much as possible, and aims to ensure proportionate reporting requirements, and minimal administrative burden on all involved parties. Information on the Programme's performance and the results achieved is shared at the relevant security levels to all concerned stakeholders. To ensure the smooth data collection and the distribution of information, the Programme has several tools available, such as online collaboration tools, dashboards and reports.

Erasmus+ is managed by 55 National Agencies (covering about 80% of the budget) and an Executive Agency (EACEA). This specificity results into two completely separated processes to manage projects and the related data. From application to results dissemination, the National Agencies manage their projects using tools developed by DG EAC for Multi-annual Financial Framework (MFF) 2021-2027 (indirect management) while the Executive Agency is using the Commission's corporate tool eGrants (direct management)⁴².

DG EAC is implementing a **single reporting, data and analytics platform** to circumvent the challenge of creating a single, unified source of Programme performance data.

The platform collects, combines and consolidates data from 2014-2020 and 2021-2027 relevant systems, including eGrants and local EAC's IT systems for actions under indirect management. In terms of scope, data collected covers *inter alia* projects' data, individual participant's mobility information and feedback (more than 300 million individual answers in participants' surveys), linguistic support, and organisations' information.

The data and analytics platform is used with different levels of access by DG EAC, Commission services, EACEA, National Agencies, and to some limited extent National Authorities, to facilitate the Programme monitoring, implementation performance, extract validated statistics and analyses, etc. In addition, the dashboards available to the National Agencies support daily operations such as primary checks (plagiarism, double funding, risk analysis), optimise their performance (analysis of bottleneck and delays), and support performance accountability by the National Agencies as part of their annual reporting exercise to the Commission.

Data becomes available in one unique place, allowing EAC to:

- Monitor and ensure overall data quality;
- Cleanse data in one single place using coherent and documented methods;
- Unify both management modes differences under a unique umbrella;
- Ensure coherence of business rules and indicators, especially those extracted from different systems, in terms of results and definitions;
- Cover and report on all Programme activities and performance;
- Calculate contribution to Programme priorities and Commission's cross sectoral priorities using a consistent methodology covering expenditures and qualitative results;
- Ensure coherence of indicators reported in various documents and/or contexts;
- Make all information available for all through dashboards.

⁴² See footnote 10.

A summary of the main output and result indicators and an assessment of the overall progress achieved during the preceding calendar year are presented in the **Erasmus+ Annual Report**, publicly available.

Furthermore, details and outcomes of funded projects are publicly available on the [Erasmus+ project result platform](#). The platform allows to search for on-going and completed projects, with data available from 2014 onwards, to learn how Erasmus+ supports the on-going priorities of the European Commission, to disseminate projects' outcomes and stories contributing to inspire potential applicants in setting up their own projects.

Finally, when processing personal data, the following fundamental principles of data protection are respected in the Programme, according to which personal data must be fairly and lawfully processed; only processed for limited and explicit purposes; accurate, relevant and not excessive; kept no longer than necessary; processed in accordance with the data subject's rights; secure and not transferred to third parties without adequate precautions and in line with the General Data Protection Regulation and the Regulation on data processing by the EU Institutions.

The DG EAC's **Data Management Committee**, involving EAC units and EACEA, is in charge of MFF data governance. Its work is endorsed by DG EAC's Directors Steering Committee. It has a collective responsibility to promote, facilitate and safeguard the reliability of performance information on the Programme. This includes modalities for data planning, design, definition, collection and management, documentation (metadata), interpretation, quality assessment, dissemination and personal data protection.

8.1. Reporting

The indicators laid down in Annex II of the Erasmus+ Regulation ('Core performance indicators') are reported annually in the Programme Performance Statement of Erasmus+ as part of the programme performance framework for the EU budget under the 2021-2027 MFF and in the Commission's Annual Management and Performance Report for the EU Budget (AMPR).

They are also reported annually in Erasmus+ Annual Report and in DG EAC annual management plan of the SPP cycle.

The output and result indicators set in the Commission Delegated Regulation will be reported annually in the Erasmus+ Annual Report, while the impact indicators set in the Commission Delegated Regulation will be reported during the Programme evaluations only.

All indicators will feed into the interim and final evaluation of Erasmus+.

Annex: Overview of 2021-2027 Erasmus+ programme indicators - Consolidated List

ID	Operational objective	Indicator type	Source	Indicator Name	Unit of measurement	Source of data	Frequency of measurement
Input indicators							
IP 1.1	SO1 SO2 SO3	Input	Regulation	The share of organisations and institutions that consider that the procedures for taking part in the Programme are proportionate and simple	% of organisations	Final reports, Surveys	Annual (quantitative), Interim and final evaluations (qualitative and quantitative)
Output indicators							
OP 2.1	SO1 SO2 SO3	Output	Regulation	The number of participants in learning mobility activities under key action 1	Number of participants	PMM, BM, eGrants	Annual
OP 2.2	SO1 SO2 SO3	Output	Regulation	The number of organisations and institutions taking part in the Programme under key action 1	Number of organisations	Online Registration System, PMM, eGrants	Annual
OP 2.3	SO1 SO2 SO3	Output	Regulation	The number of participants in virtual learning activities under key action 1	Number of participants	BM, eGrants	Annual
OP 2.4	SO1 SO2 SO3	Output	Regulation	The number of organisations and institutions taking part in the Programme under key action 2	Number of organisations	Online Registration System, PMM, eGrants	Annual
OP 2.5	SO1 SO2 SO3	Output	Regulation	The number of organisations and institutions taking part in grant actions under key action 3	Number of organisations	eGrants	Annual
OP 2.6	SO1 SO2 SO3	Output	Regulation	The number of newcomer organisations and institutions taking part in the Programme under key actions 1 and 2	Number of organisations	PMM, eGrants	Annual

ID	Operational objective	Indicator type	Source	Indicator Name	Unit of measurement	Source of data	Frequency of measurement
OP 2.7	SO1 SO2 SO3	Output	Regulation	The number of small-scale partnerships supported under key action 2	Number of partnerships	PMM, eGrants	Annual
OP 2.8	SO1 SO2 SO3	Output	Regulation	The share of activities addressing climate objectives under key action 1	% of activities	BM, Final reports	Annual
OP 2.9	SO1 SO2 SO3	Output	Regulation	The share of projects addressing climate objectives under key action 2	% of projects	PMM, eGrants	Annual
OP 2.10	SO1 SO2 SO3	Output	Delegated Act	The share of activities addressing digital transformation, including the Digital Opportunity Traineeship (DOT) under key action 1	% of activities	BM, Final reports	Annual, starting from 2023
OP 2.11	SO1 SO2 SO3	Output	Delegated Act	The share of projects addressing inclusion and diversity under key action 2	% of projects	PMM, AM, eGrants	Annual, starting from 2023
OP 2.12	SO1 SO2 SO3	Output	Delegated Act	The share of projects addressing digital transformation under key action 2	% of projects	PMM, AM, eGrants	Annual, starting from 2023
OP 2.13	SO1 SO2 SO3	Output	Delegated Act	The share of projects addressing participation and civic engagement under key action 2	% of projects	PMM, AM, eGrants	Annual, starting from 2023
OP 2.14	SO1 SO2 SO3	Output	Delegated Act	The number of less experienced organisations taking part in the Programme under key actions 1 and 2	Number of organisations	PMM, Application forms, eGrants	Annual, starting from 2023
Result indicators							
RES 3.1	SO1 SO2 SO3	Result	Regulation	The number of people with fewer opportunities taking part in activities under key action 1	Number of participants	BM, PMM, eGrants	Annual
RES 3.2	SO1 SO2 SO3	Result	Regulation	The share of organisations and institutions that consider they have developed high-quality practices as a result of their participation in key action 2	% of organisations	BM, Final reports, eGrants	Annual (quantitative data), Interim and final evaluation

ID	Operational objective	Indicator type	Source	Indicator Name	Unit of measurement	Source of data	Frequency of measurement
							(qualitative and quantitative)
RES 3.3	SO1 SO2	Result	Regulation	The number of users of virtual cooperation platforms supported under key action 2	Number of users	eGrants	Annual
RES 3.4	SO1 SO2 SO3	Result	Delegated Act	The share of participants in learning mobility that consider they have reached a better understanding of inclusion and diversity in their society and/or are more committed to working against discrimination, intolerance, xenophobia and racism	% of participants	Participants' survey, survey	Annual, starting from 2023
RES 3.5	SO1 SO2 SO3	Result	Delegated Act	The share of participants in learning mobility that consider they have learnt about environmental, climate and sustainability issues and/or have changed their habits to become more sustainable	% of participants	Participants' survey, survey	Annual, starting from 2023
RES 3.6	SO1 SO2 SO3	Result	Delegated Act	The share of participants in learning mobility that consider they have learnt about new and useful ways to apply digital technologies and/or are eager to use them in their study or work	% of participants	Participants' survey, survey	Annual, starting from 2023
RES 3.7	SO1 SO2 SO3	Result	Delegated Act	The share of participants in learning mobility that consider they have learnt more about Europe, the European Union and European values or are more interested in participating in elections, in other democratic processes, and in the life of their local community	% of participants	Participants' survey, survey	Annual, starting from 2023
RES 3.8	SO1	Result	Delegated Act	The number of people with fewer opportunities receiving Erasmus Mundus scholarships	Number of participants	eGrants	Annual, starting from 2023
Impact indicators							
IMP 4.1	SO1 SO2 SO3	Impact	Regulation	The share of participants that consider they have benefited from their participation in learning mobility activities under key action 1	% of participants / Narrative	Participants survey, ad hoc surveys	Annual (quantitative data), Interim and final

ID	Operational objective	Indicator type	Source	Indicator Name	Unit of measurement	Source of data	Frequency of measurement
							evaluation (qualitative and quantitative)
IMP 4.2	SO1 SO2 SO3	Impact	Regulation	The share of participants that consider they have an increased European sense of belonging after participating in activities under key action 1	% of participants / Narrative	Participants survey, ad hoc surveys	Annual (quantitative data), Interim and final evaluation (qualitative and quantitative)
IMP 4.3	SO1 SO2 SO3	Impact	Delegated Act	Increased capacity of organisations	Increasing trend / Narrative	Activities performed during the evaluations	Interim and final evaluation
IMP 4.4	SO1 SO2 SO3	Impact	Delegated Act	Contribution to policy development, strategies and cooperation in education and training, youth and sport	Level of contribution / Narrative	Activities performed during the evaluations	Interim and final evaluation