EUROPEAN COMMISSION
DIRECTORATE-GENERAL FOR EDUCATION, YOUTH, SPORT AND CULTURE

Youth, Education and Erasmus+
Erasmus+ Coordination

Brussels
EAC.B.4

NATIONAL REPORTS ON THE IMPLEMENTATION AND IMPACT OF ERASMUS+

GUIDANCE NOTE

1. INTRODUCTION

Article 24(3) of the Erasmus+ Regulation[1] requires the Member States 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, the third countries associated to the programme have to fulfil all the obligations which this Regulation imposes on Member States. Therefore, all 33 countries participating in the Erasmus+ programme (hereunder 'participating countries') have to submit a national report.

This note provides guidance on the planning, scope, methodology and content of the national reports and sets their minimum framework in order to ensure a sufficient level of consistency and comparability. The guidance leaves the necessary autonomy to the National Authorities to define the appropriate methodology for their national report, adapted to their differing levels of available human and financial resources.

2. BACKGROUND

The Commission is required by Articles 24(2) and 24(6) of the Erasmus+ Regulation to submit an evaluation report to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions by 31 December 2024. In line with Article 24(2) of the Regulation, the evaluation will both include the interim evaluation of the Erasmus+ programme 2021-2027 and the final evaluation of the Erasmus+ programme 2014-2020. As such, the evaluation will cover actions in all sectors/fields supported by the programme for the period 2014-2023 in all participating countries. The call for evidence[2] published on the *Have Your Say* web portal provides more details on the purpose, scope and methodology of the evaluation. The Commission will contract an independent contractor to carry out the support work for the evaluation.

[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 L189/1, 28.5.2021): EUR-Lex - 32021R0817 - EN - EUR-Lex (europa.eu).

[2] Erasmus+ 2021-27 interim evaluation & Erasmus+ 2014-20 final evaluation (europa.eu)

The contractor will have to ensure that their evaluation methodology collects the views of all major stakeholders with an appropriate geographical coverage, and provides objective replies to the evaluation questions, properly covering all types of actions of the programme, regardless of the implementing bodies and management modes, across:

- the different **fields and sectors**: education and training (including higher education, vocational education and training, school education, adult education), youth and sport;
- the different **key actions** (learning mobility, cooperation among organisations and institutions, support to policy development and cooperation) and **Jean Monnet actions**;
- the different **target levels**: at individual level (learners and practitioners), at organisational/institutional level and at systemic/policy level;
- the **four horizontal priorities** encompassing the different programme actions:
  - inclusion and diversity;
  - digital transformation;
  - environment and fight against climate change;
  - participation in democratic life, common values and civic engagement.

The national reports will complement the evaluation conducted by the external contractor and feed into the Commission's overall evaluation.

3. NATIONAL REPORTS ON THE IMPLEMENTATION AND IMPACT OF ERASMUS+

The national reports on the implementation and impact of Erasmus+ can provide essential supplementary information to the evaluation process. Compared with the evaluation conducted by the external contractor for the Commission, the national reports can strengthen the:

- **National perspective**: Participating countries can best identify national specificities or peculiarities in the implementation or impact of the programme, which are harder to capture fully for the Commission's evaluation contractor.
  Participating countries are also best placed to assess the degree to which the programme is successful in achieving its objectives of having an impact on national policies, such as, for example, the modernisation of education and training systems or the development of evidence-based youth policy.

- **Perspective of beneficiaries and participants**: Participating countries (and in particular National Agencies) stand much closer to the beneficiaries and participants than the Commission. They can, therefore, better capture their direct feedback on the programme. This can be a useful complement to the open and targeted consultations the Commission's contractor will conduct.

- **Implementation perspective**: Around 80% of Erasmus+ budget is being implemented under indirect management through the National Agencies in the participating countries. Based on their practical experience, they are therefore very well placed to assess implementation issues.

In order to provide useful inputs to the overall evaluation process, the national reports must be supported by evidence and practical examples to illustrate specific comments made in the replies to the evaluation questions.

3.1. Methodology

The responsibility for the preparation of the national reports lies with the National Authorities. They have the choice to collect, analyse and interpret data themselves or to outsource all, or parts, of the task to an external body. In general, National Authorities have the freedom to choose the methodological approach and will be invited to explain it in their report.

Each participating country will submit **one national report**. In case there are multiple National Authorities in a country, these will have to cooperate to deliver a single integrated national report, covering all programme fields.

National Authorities are each asked to nominate a **coordinator for the national report** who will liaise with the Commission.

The Commission plans to organise a workshop or webinar for the national coordinators in order to further clarify the expected content of the national reports and to exchange experiences between participating countries. An invitation will be sent in due time to all national coordinators once they are nominated by their respective National Authorities.

National Agencies are the main actors in the implementation of Erasmus+ at national level and their contribution to this exercise is therefore essential. The services of National Agencies may be invited by National Authorities to help with gathering the data and sharing their experience. They can also provide their comments and opinions to their National Authority during the establishment of the national report.

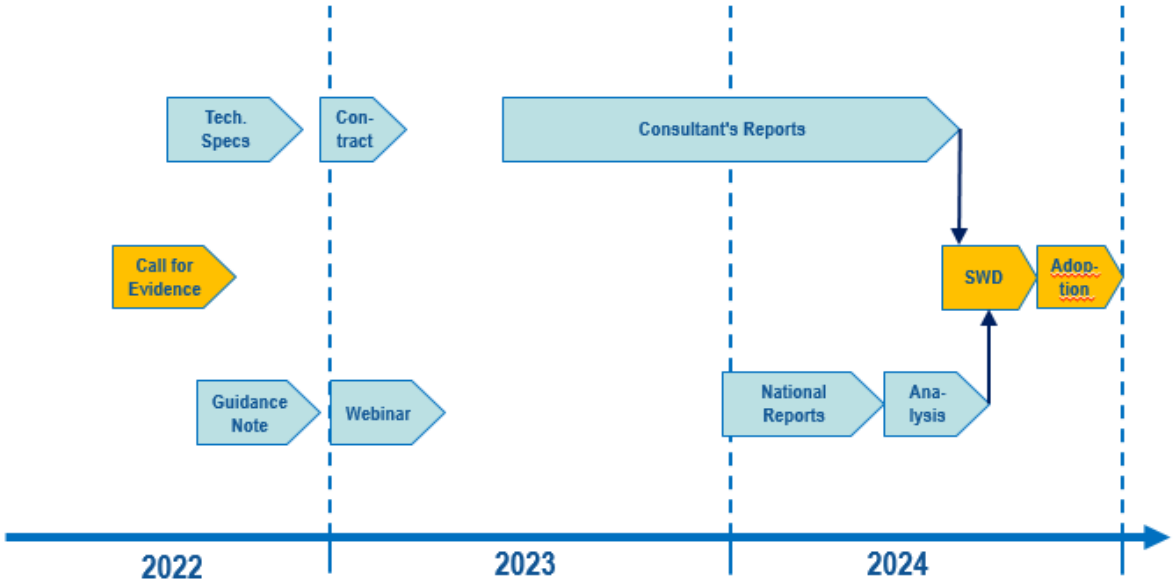
3.2. Planning

The chart below presents the timing and interaction of the Erasmus+ evaluation and the national reports. A more detailed timetable is presented in **Annex 1**.

The call for evidence for the evaluation was published on 28 July 2022 and was available during more than six weeks for feedback from citizens and stakeholders (it was closed on 12 September). The requests for services were sent to the potential contractors on 4 November 2022 with a deadline for the submission of the offers on 5 December 2022. The selection process of the external contractor has started in December 2022 in view of enabling the selected contractor to start the work as soon as the contract is signed early 2023. The contractor should deliver the final evaluation report by May 2024. This will allow the Commission to describe the results of the evaluation report in its staff working document on the Erasmus+ evaluation and, in case the evaluation is selected for scrutiny, to submit it to the Regulatory Scrutiny Board[3] for internal quality assurance, before it is approved through an inter-service consultation mechanism by the Commission and delivered to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions by the end of 2024.

[3] The Regulatory Scrutiny Board (RSB or Board) is an independent body within the Commission that scrutinises the quality of impact assessments, fitness checks and selected evaluations. The list of selected evaluations that the Board wishes to scrutinise is notified to DGs in the second quarter of the year (T) and concern evaluations and fitness checks to be finalised in next year (T+1). Better Regulation Tool #3: br_toolbox_-_june_2022_-_chapter_1.pdf (europa.eu).

Chart 1: Timeline Erasmus+ evaluation and national reports



The Erasmus+ Regulation requires the delivery of the national reports to the Commission by 31 May 2024. However, the **National Authorities are highly encouraged to submit their reports** as soon as possible **during the first quarter of 2024** to allow the Commission's external contractor to carefully analyse them and prepare a synthesis report by July 2024. The contractor's analysis will include the extent to which the assessments of the Member States and third countries associated to the programme reflect and are in line with the contractor's previously finalised evaluation findings and judgments. It will also identify any additional findings in the national reports. Based on this analysis, the Commission should be able to integrate the main findings and conclusions of the national reports in its report and staff working document on the Erasmus+ evaluation. The contractor's synthesis of the national reports will be presented in a separate document and attached as annex to the staff working document.

3.3. Content

The national reports should represent an important input for the evaluation of decentralised actions of Erasmus+. In order to ensure that national reports can be used for this purpose, they need to be sufficiently consistent and comparable across all participating countries. This note, therefore, puts forward a common scope and structure for the reports and a common set of questions to be answered.

3.3.1. Scope

National reports should give the national view on the implementation and impact of Erasmus+, including its strengths and weaknesses, lessons learned and best practices, as well as the analysis of national results achieved. Taking into account the intervention logic of the programme (see Annexes 3 and 4), they should focus on both quantitative and qualitative outputs and results and compare them with objectives as defined in the Erasmus+ Regulation.

As it is too early to observe some longer-term effects of Erasmus+ 2021-2027, the results and impacts of the predecessor programme (2014-2020) should be analysed as proxies for the effects of actions that are continued in a similar way under the Erasmus+ programme 2021-2027. In those cases where it is particularly relevant to also analyse longer-term effects of the predecessor programme, the questions will explicitly mention the Erasmus+ programme 2014-2020.

The national reports should cover the actions which are being implemented under indirect management by the National Agencies. The National Authorities are also invited to comment on the implementation and effects of the actions implemented under direct management by the European Education and Culture Executive Agency (EACEA) in their country, when relevant.

3.3.2. Structure

The **standard content** of national reports should be the following:

- Cover page (title, country, author/s, contact details, date);
- Table of contents;
- Executive summary (max. 2 pages);
- Methodology for the preparation of the national report, role of actors;
- Answers to standard questions, as well as conclusions and suggestions for improvements to Erasmus+ 2021-2027 and for a future programme (max. 30 pages);
- Annexes: more elaborate justification, explanations or statistics for arguments in the main document.

In order to facilitate their swift analysis and integration in the Commission's evaluation report, the national reports will preferably be drafted in **English**, **French** or **German**.

3.3.3. Questions to be answered

The set of standard questions is organised following the structure of the five evaluation criteria to be examined in line with the Commission's Better Regulation Guidelines[4]: **effectiveness, efficiency, relevance, coherence, European added value**. The general elements and concepts of the intervention logic, which forms the basis for the evaluation, are explained in **Annex 2**. The intervention logics of both Erasmus+ 2014-2020 and Erasmus+ 2021-2027 are included respectively in **Annex 3** and **Annex 4**. A table highlighting the changes in actions in the Erasmus+ programme 2021-2027 compared to its predecessor programme (2014-2020) can be found in **Annex 5**.

Questions should be answered from the national perspective. Identified strengths and weaknesses should be supported by evidence and specific examples at national level where relevant.

[4] See Better Regulation Tool #47: br_toolbox-nov_2021_en_0.pdf (europa.eu) and definitions in Annex 2.

National Authorities **should address each of the five evaluation criteria** mentioned above **but can choose to concentrate on those questions where they consider having the most useful input to the evaluation exercise**, based on their particular experience or analysis. Questions where National Authorities consider that they cannot make a particular contribution to the assessment or analysis, can be skipped, in which case a brief explanation on the reasons to do so should be provided.

Comments can be made both at general level of the programme and concerning specific actions/fields[5], where these deviate from the general remarks. Where it is considered most relevant, questions ask specifically about differences between actions and/or fields. However, National Authorities are welcome to differentiate their answers across actions and fields to other questions as well.

Where relevant, regional specificities can also be highlighted in the replies to the questions. In these cases, the underlying factors behind the regional differences could provide additional insight into the functioning of the programme.

For a number of questions, in particular on effectiveness and European added value, the answers should also take into account the assessment of the long-term effects of the predecessor programme, as there will not yet be sufficient information on the long-term performance of the current programme. The wording of the relevant questions makes clear where this is the case.

[5] The actions supported under Erasmus+ 2021-2027 are defined in the legal base under chapter II in the field of **education and training** (including higher education, vocational education and training, school education and adult education) and **Jean Monnet actions**, chapter III in the field of **youth** and chapter IV in the field of **sport**. The description of those actions is included in Annex I to the legal base.

EVALUATION QUESTIONS

Effectiveness

- To what extent have the various programme fields both within Erasmus+ 2021-2027 and Erasmus+ 2014-2020 delivered the expected outputs, results and impacts in your country? What negative and positive factors seem to be influencing outputs, results and impacts? Do you consider that certain actions are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?
- What are the results and long-term impact of Erasmus+ 2014-2020 in your country? We are interested in the impact of all actions/elements of Erasmus+ 2014-2020, and with special attention to those actions/elements that are continued in Erasmus+ 2021-2027. We are also interested in the impact of actions/elements that have been discontinued to the extent that it might help design the future programme. What is your assessment of the quality of applications received in your country, and what measures could be taken to improve the quality of applications and awarded projects in your country taking into account the doubling of budget for the 2021-2027 programme cycle?
- Please identify, describe and quantify (if possible) the spill-over effects between various actions (clusters of actions) of Erasmus+ 2021-2027 in your country, as described in the intervention logic.
- To what extent has Erasmus+ 2021-2027 had a transformative effect in your country on systems, values and norms, in particular with respect to the four horizontal priorities of the programme: inclusion and diversity – digital transformation – green transition (environment and fight against climate change) – participation in democratic life and civic engagement? Could you identify the horizontal priorities the programme had the highest impact on through its actions?
- What are the differences in impact of Erasmus+ 2021-2027 actions in your country on hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? We are interested in the evaluation of the first effects of the Framework of Inclusion Measures and of the Inclusion and Diversity Strategy on promoting accessibility to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities.
- To what extent do the actions/activities/projects supported by Erasmus+ 2021-2027 contribute to mainstreaming climate and environment actions and to achieving the climate and environment objectives, including those intended to reduce the environmental impact of the programme, in your country?
- To what extent have the forms of cooperation and the types of actions under Erasmus+ 2021-2027 and Erasmus+ 2014-2020 influenced policy developments in the fields of education and training, youth and sport in your country? Which actions of the programmes are the most effective considering the needs of your country? Are there marked differences between the different fields?
- What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?

- To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 adequately being disseminated and exploited in your country? Where can you see the possibilities for improvements?
- To what extent are the effects likely to last in your country after the intervention ends, both cumulatively and the level of each implemented grant?
- What if the Erasmus+ programme had not existed? Would the relevant sectors (higher education, school education, adult education, vocational education and training, youth and sport) in your country be supported in the same way and to a comparable extent?
- How did the Covid-19 pandemic impact the implementation of the two generations of the programme in your country, and what was the effect of the measures taken to react to the consequences of the pandemic?
- What was the effect in your country of the measures taken in the frame of the programme implementation to provide a reaction to the consequences of the Russian invasion of Ukraine?

Efficiency

- What is the cost-effectiveness of various actions (clusters of actions) of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country?
- To what extent, compared to the previous programme, is the size of budget appropriate and proportionate to what Erasmus+ 2021-2027 is set out to achieve? To what extent is the distribution of funds across the programme fields and key actions appropriate in relation to their level of effectiveness and utility?
- How efficient is the cooperation between the different actors involved in the implementation and supervision of the programme (Commission services – Erasmus+ Committee – Executive Agency – National Authorities – National Agencies – Independent Audit Bodies – International Organisations[6]) from the point of view of your country, and to what extent does the Commission fulfil its guiding role in the process? How has this changed between the two programming periods? What are the reasons for potential changes? What are the areas for possible improvement in the implementation of Erasmus 2021-2027 or a successor programme?
- To what extent are the measures applied by your National Agency/ies for monitoring and supporting applicants, beneficiaries (including small and newcomer organisations) and participants effective and proportionate? What are the areas for improvement/simplification, considering the need for a smooth and effective implementation of the programme?
- To what extent have simplification measures put in place, such as the system of simplified grants and accreditation system, resulted in a reduction of the administrative burden for National Agencies, programme beneficiaries and participants? Are there differences across actions or fields? What elements of the programme could be changed to further reduce the administrative burden and simplify the programme's management and implementation, without unduly compromising its sound management, results and impact?

[6] Some (limited) actions of the programme are implemented under indirect management by pillar assessed international organisations (ex: OECD, Council of Europe, etc.). The Pillar Assessment aims to assess the organisation's compliance with the EC's requirements and to guarantee a level of protection of the EU's financial interests equivalent to that required under the Financial Regulations.

- To what extent do the indicators identified for the programme in the Regulation[7] correspond to the monitoring purposes at national level? How could the overall management and monitoring system be improved?
- To what extent are the new management support tools[8] consistent with the Erasmus+ programme needs and architecture? Which additional features would you recommend for future developments?
- To what extent have the antifraud measures allowed for the prevention and timely detection of fraud in your country?

Relevance

- To what extent do the Erasmus+ 2021-2027 objectives as set up in Article 3.1 and 3.2 of the Erasmus+ regulation, in link with the EU policy agendas in the fields of education and training, youth and sport, continue to address the needs or challenges they are meant to help with? Are these needs or challenges (still) relevant in the context of your country? Have the needs or challenges evolved in such a way that the objectives of Erasmus+ 2021-2027 or its successor programme need to be adjusted?
- To what extent are the needs of different stakeholders and sectors in your country addressed by the Erasmus+ 2021-2027 objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? How well is the Erasmus+ programme known to the education and training, youth and sport communities in your country? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this? What are the reasons of limited participation of certain target groups? Are there target groups who chose not to participate or are there always external factors preventing them?
- To what extent is the design of Erasmus+ 2021-2027 oriented and adapted towards the hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? In case some target groups are not sufficiently reached in your country, what factors are limiting their access and what actions could be taken to remedy this?
- To what extent are the needs and challenges linked to Europe's green and digital transitions reflected in the actions/activities of Erasmus+ 2021-2027?
- What is the relevance of Erasmus+ 2021-2027 compared to the relevance of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

[7] To be completed during the first half of 2023 by the Erasmus+ monitoring and evaluation framework.

[8] A new IT landscape has been rolled out for the new programme generation replacing the previous tools to adapt to up-to-date technology and new needs. .

Coherence

- To what extent are the objectives of different programme fields within Erasmus+ 2021-2027 consistent and mutually supportive? What evidence exists of cooperation between the different programme fields, including those managed by different National Agencies, and actions? How well do different actions work together? To what extent there exist inconsistencies, overlaps, or other disadvantageous issues between the programme fields and how are they dealt with?
- To what extent is Erasmus+ 2021-2027 coherent with other national or regional programmes, other forms of EU cooperation (bilateral programmes) as well as international programmes with similar objectives available in your country? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes?
- To what extent has Erasmus+ 2021-2027 proved to be complementary to other national and international programmes available in your country in the fields of education and training, youth and sport? To what extent is Erasmus+ 2021-2027 building effective synergies or interactions with other programmes at national or regional level and other EU or international programmes with complementary objectives available in your country? What evidence exist of synergies and complementarities between Erasmus+ and other EU, national or regional programmes? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes? Can you compare with the synergies and complementarities developed in the previous Erasmus+ programme 2014-2020?
- What is the coherence of Erasmus+ 2021-2027 compared to the coherence of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

European added value

- What is the additional value and benefit resulting from EU activities, compared to what could be achieved by similar actions initiated only at regional or national levels in your country? What does Erasmus+ 2021-2027 offer in addition to other education and training support schemes available at regional or national levels in your country? What possibilities do you see to adjust Erasmus+ or its successor programme in order to increase its European added value?
- To what extent does the Erasmus+ programme contribute to developing knowledge in European integration matters, to raising awareness about the EU common values and to fostering a European sense of belonging in your country?
- To what extent does Erasmus+ 2021-2027 promote cooperation between Member States and third countries associated to the programme? And between these countries and third countries not associated to the programme?
- What is the benefit and added value of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 for individuals or organisations participating to the programme compared to non-participants in your country?
- To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 sustainable beyond the projects duration in your country?
- What would be the most likely consequences in your country if the Erasmus+ programme were possibly to be discontinued?

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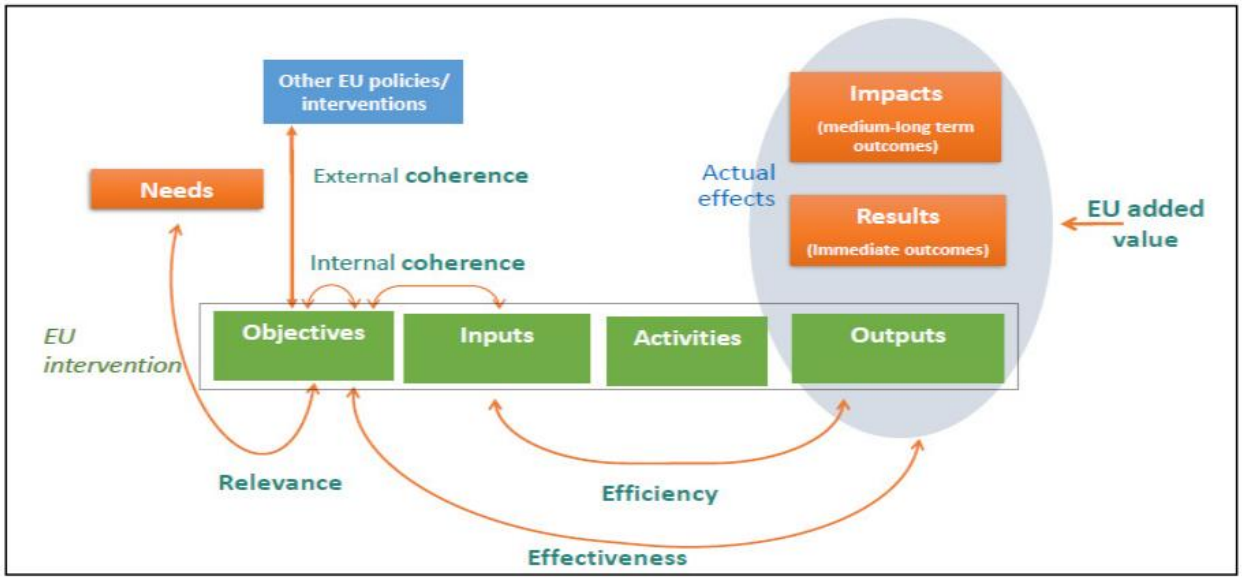
Annex 1 – Erasmus+ Evaluation Timetable

January 2022	**Erasmus+ Committee** meeting (14 January) and NA event (28 January): first information on evaluation.
28 April 2022	**Erasmus+ Committee** meeting: key milestones of the evaluation process 2022-2024.
June 2022	**NA event** (14 June) and **Erasmus+ Committee** meeting (29-30 June): state-of-play of preparatory work + presentation of upcoming key milestones: call for evidence, consultation activities and national reports.
28 July-12 September 2022	Publication of **call for evidence** on evaluation for feedback by citizens and stakeholders.
4 November 2022	**Request for services**, including **technical specifications**, sent to potential external contractors to carry out the support work for the evaluation. Deadline for submission of offers = 5 December 2022.
December 2022	**Guidance note** to Member States and third countries associated to the programme required to submit a national report on the implementation and the impact of the programme in their respective territories. Appointment of **national report coordinators**.
January/February 2023	**Start of support work** by selected external consultant.
May 2023	**Online public consultation** questionnaire to be published on Commission's central public consultations page (Consultations | European Commission) and 'Have Your Say' web portal (Have your say). Available at least 12 weeks in all official EU languages.
May-November 2022	**Targeted consultations** (in the form of surveys, interviews, focus groups, workshops, conferences, etc.) to be conducted by external consultant.
Latest by 31 May 2024	**Submission of national reports** by Member States and third countries associated to the programme.
May 2024	**Final report** from external consultant.
July 2024	Analysis and **synthesis of national reports** by external consultant.
August/September 2024	Possible submission of draft Staff Working Document to **Regulatory Scrutiny Board**.
December 2024	**Commission's report** and **staff working document** to EP, Council, EESC and CoR.
First half 2025	Exchanges with EP, Council, EESC, CoR on **evaluation findings**.
Mid-2025 (tbc)	**Commission proposal** on MFF post-2027.
Before end-2025 (tbc)	Final **Impact Assessment** and **Commission proposal for new programme**.

Annex 2 – General elements and concepts of intervention logic

The elements and concepts of the intervention logic as presented below form the core of evaluative inquiry. However, they do not represent an exhaustive list; additional issues, where relevant, may also be examined during the preparation of national reports on the implementation and impact of Erasmus+.

Simplified view of the intervention and the 5 key evaluation criteria[1]



Inputs
The human and financial resources involved in the implementation of an intervention.

Outputs
The goods and services produced by an intervention. The concrete deliverables that need to be generated in order to achieve the intervention objective(s), e.g. the number of students/staff participating in the programme, scholarships or diplomas awarded, strategic partnerships or knowledge/skills alliances created, web portals developed, etc.

Results and Impacts
Results are the effects of an intervention on beneficiaries and participants, while impacts are the effects of an intervention on the wider society, beyond those directly affected by the intervention. Results and impacts can be positive or negative and expected or unexpected. They represent changes over the short, medium and long term which can be directly or indirectly linked to the application of the intervention. They should be closely related to the identified needs, problems and their drivers.

Effectiveness
The extent to which objectives of an intervention are achieved. Effectiveness analysis considers how successful an action has been in achieving or progressing towards its objectives. The analysis forms an opinion on the progress made to date and the role of the action in delivering the observed changes. If the objectives have not been achieved, an assessment should be made of the extent to which progress has fallen short of the target

[1] See Better Regulation Tool #47: br_toolbox-nov_2021_en_0.pdf (europa.eu).

and what factors have influenced the lower-than-expected progress. Consideration should also be given to whether the objectives can still be achieved on time or with what delay. The analysis should also try to identify if any unexpected or unintended effects have occurred.

Efficiency

The extent to which the desired effects are achieved at a reasonable cost. Efficiency considers the relationship between the resources used by an intervention and the changes generated by the intervention (which may be positive or negative). Typical efficiency analysis will include analysis of administrative and regulatory burden and look at aspects of simplification. Analysis should pin-point areas where there is potential to reduce inefficiencies. The full efforts to support and perform an intervention can be broken into different categories such as: staff, purchases made, time and/or money spent, fixed costs, running costs, etc. These costs can be associated to different aspects of an intervention and judged against the benefits achieved. It is important to note that efficiency analysis should always look closely at both the costs and benefits of the EU intervention as they accrue to different stakeholders.

Relevance

Relevance looks at the relationship between the needs and problems in society and the objectives of the intervention. The wrong "problem drivers" may have been identified or incorrect assumptions may have been made about the cause and effect relationships at the time of the intervention design. The circumstances may have changed and the needs/problems now may not be the same as the ones looked at when the intervention was designed. The analysis should capture these issues.

Coherence

The extent to which the intervention does not contradict other interventions with similar objectives. The analysis of coherence also involves looking at how well or not different actions work together. Checking "internal" coherence means looking at how the various internal components of an intervention operate together to achieve its objectives (e.g. different actions under an intervention). Similar checks can be conducted in relation to other ("external") interventions, either within the same policy field or in areas which may have to work together and at different levels. The coherence analysis will usually look for evidence of synergies or inconsistencies between actions in related fields which are expected to work together. Even when evaluating an individual intervention, it can be important to check coherence with (a limited number of) other interventions.

EU added value

EU-added value looks for changes for which it can reasonably be argued that they are due to EU intervention, rather than any other factors. In many ways, the evaluation of EU added value brings together the findings of the other criteria, presenting the arguments on causality and drawing conclusions, based on the evidence at hand, about the performance of the EU intervention. European added value may be the result of different factors: coordination gains, legal certainty, greater effectiveness or efficiency gains, complementarities, synergies, etc.

Annex 3

2014-2020 ERASMUS+ PROGRAMME INTERVENTION LOGIC

Sources: Terms of Reference for Mid-term evaluation of Erasmus+ 2014-2020 (January 2016) and Commission SWD(2018) 40 final dd 31.1.2018

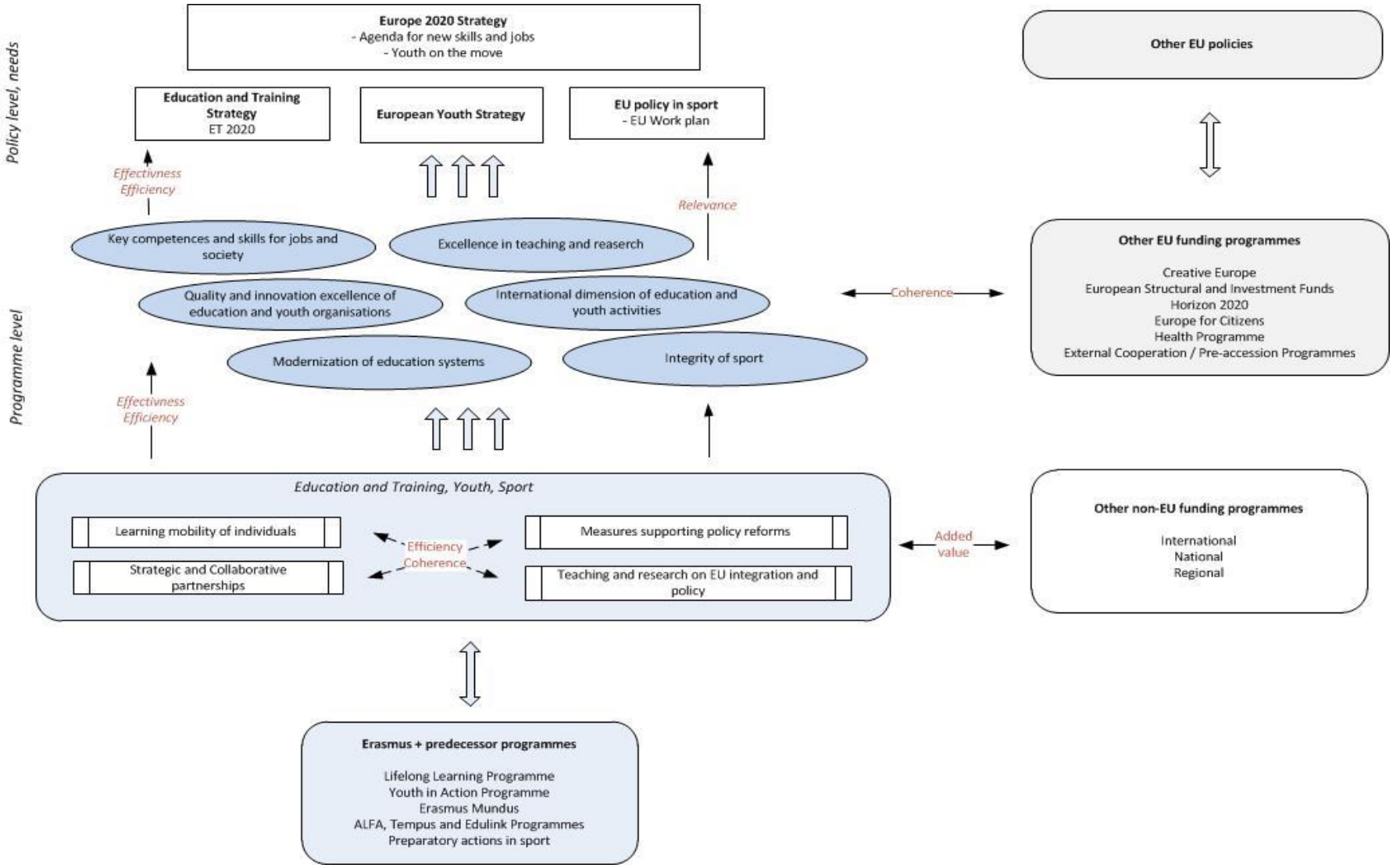
1. Introduction

The objective of this document is to describe the logic of intervention of the 2014-2020 Erasmus+ programme.

Figure 1 displays a simplified view of programme intervention and the five key evaluation criteria while the logic of intervention of the 2014-2020 Erasmus+ programme is presented in **Figure 2**.

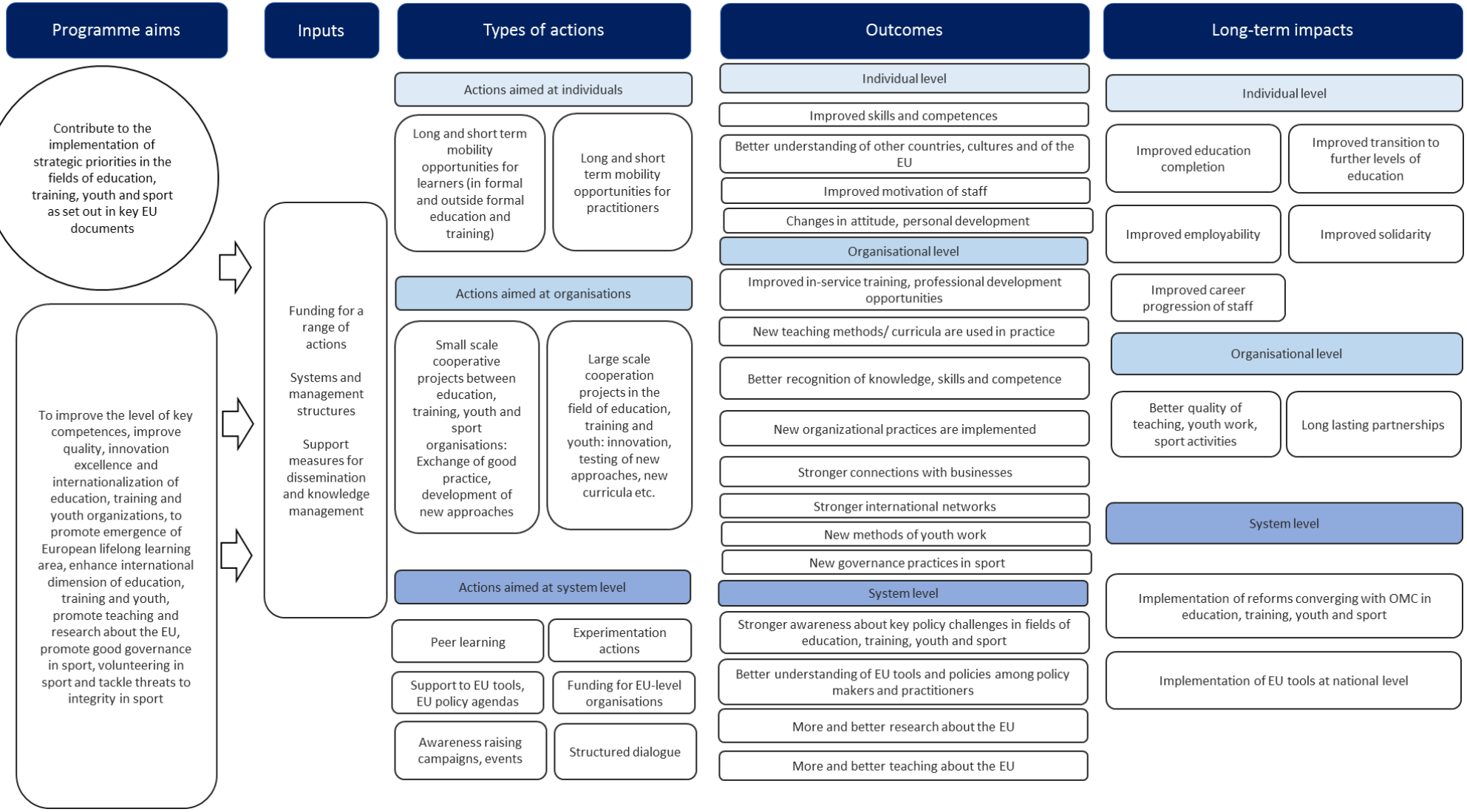
The EU mandate in the education, training, youth and sports fields sets the scope for the intervention logic. According to the Treaty, EU intervention aims at contributing to the development of quality education by encouraging cooperation and supporting and supplementing Member States' actions. This involves a challenge in terms of attributing and quantifying the specific effects of the EU intervention (considering the overwhelming dominance of the "external factor" of Member States' policy making and spending in these fields).

Figure 1 –2014-2020 Erasmus+ Programme: Intervention Logic vs Evaluation Criteria



Source: Terms of Reference for Mid-term evaluation of Erasmus+ 2014-2020 (January 2016)

Figure 2 – The intervention logic of Erasmus+ 2014-2020 and its predecessor programmes



Source: Commission SWD(2018) 40 final dd 31.1.2018 'Mid-term evaluation of the Erasmus+ programme'

2. Programme aims

Drawing on the legacy of its predecessors (Lifelong Learning, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink and the Preparatory Actions in Sport), Erasmus+ aims to contribute to similar **general objectives** in the fields of education and training, youth and sport. As for its predecessors, these objectives have been defined based on EU level priorities set out in key policy documents (e.g. Europe 2020, ET 2020, Youth Strategy, EU Sport Action Plan and 'Increasing the impact of EU development policy: an Agenda for Change'[1] and since then confirmed through various European Commission Communications such as: 'New Skills Agenda for Europe'[2]; 'Renewed EU agenda for higher education'[3], etc.). These objectives jointly with the programme's rationale are specified in the legal basis[4].

Next to these overarching objectives, Erasmus+ is aimed to help achieve a number of **specific objectives** applying to the respective fields it covers. These notably relate to:

- improving the level of key competences;
- improving quality, innovation, excellence and internationalisation of education, training and youth organisations;
- promoting the emergence of European lifelong learning area;
- enhancing the international dimension of education, training and youth;
- promoting teaching and research about the EU;
- promoting good governance in sport, volunteering in sport and tackle threats to integrity in sport.

The predecessor programmes and Erasmus+ share a number of specific objectives that remained common to both periods. Over both programming periods specific emphasis has been put for instance on:

- Competence development of participating learners;
- Professional development of staff; and
- Foreign language learning.

[1] October 2011: https://eeas.europa.eu/sites/eeas/files/com3a20113a06373afin3aen3atxt.pdf
[2] June 2016: https://ec.europa.eu/education/news/20160610-education-skills-factsheet_en
[3] May 2017: https://ec.europa.eu/education/sites/education/files/he-com-2017-247_en.pdf
[4] Available at : http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013R1288&from=EN

However, the predecessor programmes and the current programme were designed in quite different contexts. Hence, a number of differences in objectives can be noted:

- The Erasmus+ programme has stronger emphasis on high level policy objectives (and result-oriented approaches);
- The emphasis on employability is also clearer in the current programme which was designed in a period when young people were facing high unemployment, unlike the period of design of the predecessor programmes;
- The predecessor programmes on the other hand had specific objectives about the quality and volume or mobility exchanges and quality and volume of organisational cooperation. This 'Europeanisation' was perceived as an objective in its own right in the predecessor programmes while in the current programme it seems to become a means to achieve other ends rather than a goal on its own;
- The predecessor programmes also emphasised quite strongly the use of ICT in education and training and the introduction of ICT-based pedagogies was an objective of the programme while it does not figure in the Erasmus+ legal basis;
- The youth in action programme put much more emphasis on the objectives of youth participation and the citizenship dimension of the youth programme than the current programme.

There were also some issues that were topical at a given point in time for which specific actions were implemented temporarily. This is for instance the case of the situation of Roma population across the EU which was rather high on the policy agenda in the period 2009-2010. Regarding Erasmus+, the issue of social inclusion has become for instance prominent during the refugee crisis since 2015 and the issue of violent radicalisation became urgency after the terrorist attacks that started in 2015.

Overall, despite progressive adjustments as above, the aims of Erasmus+ have not radically changed in comparison to those of its predecessors. A noticeable difference between the current and the previous programmes is the integrated architecture of Erasmus+. Bringing together the education and training (including Jean Monnet programme), youth and sport fields into a single integrated programme is in particular expected to foster synergies, cross-fertilisation and to stimulate new forms of cooperation that did not or failed to materialise in the past.

3. Inputs

To operate the main types of actions and achieve the expected outcomes and long-last impacts discussed below, three main types of inputs underpin the Erasmus+ programme:

- funding range of actions;
- system and management structures, and;
- support measures for dissemination and knowledge management.

Whilst these do not differ much in theory from those offered under the predecessor programmes, Erasmus+ inputs are in practice rather different. A number of novelties have been indeed brought into Erasmus+. Besides the integrated structure mentioned above, the most noticeable changes have taken the form of: an increased budget allocation; a renewed internal structure of the programme; the introduction of new implementation and monitoring approaches and support measures for dissemination and knowledge management.

4. Types of actions (outputs)

A major evolution compared to the predecessor programmes has been the change in programme structure. Rather than being structured by sectors with each sector having embedded a variety of types of actions each specific to a given sector, the Erasmus+ programme was restructured according to main categories of types of actions (Key Actions - KA) which are common to the education and training and youth fields. The sport field and the Jean Monnet programme have made the object of separate chapters. While there are still some specificities in the fields and subfields, the main types of actions are shared. These are:

- Mobility of individuals: through KA1 (in education and training and youth);
- Cooperation partnerships: through KA2 (in education and training and youth) and other cooperation actions in sport and Jean Monnet) ; and
- System level projects: through KA3 and ad hoc actions in sport and Jean Monnet.

This logic of these three main types of actions corresponds to those levels at which the programme aims to trigger change: individual, organisation and system. This is an improvement in the logic of the programme compared to the myriad of actions with different names under the predecessor programmes.

These broad categories of actions are further subdivided into a small number of types of actions which as often as possible share a common name if they are common to several sectors. This enables to cater for a variety of needs within a broad category of activities funded.

Table 1: Actions and activities financed through Erasmus+ in the field of EDUCATION AND TRAINING

Learning mobility of individuals within programme countries and to/from partner countries
The mobility of students in all cycles of higher education and of students, apprentices and pupils in vocational education and training. This mobility may take the form of studying at a partner institution or traineeships or gaining experience as an apprentice, assistant or trainee abroad. Degree mobility at Master's level supported through Joint Degrees and the Student Loan Guarantee Facility.
The mobility of staff. This mobility may take the form of teaching or assistantships or participation in professional development activities abroad.
Cooperation for innovation and exchange of good practices
Strategic partnerships between organisations and/or institutions involved in education and training or other relevant sectors aimed at developing and implementing joint initiatives and promoting peer learning and exchanges of experience.
Partnerships between the world of work and education and training institutions in the form of: a) knowledge alliances between, in particular, higher education institutions and the world of work aimed at promoting creativity, innovation, work-based learning and entrepreneurship by offering relevant learning opportunities, including developing new curricula and pedagogical approaches; b) sector skills alliances between education and training providers and the world of work aimed at promoting employability, contributing to the creation of new sector-specific or cross-sectoral curricula, developing innovative methods of vocational teaching and training and putting the Union transparency and recognition tools into practice.
IT support platforms, covering all education and training sectors, including eTwinning, allowing online linguistic support (OLS) for participants in long-term mobility, peer learning, virtual mobility and exchanges of good practices and opening access for participants from neighbourhood countries.
Development, capacity- building, regional integration, knowledge exchanges and modernisation processes through international partnerships between higher education institutions in the Union and in partner countries, in particular for peer learning and joint education projects, as well as through the promotion of regional cooperation and National Erasmus+ Offices (NEO), in particular with neighbourhood countries.
Support for policy reform
Any type of activity aimed at supporting and facilitating the modernisation of education and training systems and related to the implementation of the Union policy agenda on education and training in the context of the OMC, as well as to the Bologna and Copenhagen processes (e.g. policy cooperation through ET 2020; evidence collection, analysis and benchmarking; policy experimentation…).
Actions related to implementation of EU transparency and recognition tools, in particular the single Union framework for the transparency of qualifications and competences (Europass), the European Qualifications Framework (EQF), the European Credit Transfer and Accumulation System (ECTS), the European Credit System for Vocational Education and Training (ECVET), the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET), the European Quality Assurance Register for Higher Education (EQAR), the Erasmus Charter for Higher Education (ECHE), and the European Association for Quality Assurance in Higher Education (ENQA).
Actions supporting the EU-wide networks and European non-governmental organisations (NGOs) active in the field of education and training.
Actions related to the policy dialogue with relevant European stakeholders in the field of education and training.

Actions related to NARIC, the Eurydice and Euroguidance networks, and the National Europass Centres.
Action that support policy dialogue with partner countries and international organisations.
Jean Monnet activities
Actions that promote teaching and research on European integration worldwide among specialist academics, learners and citizens, in particular through the creation of Jean Monnet Chairs and other academic activities, as well as by providing aid for other knowledge-building activities at higher education institutions.
Activities of academic institutions or associations active in the field of European integration studies and support a Jean Monnet label for excellence.
Support for the institutions pursuing an aim of European interest, i.e. the European University Institute of Florence, the College of Europe (Bruges and Natolin campuses), the European Institute of Public Administration (EIPA), the Academy of European Law, the European Agency for Development in Special Needs Education, the International Centre for European Training.
Activities that promote policy debate and exchanges between the academic world and policy-makers on Union policy priorities.

Table 2: Actions and activities financed through Erasmus+ in the field of YOUTH

Learning mobility of individuals within programme countries and to/from partner countries
The mobility of young people in non-formal and informal learning activities; such mobility may take the form of youth exchanges and volunteering through the European Voluntary Service, as well as innovative activities building on existing provisions for mobility.
The mobility of persons active in youth work or youth organisations and youth leaders; such mobility may take the form of training and networking activities.
Cooperation for innovation and exchange of good practices
Strategic partnerships aimed at developing and implementing joint initiatives, including youth initiatives and citizenship projects that promote active citizenship, social innovation, participation in democratic life and entrepreneurship, through peer learning and exchanges of experience.
IT support platforms allowing peer learning, knowledge-based youth work, virtual mobility and exchanges of good practice.
Development, capacity-building and knowledge exchanges through partnerships between organisations in Programme countries and partner countries, in particular through peer learning.
Support for policy reform
The implementation of the EU policy agenda on youth through the OMC.
The implementation of EU transparency and recognition tools, in particular the Youthpass, and support for EU-wide networks and European youth NGOs.
Policy dialogue with relevant European stakeholders and structured dialogue with young people.
The European Youth Forum, resource centres for the development of youth work and the Eurodesk network.
Policy dialogue with partner countries and international organisations.

Table 3: Actions and activities financed through Erasmus+ in the field of SPORT

Actions that support collaborative partnerships.
Activities involving several countries that support not-for-profit European sport events, in particular voluntary activities in sport with social inclusion dimension, actions promoting equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.
Support for strengthening the evidence base for policy-making.
Activities supporting dialogue with relevant European stakeholders.

5. Expected outcomes and long-lasting impact

Erasmus+ aims to deliver outcomes and long-lasting impact at its three levels of intervention as the figure above illustrates. This can be further summarised as follows:

- **At individual level**: the programme is aimed to bring positive changes at both learners (students, trainees, apprentices, young people and volunteers) and practitioners (teachers, trainers, youth workers) in the form of (not exhaustive): improved skills and competences (including soft skills), self-empowerment and self-esteem, better awareness of the EU values, etc. For practitioners, additional outcomes are expected such as: enhanced motivation, opportunities to test and implement new practices, ability to address the needs of the disadvantaged, etc. The achievement of these outcomes is in turn expected to generate long-lasting impact at individual level (e.g. enhanced employability, entrepreneurship, active participation in society, participation in formal/non-formal education or training, etc.) but also at organisation and system levels (e.g. improved education attainment and completion rates, employability, transition to further levels of education, solidarity and career progression of staff).
- **At organisation level**: the transnational cooperation project opportunities offered by the programme are expected to generate the following types of outcomes (not exhaustive): development and/or implementation of new pedagogies or curricula, implementation of new organisational practices, enhanced networking with foreign partners (including outside Europe and from other fields), improving the dialogue between the academic research arena and policy makers. etc. The achievement of these outcomes is in turn expected to generate long-lasting impact at system level notably in the form of better quality of teaching, youth work and sport activities, sustainable partnerships, increased levels of participation in sport, physical activity and voluntary activity, etc.
- **At system level**: much greater systemic impact than in the past (e.g. KA3 clearly sets a framework for system level-oriented actions) is expected overall. Anticipated outcomes at both EU and national levels relate to achieving: stronger awareness about key policy challenges in education and training, youth and sport; enhanced mutual learning and good practice exchanges among policy makers and key stakeholders; better understanding

of key EU tools and policies; supporting research and training about the EU, etc. This is in turn aimed to help achieve long-lasting impact in the form of:

- Enhanced quality, efficiency and equity of education and training systems and youth policies through the OMC;
- Effective implementation of reforms converging with the OMC at national level;
- Effective implementation of EU tools for assessment, transparency and recognition of skills and qualifications acquired through formal, non-formal and informal learning at national level;
- Increased visibility of the external dimension of the programme (both within and outside Europe) and credibility to support structural reforms in partner countries, etc.

The different levels of intervention and related types of actions are not to be seen in isolation but on the contrary as aiming to contribute to commonly shared objectives and to generate mutually reinforcing outcomes and impacts. More than in the past, spill-over effects are expected to materialise across Erasmus+. Overall, the logic of the programme is that the simplification it offers should help reach greater and long-lasting impact at the individual, organisation and system levels and contribute to the achievement of the key EU strategic documents mentioned in section 2.

Potential **spill-over effects** between three levels of intervention: For instance, the individual learning mobility of students, teachers, trainers, researchers and other staff could, in addition to individual-level results, lead as well towards improvements in the performance of the institutions and to impacts even 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 how their individual staff and/or learner mobility will be beneficial to the institution as a whole. Similarly, while the cooperation projects 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. This is particularly true in the school domain, where no individual learner mobility is organised, but where pupils can be mobile in the framework of strategic partnerships. Cooperation projects can also have an impact at the individual level beyond the direct participants. This is, for instance, the case for strategic partnerships, which may focus on inclusive education by facilitating access of people from disadvantaged backgrounds, such as refugees, asylum seekers and migrants, to formal and non-formal education. 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 EU level. Analogically, the policy support projects can lead to concrete follow-up through pilots at the grassroots levels of individual institutions or individuals. All these spill-over effects explain why most of the specific objectives were expected to deliver results at more than one level. **Table 4** shows at what level each objective aimed to have results.

Activities under one particular action can inspire activities under other actions (e.g. KA2 strategic partnerships developing into KA3 forward-looking cooperation projects or policy experimentations; or elements of KA3 policy experimentations leading to further piloting at grassroots level).

Table 4: Specific objectives by level of intervention – Erasmus+ 2014-2020

		Envisaged effect at:			
	Specific objective	**Individual level**	**Institutional level**	**Systemic level**	
				EU	**National**
Education and training					
a	To improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work	****	***	**	*
b	To foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders	***	****	**	**
c	To promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices	**	**	****	***
d	To enhance the international dimension of education and training, in particular through cooperation between Union and partner-country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the Union's external action, including its development objectives, through the promotion of mobility and cooperation between the Union and partner-country higher education institutions and targeted capacity-building in partner countries	****	****	*	*
		Envisaged effect in partner countries			
		****	****	*	**
e	To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness	****	****	*	*
f	To promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide	***	****	*	

Youth					
a	To improve the level of key competences and skills of young people, including those with fewer opportunities, as well as to promote participation in democratic life in Europe and the labour market, active citizenship, intercultural dialogue, social inclusion and solidarity, in particular through increased learning mobility opportunities for young people, those active in youth work or youth organisations and youth leaders, and through strengthened links between the youth field and the labour market	****	***	**	*
b	To foster quality improvements in youth work, in particular through enhanced cooperation between organisations in the youth field and/or other stakeholders	***	****	**	**
c	To complement policy reforms at local, regional and national level and to support the development of knowledge and evidence-based youth policy as well as the recognition of non-formal and informal learning, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices	**	**	****	***
d	To enhance the international dimension of youth activities and the role of youth workers and organisations as support structures for young people in complementarity with the Union's external action, in particular through the promotion of mobility and cooperation between the Union and partner-country stakeholders and international organisations and through targeted capacity-building in partner countries	****	****	*	*
		Envisaged effect in partner countries			
		****	****	*	**
Sport					
a	To tackle cross-border threats to the integrity of sport, such as doping, match-fixing and violence, as well as all kinds of intolerance and discrimination	**	**	****	***
b	To promote and support good governance in sport and dual careers of athletes	***	***	****	****
c	To promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all	****	****	*	**

Annex 4

2021-2027 ERASMUS+ PROGRAMME INTERVENTION LOGIC

1. Introduction

The objective of this document is to describe the logic of intervention of the 2021-2027 Erasmus+ programme.

Figure 1 below displays a simplified view of programme intervention and the five key evaluation criteria, while the visual representation of the intervention logic of the programme, intended as the logical connection between **objectives, outputs, results and impacts,** is shown in **Figure 2**.

Figure 1 – 2021-2027 Erasmus+ Programme: Intervention Logic vs Evaluation Criteria

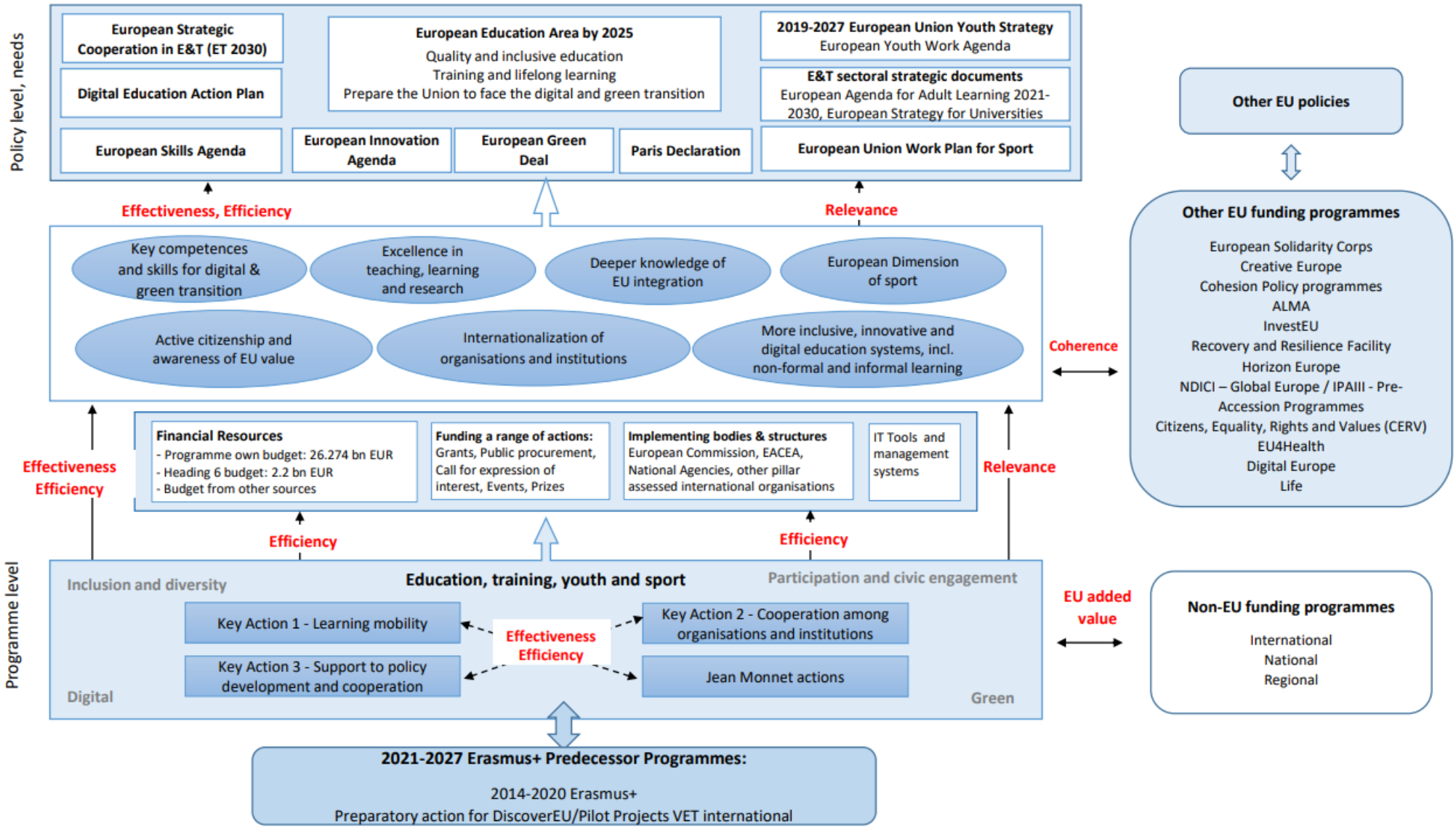
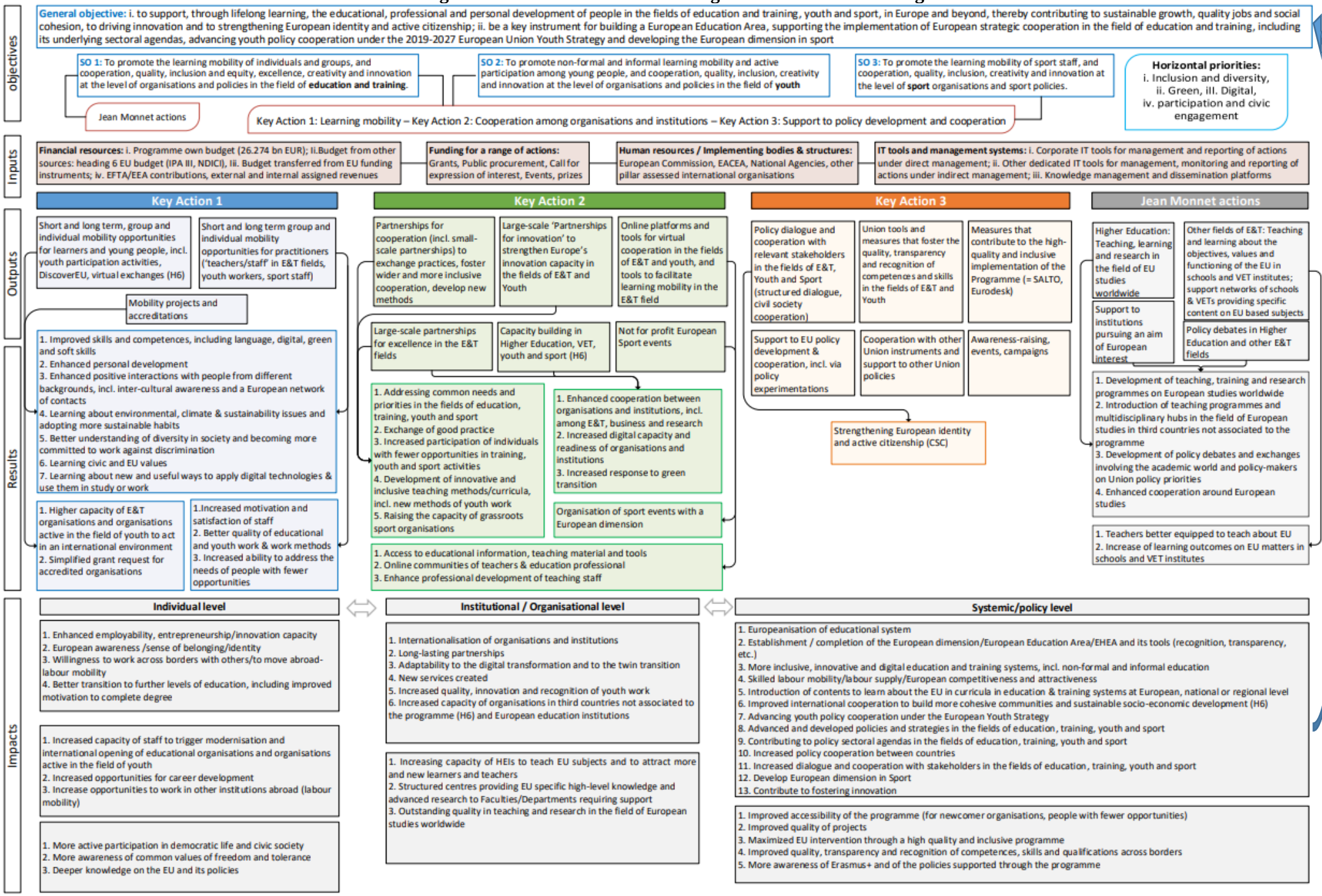


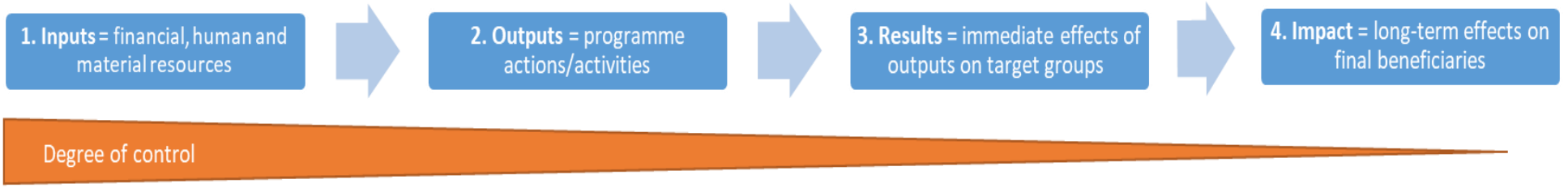
Figure 2 – 2021-2027 Erasmus+ Programme: Intervention Logic



The EU mandate in the fields of education and training, youth and sport sets the scope for the intervention logic. According to the Treaty, 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 on 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):

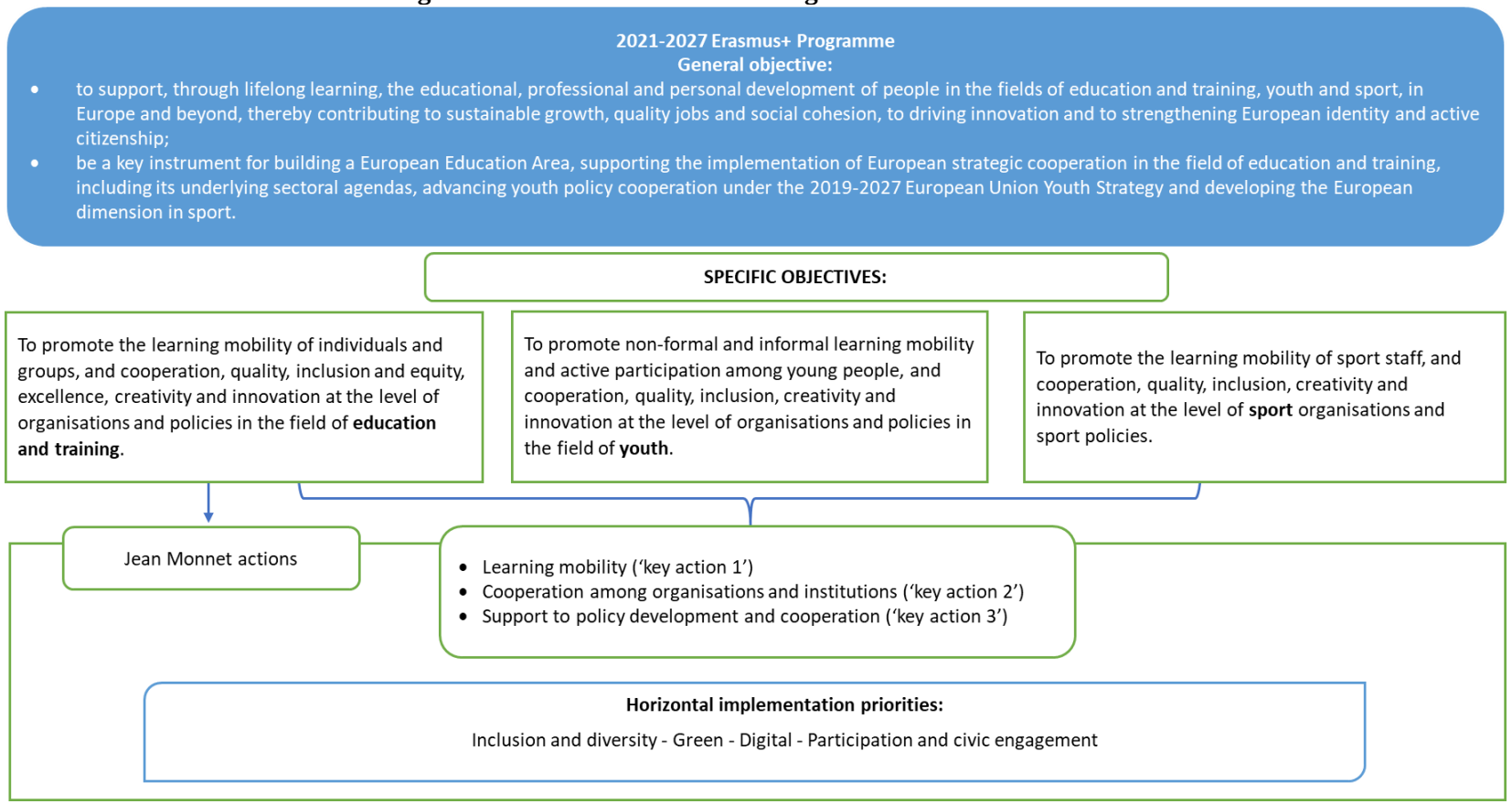
- **Contextual elements**: Covid-19 pandemic, outbreak of war in EU neighbouring countries, instability of the international geo-political situation affecting mobility across countries, rise of inflation;
- **National policies**: Member States policy making and spending in the programmes' fields, recognition 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.



2. Objectives

Figure 3 – 2021-2027 Erasmus+ Programme: Overall Structure



The 2021-2027 Erasmus+ programme was designed to be 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:

- Support 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;
- Support 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;
- Advance on youth policy cooperation under the 2019-2027 European Union Youth Strategy;
- Develop the European dimension in sport, by taking into account the relevant European Union Work plan for Sport;
- Strengthening Union's innovation capacity;
- Support 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 addressing 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 implementation level, the delivery on 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 in democratic life, common values and civic engagement.

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-last 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 2.2 billion EUR 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 mode. 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 organisations are in charge of implementing actions under indirect management by means of contribution agreements, as well as other structures such as National Erasmus+ Office (NEO) deployed in third countries not associated to the programme, the SALTO resource centres.
- **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 EACEA[1]. They also include platforms for the dissemination of project results, for the monitoring of programme and for knowledge management.

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.

[1] The new IT landscape for the management of activities implemented in indirect management consists of the following tools: 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.

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 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, of pupils, students, apprentices in school and VET sectors and of adult 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:** consisting in 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, assistantships, participation in professional development activities abroad, 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, 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** scheme 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 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 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.

They 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, events aimed at sharing, explaining and promoting the results of the project.

b. Partnerships for Excellence

They consist in partnership projects and networks of education and training institutions and providers, which aim to foster **excellence** and a reinforced international dimension and to develop long-term strategies to improve quality at systemic level in all fields of **education and training**. They support Erasmus+ flagship actions, such as the European Universities, Centres of Vocational Excellence (CoVEs), Erasmus+ Teacher Academies, Erasmus Mundus[2].

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 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 Gateway[3], 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. This heading also includes the funding of tools aiming to facilitate the learning mobility such as the European Student Card initiative.

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[2] This last action is funded under Headings 2 and 6 of the EU budget.

[3] Currently merging under a single platform, named "European School Education Platform".

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 systems' 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.

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, Youthpass [4], 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 NGOs in the fields of education and training, and youth ('Civil Society Cooperation'), and of the European Youth Forum.

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.

[4] Implemented by the European Commission through the SALTO Resource Centre Training and Cooperation (Youth).

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 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 spread 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, 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 offers two options: projects and thematic networks. The thematic networks in higher education (either on internal EU issues and on foreign policy with international partners) aim to collect, share and discuss among the partners research findings, content of courses and experiences, 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.

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 on learners (students, trainees, apprentices, adult learners, young people) and staff (teachers, trainers, youth workers, sport coaches) in the form of improved skills and competences (including language, digital, green and soft skills), enhanced personal developments, better awareness of the 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 be therefore identified both at individual level (single mobility activities) and at level of organisations (accreditation, project dimension).

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 providing them with simplified grants. The intervention also aims to provide access to educational information, teaching material, tools and training, and to create an 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 and to produce 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. 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.

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, foster more active participation in the democratic life and civic society, increase awareness of common values of freedom and tolerance and 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 to 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 in 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):
  - Europeanisation 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, incl. 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, can lead as well towards improvements in the performance of the institutions and to impacts even 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 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 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.).

Annex 5 – Comparison programme actions Erasmus+ 2021-2027 and Erasmus+ 2014-2020

KEY ACTIONS	FIELDS	PROGRAMMING PERIODS	
		Erasmus+ 2014-2020	Erasmus+ 2021-2027
		(discontinued activities in orange)	(new activities in blue)
KEY ACTION 1: Learning mobility			
	Education and Training	• Mobility of higher education students and staff • Mobility of VET learners and staff • Mobility of school staff • Mobility of adult education staff • **Students Loan Guarantee Facility** • Accreditations in HE, VET • Language assessment and support • Erasmus Mundus Joint Master Degrees	• Mobility of higher education students and staff • Mobility of VET learners and staff • Mobility of **school pupils** and staff • Mobility of **adult education learners** and staff • Language learning opportunities
	Youth	• Mobility of young people • Mobility of youth workers • **Volunteering Charter** • **EVS (European Voluntary Service) card** • **EVS insurance**	• Mobility of young people • Mobility of youth workers • **Youth participation activities** • **DiscoverEU activities**
	Sport	*Not applicable*	• **Mobility of sport staff**
KEY ACTION 2: Cooperation among organisations and institutions			
	Education and Training	• Strategic partnerships • **Alliances (including** European Universities, **Knowledge Alliances, Sector Skills Alliances)** • Capacity building in the field of higher education • Transnational cooperation activities • Virtual exchanges in higher education • IT support platforms	• Partnerships for cooperation, **including small-scale partnerships** • **Partnerships for excellence (including** European Universities, **Centres of Vocational Excellence, Erasmus+ Teachers Academies**, Erasmus Mundus Joint Master Degrees**)** • **Partnerships for innovation** • Online platforms and tools for virtual cooperation • Capacity Building in the fields of higher education, **and VET**

	Youth	• Strategic partnerships • Capacity Building in the field of youth • Transnational cooperation activities	• Partnerships for cooperation, **including small-scale partnerships** • Online platforms and tools for virtual cooperation • Capacity Building in the field of youth
	Sport	• Small collaborative partnerships • Collaborative partnerships • Not-for-profit European sport events	• Partnerships for cooperation, including small-scale partnerships • Not-for-profit sport events
KEY ACTION 3: Support to policy development and cooperation			
	Across Sectors	• Implementation of the Union policy agendas • Implementation of EU transparency and recognition tools and support for Union-wide networks and European NGOs • Policy dialogue with relevant European stakeholders and international organisations • Support to resource centres and specific organisations	• Preparation and implementation of the EU general and sectoral policy agendas in education and training • Quality, transparency and recognition of skills and competences • Policy dialogue and cooperation with stakeholders • Qualitative and inclusive implementation of the programme • **Cooperation with other EU instruments and support to other policy areas** • Dissemination and awareness-raising activities
JEAN MONNET ACTIONS			
	Education and Training	• Jean Monnet in the field of higher education	• Jean Monnet in the field of higher education • **Jean Monnet in other fields of education and training**

EUROPEAN COMMISSION
DIRECTORATE-GENERAL FOR EDUCATION, YOUTH, SPORT AND CULTURE

Youth, Education and Erasmus+
Erasmus+ Coordination

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NOTE FOR THE ATTENTION OF

NATIONAL COORDINATORS IN CHARGE OF ERASMUS+ NATIONAL EVALUATIONS
NATIONAL COORDINATORS IN CHARGE OF EUROPEAN SOLIDARITY CORPS NATIONAL EVALUATIONS
NATIONAL AGENCIES' DIRECTORS

Subject: Processing personal data of Erasmus+ and European Solidarity Corps' participants and beneficiaries for targeted consultations

In the context of the preparation of the National Reports on the implementation and impact of the Erasmus+ and European Solidarity Corps (ESC) programmes, required respectively under Article 23(4) of the Erasmus+ Regulation ([1]) and Article 21(3) of the ESC Regulation ([2]), National Coordinators have raised questions regarding the processing of personal data of programmes' participants and beneficiaries in view of performing the targeted consultations needed for this purpose ([3]).

Regulation 2018/1725 ([4]) (EUDPR) applies to DG EAC, National Agencies and beneficiaries for processing personal data for grant management in the indirectly managed actions of the Erasmus+ and ESC programmes. In line with the EUDPR provisions, the requirements

([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]) Regulation (EU) 2021/888 of the European Parliament and of the Council of 20 May 2021 establishing the European Solidarity Corps Programme and repealing Regulations (EU) 2018/1475 and (EU) No 375/2014 (OJ L 202, 8.6.2021, p. 32).
([3]) It is reminded that distinct National Reports are required for each Programme.
([4]) Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC (OJ L 295, 21.11.2018, p. 39).

enabling the processing performed by National Agencies are established through the Contribution Agreements signed between each National Agency and the Commission.

The Erasmus+ and ESC Regulations provide the legal bases for the submission of National evaluation reports by National Authorities ('*processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the Union institution or body'*); however, so far neither National Authorities nor their National Coordinators have any role in respect to the processing of personal data of programme(s') participants and beneficiaries on behalf of the Commission. This means, that to enable this processing, National Authorities coordinating the national evaluation process in their countries ([5]) should receive the role of processors of personal data of Erasmus+ and/or ESC programmes' participants and beneficiaries.

The Commission has analysed the issue and possible solutions very carefully. The most convenient way to address this issue is through the establishment of a (sub-) processing agreement between the National Authorities coordinating the national evaluation process in their country and an already established personal data processor of the programme(s), such as a National Agency. In case of countries with more than one National Agency, this agreement should be established with each National Agency transferring personal data of programme(s) participants to the respective National Authority/National Coordinator for the purpose of performing the targeted consultations needed for the National evaluation reports.

This approach is in line with Article 29(4) of the EUDPR, which defines that where a processor (i.e. the National Agency) engages another processor for carrying out specific processing activities on behalf of the controller, the same data protection obligations as set out in the contract or other legal act between the controller and the processor shall be imposed on that other processor by way of a contract or other legal act. For this purpose, it is recommended that this contractual framework makes use of the clauses on personal data included in the Contribution Agreement between National Agencies and the Commission (see Annex I).

This contractual framework can cover both Erasmus+ and ESC national evaluation reports, if a National Agency implements both programmes in a certain country.

Furthermore, as foreseen in point 6.9 of the 2023 Guide for National Agencies on the Rules on sub-processing of personal data and involvement of other processors (see Annex II), the National Agency shall request a prior written authorisation to the Commission for the appointment of additional sub-processors. This applies also in the case of the binding agreement establishing the National Authority/National Coordinator as sub-processor.

This binding agreement for processing personal data is not needed when National Authorities decide to entrust National Agencies to carry out the consultation activities requiring the processing of personal data directly or through a sub-processor contracted by the National Agency. In this case, a simple authorization in line point 6.9 of the 2023 Guide for National Agencies (see Annex II) is sufficient.

([5]) i.e. the National Authority contracting a consultancy company to deal with consultation activities implying the processing of personal data of programme(s') participants and beneficiaries.

Should you require any further support on this issue please don't hesitate to contact us through the functional mailbox: EAC-ERASMUS-PLUS-EVALUATION@ec.europa.eu, EAC-ESC-EVALUATION@ec.europa.eu and EAC-NA-DATA-PROTECTION@ec.europa.eu

Ute HALLER-BLOCK
Head of Unit

Enclosure: Annex I – Data protection provisions included in the Contribution agreement

Annex II – Procedure for the appointment of a sub-processor by the National Agency
Annex III – Template for specific written authorisation

Annex I – Contribution Agreement provisions

The provisions related to data protection between the Commission and the National Agency are established in Article 7 of Annex 2 (General conditions) of the Contribution agreement. These provisions may be used as a general reference to identify the main contractual requirements to be established between the National Agency and the National Authority to carry out the processing needed for the national evaluations; however, some further adaptations may be needed to reflect specific situations as well as the involved actors. We include below the relevant Articles from the Contribution Agreement template:

ARTICLE 7 – DATA PROTECTION

Processing of personal data by the European Commission as data controller

7.1 Any personal data under the Agreement will be processed by the European Commission pursuant to Regulation (EU) 2018/1725 ([6]).

Such data shall be processed by the data controller identified in Article I.9 of the Special Conditions solely for the purposes of the implementation, management, monitoring and evaluation of the Erasmus+ programme [*delete if not applicable*] and the European Solidarity Corps programme, without prejudice to possible transmission to the bodies charged with the monitoring or inspection tasks in application of Union law.

The National Agency shall have the right of access, rectify or erase its own personal data and the right to restrict or, where applicable, the right to data portability or the right to object to data processing in accordance with Regulation (EU) No 2018/1725. For this purpose, it must send any queries about the processing of its personal data to the data controller identified in Article I.9 of the Special Conditions.

The National Agency may have recourse at any time to the European Data Protection Supervisor.

7.2 The purpose of the data processing, the categories of personal data which may be processed, the recipients of data and the categories of data subjects are described in the relevant data protection records published by the data controller.

7.3 The rights of the data subject are further explained in the relevant privacy statements as well as information on how to contact the data controller (see also privacy statements for Erasmus+ [*delete if not applicable]* and the European Solidarity Corps:

([6]) Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC.

https://webgate.ec.europa.eu/erasmus-esc/index/privacy-statement).

Processing of personal data by the National Agency as data processor

7.4 The National Agency shall ensure an appropriate protection of personal data of programme applicants, contractors and beneficiaries receiving funding under the Agreement in compliance with applicable EU and/or national law on data protection (including authorisations or notification requirements), Regulation (EU) 2018/1725 and in accordance with section 6 of Annex VI.

7.5 The National Agency shall:

a) process the personal data only on documented instructions from the controller, including with regard to transfers of personal data to a third country or an international organisation, unless required to do so by the Union or Member State law to which the processor is subject; in such a case, the processor shall inform the controller of that legal requirement before processing, unless that law prohibits such information on important grounds of public interest;

b) ensure that persons authorised to process the personal data have committed themselves to confidentiality or are under an appropriate statutory obligation of confidentiality;

c) take all measures required pursuant to Article 33 of Regulation (EU) 2018/1725;

d) respect the conditions referred to in paragraphs 2 and 4 of Article 29 of Regulation (EU) 2018/1725 for engaging another processor;

e) take into account the nature of the processing, assists the controller by appropriate technical and organisational measures, insofar as this is possible, for the fulfilment of the controller's obligation to respond to requests for exercising the data subject's rights laid down in Chapter III of Regulation (EU) 2018/1725;

f) assist the controller in ensuring compliance with the obligations pursuant to Articles 33 to 41 of Regulation (EU) 2018/1725 taking into account the nature of processing and the information available to the processor;

g) at the choice of the controller, delete or return all the personal data to the controller after the end of the provision of services relating to processing, and delete existing copies unless Union or Member State law requires storage of the personal data;

h) make available to the controller all information necessary to demonstrate compliance with the obligations laid down in Article 29 of Regulation (EU) 2018/1725 and allow for and contribute to audits, including inspections, conducted by the controller or another auditor mandated by the controller.

7.6 In particular, personal data shall be:

a) processed lawfully, fairly and in a transparent manner in relation to the data subject;

b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes;

c) adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;

d) accurate and, where necessary, kept up to date;

e) kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; and

f) processed in a manner that ensures appropriate security of the personal data.

Annex II - Procedure for the appointment of a sub-processor by the National Agency

Point 6.9 of the 2023 Guide for National Agencies provides the rules on the sub-processing of personal data and the involvement of other processors. The template to be used by the National Agencies to request specific written authorisation is available in annex III of this note.

§6.9 Rules on sub-processing of personal data and involvement of other processors

(1) The National Agency shall not engage another processor of personal data without prior specific or general written authorisation of the controller (this measure does not apply to the beneficiaries of Erasmus+ and European Solidarity Corps grants).

Procedure for specific written authorisation *[template available in Annex III of this note and, for National Agencies, also on NAconnECt]*

(2) If required, specific written authorisation for involving another processor on the basis of Article 29(2) of Regulation 2018/1725 (EUDPR) can be obtained by the National Agency.

(3) If specific written authorisation is needed, the National Agency should send a request to EAC-NA-DATA-PROTECTION@ec.europa.eu and provide the information/answers to points (a) to (d). The controller will reply within 5 working days with a decision.

(a) Provide the sub-processor's name, address, contact details and other required information using the **register template**. In particular, information about the purpose of processing, category of data and data subjects, whether transfer to third countries or international organisation will take place, description of technical and organisational security measures and start and end of the processing should be provided. The register must be kept by the National Agency for auditing purposes until the end of the longest retention period of the category of processing performed by the sub-processor.

(b) Confirm to the controller that there is or there will be a contract or other legal act between the National Agency and the sub-processor (Article 29(4)) and that the contract stipulates that the sub-processor will comply with requirements described in points (a) to (h) of Article 29, paragraph 3 of Regulation 2018/1725 (EUDPR).

(c) Confirm to the controller that if the other processor fails to fulfil its data protection obligations, the National Agency will be fully liable to the controller for the performance of that other processor's obligations (Article 29(4) of Regulation 2018/1725 (EUDPR)).

(d) Confirm to the controller that the sub-processor will fulfil obligations to maintain a record of all categories of processing activities carried out on behalf of a controller as explained in Article 31(2) of Regulation 2018/1725 (EUDPR) using the template mentioned in point (a) or similar, containing at minimum the information from the template.

(4) The specific written authorisations are valid (end date of the processing) until the end date of the last Contribution Agreement under the Programmes.

Procedure for general written authorisation

(5) If required by the National Agency in case of sub-processing activities of the same type or with the same purpose that are done by a significant number of sub-processors, a general written authorisation of the controller for sub-processing of personal data can be provided, in line with Art.29(2) of Regulation 2018/1725 (EUDPR). The general written authorisation should be understood as pre-approval of using the sub-processors, when certain conditions, listed in points 6(a)-6(c), are met.

(6) If the general written authorisation is required, the National Agency should send a request to EAC-NA-DATA-PROTECTION@ec.europa.eu and provide the necessary information/answers to points (a) to (c) to ask for the general written authorisation.

> (a) Confirm to the controller that every sub-processing activity will be bound by a contract or other legal act between the National Agency and the sub-processor (Article 29(4)), and that the contract or other legal act stipulates that the sub-processor will comply with requirements described in points (a) to (h) of Article 29, paragraph 3 of Regulation 2018/1725 (EUDPR).
>
> (b) Confirm to the controller that in case of every sub-processing activity if the sub-processor fails to fulfil its data protection obligations, the National Agency will be fully liable to the controller for the performance of that other processor's obligations (Article 29(4) of Regulation 2018/1725 (EUDPR)).
>
> (c) Confirm to the controller that in case of every sub-processing activity the sub-processor will fulfil obligations to maintain a record of all categories of processing activities carried out on behalf of a controller as explained in Article 31(2) of Regulation 2018/1725 (EUDPR) using the template mentioned in point 6.9.2(a) or similar, containing at minimum the information from the template.

(7) Once the controller grants the National Agency the general written authorisation, the National Agency should use the special ‘general authorisation’ template to inform the controller about new sub-processors. If within 5 working days of the Commission, the controller does not object to the list of the sub-processors, the National Agency should consider the proposal for the sub-processing activities and candidates for the sub-processors as approved.

(8) The National Agency should use the same file with the list of the sub-processing activities and sub-processors in communication with the controller related to general written authorisation. Any changes to the file composition should be highlighted so the changes can be easily found. The register must be kept by the National Agency for auditing purposes until the end of the longest retention period of the category of processing performed by the sub-processor.

(9) The general written authorisation is valid (end date of the processing) until the end date of the last Contribution Agreement under the Programmes.

Electronically signed on 28/06/2023 13:01 (UTC+02) in accordance with Article 11 of Commission Decision (EU) 2021/2121