

The Erasmus + Observatory

{notes}

The benefits of Erasmus + mobility for learners, staff and organisations

{ Editorial }

In 2016, Agence Erasmus+ France / Education Training launched the Erasmus + National Impact Observatory. This observatory had three main objectives: to develop a programme evaluation system with our partners, to measure the benefits of Erasmus +, and to communicate the programme's results to as many people as possible. Approximately 20 key players, Erasmus + project leaders, professionals in public policy evaluation, and representatives of government departments, were involved in this project.

I am delighted to present the results of our work in these Notes from the Erasmus + Observatory no.12, conducted over the past three years, which aim to highlight the benefits of Erasmus + mobility programmes. The study concerns three types of audience: learners, staff and organisations supporting projects. It covers four educational sectors: schools, vocational education and training, higher education and adult learning.

The results show the positive effects of mobility among learners, via the improvement of transversal skills, the use of foreign languages upon return and the emerging feeling of "European citizenship". For example, over 70% of learners continue to informally practice the foreign language learnt during their mobility programme several times a week. Staff members also benefit from these mobility experiences by boosting their professional network and improving their teaching/professional skills. Institution internationalisation via the Erasmus + programme has also proved to be effective. The study also highlights certain areas for improvement regarding the recognition of mobility among staff

(only two thirds claim to have received "informal" institutional recognition) and the involvement of companies in the programme. Therefore, these results are elements to be taken into account for the future 2021-2027 programme, which is set to at least double in budget in order to triple participation.

I would like to thank all those who took part in this project: representatives of the Ministry of Education and Youth, the Ministry of Labour, Higher Education, Research and Innovation, Agriculture and Food, Pôle Emploi, Union Nationale des Maisons Familiales Rurales (MFR), the French Chamber of Commerce and Industry (CCI), Chambre des Métiers et de l'Artisanat de Nouvelle-Aquitaine (Nouvelle-Aquitaine Regional Chamber of Trades and Crafts), the Association Ouvrière des Compagnons du Devoir et du Tour de France (AOCDTF), French International Education, the French Institute of Education, the National Institute of Youth and Popular Education, the National Observatory of Student Life, and Pluricité, University of Rennes 2 and University Paris Diderot, the Academic Delegates for European and International Relations and Cooperation (DAREIC) from Montpellier, Nancy-Metz, Grenoble, Lille, the Hauts-de France region and Agence Erasmus+ France / Youth & Sports.

In the coming years, studies undertaken by Erasmus + National Impact Observatory will continue to provide essential elements for analysing the effects of this programme on all key players involved.

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{ Introduction }

The National Erasmus+ Impact Observatory defined, for the period 2016-2018, twenty indicators to measure the effects of Erasmus+ mobility on learners, staff and organisations. The project group also detailed the modus operandi for evaluating these indicators. This approach and methodology were the subject of the Erasmus + Observatory No. 7 Notes.

In autumn 2018, Agence Erasmus+ France / Education Training started measuring the first indicators by:

- using participant feedback reports: questionnaires sent out following mobility programmes,
- producing original data from the new questionnaire created in collaboration with the project group members and sent out 18 months after the end of the mobility programme.

In total, 8,277 learners and teachers from professional training and higher education, 3,202 staff members in the school, adult education, higher education and vocational training sector

and 425 organisation managers participating in the programme answered this new questionnaire.

What are the main benefits of Erasmus + mobility for these 3 types of audience? Do the effects vary depending on the type of mobility, the educational sector and the type of institution?

The results of this 3-year study are outlined in the no. 12 Notes. They are divided into three parts, one for each audience. **For learners, the major benefits include developing language skills and the sense of belonging to a European community (Part 1). For staff members, emphasis was placed on boosting professional networks and improving professional practices that can be applied in the sending institutions (Part 2). The cooperation undertaken thanks to Erasmus + mobilities enables organisations to implement internationalisation strategies (Part 3).**

¹ The participant report is a mandatory questionnaire sent at the end of each mobility and collected in the Mobility Tool application. It is structured around the main motivations to join mobility programmes and skills acquired during mobility, as well as the conditions and type of mobility and any subsequent recognition.

For learners:

56%

of learners felt like they had improved their transversal skills during their mobility.

7/10

of learners continue to informally practice the foreign language used during their mobility programme several times a week.

77%

of learners said that they felt more like European citizens 18 months after returning from their mobility, 9 points more than immediately after they returned.



For staff members:

91%

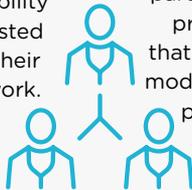
of staff members who joined a mobility programme boosted or strengthened their professional network.

50%

of professionals who participated in a mobility programme consider that they have actively or moderately modified their professional practices.

2/3

of staff members say the institution where they work recognised the value of their mobility but it was for the most part "informal".



For organisations:

90%

of organisations say they have increased their potential for cooperation at the European or international level.

We estimate that **58% of funding** was contributed by Erasmus+ for participating organisations.



{ Methodology }

• The 20 indicators

The National Erasmus+ Impact Observatory defined 20 indicators to measure the effects of Erasmus + mobility, detailed in the table below.

To evaluate them, two modus operandi were implemented:

- analysing participant reports, the European survey sent out to all participants upon their return from mobility;

- the analysis of an innovative questionnaire drawn up by the project group and sent out on 1 September 2018 to all learners and staff who have agreed to be contacted again and to the organisations coordinating Erasmus + projects;
- for the organisations, indicators are measured using administrative data from the final reports².

• 20 impact indicators selected

PARTICIPANT REPORT - MOBILITY TOOL	SURVEY MEASURES
<p>Learners (VET and HE)</p> <ol style="list-style-type: none"> 1. Proportion of learners reporting improvement in transversal skills 2. Proportion of learners expressing the intention to participate more actively politically and socially 3. Proportion of learner claiming they feel more like European citizens 5. Proportion of learners having acquired new professional skills and knowledge 	<p>Learners (VET and HE)</p> <ol style="list-style-type: none"> 1. Proportion of learners reporting an improvement in transversal skills 3. Proportion of learners who claim they feel more like European citizens 4. Proportion of learners using one or more foreign languages in their professional environment 6. Proportion of learners who improved their language skills following their mobility 7. Time frame for finding a first / new job
<p>Staff (SE, VET, HE, AL)</p> <ol style="list-style-type: none"> 8. Proportion of staff who claim they have developed partnerships with economic players, particularly companies 9. Proportion of staff who claim to have boosted their professional networks and made new contacts. 11. Proportion of staff who claim to have improved their proficiency in English and/or the language of their host country 14. Proportion of staff who claim to have received some kind of recognition from their colleagues following their mobility 15. Proportion of staff who claim their mobility experience boosted the internationalisation of their organisation 	<p>Staff (SE, VET, HE, AL)</p> <ol style="list-style-type: none"> 10. Proportion of staff who gained team work skills 12. Proportion of staff who adapted their teaching methods and professional practices following their mobility programme 13. Proportion of staff who talked about their new professional practices in their institution 14. Proportion of staff who claim to have received some kind of recognition from their colleagues following their mobility
<p>Organisations</p> <ol style="list-style-type: none"> 19. Proportion of organisations reporting a significant increase in their readiness to cooperate at the European/ international level (final report - E+ Link) 	<p>Organisations</p> <ol style="list-style-type: none"> 16. Number of new contacts/networks created by staff involved in mobility programmes 17. Proportion of companies (economic key players) who participate in mobility programmes 18. Proportion of organisations developing an official internationalisation approach 20. Erasmus + contribution to funding organisations' international mobility

VET: Vocational Education and Training - SE: School Education - HE: Higher Education - AL: Adult Learning

² Final reports must be sent by all project coordinating organisations at the end of the project. They lead to a financial and qualitative evaluation of the project in order to receive all programme funding.

• **The population surveyed**

The learners and staff concerned by the study are those who have participated in mobility programmes during the 2016-2017 academic year.

The organisations surveyed are those that had one or more calls for projects during 2014 and/or 2015.

• **Persons concerned by the study, having accepted to be contacted again and answer the**

	Persons involved in the study (who responded to the participant survey)	Persons having accepted to be contacted	Number of usable answers
2016-2017 learners	57,745	26,989	8,277
2016-2017 staff	7,142	5,082	3,202
2014 & 2015 organisations	-	1,488	425

Learners

57,745 learners participated in mobility programmes in 2016/2017:

- 26% of them undertook their mobility in the vocational education and training (VET) sector
- 74% undertook their mobility in the higher education sector.

Regarding the type of mobility, half participated

in study mobility programmes and the other half in apprenticeship mobility programmes. VET learners only participated in apprenticeship mobility programmes whereas for students in higher education, 68% undertook study mobility programmes and 32% apprenticeships.

Staff

7,142 staff members participated in mobility programmes in 2016/2017:

- 42% in the higher education sector,
- 25% in the school sector,
- 20% in VET mobility programmes,

- 7% in the adult learning sector,
- 6% in international credit mobility programmes.

Regarding the type of mobility for staff, 52% participated in a training course, 34% taught and 14% undertook shadowing.

Organisations

1,488 organisations managed an Erasmus + project in 2014 and/or 2015:

- 51% of organisations in were involved in a higher education project in 2014-2015,
- 32% VET,

- 22% school education,
- 2% adult learning.

29% of organisations managed a project in 2014 compared to 47% in 2014 and 2015 and 24% in 2015.

• **Population figure adjustment**

The response rates for the various surveys are 31% for learners, 63% for staff and 29% for organisations (response rates are calculated on the number of participants who agreed to be contacted for studies). The data was adjusted by applying a weight³ to each respondent so that the total number of respondents accurately represents the entire population. The adjustment method used was simple post-stratification using qualitative variables. The adjustment variables used are from the agency's "Mobility Tool" database in conjunction with the institutions' central databases (DEPP-MEN) for each type of institution.

The variables applied for the adjustment differ according to the audience:

- for learners: gender, sector, type of institution, duration of mobility, learner's status (for VET), the level and type of mobility (higher education),
- for staff: gender, educational field, type of mobility and institution,
- for organisations: project year, educational field and type of institution.

³ For learners, the weight is between 1 and 37 (between 1 and 37 for learners in vocational education and training and between 1 and 27 for learners in higher education), and between 1 and 8 for staff and between 1 and 7 for organisations.

• Differences in the characteristics of Erasmus+ mobility learners between parent population and the sample of respondents

	Parent population		Sample	
	VET	HE	VET	HE
Gender	49% men / 51% women	42% men / 58% women	35% men / 65% women	33% men / 67% women
Sector	11.5% ALLHSS* / 20% business, law / 20% production, construction / 11.5% agriculture / 32% services / 5% other	27% ALLHSS / 36% business, law / 19.5% engineering / 10% science / 7.5% other	13% ALLHSS* / 27% business, law / 12% production, construction / 7% agriculture / 35% services / 6% other	33% ALLHSS / 30% business, law / 17% engineering / 11% science / 9% other
Type of institution	47% college / 20% vocational college (CFA) / 18% MFR / 6% pôle emploi and community aid projects for young people / 9% other	53% university and Sciences Po / 16% engineering school / 19% business school / 7% college / 5% other institutions	56% college / 10% vocational college (CFA) / 12% MFR / 11% pôle emploi and community aid projects for young people / 11% other	63% university and Sciences Po / 14% engineering school / 13% business school / 5% college / 5% other institutions
Duration of mobility	77% less than 1 month / 23% more than 1 month	70% less than 6 month / 30% more than 6 month	68% less than 1 month / 32% more than 1 month	63% less than 6 month / 37% more than 6 month
Learning status	25% apprentices / 75% non-apprentices		15% apprentices / 85% non-apprentices	
Level		10% short cycle / 44% bachelor's level / 46% master's level or higher		9% short cycle / 48% bachelor's level / 43% master's level or higher

(source: Mobility tool and "Learner" survey, Agence Erasmus+ France / Education Training)

*Arts Literature Languages Humanities and Social Sciences

• Differences in the characteristics of Erasmus+ mobility staff between the parent population and the sample of respondents

	Parent population		Sample	
	VET	HE	VET	HE
Gender	42% men / 58% women		43% men / 57% women	
Education sector	25% SE / 20% VET / 48% HE / 7% AL		25% SE / 16.5% VET / 53% HE / 5.5% AL	
Type of mobility	34% teaching / 52% training / 14% shadowing		36% teaching / 50% training / 14% shadowing	
Type of institution	18% primary and secondary schools / 20% college / 28% university / 15% other higher education institutions / 19% other types of institution		17% primary and secondary schools / 20% college / 31% university / 17% other higher education institutions / 14% other types of institution	

(source: Mobility tool and "Staff" survey, Agence Erasmus+ France / Education Training)

• Differences in the characteristics of Erasmus+ mobility staff between the parent population and the sample of respondents

	Parent population		Sample	
	VET	HE	VET	HE
Project year	29% 2014 / 44% 2014 and 2015 / 24% 2015		26% 2014 / 49% 2014 and 2015 / 25% 2015	
Education sector	20% SE / 26% VET / 46% HE / 1.5% AL		16% SE / 31% VET / 43% HE / 2% AL / 8% multi	
Type of institution	20% primary and secondary schools / 43% college / 6% university / 26% other higher education institutions / 4% other types of institution		18% primary school and secondary school / 47% college / 6.5% university / 23% other higher education institutions / 5.5% other types of institution	

(source: Mobility tool and "Organisation" survey, Agence Erasmus+ France / Education Training)

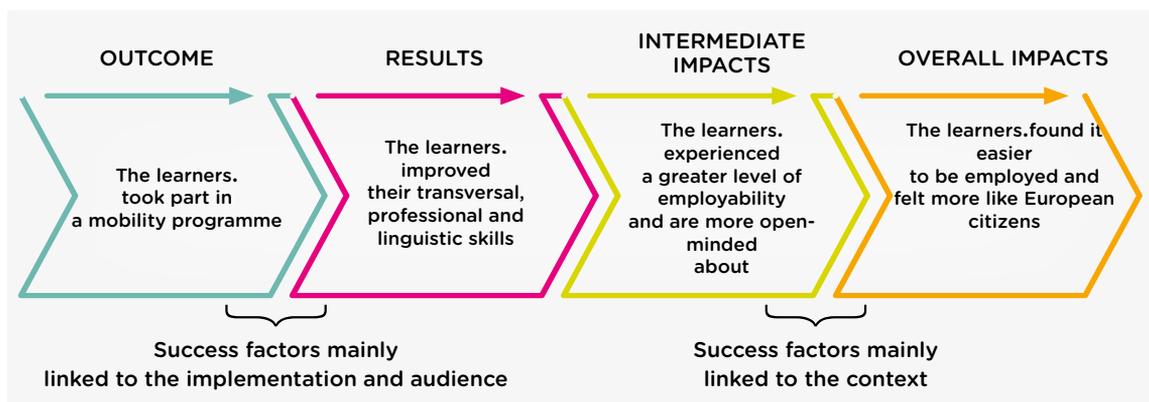
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1. The benefits of Erasmus + mobility programmes for learners

One of the fundamental aims of the Erasmus + programme is to improve skills for the labour market and boost social dialogue. For learners, this

objective is explained in the impact diagram below.

- Diagram 1: Diagram demonstrating the impact of Erasmus + learner mobility programmes⁴



Mobility programmes for learners must lead to an improvement in transversal, professional and linguistic skills in order to ensure increased employability and greater international awareness, thereby improving the professional integration of young people in the European Union and developing a sense of European citizenship.

focus on the results of mobility programmes by measuring feedback from learners who have taken part in Erasmus+. They take three aspects into account: improvement of transversal skills and access to employment, language use and citizenship

The indicators selected by the project group mainly

{1.1}

1.1. Mobility: improving skills and access to employment

Three indicators chosen by the project group address this question: the proportion of learners claiming to have improved their transversal skills, the proportion of learners claiming to have gained new professional skills and knowledge during their mobility, and the time necessary to find a first or new job upon their return.

Overall, the feeling shared by the majority of participants in the Erasmus + programme is an improvement in transversal and technical skills thanks to their mobility experience. This positive impression nevertheless lessens slightly over time.

The proportion of learners who claim to have

improved their transversal skills is extremely high upon their return from mobility programmes. The three main skills mentioned the most are adaptability, intercultural competency and open-mindedness, with nine out of ten learners claiming that they completely or partly agree with this statement. 16 months after returning from a mobility programme, the figures remain very high, except for IT skills (-18 points) With more perspective, five skills witnessed improvement: language proficiency (+ 6.6 points), problem-solving skills (+ 3.2 points), tolerance (+ 3 points), decision-making skills (+3.2 points) and analytical competency (+4.9 points). In contrast, self-

⁴ Inspired by an article published by Agathe Devaux-Spatarakis (2014), L'évaluation « basée sur la théorie » entre rigueur scientifique et contexte politique, Politique et Management public, vol 31/1.

confidence, teamwork and digital skills are the three skills whose progress is put into perspective in light of experience gained following mobility.

• **Table 1: Trend in the share of learners in Erasmus+ mobility in 2016-2017 (VET and higher education) reporting an improvement in their skills**

	Proportion of learners claiming to have improved their skills after returning from a mobility programme	Proportion of learners claiming to have improved their skills on 01/09/2018, i.e: 16 months after, on average	Variations between the 2 dates
Adaptability	93.0%	93.7%	=
Intercultural competency	92.2%	91.9%	=
Open-mindedness	91.1%	91.6%	=
Self-esteem	90.2%	87.5%	-
Knowledge strengths / weaknesses	87.4%	85.7%	=
Autonomy	86.0%	84.4%	=
Language proficiency	85.7%	92.3%	+
Problem-solving skills	82.6%	85.8%	+
Tolerance	82.4%	85.4%	+
Teamwork skills	80.8%	75.3%	-
Critical thinking skills	77.7%	77.8%	=
Decision-making skills	76.4%	79.6%	+
Analytical competency	72.8%	77.7%	+
Creativity	67.9%	68.3%	=
Digital competency	66.2%	48.3%	-

Note for readers: The percentages presented above represent the proportion of learners who claim they completely or partly agree with the statement "during my mobility I improved...". 93% of learners claim they completely or partly agree with the statement "thanks to mobility, I am more able to adapt and better react in new situations".

Source: Participant report, Mobility Tool, European Commission and the 2018 "Learners" survey, Agence Erasmus+ France / Education Training - adjusted data

On the basis of these 15 transversal skills, a score for the improvement of the latter was calculated⁵. The average improvement score for transversal skills is 18 points upon return from mobility and 16 points 16 months after. A score of 0 or less indicates that skills have worsened. A score of between 1 and 7 points indicates a low level of improvement, between 8 and 15 indicates average improvement and when the score is above 15, the improvement is high to very high.

Generally, the proportion of learners having participated in Erasmus + mobility programmes who consider that they have improved their transversal skills is very high. 98.5% claim to have improved their transversal skills upon their return from mobility compared to 95% 16 months later. However,

over time, the proportion who consider that they have "highly" improved decreased by over 10 points, joining the average improvement section. The decrease is more significant in the vocational education and training sector than for higher education students, and both stabilise at roughly the same level.

This decrease can be explained by two things: either measuring upon return from mobility is biased because of the learner's enthusiasm, therefore, the results 18 months after returning would be more realistic; or the benefits are put in perspective in light of new experiences and the return to old school/academic habits.

⁵ The possible answers regarding transversal skills are: completely agree, partly agree, neither, partly disagree and completely disagree. The score is calculated as follows: 2 points for "completely agree", 1 point for "partly agree" 0 for "neither" -1 "partly disagree" and -2 for "completely disagree". The highest possible score is 30 points, the lowest possible score is -30.

• **Table 2: Changes in the score of the synthetic indicator for the improvement of skills among learners in 2016/2017 mobility programmes, per education sector**

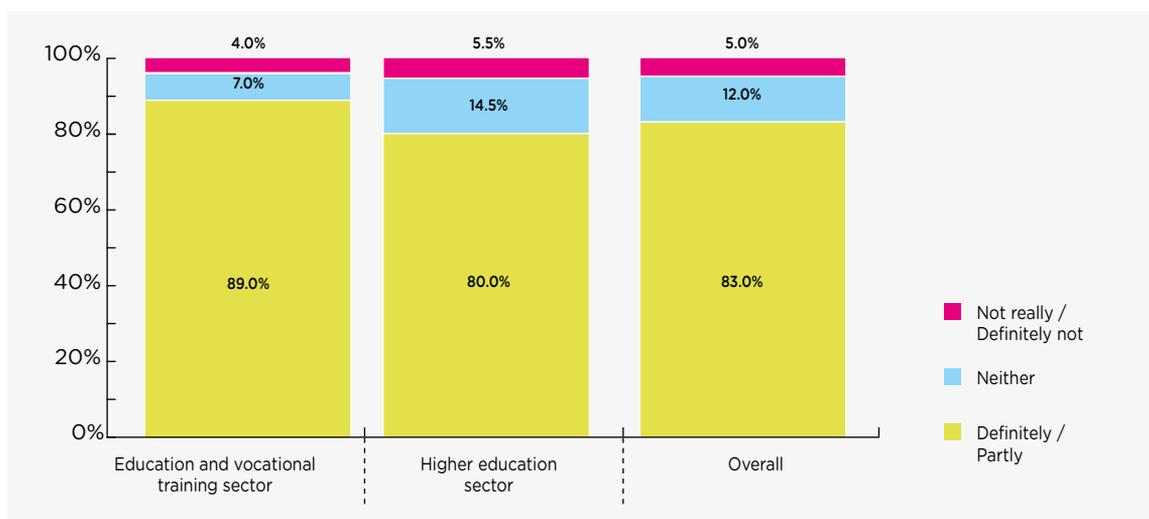
	Big improvement (score >15)		Average improvement (score between 8 and 15)		Weak improvement (score between 1 and 7)		No improvement or decrease	
	Return from mobility	01/09/18	Return from mobility	01/09/18	Return from mobility	01/09/18	Return from mobility	01/09/18
Education and vocational training sector	74.5%	54%	19.5%	30%	4.5%	11%	1.5%	5%
Higher education sector	66%	56.5%	28%	30%	5%	9%	1%	4.5%

Source: Participant report, Mobility Tool, European Commission and the 2018 "Learners" survey, Agence Erasmus+ France / Education Training - adjusted data

With regard to the effects of mobility on technical skills, the vast majority of learners completely or partly agree with the statement that "during mobility, I increased the specific skills of my sector or field".

Learners in vocational education and training are more likely than higher education students to report an improvement in their technical skills when the mobility was short-term.

• **Graph 1: Proportion of learners having participated in 2016-2017 mobility programmes claiming to have gained new knowledge and technical skills thanks to their mobility upon their**



Source: Participant report, Mobility Tool, European Commission - adjusted data

The input from these mobilities can also be measured by the access/return to employment. Between the time of mobility and the date of the survey, almost 58% of learners said that they had worked⁶. These 58% spent about 80 days finding a job. Half of them spent just 33 days looking for a job. Students and apprentices in secondary vocational education and training found employment quicker than other students. Major

differences within the vocational education and training sector were observed. Full-time vocational training students and apprentices have a lower rate of return to work than trainees in continuing vocational education. This indicator does not specify the type of job (status, contract, etc) and is therefore quite difficult to analyse.

⁶ The employment rate at the date of the survey was 32% (37% for vocational training and 31% for students).

• **Table 3: Time taken to find a first or new job for learners who have worked since their Erasmus + mobility and claim to have looked for a job**

	Average duration	Median duration	Proportion of learners who have worked since their mobility	Question response rate
Vocational education and training sector	76 days	27 days	60%	88%
<i>including students and apprentices</i>	68 days	16 days	60%	87%
<i>including interns in continuing vocational training courses</i>	106 days	54 days	86%	91%
Higher education sector	81 days	39 days	56%	95%
Overall	80 days	33 days	58%	93%

Source: 2018 "Learners" survey, Agence Erasmus+ France / Education Training - adjusted data

{ 1.2 }

Mobility and foreign language usage

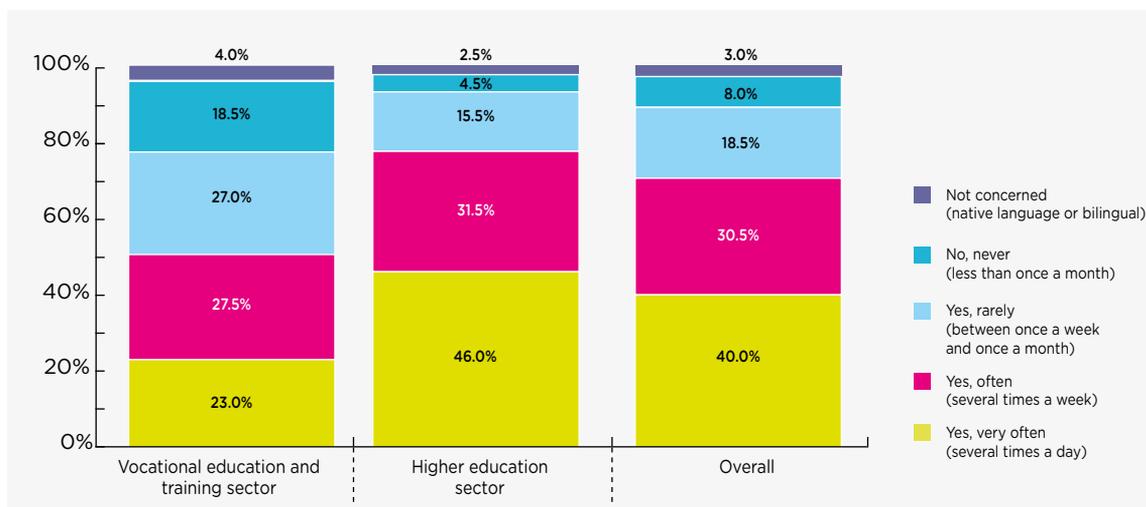
Two indicators chosen by the project group focus on post-mobility language use: the proportion of learners who improved their language skills after taking part in a mobility programme and the proportion of learners who practice one or more foreign languages in the workplace.

The use of foreign languages post-mobility remains widespread in education and vocational training sectors, in both informal and professional

contexts.

Half of learners in vocational education and training and over three quarters of students continue to practice the foreign language they learned during their mobility several times a week. 40% of all learners practice their foreign language several times a day. A higher proportion of learners practice their foreign language on an informal basis when the primary language is English (74%).

• **Graph 2: Percentage of learners who continue to practice the foreign language they learned during their mobility on an informal basis (outside the workplace).**

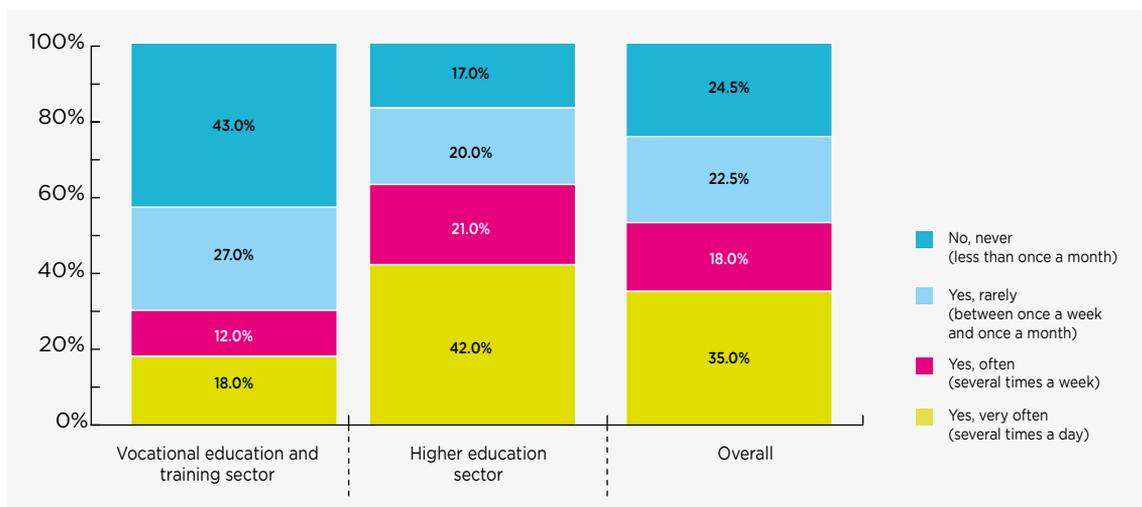


Source: 2018 "learners" survey, Agence Erasmus+ France / Education Training - adjusted data

32% of learners who took part in an Erasmus + mobility programme claim to use their foreign language frequently in the workplace. 35% claim to practice it on a daily basis compared to 18% who

practice it several times a week. Nearly two thirds of students practice it several times a week at work.

• **Graph 3: Percentage of learners who practice a foreign language both orally and in writing (expression and/or comprehension) at work (for persons in employment at the time of the survey).**



Source: 2018 "learners" survey, Agence Erasmus+ France / Education Formation - adjusted data

In the higher education sector, the percentage of students in employment who have completed a business, social sciences or humanities qualification and use a foreign language in the workplace is proportionally higher (over two thirds). In the vocational education and training sector, learners

who have a business qualification (particularly in the HORECA industry) practice the foreign language they learned during their mobility programme more than other learners (over 34%).

{ 1.3 }

Mobility and citizenship

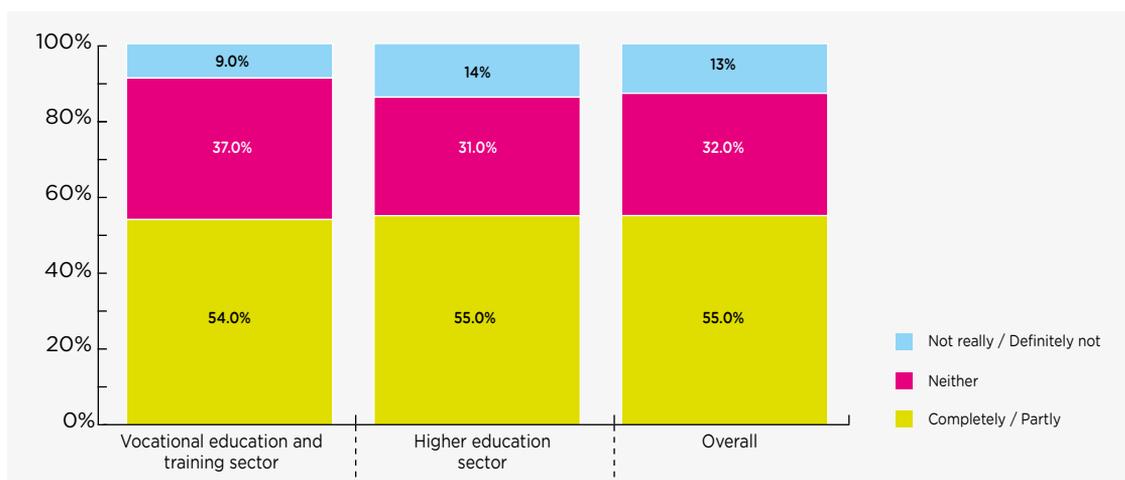
Two indicators focus on this theme: the percentage of learners who intend to take a more active political and social role in their community and the percentage of learners who claim to feel like European citizens.

Learners who took part in an Erasmus + mobility programme feel more like European citizens and

intend to take a greater political and social role in their community.

Over half of learners in all education sectors claimed that they intend to take a more active political and social role in their community after returning from a mobility programme, in all educational sectors.

• **Graph 4: Percentage of learners who intend to take a more active political and social role in their community**



Source: Participant report, Mobility Tool, European Commission - adjusted data

Meanwhile, nearly eight out of ten learners said they felt more European 16 months after returning from a mobility programme. This percentage is 9 points higher than the figure recorded when they first returned from mobility. The contacts maintained with

European citizens or other young persons they met abroad could potentially explain their new-found sense of European Citizenship.

• **Table 4: Percentage of learners who said they felt more European on 1 September 2018**

	Completely/partly	Neither	Not really/ definitely not	Shift in trends compared to their return from mobility (participant report)
Vocational education and training sector	73% (32%)	24%	3%	+5 points
Higher education sector	79% (41%)	18%	3%	+10 points
Overall	77% (39%)	20%	3%	+9 points

Reading notes: (...): the proportion of learners who definitely feel more like European citizens.

Source: Participant report, Mobility Tool, European Commission and the 2018 "Learners" survey, Agence Erasmus+ France / Education Training - adjusted data

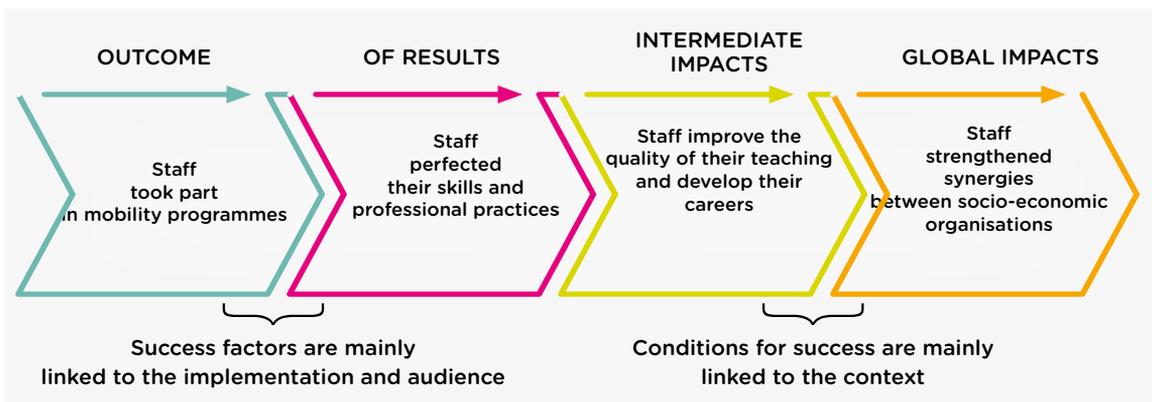
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The benefits of Erasmus + mobility for staff

Staff, i.e. teachers, tutors and administrative staff in the school, education, vocational training, higher education and adult learning sectors are key players in terms of the development of mobility programmes and their systemic effects. With regards to staff mobility, the Erasmus + programme intends to perfect skills and professional practices,

whereby the main goal is to improve the quality of teaching and satisfy the needs of the labour market.

• **Diagram 2: Diagram showing the logical impact of Erasmus + staff mobility programmes**



The eight indicators selected by the group focus on strengthening and developing cooperation during mobility programmes, improving professional

practices, and recognising mobility.

{2.1}

Mobility and cooperation

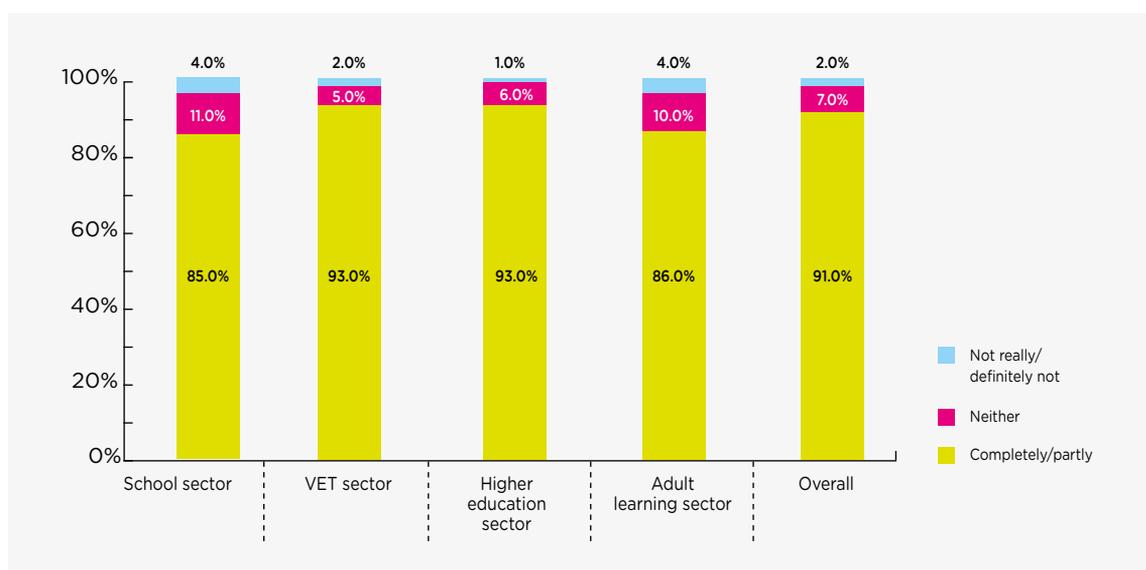
Three indicators for developing cooperation were raised by the National Observatory on the impact of Erasmus +: the proportion of staff who have strengthened or expanded their personal network or developed new contacts, the number of persons who have developed partnerships with economic key players, particularly companies, and the proportion of staff who believed that mobility programmes contribute to the internationalisation of their organisation.

Mobility projects help develop professional networks and internationalise institutions.

Nevertheless, the strengthening of networks does not extend to key players in the labour market enough.

91% of staff who took part in mobility programmes claimed to have strengthened or expanded their professional network and/or developed new contacts. A higher proportion of professionals from the higher education and vocational education and training sectors increased their professional networks. The type of mobility (teaching, training or shadowing) had little impact on this indicator.

• Table 5: Percentage of staff who claimed to have strengthened or expanded their professional network and/or developed new contacts

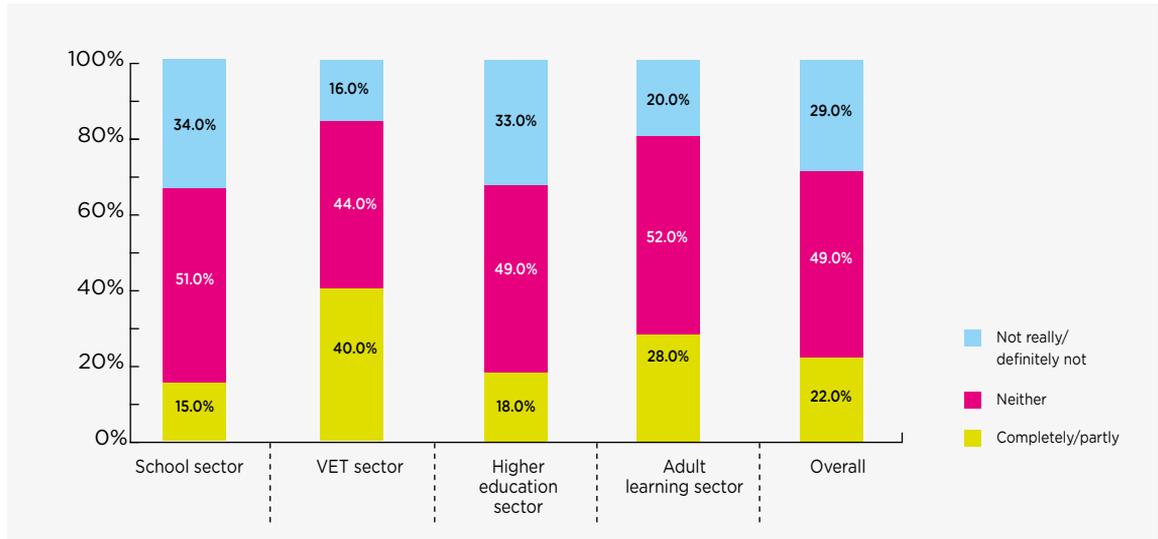


Source: Participant report, Mobility Tool, European Commission – adjusted data

22% of staff claimed to have cooperated with key players in the labour market. Significant differences were observed depending on the educational sector. Nearly 40% of vocational education and training staff claimed to have forged ties with key players in the labour market during their mobility. The type of mobility partly explains these

differences. 18% of staff who took part in teaching mobility programmes cooperated with key players in the labour market, compared to 26% who participated in training mobility programmes and 20% who underwent shadowing.

• Graph 6: Percentage of staff who claim to have cooperated with key players in the labour market.

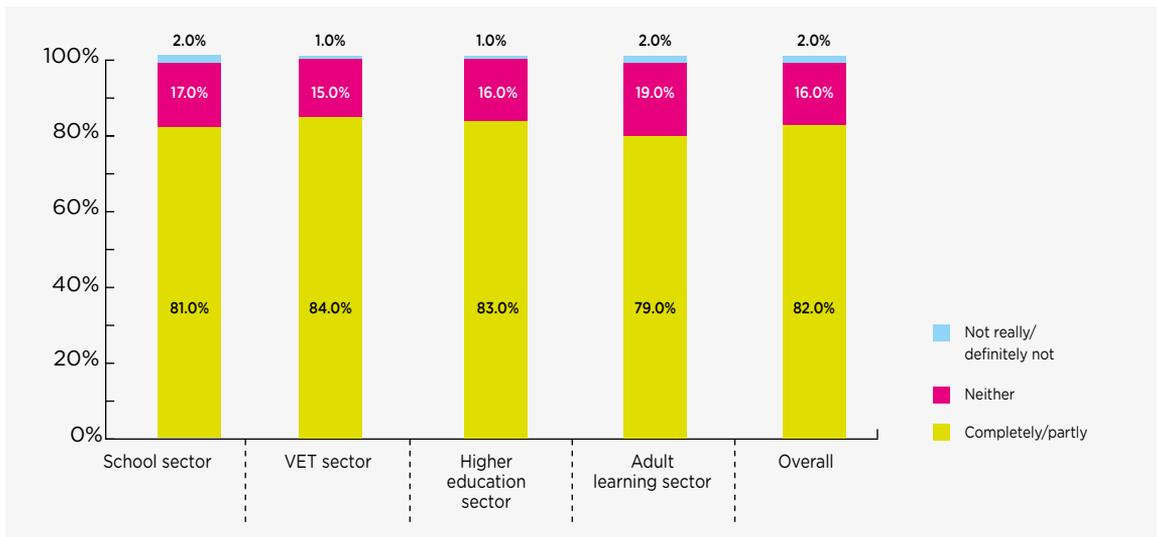


Source: Participant report, Mobility Tool, European Commission – adjusted data

Lastly, in an equal proportion for each sector, over eight out of ten staff who took part in an Erasmus

+ mobility programme considered their mobility contributes to the internationalisation of their

• Graph 7: Percentage of staff who believe their mobility supports the internationalisation of their home institution



Source: Participant report, Mobility Tool, European Commission – adjusted data

{2.2}

Mobility: developing professional skills and practices

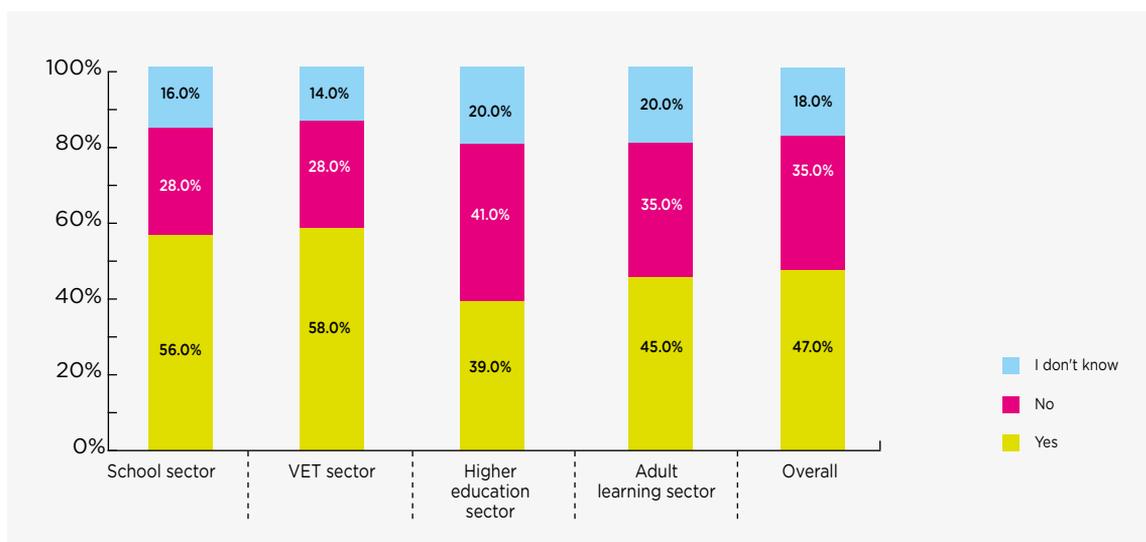
Four indicators focus on skills development and professional practices: the number of persons who gained team work skills, the proportion of staff who improved their proficiency in English and/or the language of their host country, the proportion of staff who adapted their teaching methods and professional practices upon their return from a mobility programme and the proportion of staff who spoke about their new professional practices within their institution.

An improvement in language proficiency is widely acknowledged by all members of staff. The extent to which they worked in groups or adapted their professional practices varies significantly depending on the type of mobility programme, with shadowing or training offering

greater benefits compared to teaching mobility programmes.

Nearly half of staff claim to undertake more group work since returning from their mobility programme, with staff from the vocational education and training sector the most inclined to do so. This figure is lower in the higher education sector, which can be attributed to an already existing culture of group work and a higher percentage of staff participating in teaching mobility programmes. In fact, regarding the type of mobility undertaken, 51% of staff who took part in training mobility programmes claimed to work more in groups, compared to 48% who underwent shadowing and 40% who participated in teaching mobility programmes.

• Graph 8: Percentage of staff who claim to undertake more group work after taking part in a mobility programme

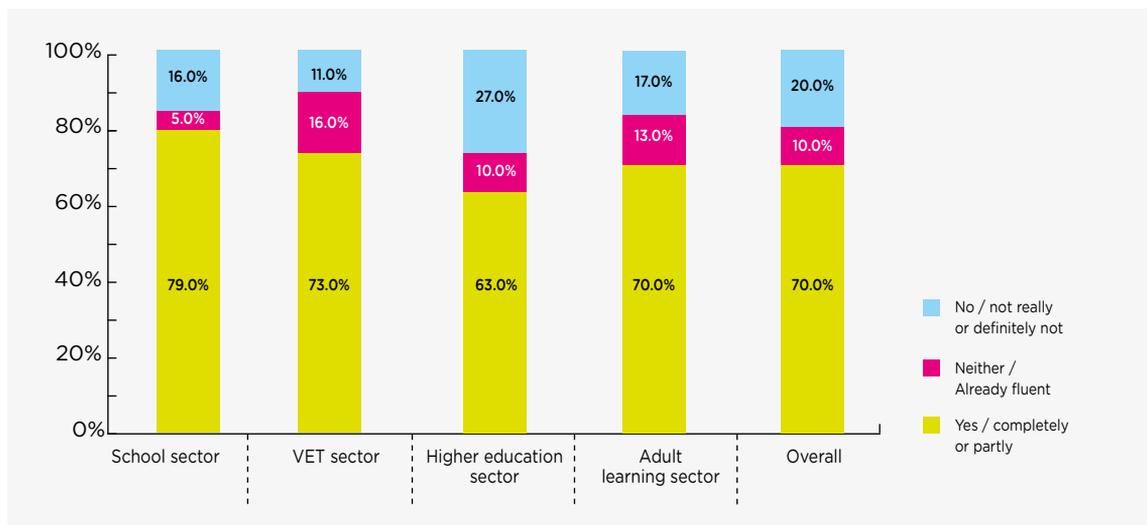


Source: 2018 "Staff" survey, Agence Erasmus+ France / Education Training - adjusted data

Alongside learners, staff who take part in mobility programmes also tend to improve their foreign language skills. Staff in higher education who are more accustomed to communicating in a foreign language are the least likely to report having improved their foreign language skills. In

addition, 78% of staff who took part in training mobility programmes, 68% of staff who underwent shadowing, and 57% who participated in teaching mobility programmes believed they had improved their foreign language proficiency upon return.

• **Graph 9: Percentage of staff who believe they have improved their foreign language skills thanks to the Erasmus + mobility programme**

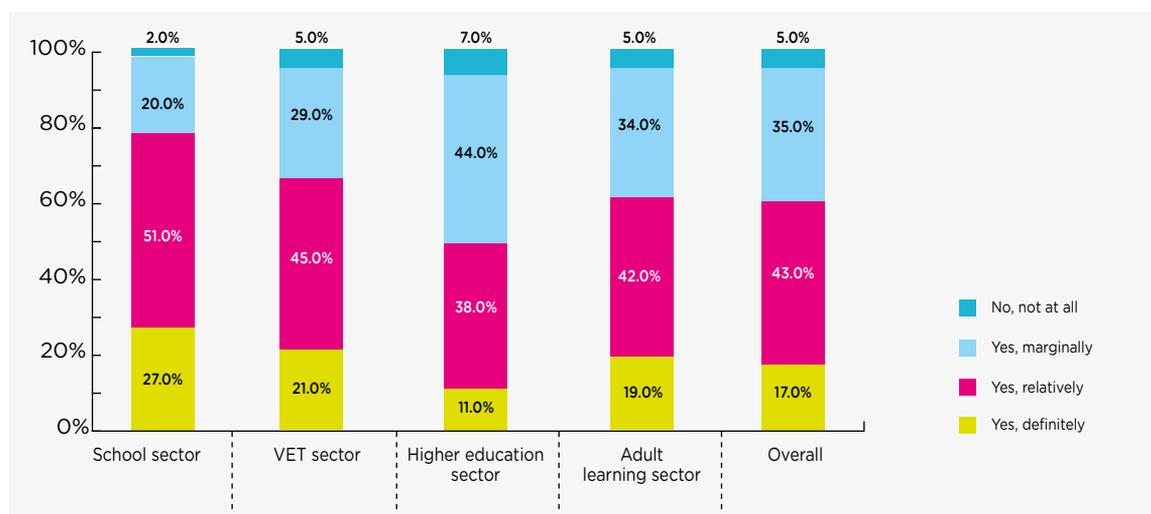


Source: Participant report, Mobility Tool, European Commission – adjusted data

17% of staff who took part in Erasmus + mobility programmes claim to have significantly adapted their professional practices 18 months after their return. This percentage is highest (27%) in the school sector and lowest in the higher education sector (11%). The type of mobility undertaken partly explains these differences. 20% of staff who

undertook shadowing abroad and 22% of staff who carried out a training programme claimed to have significantly adapted their practices compared to 10% of those who took part in teaching programmes abroad.

• **Graph 10: Percentage of staff who adapted their teaching methods or professional practices after taking part in an Erasmus + mobility programme.**



Source: 2018 "Staff" survey, Agence Erasmus+ France / Education Training – adjusted data

The proportion of persons who talked about their mobility experience in their home institution was very high in all educational sectors. The main communication method is organising meetings: 84% of staff who shared their experience used this method 32% also organised workshops. Some of them even provide training programmes. 9% of

professionals talked about their experience once, 52% between two and four times and 39% five times or more. Meetings organised by established networks (such as those organised on the priority education network) also offer the opportunity to put Erasmus + mobility programmes on the agenda.

• **Table 5: Percentage of staff who have talked about their mobility experience with their colleagues and senior staff members and types of communication method (several answers possible – total >100%)**

	Yes (which communication methods / practices?)					No
	Total	Meeting	Workshop	Conference	Training	
School sector	97%	86%	46%	14%	20%	3%
Vocational education and training sector	97%	88%	40%	16%	27%	3%
Higher education sector	94%	82%	22%	15%	15%	6%
Adult education learning	98%	85%	37%	16%	13%	2%
Overall	96%	84%	32%	15%	18%	4%

Source: 2018 "Staff" survey, Agence Erasmus+ France / Education Training – adjusted data

{2.3}

Mobility recognition

2/3 of staff claim their institution recognised the value of their mobility programme, albeit on a mainly **informal** basis. Pay rises are almost non-existent, there is little opportunity for progression and job promotions are rare. In addition, the proportion of staff who claim to have received recognition is 19 points lower compared to those who returned from a mobility programme 18 months earlier. The vocational education and training sector

offers the most recognition to mobility participants.

Recognising staff commitment to cooperative mobility programmes, particularly through remuneration, is an essential challenge to help the future scheme obtain its objective to triple participation in mobility programmes.

• **Table 6: Percentage of staff who claim to have received recognition from their host institution for taking part in a mobility programme and the type of recognition received**

	Yes							No
	Total	Annual work plan	Annual appraisal review	Pay rise	Increase in responsibilities	New position	informal	
School sector	66%	12%	10%	0%	7%	2%	41%	44%
Vocational education and training sector	72%	27%	20%	2%	11%	3%	44%	28%
Higher education sector	65%	17%	19%	0%	6%	1%	41%	35%
Adult learning sector	69%	14%	30%	2%	9%	3%	41%	31%
Effective mobility recognition on 01/09/2018	65%	18%	18%	1%	8%	2%	42%	35%
Recognition provided post-mobility	84%	20%	14%	0.5%	0%	-	68%	16%

Source: 2018 "Staff" survey, Agence Erasmus+ France / Education Training – adjusted data

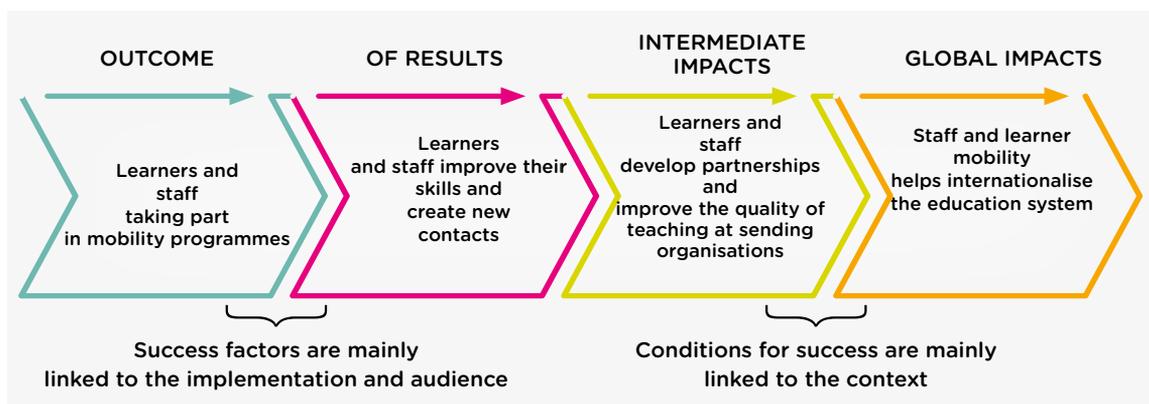
{3}

The benefits of Erasmus + mobility for sending organisations

Staff and learner mobility programmes are the result of sending organisation initiatives. The latter develop their own objectives, broken down into actions to help improve training programmes, orientation, professional integration, careers, etc. The underlying aim is that, by helping staff and learners develop their skills and create new contacts, mobility

programmes help sending organisations boost their European and international cooperation and, in turn, internationalise the education system.

• **Diagram 3: Diagram showing the logical impact of mobility programmes on Erasmus + staff and learners**



The five indicators selected by the group to measure the benefits of mobility on sending institutions focus on **the development of**

partnerships and the leveraging effect of Erasmus + funding.

{3.1}

Mobility and development of European and International partnerships

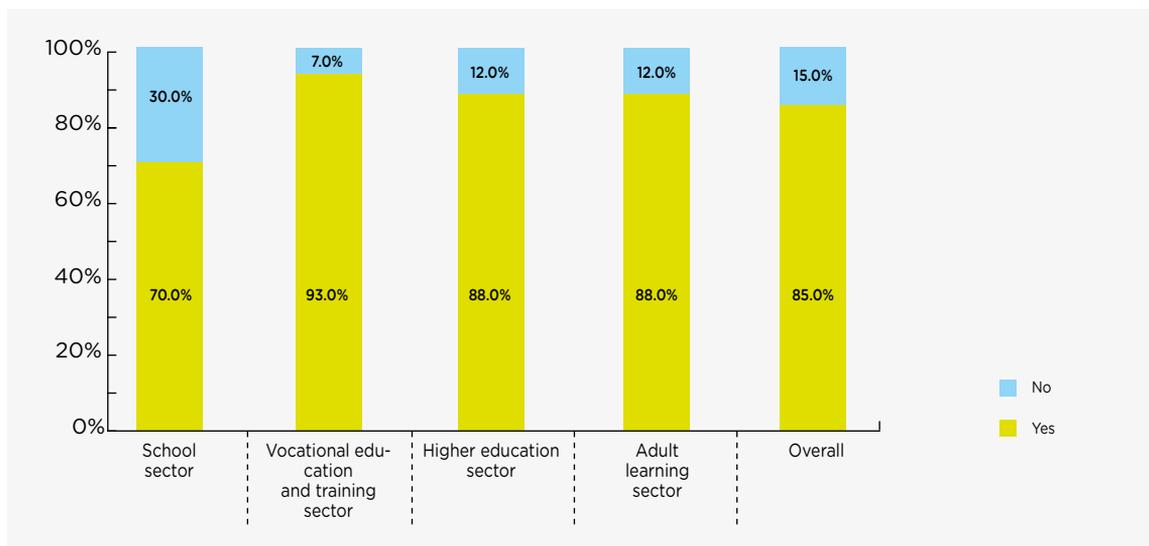
Four factors focus on the development of institutional partnerships: the number of new contacts/networks made by staff who took part in mobility programmes, the number of institutions who claim to have strongly increased their ability to cooperate at the European and international level, the proportion of institutions developing a formal internationalisation initiative and the percentage of companies (economic players) open to mobility programmes.

In general, sending institutions are increasing their potential to cooperate at the European and international level thanks to contacts made during Erasmus + mobility programmes. Economic key

players are also often partners in the majority of institutions. Nevertheless, launching a formal internationalisation initiative remains an objective for the majority of organisations.

85% of institutions believe that staff mobility helps create new contacts / networks. Organisations made an average of 12 new contacts during calls for projects in 2014 -2015. 88% of contacts made are in the education and training sectors, 44% are in the labour market, while 10% focus on another area (research, culture, disabilities, etc.).

• **Graph 11: Percentage of institutions claiming that staff mobility has helped create new contacts/networks**

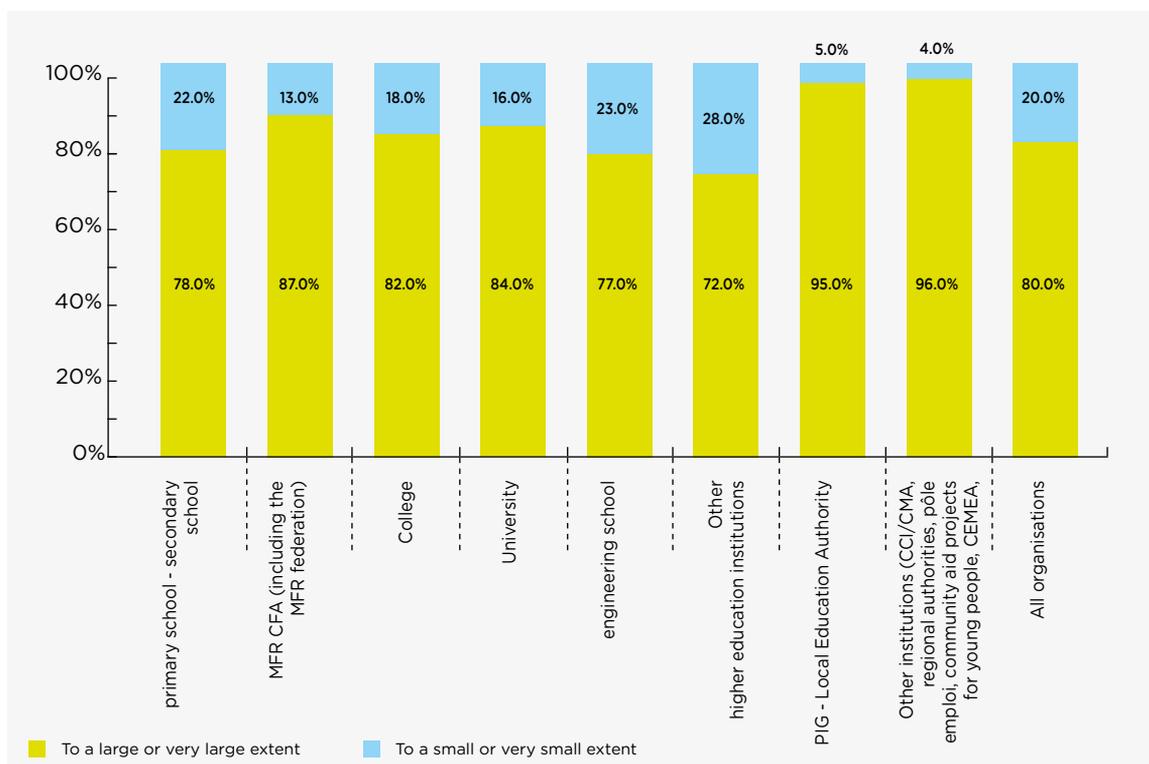


Source: 2018 "Institutions" survey, Agence Erasmus+ France / Education Training - adjusted data

In addition to making contacts, Erasmus + programmes help 80% of institutions increase their ability to cooperate at the European and international level. Regarding the type of institution, consortia led by Public Interest Groups (PIGs),

local education authorities, regional authorities and chambers of commerce were the most likely to increase their ability to cooperate.

• **Graph 12: Percentage of organisations that have increased their ability to cooperate at the European or international level (excluding international credit mobility programmes)**



Source: final report, E+ Link, European Commission

This ability to cooperate and make contacts is not limited to training institutions. Staff and learner mobilities also help forge new links with economic key players. Sending institutions claim that companies represent 57% of establishments welcoming persons in mobility programmes. Education and vocational training organisations such as colleges, MFR, CFA, or PIGs, local

education authorities, and regional authorities have stronger ties to socio-economic institutions. These proportions are lower for universities, who already benefit from more developed relations with other universities and research laboratories.

• **Table 7: Proportion of companies (economic players) offering mobility programmes out of all participating organisations**

	Average number of organisations offering mobility programmes to learners and staff	Average number of companies among these organisations	Proportion of companies offering mobility programmes
Primary school - Secondary school	6	1	17%
MFR-CFA (including the MFR federation)	78	76	97%
College	16	13	81%
University	162	29	18%
Engineering school	38	13	34%
Other higher education institutions	37	18	49%
PIG-Local Education Authority	49	29	59%
Other institutions (CCI/CMA, regional authorities, pôle emploi, community aid projects for young people, CEMEA, associations)	120	109	91%
All institutions	35	20	57%

Source: 2018 "Institutions" survey, Agence Erasmus+ France / Education Training - adjusted data

Nevertheless, this cooperation, developed alongside numerous organisations, does not lead the majority of them to formalise a document outlining their international strategy. Significant differences were observed depending on the sector. In the higher education sector, particularly universities,

the majority of institutions had formalised an international strategy compared to one fifth of institutions in the school sector. These documents mainly target partnerships to be developed and consolidated.

• **Table 8: Percentage of institutions that have formalised a written document outlining their international strategy (as well as the charter) during the years in which they benefited from Erasmus + funding and the target audience of these documents (several answers possible - total>100%)**

	Yes (what does this document cover?)						No	Don't know
	Total	Geographical areas	Specific themes	Partnerships to consolidate	Partnerships to develop			
School sector	22%	33%	52%	35%	70%	46%	32%	
Vocational education and training sector	41%	45%	69%	79%	88%	44%	15%	
Higher education sector	56%	61%	65%	71%	78%	32%	12%	
Adult education learning	36%	ns	ns	ns	ns	60%	4%	
All sectors	43%	57%	66%	69%	80%	40%	17%	

Source: 2018 "Institutions" survey, Agence Erasmus+ France / Education Training - adjusted data

{3.2}

3.2 Share of Erasmus + funding in mobility

This final indicator is an initial attempt to calculate the share of Erasmus + funding in mobility programmes for participating organisations. The question response rate is 76%. **This data should be interpreted carefully.** Each organisation allocates an average of 280,000 euros to European and international mobility programmes, nearly 162,000 euros of which is financed by Erasmus +, representing 58% of the total amount allocated. This percentage is higher for primary schools, secondary schools, colleges, PIGs and local education authorities, i.e.institutions placed under the administrative authority of the Ministry of

Education. The percentage is lower for higher education institutions, which have access to other types of funding.

The share of Erasmus + in the total financing of mobility programmes is not equivalent to the share of Erasmus + funding in the number of mobility programmes. For example, in the agricultural education sector, Erasmus + represents 20% of mobility programmes yet the percentage of Erasmus + funding in mobility programmes overall is much higher than 20%.

• **Table 9: Erasmus + contribution to funding institutions' international mobility**

	Average overall funding in €	Average Erasmus + funding in €	Erasmus + contribution to funding institutions' international mobility
engineering school	45,400	43,500	96%
MFR-CFA (including the MFR federation)	485,500	267,400	55%
College	83,600	64,800	77%
University	1,627,000	897,800	55%
engineering school	210,200	92,000	44%
Other higher education institutions	192,000	122,800	64%
PIG-Local Education Authority	456,500	392,100	86%
Other institutions (CCI/CMA, regional authorities, pôle emploi, community aid projects for young people, CEMEA, associations)	1,021,600	411,600	40%
All institutions	280,100	161,800	58%

Source: 2018 "Institutions" survey, Agence Erasmus+ France / Education Training - adjusted data



WHO ARE WE?

Agence Erasmus+ France / Education Training promotes and manages the Erasmus + programme and its initiatives for the education and training sectors.

The Agency is actively involved in developing the Erasmus + programme, as well as national and international challenges in the fields of education, higher education and vocational training.

Agence Erasmus + France / Education Training is a public interest group (PIG) placed under the administrative authority of the Ministry of Education and Youth, the Ministry of Higher Education, Research and Innovation and the Ministry of Labour. It is located in Bordeaux and employs 130 people.

Erasmus + is the European programme for education, training, youth and sport launched in 2014. It is structured around three main pillars: individual mobility, partnerships with key players and supporting political reforms.

The Erasmus + programme (2014-2020) is the first funding scheme to democratise mobility, with special attention paid to vulnerable groups.



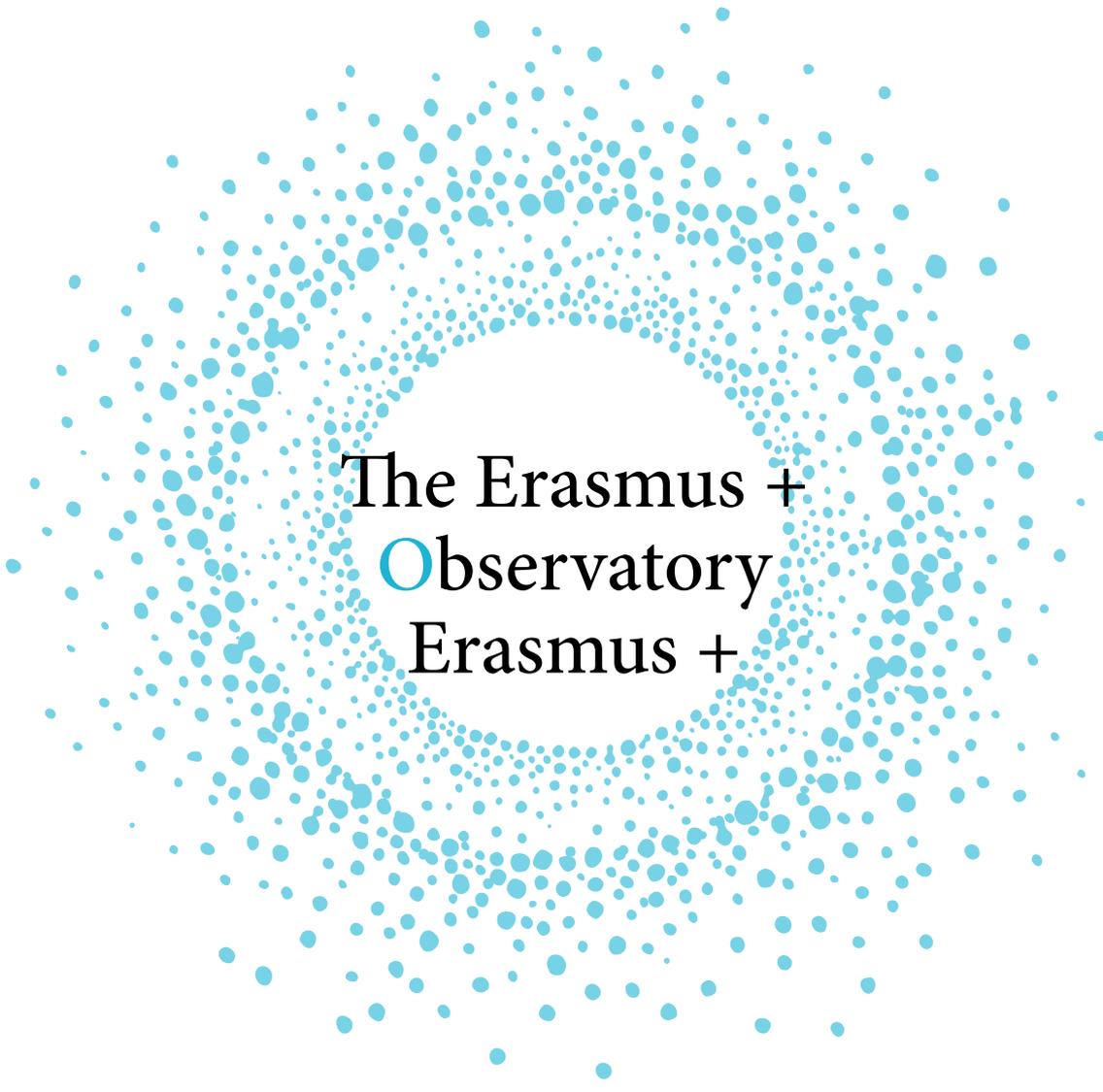
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