Appendix A - Erasmus+ Midterm Evaluation

Survey results, Denmark
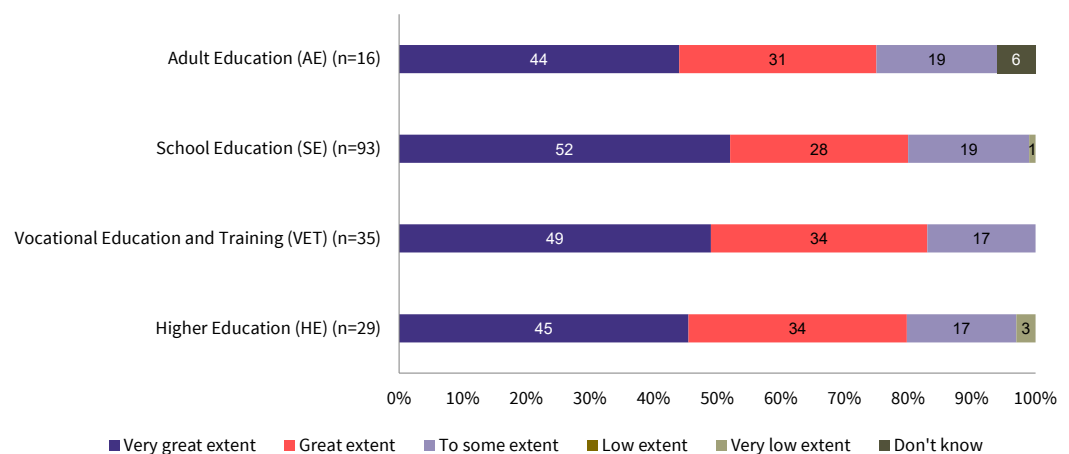
Appendix A - Erasmus+ Midterm Evaluation

1 Effectiveness

This chapter is based on the standard evaluation questions 1-12 (see Appendix B). Q1 in the heading below refers to standard evaluation question 1, etc.

1.1 Q1

Figure 1.1

To what extent do you assess that participation in Erasmus+ has strengthened the international environment at the organisation/institution?

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 173. .
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.2

To what extent do you assess that participation in Erasmus+ has contributed with professional expertise within new subject areas?
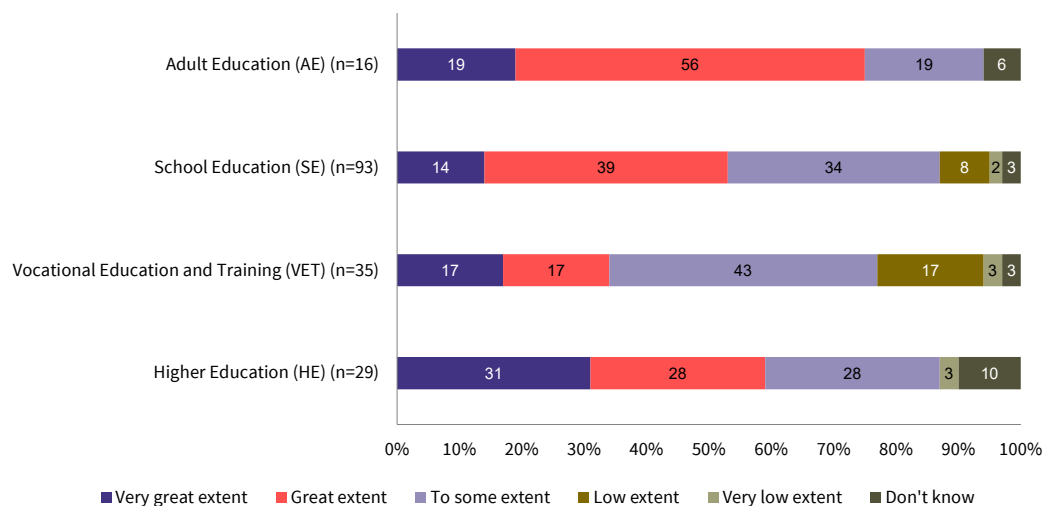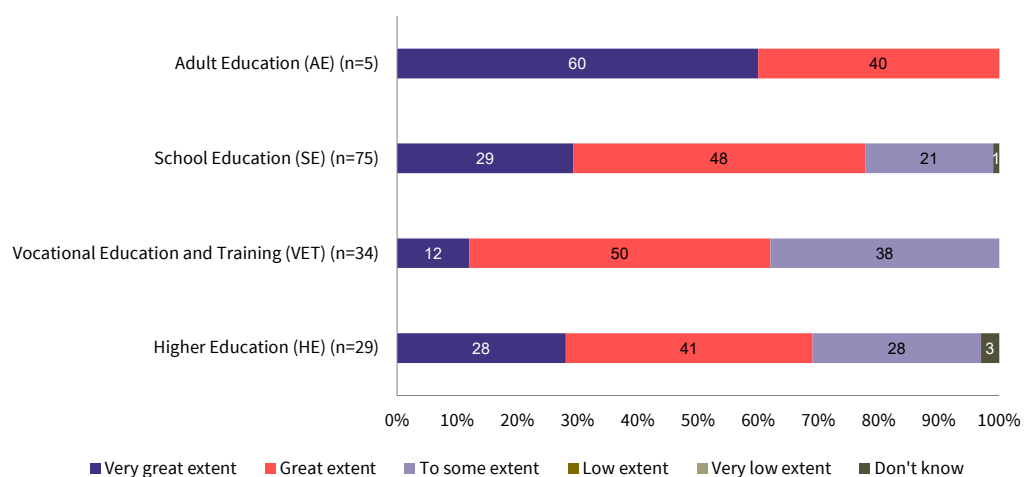

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.3

To what extent do you assess that participation in Erasmus+ has strengthened students'/pupils' professional skills?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.4

To what extent do you assess that participation in Erasmus+ has strengthened students'/pupils' study competences (independence, problem solving, etc.)?
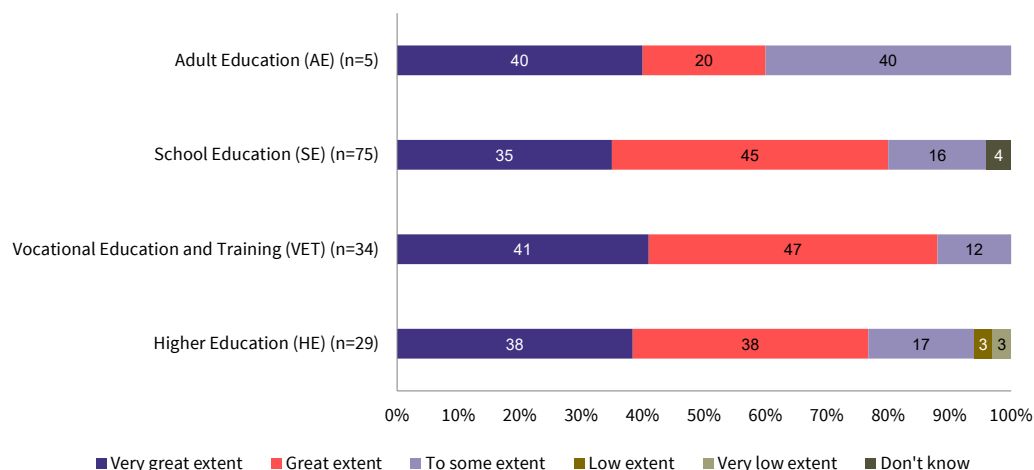

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.5

To what extent do you assess that participation in Erasmus+ has strengthened students'/pupils' international competences (language, knowledge of the surrounding world, familiarity with work cultures in other countries, etc.)?
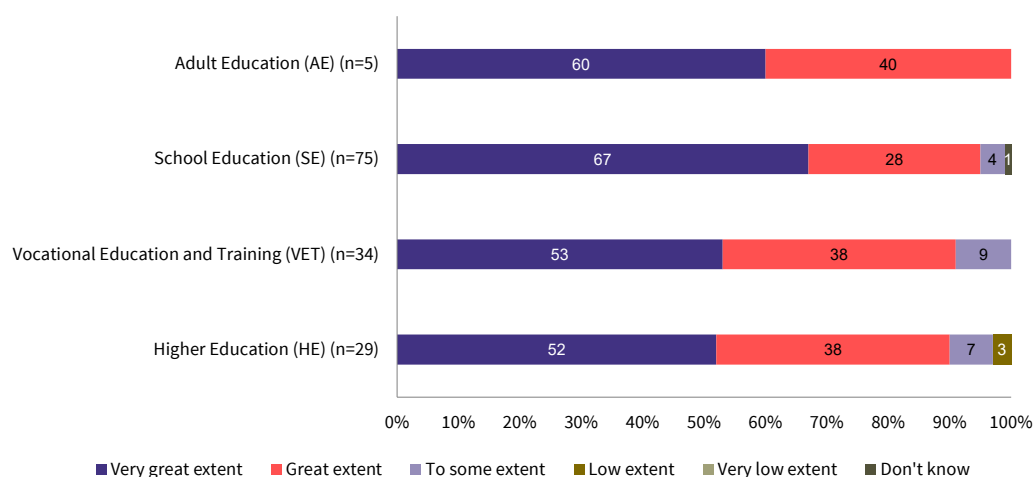

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.6

To what extent do you assess that participation in Erasmus+ gives students/pupils competences that are appreciated by employers?
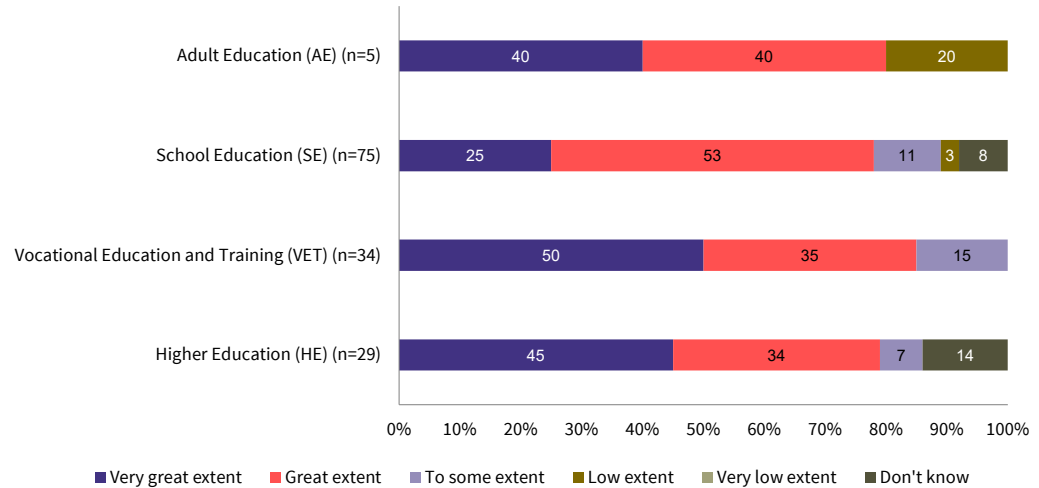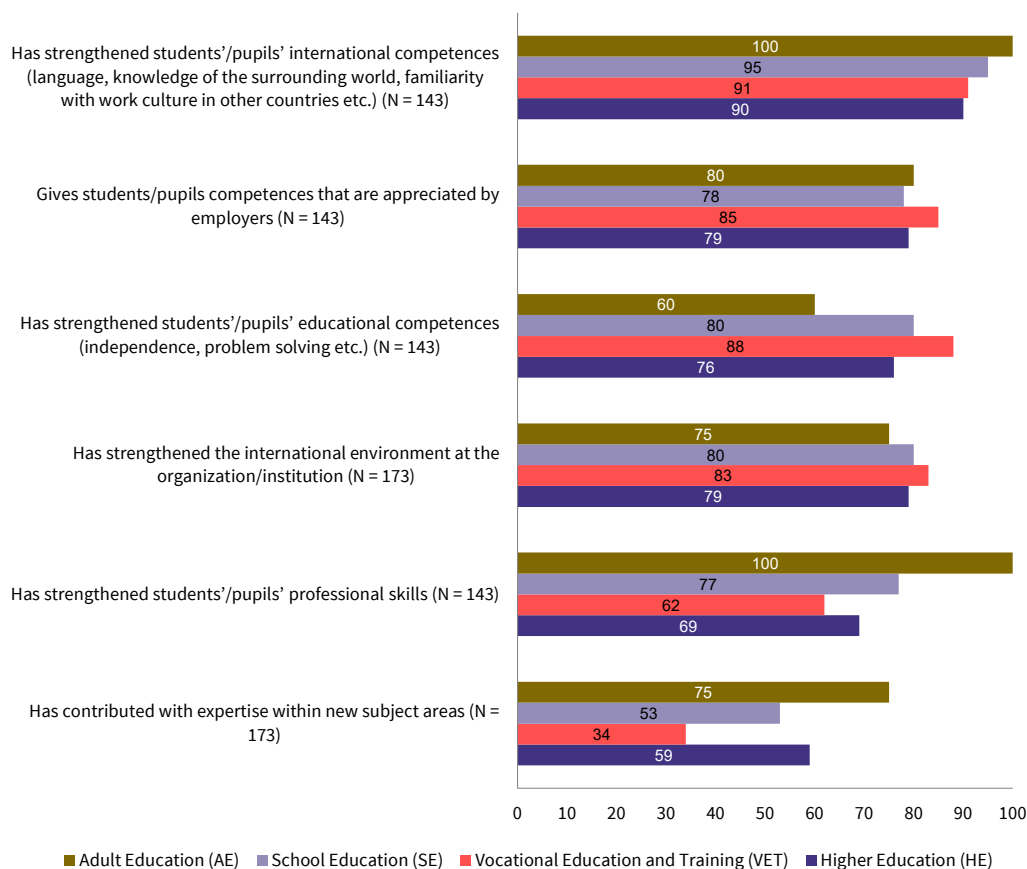

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.7

To what extent do you assess that Erasmus+…

|	Adult Education (AE)	School Education (SE)	Vocational Education and Training (VET)	Higher Education (HE)
Has strengthened students'/pupils' international competences (language, knowledge of the surrounding world, familiarity with work culture in other countries etc.) (N = 143)	100	95	91	90
Gives students/pupils competences that are appreciated by employers (N = 143)	80	78	85	79
Has strengthened students'/pupils' educational competences (independence, problem solving etc.) (N = 143)	60	80	88	76
Has strengthened the international environment at the organization/institution (N = 173)	75	80	83	79
Has strengthened students'/pupils' professional skills (N = 143)	100	77	62	69
Has contributed with expertise within new subject areas (N = 173)	75	53	34	59

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = [143; 173] (see statement in the figure). The questions with N = 143 have only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays. Only respondents who have answered "Great extent" and "Very great extent" are depicted.

1.2 Q4

Figure 1.8

How much do you agree or disagree with the following statement: Our participation in Erasmus+ mobility activities supports the digital transformation of our educational programmes?
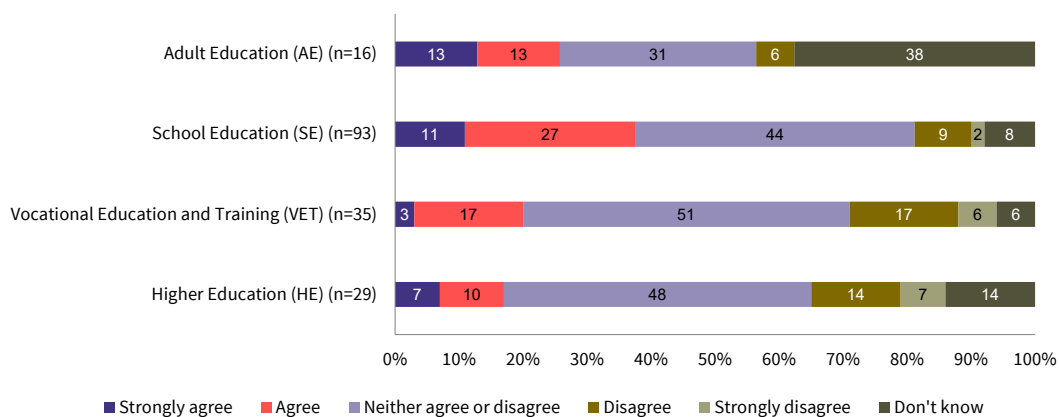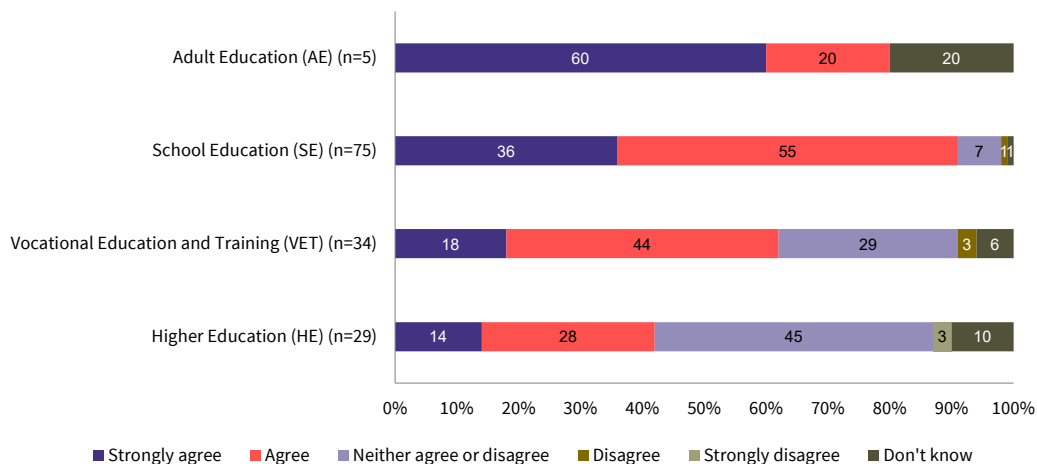

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.9

How much do you agree or disagree with the following statement: Students/pupils sent out from your institution/organisation to an Erasmus+ destination see themselves as more European after returning than before they left?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

1.3   Q5

Figure 1.10
What is the development in the proportion of hard-to-reach groups that you have managed to send out through Erasmus+?

Source: Survey among institutions and organisations, Danish Evaluation Institute
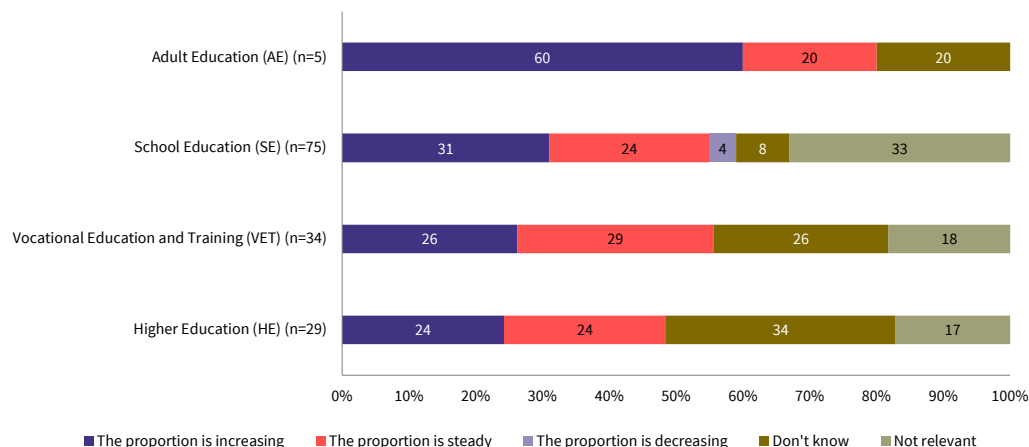
Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.11
To what extent do you feel that, nationally, there has been an increased focus on sending hard-to-reach groups on mobility stays through Erasmus+?
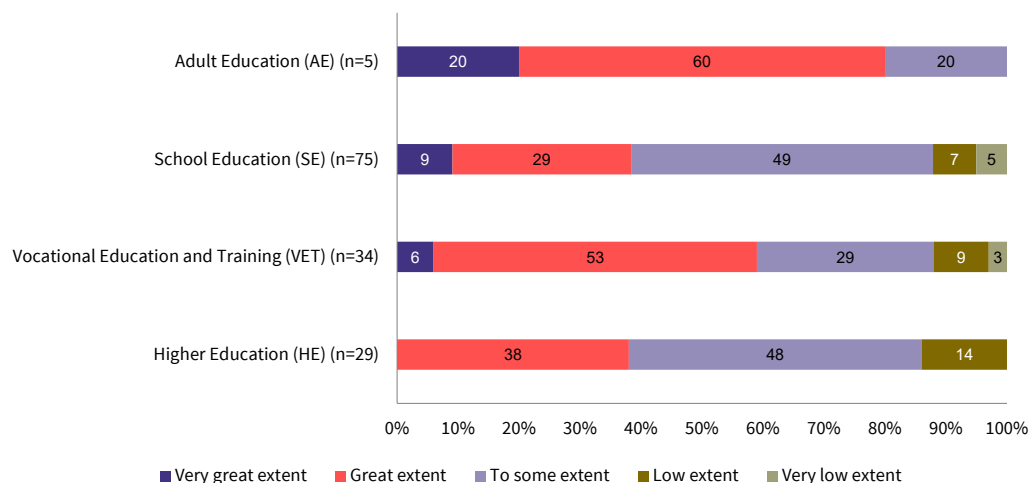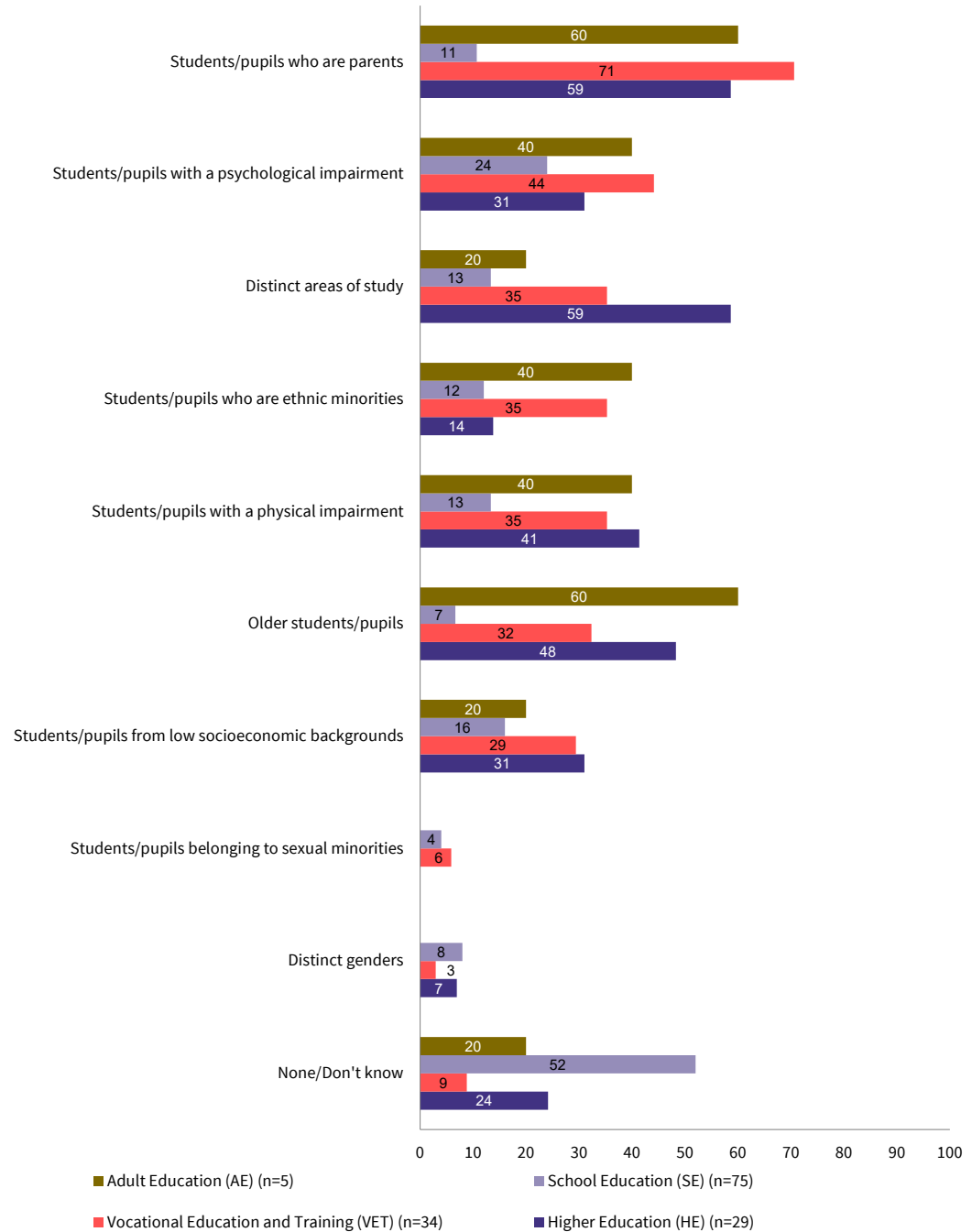

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.12

Which of the following are hard-to-reach groups among those sent abroad through Erasmus+ at your institution?

Students/pupils who are parents
- 60
- 11
- 71
- 59

Students/pupils with a psychological impairment
- 40
- 24
- 44
- 31

Distinct areas of study
- 20
- 13
- 35
- 59

Students/pupils who are ethnic minorities
- 40
- 12
- 35
- 14

Students/pupils with a physical impairment
- 40
- 13
- 35
- 41

Older students/pupils
- 60
- 7
- 32
- 48

Students/pupils from low socioeconomic backgrounds
- 20
- 16
- 29
- 31

Students/pupils belonging to sexual minorities
- 4
- 6

Distinct genders
- 8
- 3
- 7

None/Don't know
- 20
- 52
- 9
- 24

- Adult Education (AE) (n=5)
- School Education (SE) (n=75)
- Vocational Education and Training (VET) (n=34)
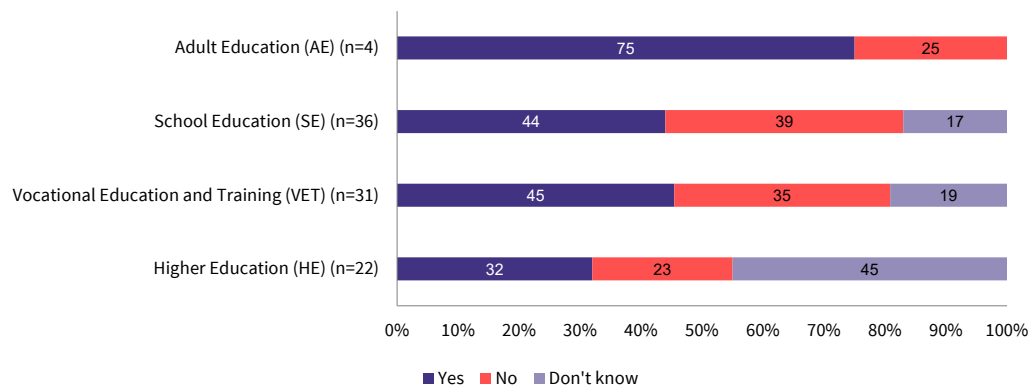- Higher Education (HE) (n=29)

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. It has been possible to select multiple answers. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.13
Does your hard-to-reach group/groups match those that can receive "fewer opportunities top up" and/or "inclusion support"?
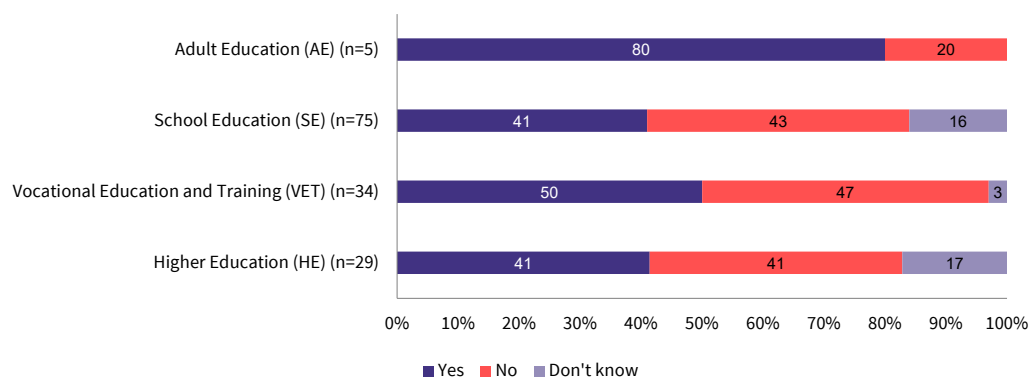

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 93. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays and additionally that they have at least one hard-to-reach group at their institution/or-ganisation. Only respondents from the HE and VET sectors have been able to select "fewer opportunities top up".

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.14
Do you have special measures in place to get your hard-to-reach students/pupils sent out through Erasmus+?
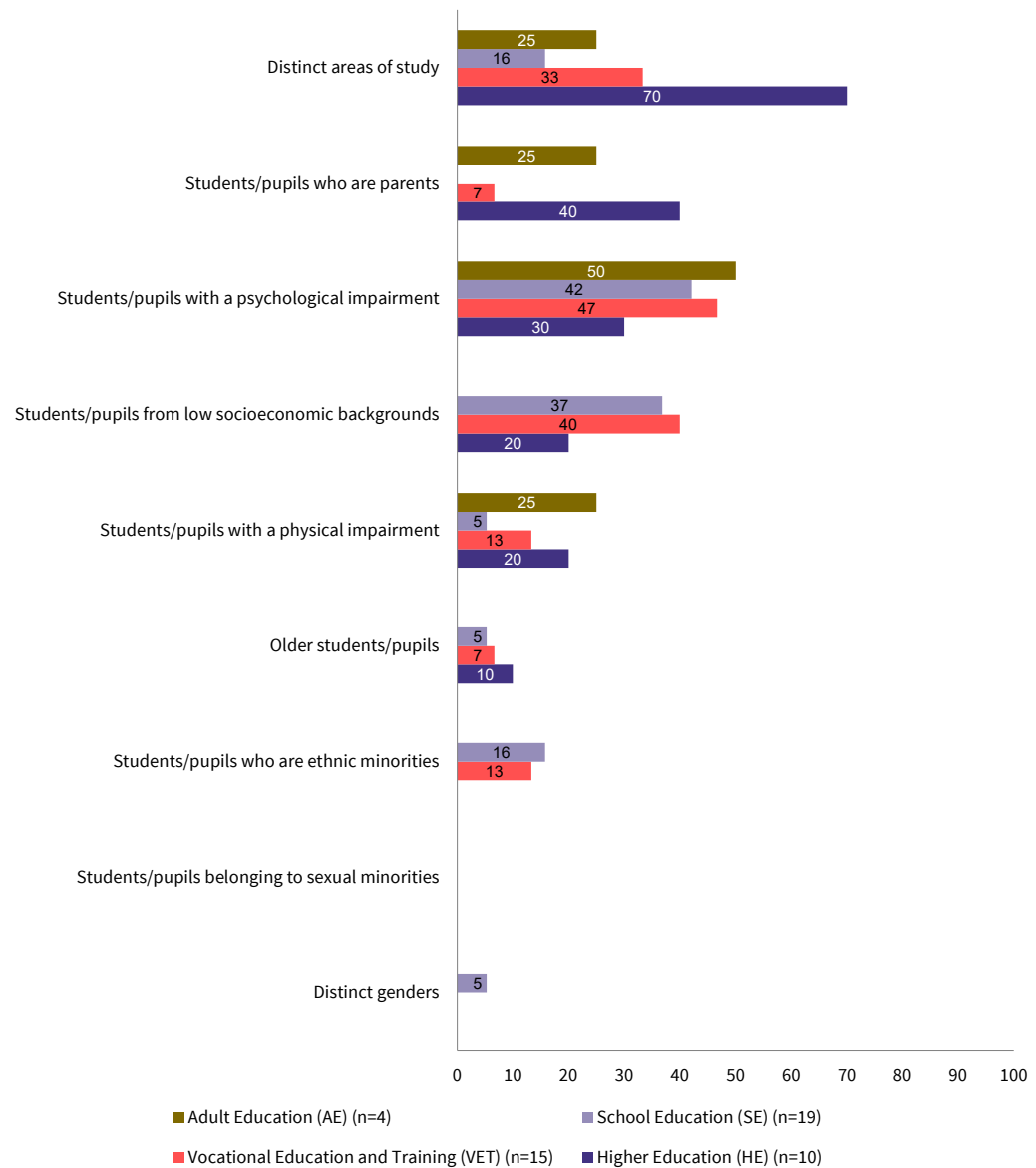

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.15
For which hard-to-reach groups do you have special measures in place to send out?

Legend:
- Adult Education (AE) (n=4)
- School Education (SE) (n=19)
- Vocational Education and Training (VET) (n=15)
- Higher Education (HE) (n=10)

Group	AE	SE	VET	HE
Distinct areas of study	25	16	33	70
Students/pupils who are parents	25		7	40
Students/pupils with a psychological impairment	50	42	47	30
Students/pupils from low socioeconomic backgrounds		37	40	20
Students/pupils with a physical impairment	25	5	13	20
Older students/pupils			7	10 / 5
Students/pupils who are ethnic minorities		16	13	
Students/pupils belonging to sexual minorities				
Distinct genders		5		

Source: Survey among institutions and organisations, Danish Evaluation Institute
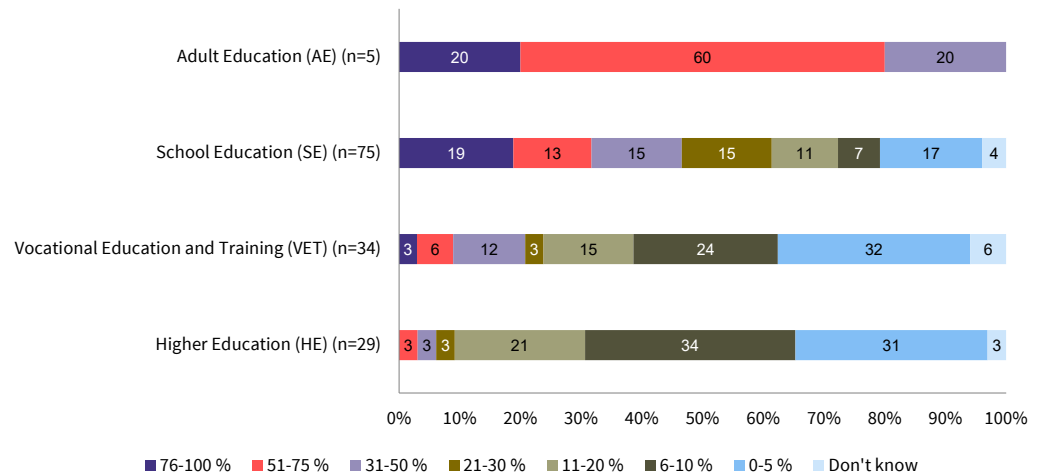
Note: N = 48. It has been possible to select multiple answers. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays and additionally that they have at least one hard-to-reach group at their institution/organisation for whom they have special measures. This question has been asked for each hard-to-reach group that the respondent has stated is present at their institution.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

1.4 Q6

Figure 1.16

Approximately what proportion of your students/pupils sent out through Erasmus+ would you estimate exclusively or mainly use green forms of transportation (such as trains, buses or carpooling) to get to and from their Erasmus+ destination?
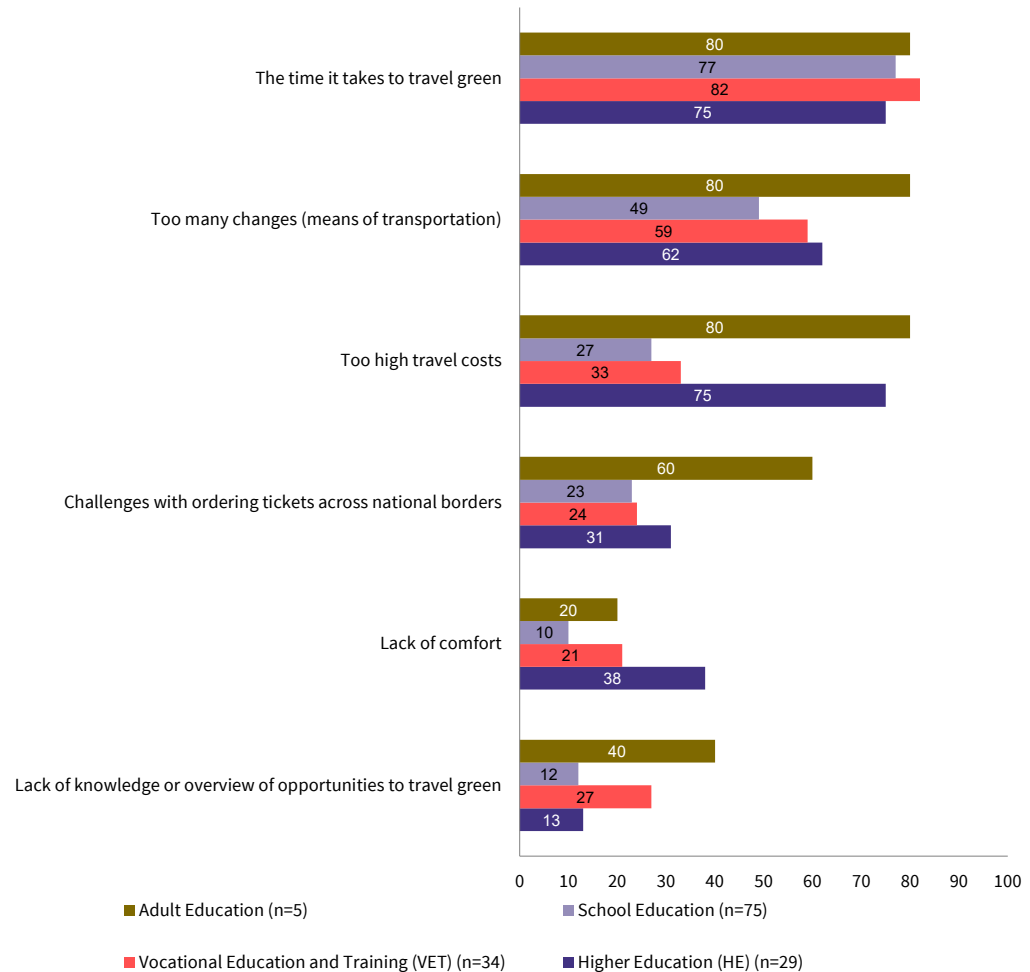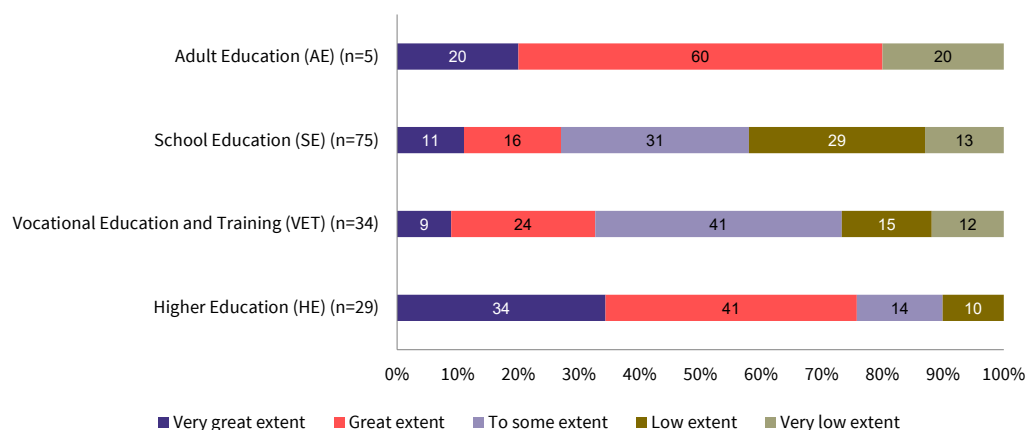

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.17

To what extent do you assess that the following scenarios constitute barriers to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?

The time it takes to travel green
- 80
- 77
- 82
- 75

Too many changes (means of transportation)
- 80
- 49
- 59
- 62

Too high travel costs
- 80
- 27
- 33
- 75

Challenges with ordering tickets across national borders
- 60
- 23
- 24
- 31

Lack of comfort
- 20
- 10
- 21
- 38

Lack of knowledge or overview of opportunities to travel green
- 40
- 12
- 27
- 13

■ Adult Education (n=5)   ■ School Education (n=75)
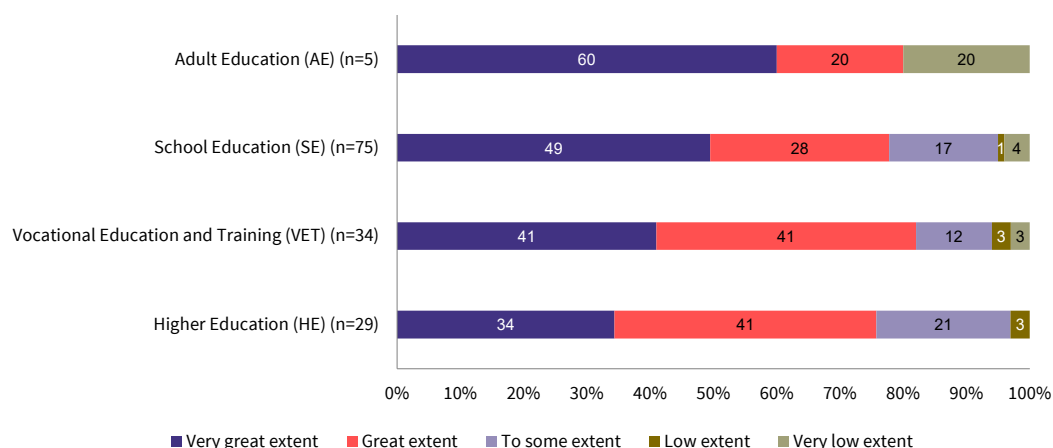■ Vocational Education and Training (VET) (n=34)   ■ Higher Education (HE) (n=29)

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays. Only respondents who have answered "Agree" and "Strongly agree" are depicted.

Figure 1.18

To what extent do you assess that too high travel costs constitute a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?
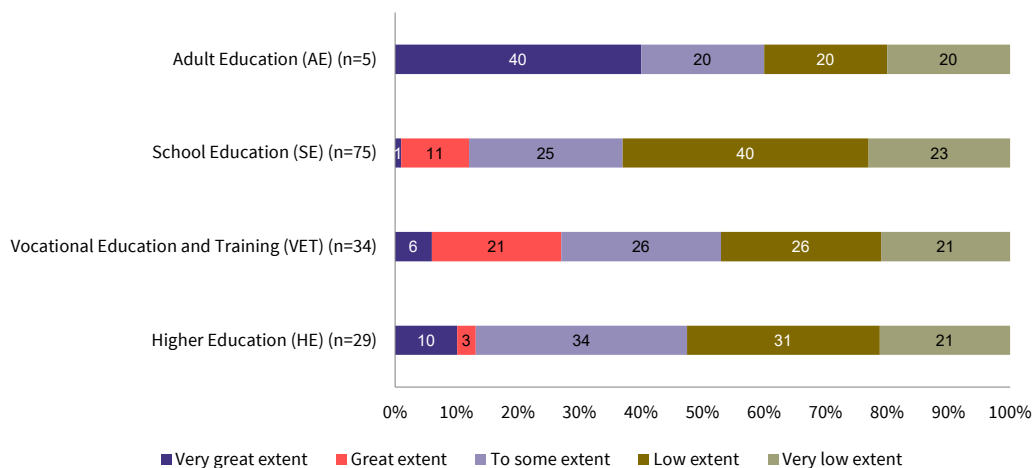

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.19

To what extent do you assess that the time it takes to travel green constitutes a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?
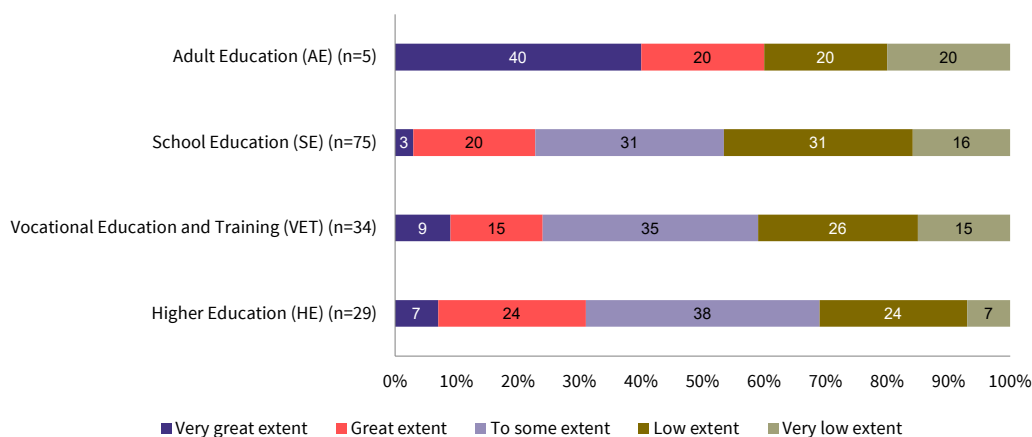

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.20

To what extent do you assess that lack of knowledge or overview of opportunities to travel green constitutes a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?
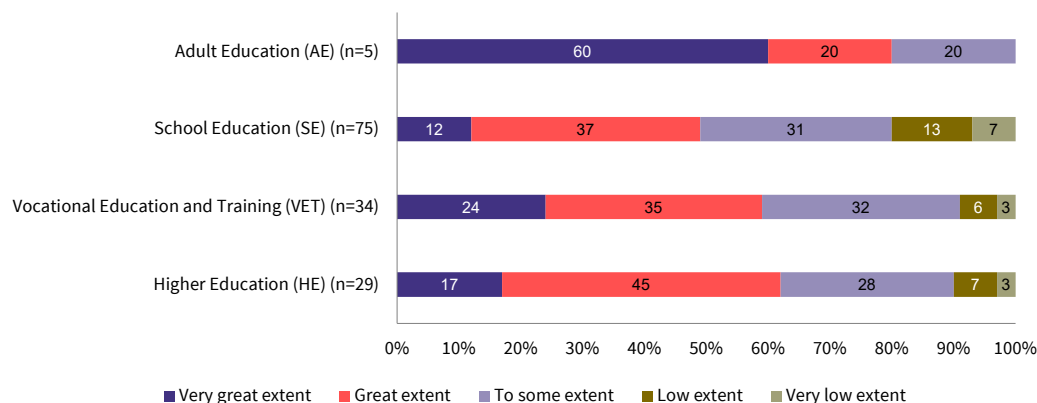

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.21

To what extent do you assess that challenges with ordering tickets across national borders constitute a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?
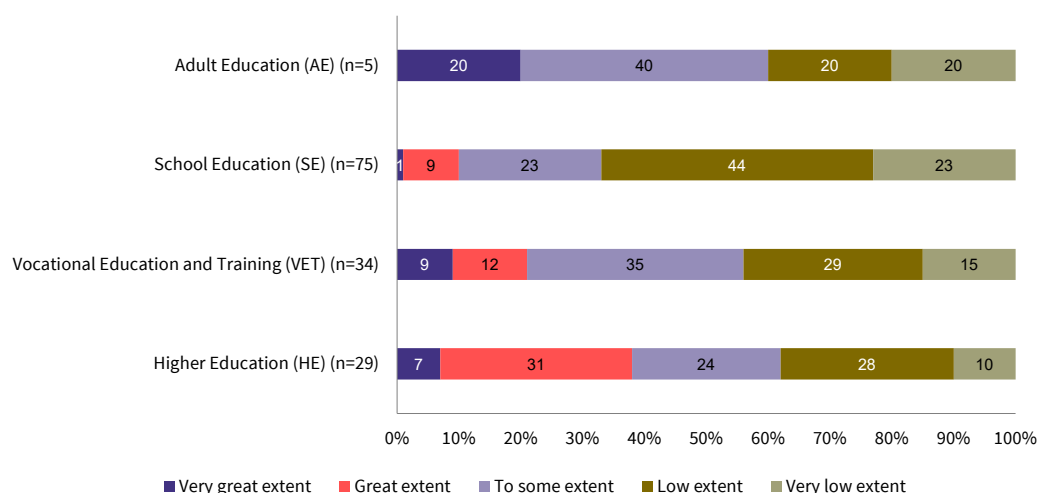

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.22

To what extent do you assess that too many transport changes constitute a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?

Very great extent ■ Great extent ■ To some extent ■ Low extent ■ Very low extent

Source: Survey among institutions and organisations, Danish Evaluation Institute
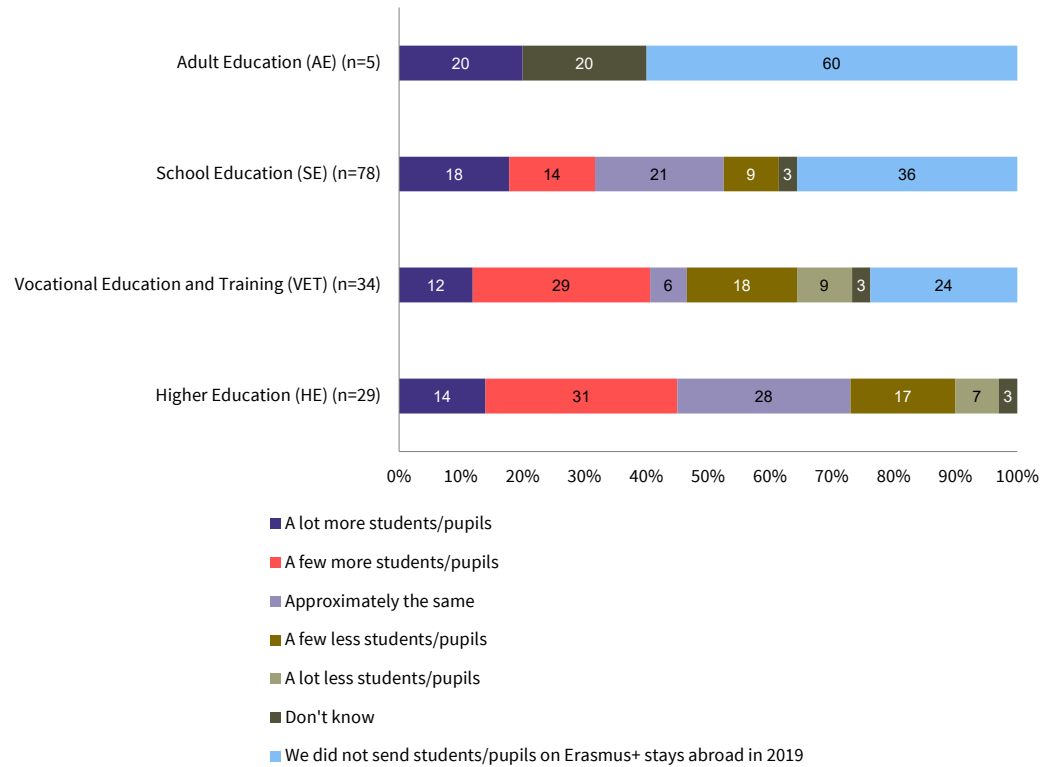
Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.23

To what extent do you assess that lack of comfort constitutes a barrier to having more students/pupils use green forms of transportation when travelling to their Erasmus+ destination?

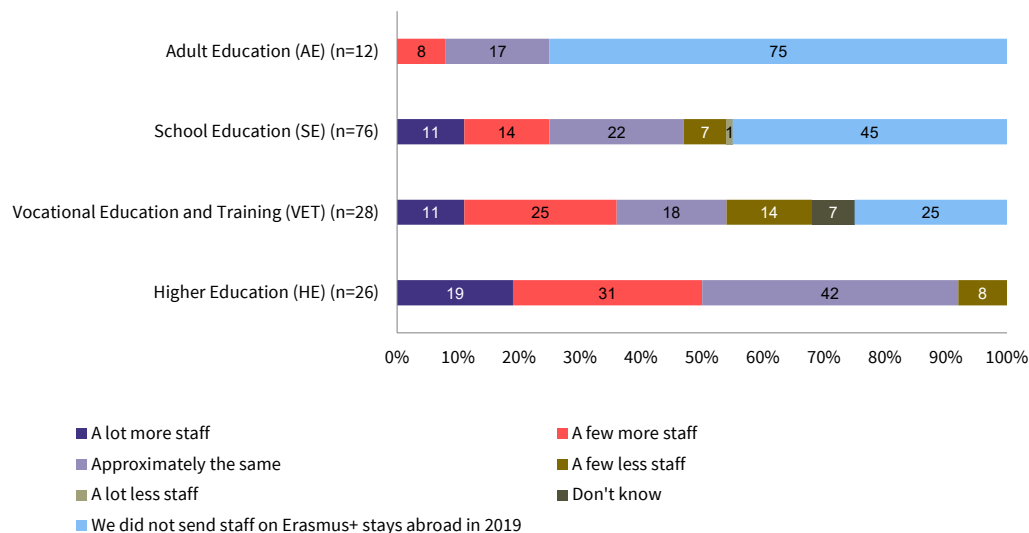Very great extent ■ Great extent ■ To some extent ■ Low extent ■ Very low extent

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

1.5   Q12

Figure 1.24

Is the number of your students going on Erasmus+ mobility stays abroad at the same level as in 2019 (before covid-19)?
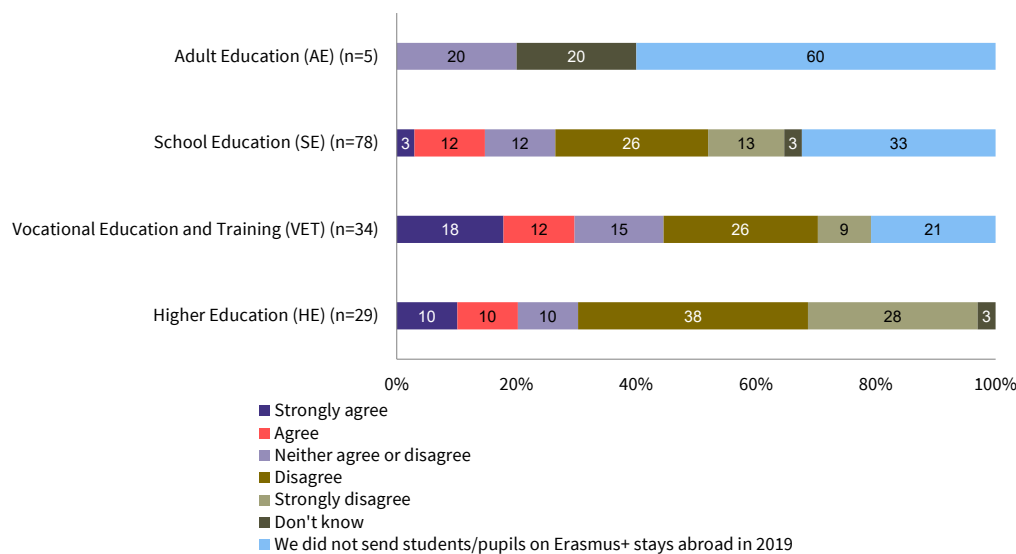

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 146. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.25

Is the number of staff going on Erasmus+ mobility stays abroad at the same level as in 2019 (before covid-19)?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 142. This question has only been asked to respondents who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.26

How much do you agree or disagree with the following statement: The covid-19 pandemic has meant that we have had to start all over again with building our Erasmus+ network to send out students/pupils?
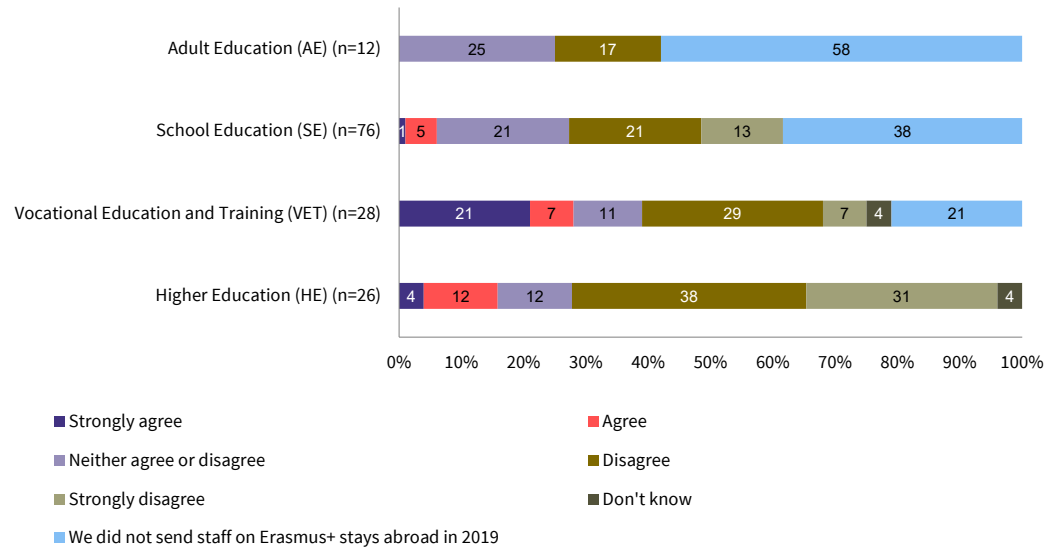

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 146. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 1.27

How much do you agree or disagree with the following statement: The covid-19 pandemic has meant that we have had to start all over again with building our Erasmus+ network to send out staff?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 142. This question has only been asked to respondents who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.
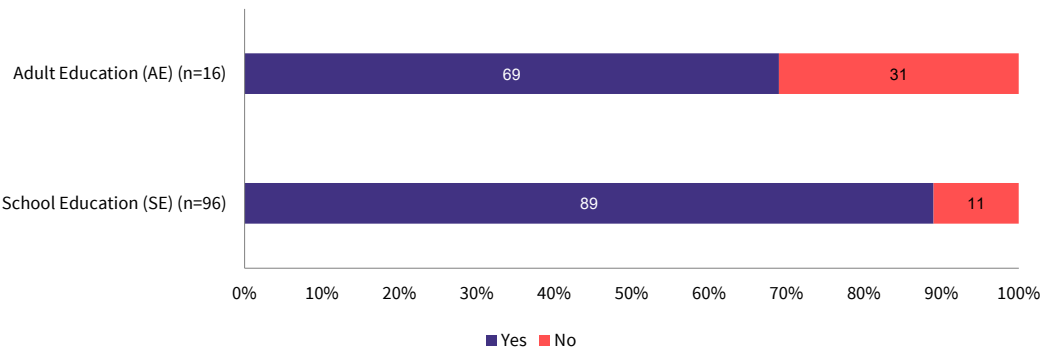
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

2 Efficiency

This chapter is based on the standard evaluation questions 14-21 (see Appendix B). Q14 in the heading below refers to standard evaluation question 14, etc.
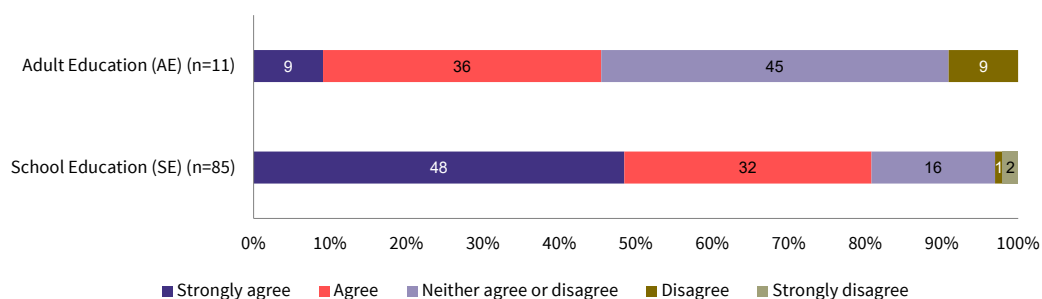
2.1 Q14

Figure 2.1
Have you become Erasmus+ accredited?

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 112. This question has only been asked to respondents from the school and adult education sector.

Figure 2.2

How much do you agree or disagree with the following statement: Accreditation has significantly decreased our time usage in the application process?
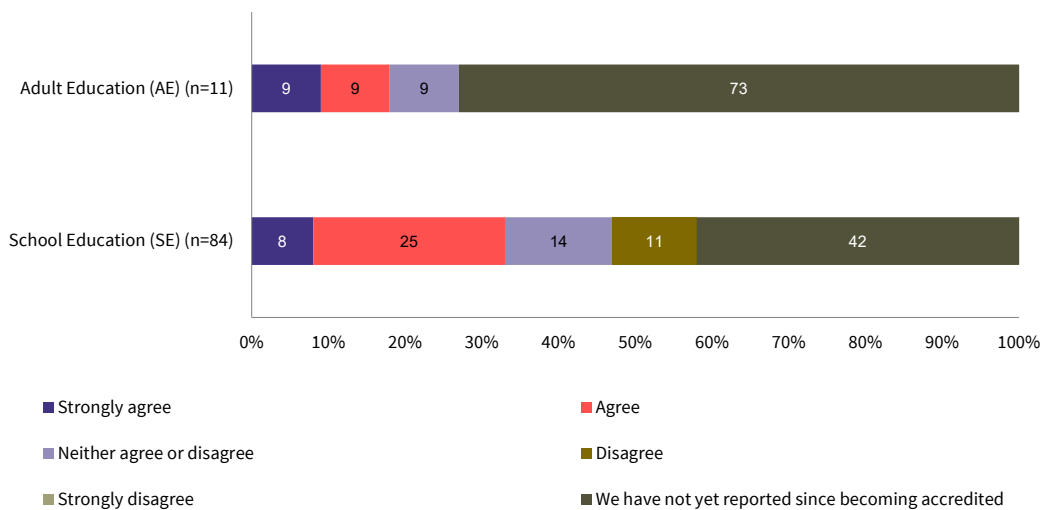

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 96. This question has only been asked to respondents from the school and adult education sector who have answered that they have become accredited.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.3

How much do you agree or disagree with the following statement: Accreditation has significantly decreased our time usage in the final report process?

Source: Survey among institutions and organisations, Danish Evaluation Institute
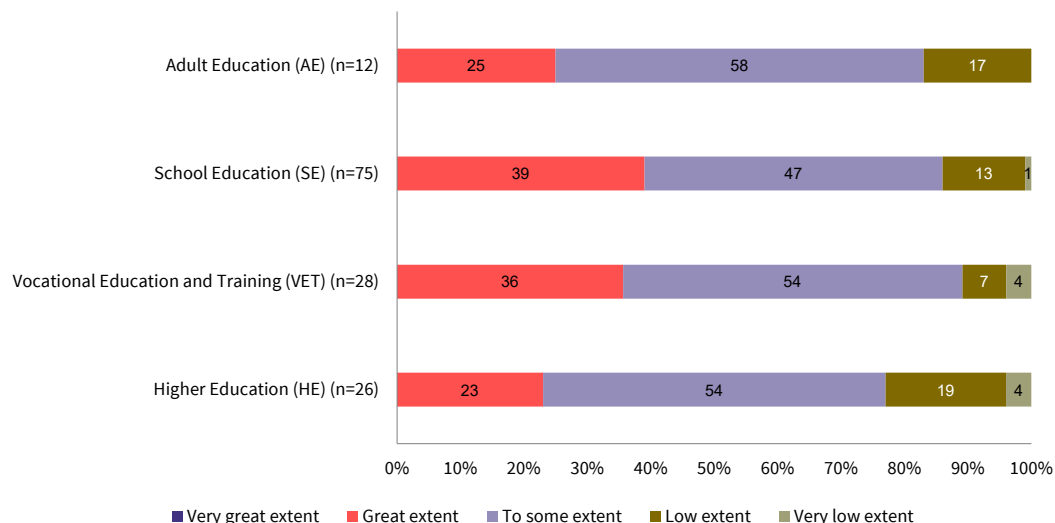
Note: N = 95. This question has only been asked to respondents from the school and adult education sector who have answered that they have become accredited.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

2.2 Q15

Figure 2.4
To what extent do you assess that the set unit cost rates cover the expenses associated with travel expenses for staff?

	Great extent	To some extent	Low extent	Very low extent
Adult Education (AE) (n=12)	25	58	17	
School Education (SE) (n=75)	39	47	13	1
Vocational Education and Training (VET) (n=28)	36	54	7	4
Higher Education (HE) (n=26)	23	54	19	4

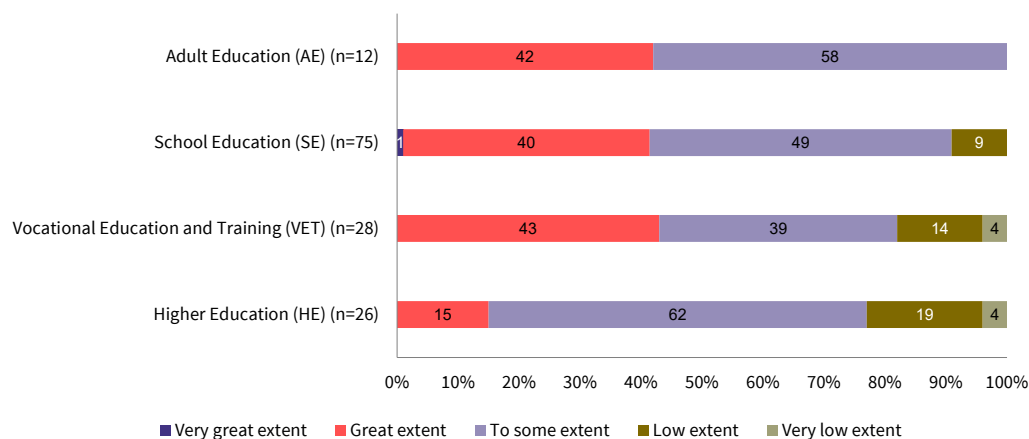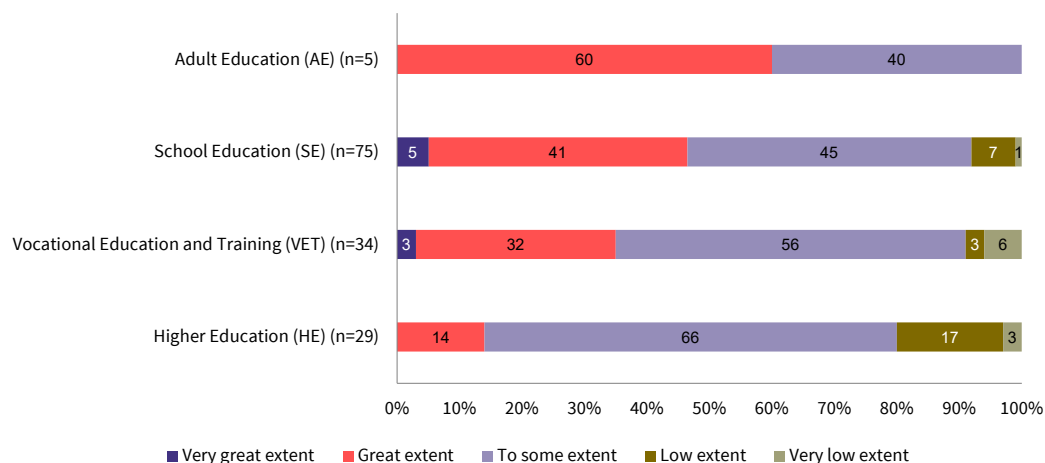■ Very great extent ■ Great extent ■ To some extent ■ Low extent ■ Very low extent

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 141. This question has only been asked to respondents who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.5
To what extent do you assess that the set unit cost rates cover the expenses associated with living costs for staff?

	Very great extent	Great extent	To some extent	Low extent	Very low extent
Adult Education (AE) (n=12)		42	58		
School Education (SE) (n=75)	1	40	49	9	
Vocational Education and Training (VET) (n=28)		43	39	14	4
Higher Education (HE) (n=26)		15	62	19	4

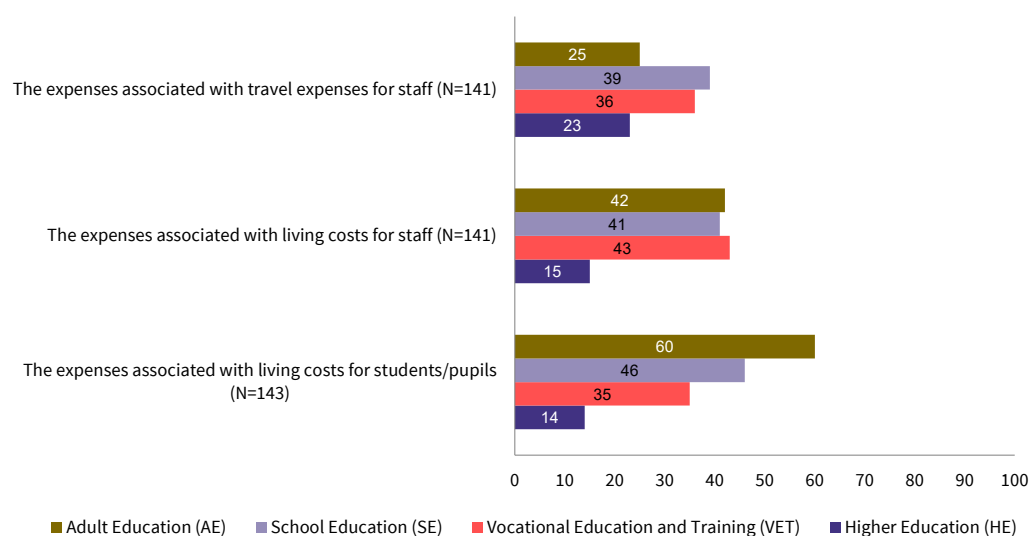■ Very great extent ■ Great extent ■ To some extent ■ Low extent ■ Very low extent

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 141. This question has only been asked to respondents who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.6

To what extent do you assess that the set unit cost rates cover the expenses associated with living costs for students/pupils?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Figure 2.7

To what extent do you assess that the set unit cost rates cover...
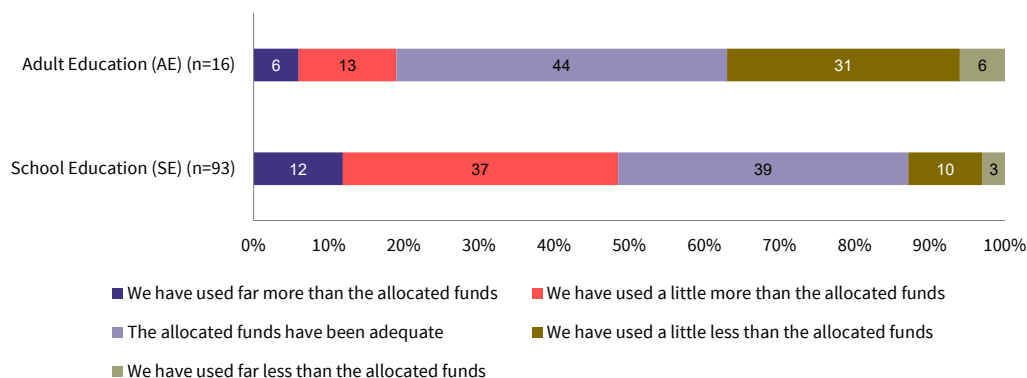

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 141. The combined proportions of respondents who have answered "To a very high extent" and "To a high extent" are depicted. These questions have only been asked to respondents who have previously answered that their institution/organisation has had staff members or students/pupils on Erasmus+ mobility stays.

Figure 2.8
Has the institution experienced discrepancies between the allocated funds and the funds that are used?
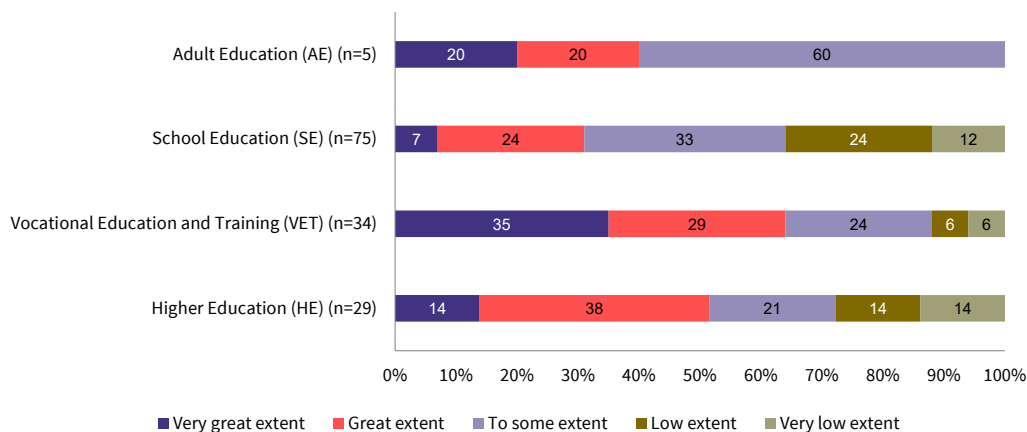

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 109. This question has only been asked to respondents from the school and adult education sector.

2.3 Q18

Figure 2.9
To what extent do you think that the following measures will get even more of your students/pupils sent out through Erasmus+: Better opportunities for students to travel abroad for a shorter period of time?
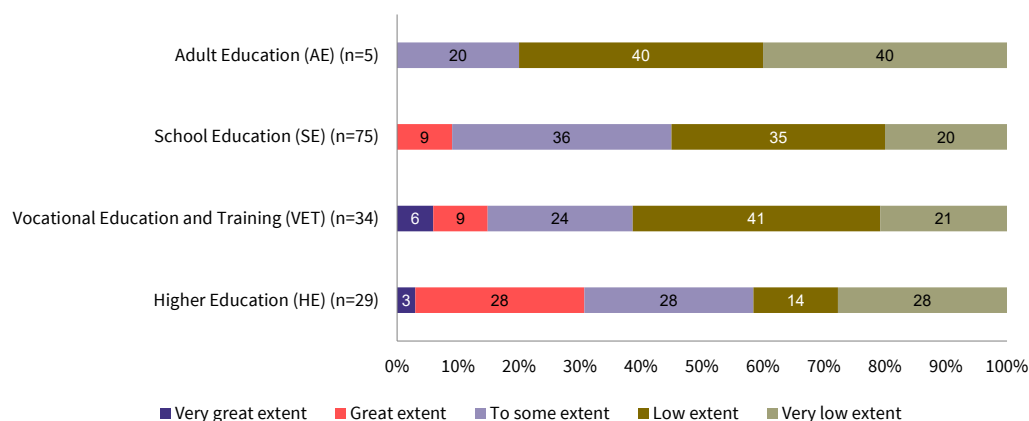

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.10

To what extent do you think that the following measures will get even more of your students/pupils sent out through Erasmus+: Better opportunities for students to go on blended educational programmes where parts of the stay are virtual?
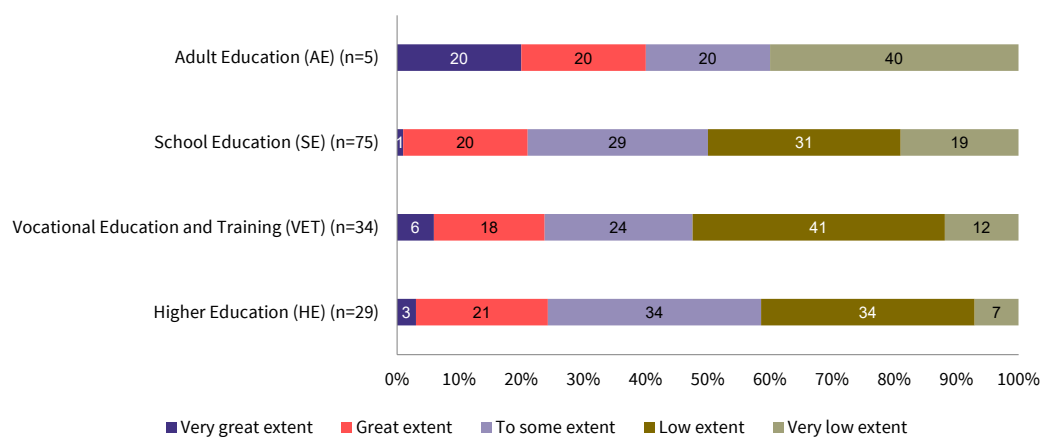

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.11

To what extent do you think that the following measures will get even more of your students/pupils sent out through Erasmus+: More destinations for students to choose between within the Erasmus+ countries?
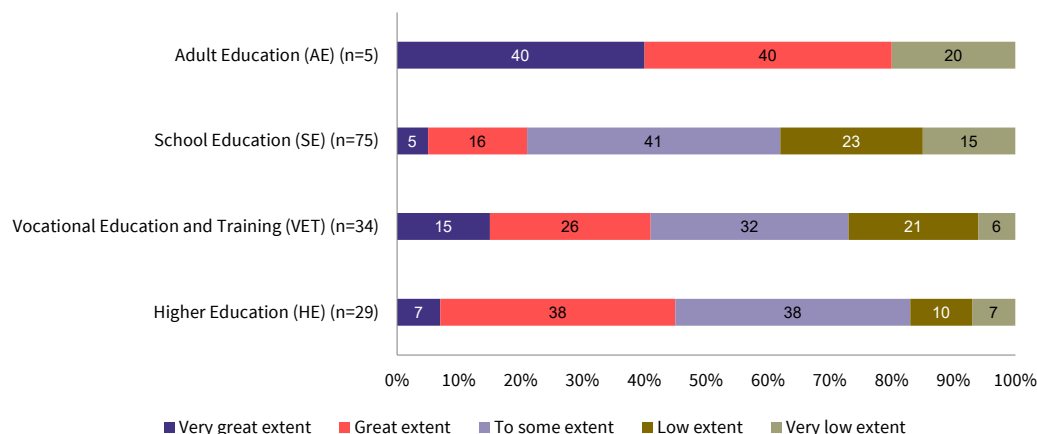

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.12

To what extent do you think that the following measures will get even more of your students/pupils sent out through Erasmus+: More destinations for students to choose between outside of the Erasmus+ countries?
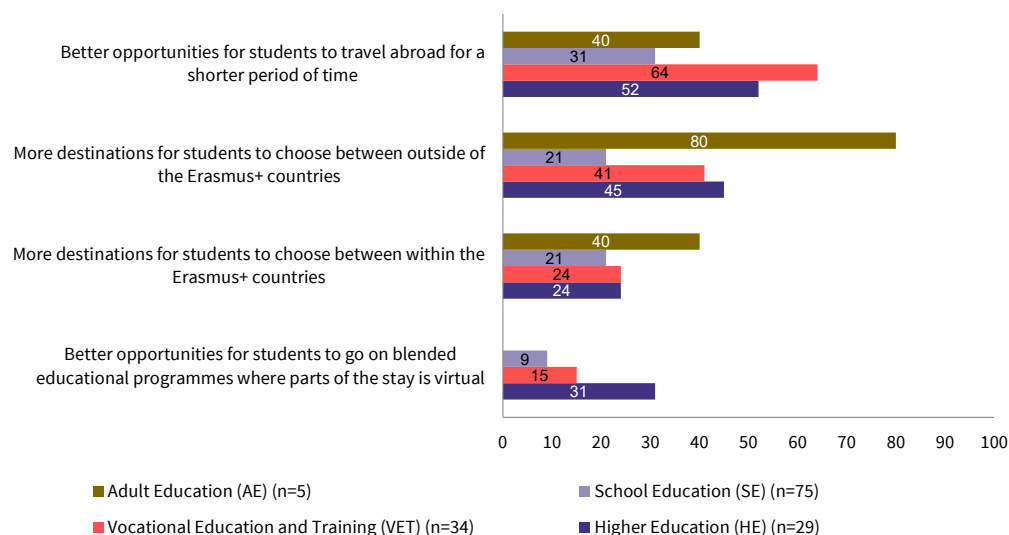

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.13

To what extent do you think that the following measures will get even more of your students/pupils sent out through Erasmus+…
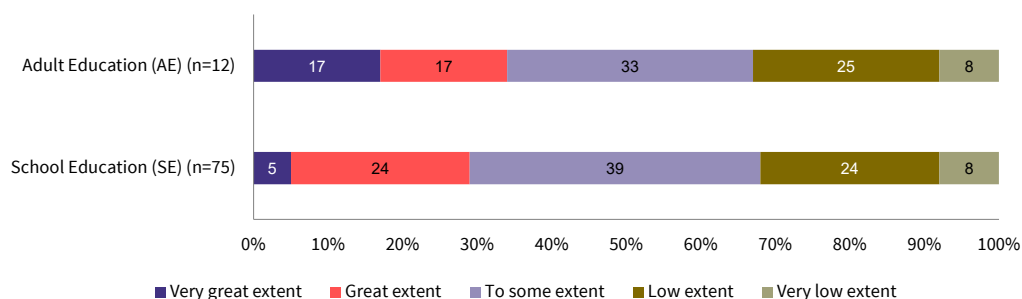

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 143. These questions have only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays. Only respondents who have answered "Agree" and "Strongly agree" are depicted.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.14

To what extent do you think that the following measures will get even more of your staff sent out through Erasmus+: Better opportunities for more flexibility in length of stays?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 87. This question has only been asked to respondents from the school and adult education sector who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Figure 2.15

To what extent do you think that the following measures will get even more of your staff sent out through Erasmus+: Better opportunities for staff to go on blended educational programmes where parts of the stay are virtual?
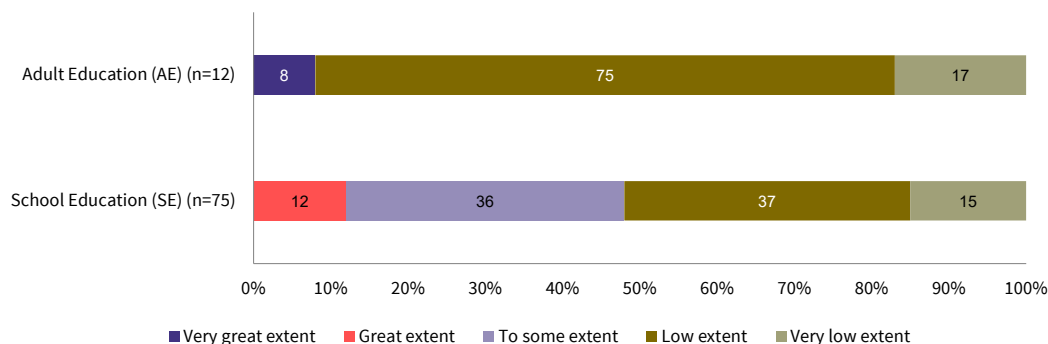

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 87. This question has only been asked to respondents from the school and adult education sector who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.16

To what extent do you think that the following measures will get even more of your staff sent out through Erasmus+: More destinations for staff to choose between within the Erasmus+ countries?
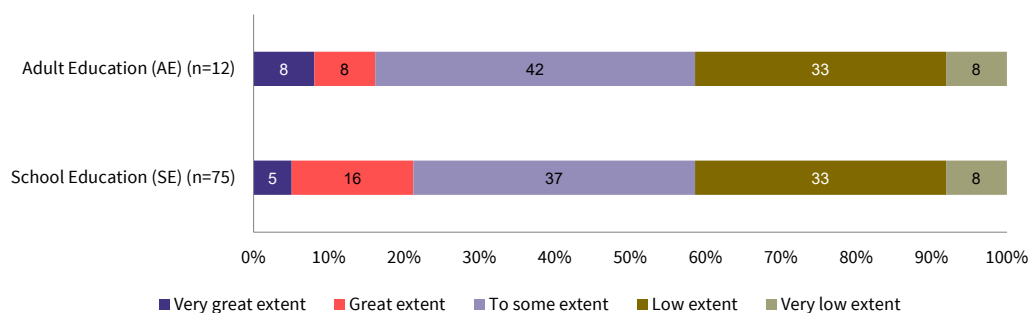

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 87. This question has only been asked to respondents from the school and adult education sector who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Figure 2.17

To what extent do you think that the following measures will get even more of your staff sent out through Erasmus+: More destinations for staff to choose between outside of the Erasmus+ countries?
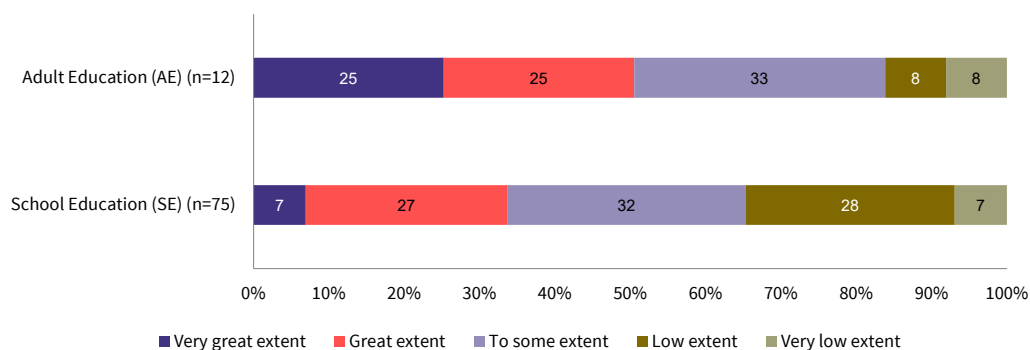

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 87. This question has only been asked to respondents from the school and adult education sector who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Figure 2.18

To what extent do you think that the following measures will get even more of your staff sent out through Erasmus+…
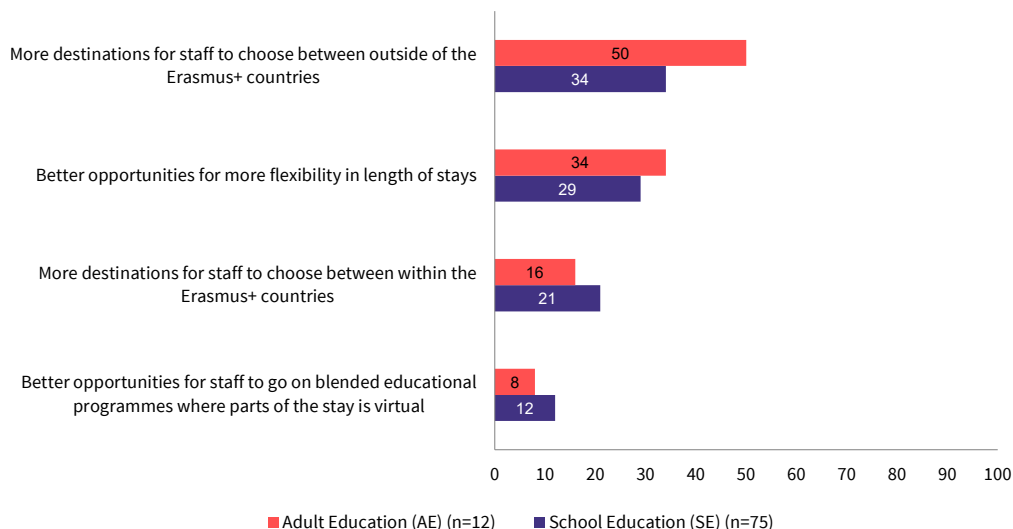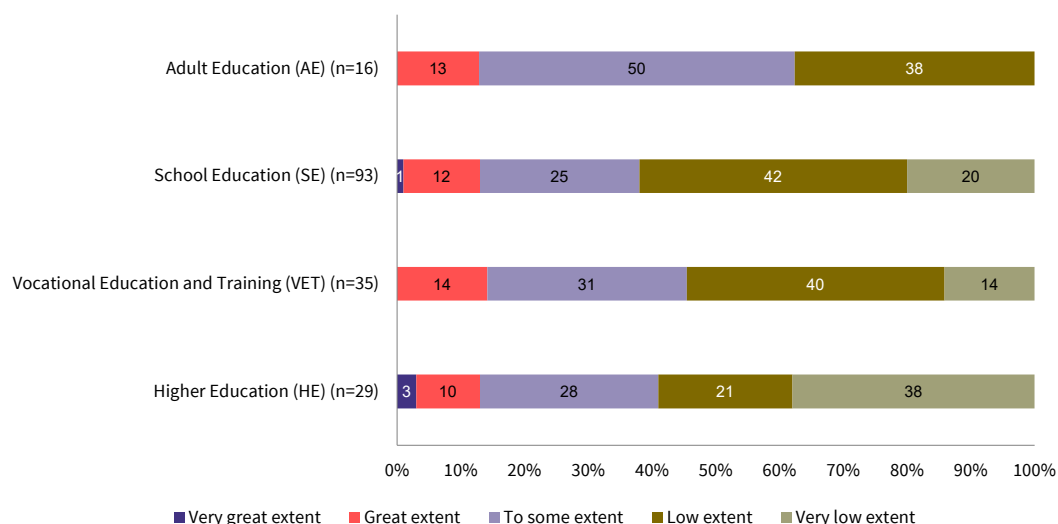

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 87. These questions have only been asked to respondents from the school and adult education sector who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays. Only respondents who have answered "Agree" and "Strongly agree" are depicted.

Figure 2.19

To what extent have you experienced challenges with identifying partners that can offer teaching with relevant content?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.20

To what extent have you experienced challenges with identifying partners that can offer teaching of high quality regarding content?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.21

To what extent have you experienced challenges with identifying partners that can offer teaching based on relevant teaching methods?
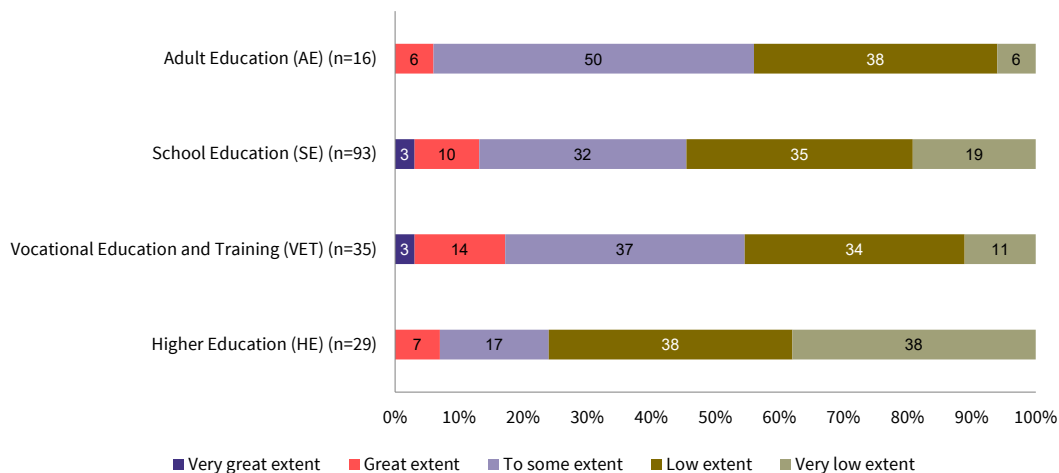

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.22

To what extent have you experienced challenges with identifying partners that can offer an inspiring professional environment for staff that are sent out?
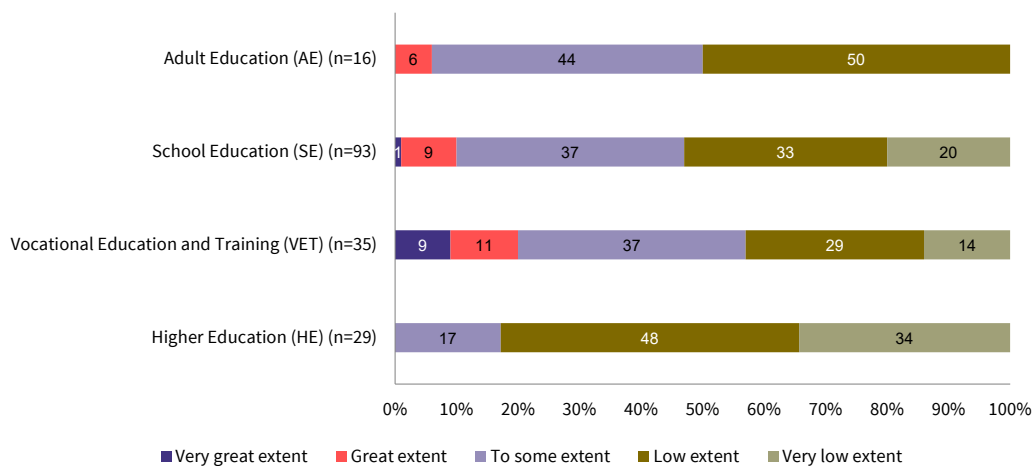

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.23

To what extent have you experienced challenges with identifying partners that can offer…?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173. Only respondents who have answered "Great extent" and "Very great extent" are depicted.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

2.4   Q20

Figure 2.24

How much do you agree with the following statement: The application form is easy to understand and fill in based on the material provided by the European Commission and the Danish Agency for Higher Education and Science?
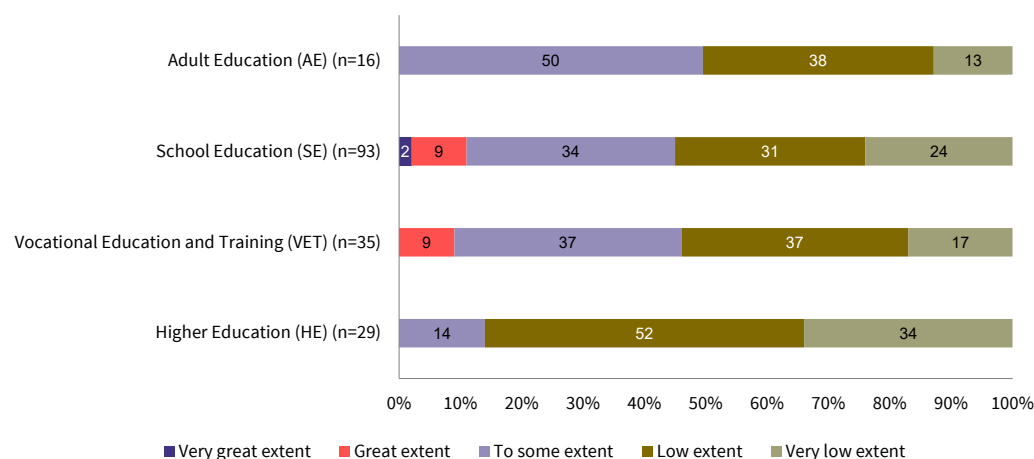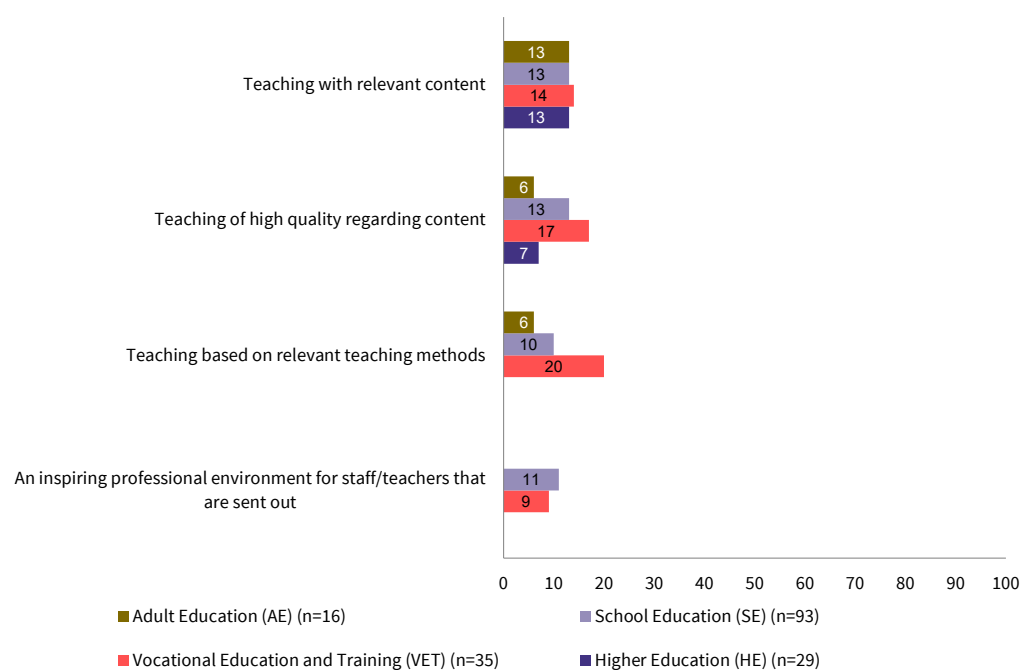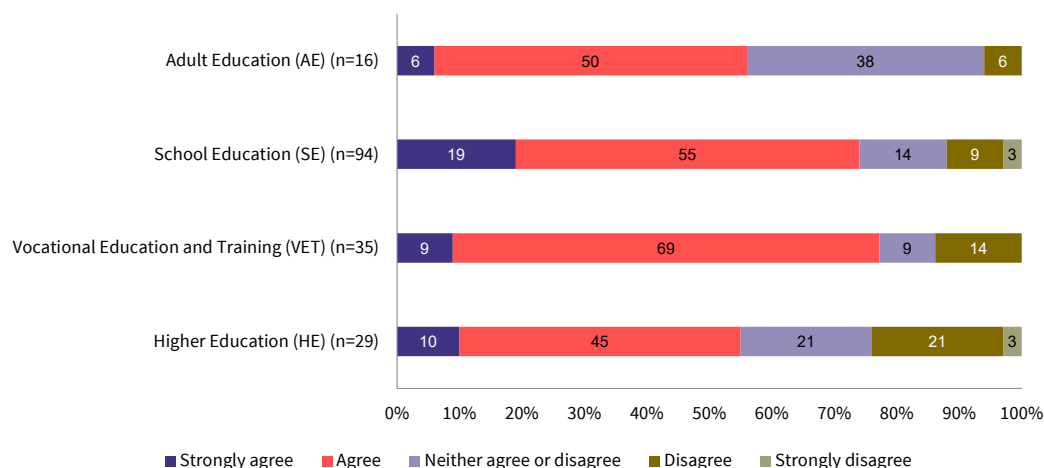

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 174.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.25

How much do you agree with the following statement: The contract is easy to understand and fill out based on the material provided by the European Commission and the Danish Agency for Higher Education and Science?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 174.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.26
How much do you agree with the following statement: The programme guide is a clear, central document?

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 174.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.27
How much do you agree with the following statement: Beneficiary Module (BM) is user-friendly?

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 174.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.28

How much do you agree with the following statement: It is easy to find the necessary information material, such as guidelines?
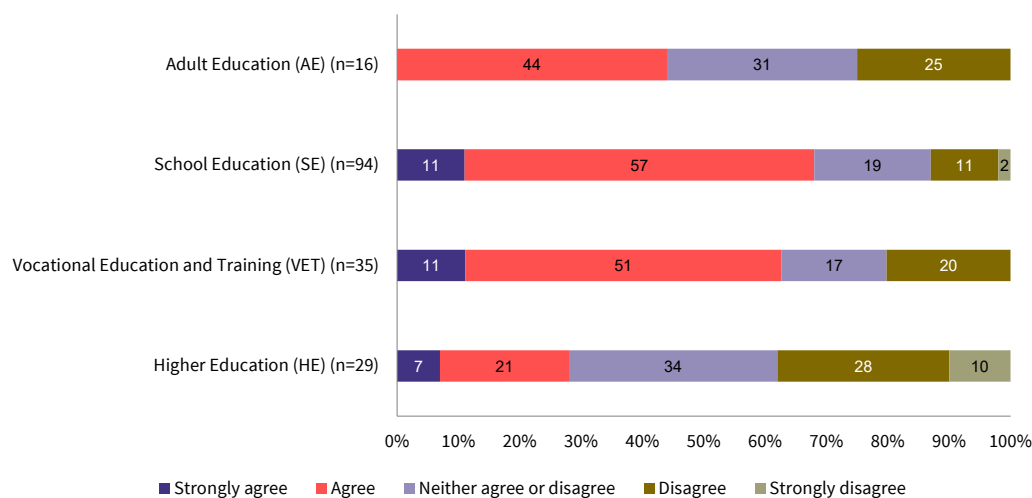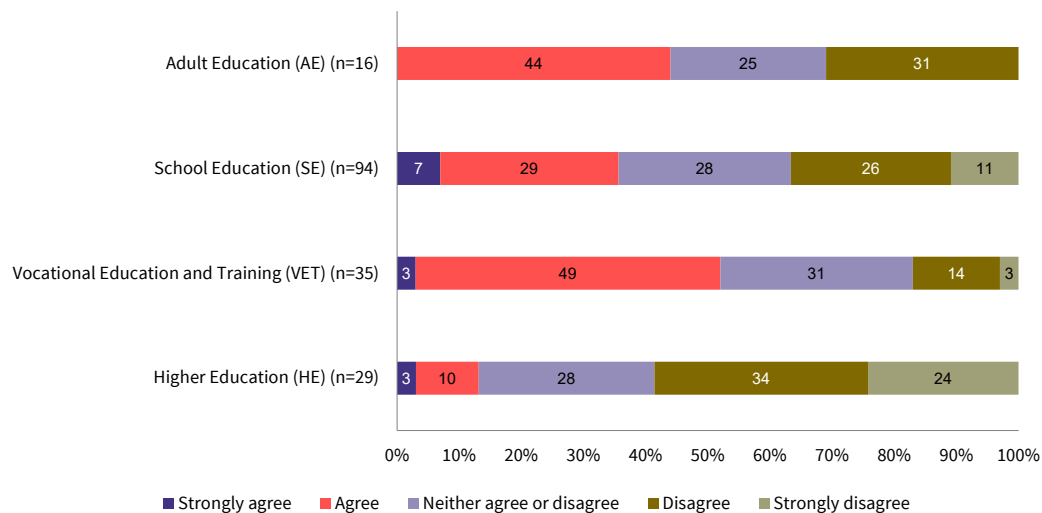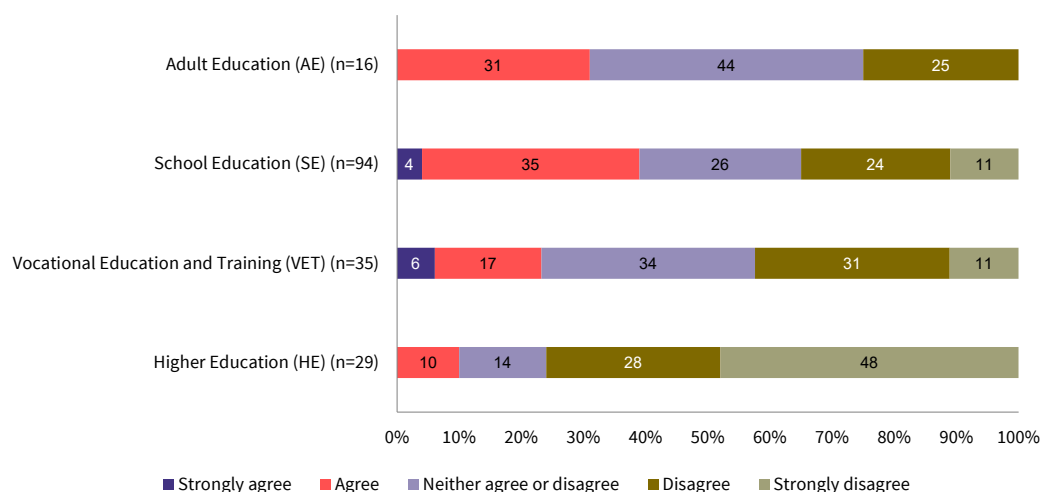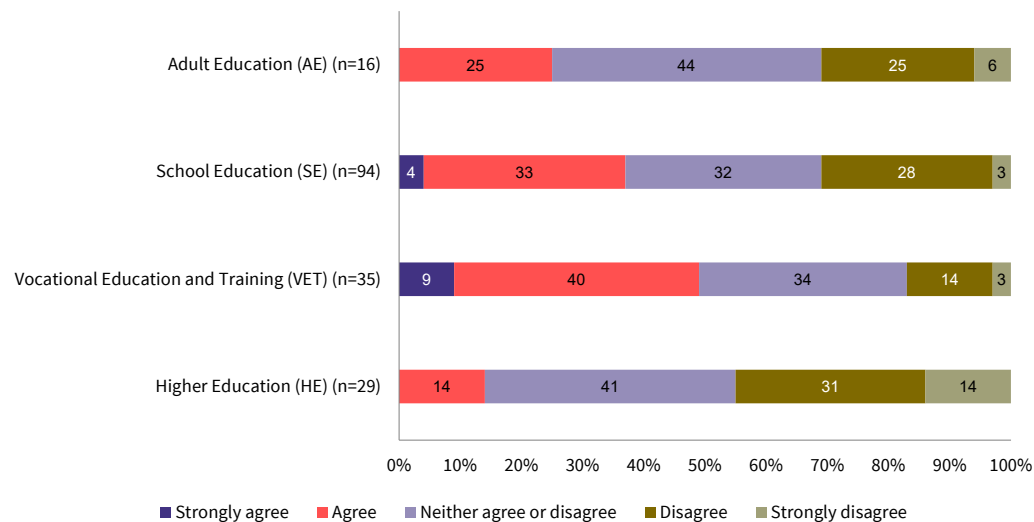

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 174.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.29
How much do you agree or disagree with the following statements…

The application form is easy to understand and fill in

	Strongly agree and agree	Neither agree or disagree	Disagree og strongly disagree
Adult Education (AE) (n=16)	56	38	6
School Education (SE) (n=94)	74	14	12
Vocational Education and Training (VET) (n=35)	78	9	14
Higher Education (HE) (n=29)	55	21	24

The contract is easy to understand and fill out

	Strongly agree and agree	Neither agree or disagree	Disagree og strongly disagree
Adult Education (AE) (n=16)	44	31	25
School Education (SE) (n=94)	68	19	13
Vocational Education and Training (VET) (n=35)	62	17	20
Higher Education (HE) (n=29)	28	34	38

The programme guide is a clear, central document

	Strongly agree and agree	Neither agree or disagree	Disagree og strongly disagree
Adult Education (AE) (n=16)	44	25	31
School Education (SE) (n=94)	36	28	37
Vocational Education and Training (VET) (n=35)	52	31	17
Higher Education (HE) (n=29)	13	28	58

Beneficiary Module (BM) is user-friendly

	Strongly agree and agree	Neither agree or disagree	Disagree og strongly disagree
Adult Education (AE) (n=16)	31	44	25
School Education (SE) (n=94)	39	26	35
Vocational Education and Training (VET) (n=35)	23	34	42
Higher Education (HE) (n=29)	10	14	76

It is easy to find the necessary information material

	Strongly agree and agree	Neither agree or disagree	Disagree og strongly disagree
Adult Education (AE) (n=16)	25	44	31
School Education (SE) (n=94)	37	32	31
Vocational Education and Training (VET) (n=35)	49	34	17
Higher Education (HE) (n=29)	14	41	45

■ Strongly agree and agree   ■ Neither agree or disagree   ■ Disagree og strongly disagree

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 174.

Figure 2.30

How much do you agree with the following statement: It is easy to get hold of relevant people in the National Agency?

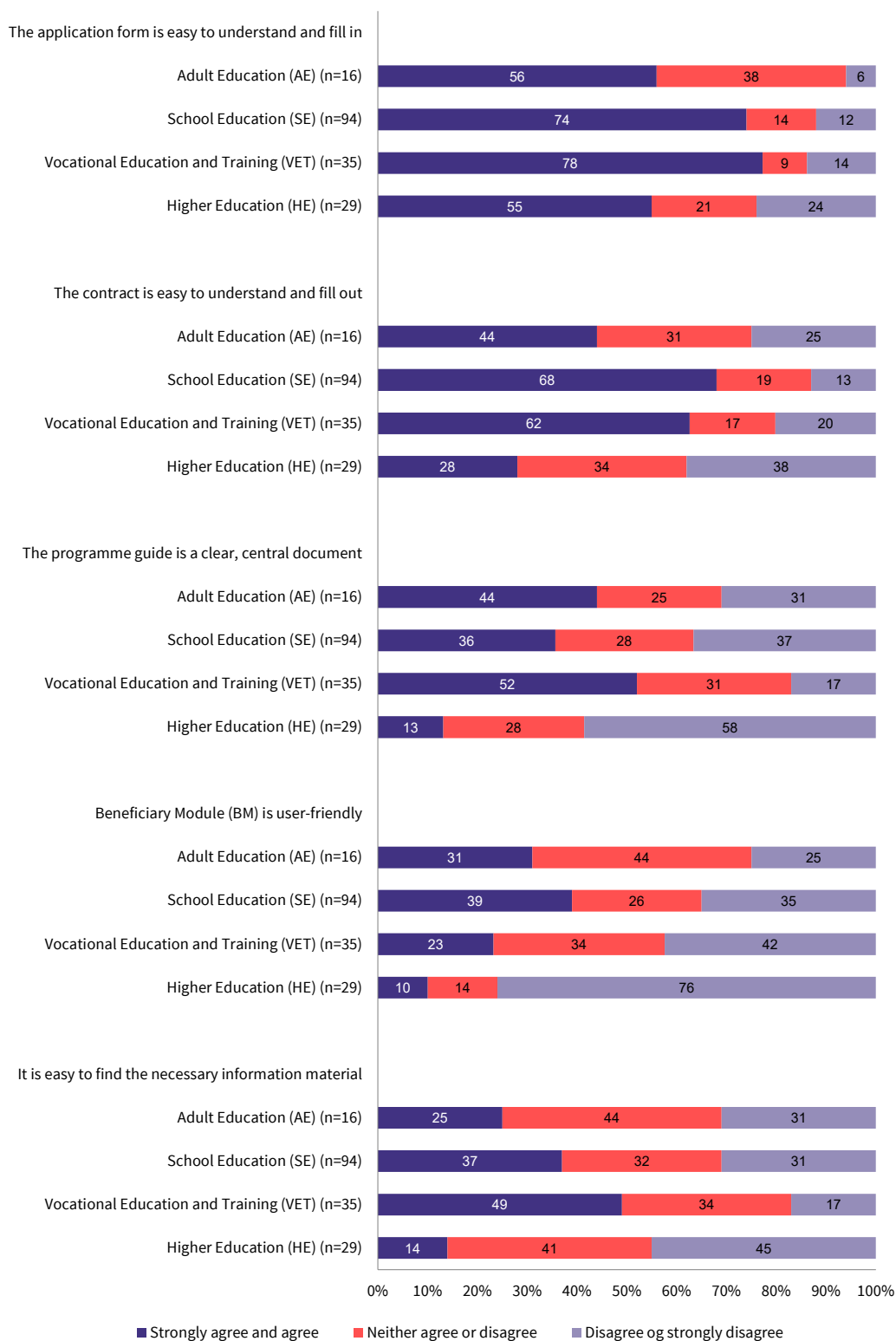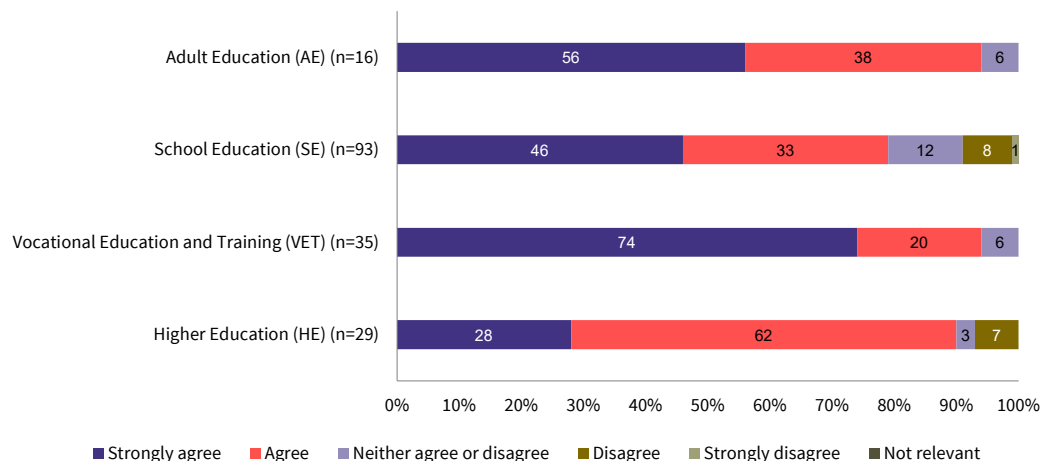Legend: Strongly agree · Agree · Neither agree or disagree · Disagree · Strongly disagree · Not relevant
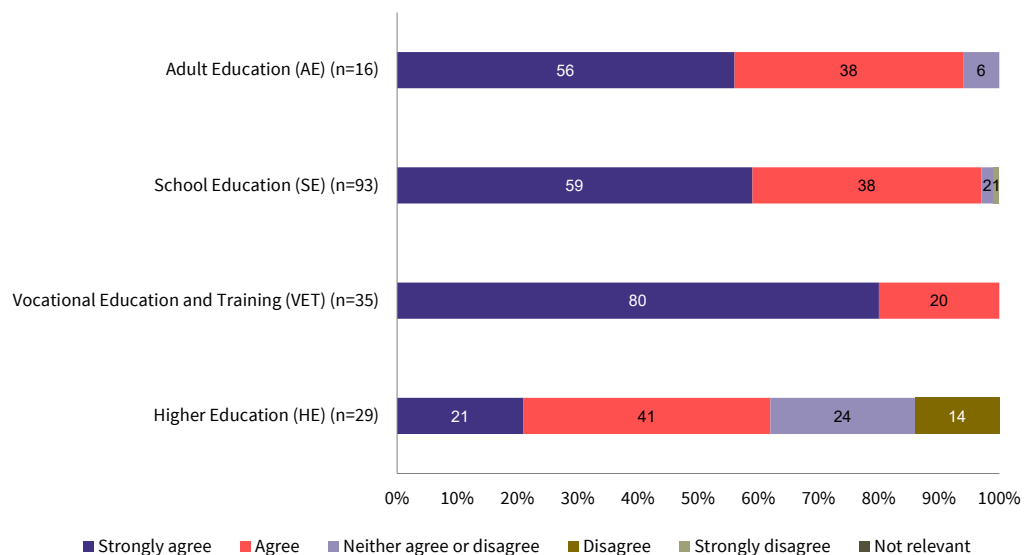
Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.31

How much do you agree with the following statement: The National Agency can help us with the challenges we encounter?
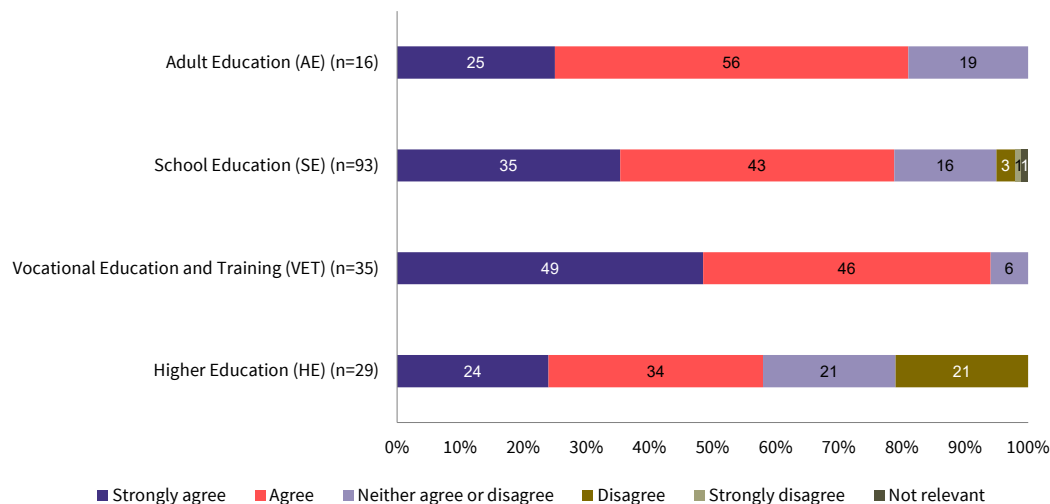

Legend: Strongly agree · Agree · Neither agree or disagree · Disagree · Strongly disagree · Not relevant

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Figure 2.32

How much do you agree with the following statement: The written guidance material from the National Agency is a great help?
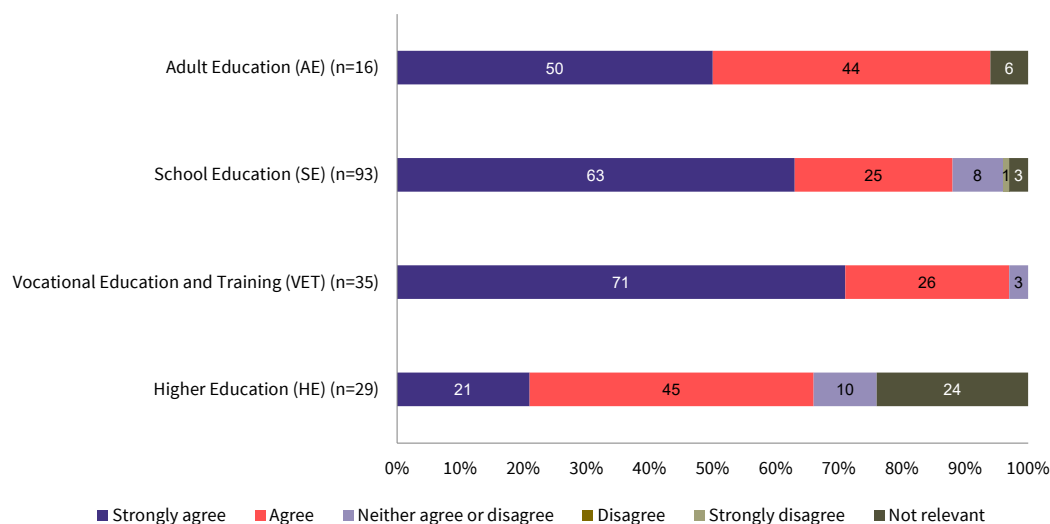

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.33

How much do you agree with the following statement: The start-up meetings for grant recipients held by the National Agency are a great help?
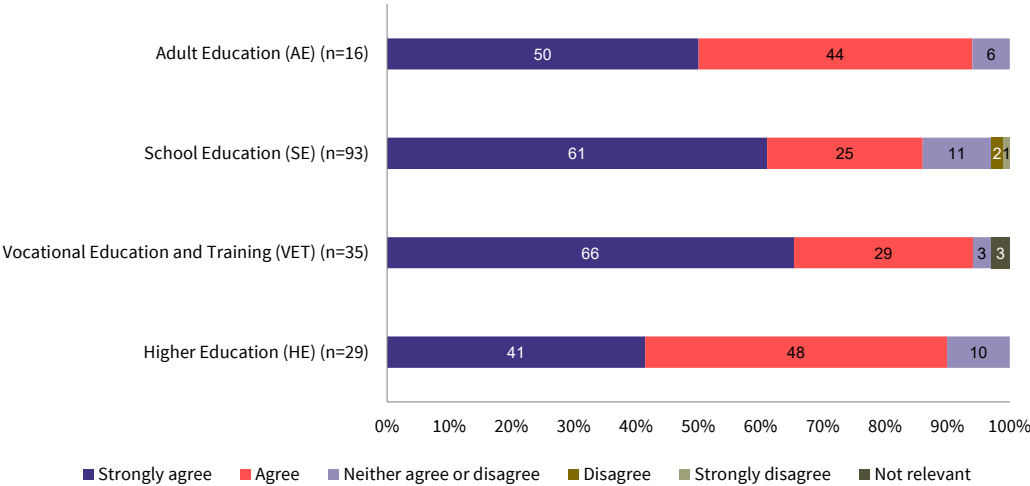

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 2.34

How much do you agree with the following statement: The courses/webinars for grant recipients held by the National Agency are a great help?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.
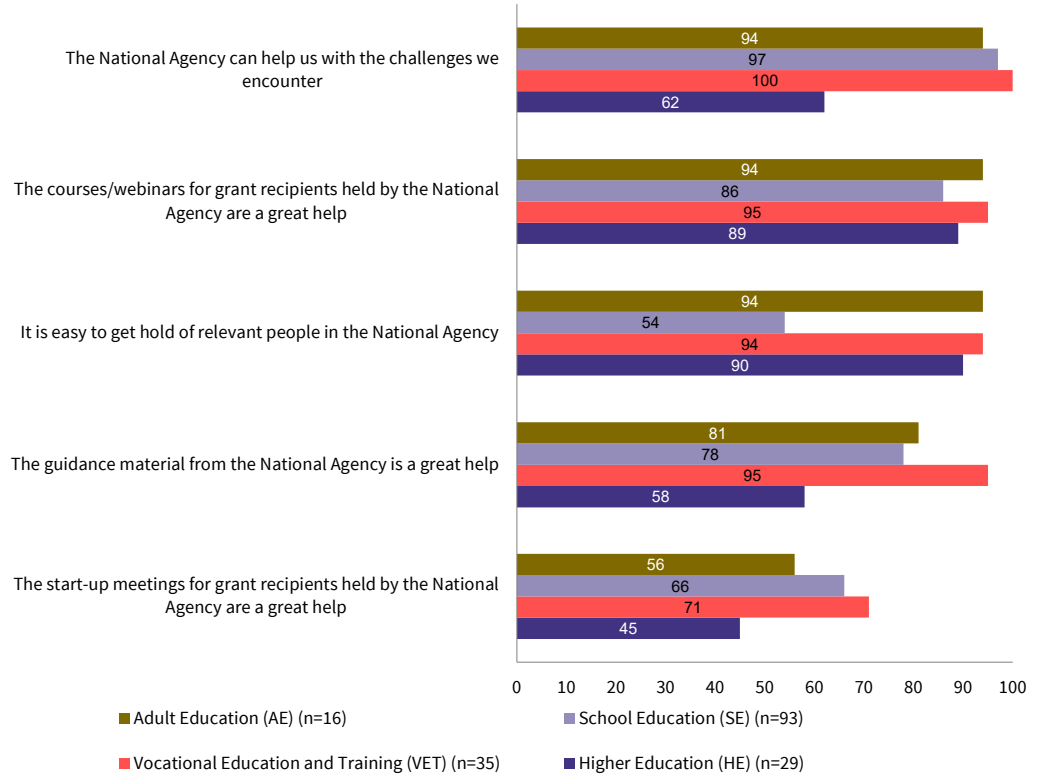
Figure 2.35

How much do you agree or disagree with the following statements about the support from the National Agency…

The National Agency can help us with the challenges we encounter
- 94
- 97
- 100
- 62

The courses/webinars for grant recipients held by the National Agency are a great help
- 94
- 86
- 95
- 89

It is easy to get hold of relevant people in the National Agency
- 94
- 54
- 94
- 90

The guidance material from the National Agency is a great help
- 81
- 78
- 95
- 58

The start-up meetings for grant recipients held by the National Agency are a great help
- 56
- 66
- 71
- 45

■ Adult Education (AE) (n=16)   ■ School Education (SE) (n=93)
■ Vocational Education and Training (VET) (n=35)   ■ Higher Education (HE) (n=29)

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173. Only respondents who have answered "Agree" and "Strongly agree" are depicted.

3 Relevance

This chapter is based on the standard evaluation questions 22-26 (see Appendix B). Q23 in the heading below refers to standard evaluation question 23, etc.

3.1 Q23

Figure 3.1

To what extent do you agree with the following statement: Outbound mobility (that you send students/pupils and/or staff/teachers on stays abroad) is highly prioritised in your organisation/institution?
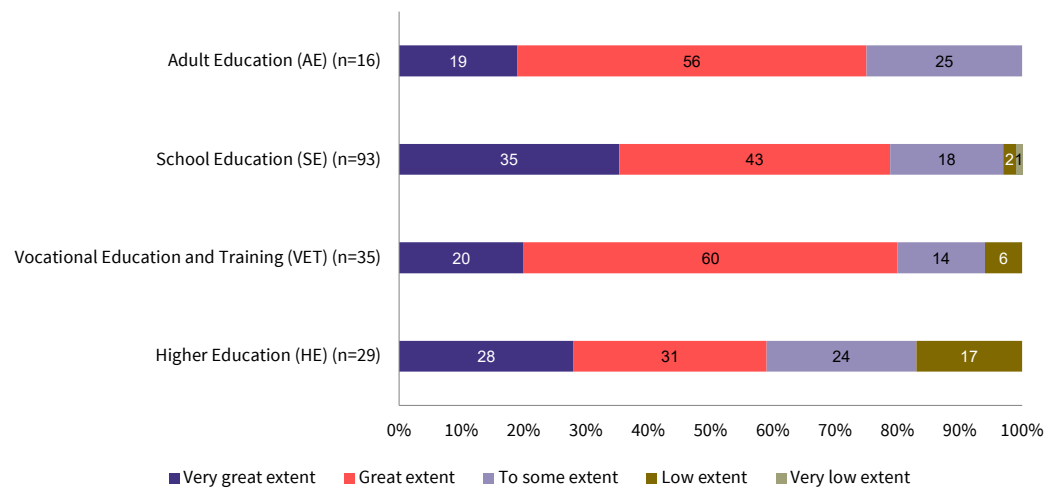
Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 173.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

4 Background information

4.1 Sector overview

Table 4.1
Overview of sector responses

|	Frequency (percentage of total responses)	Response rate
Higher Education (HE)	29 (17 %)	81 %
Vocational Education and Training (VET)	35 (20 %)	69 %
School Education (SE)	93 (54 %)	69 %
Adult Education (AE)	16 (9 %)	76 %
Total	173 (100 %)	71 %

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: The survey was sent out to 242 unique representatives of beneficiaries in the years 2021-23, although many also received funding before 2021. N = 173. The number of full responses is 173. There are 4 partial responses (N = 177), which have been included in the respective figures.

4.2 Participation in Erasmus+

Figure 4.1
For how long has the institution/organisation participated in the Erasmus+ mobility programme?
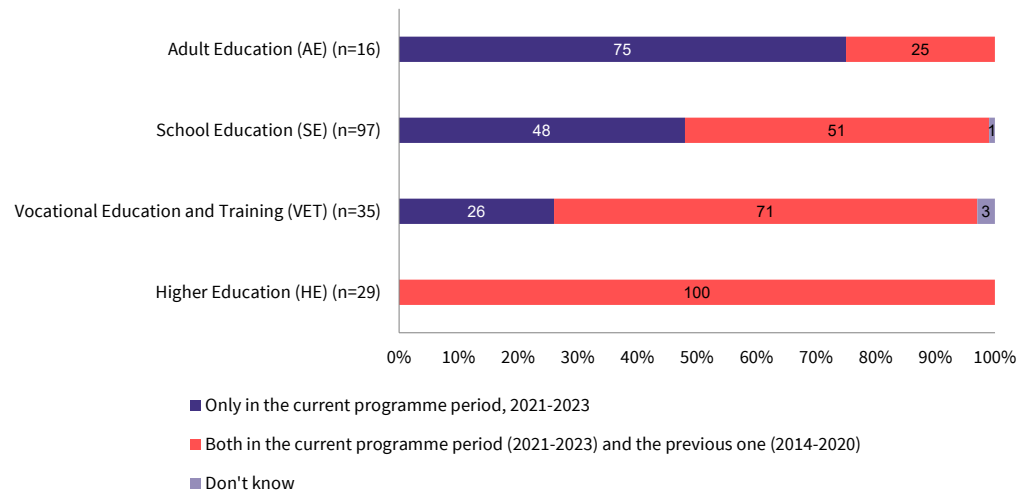
- Only in the current programme period, 2021-2023
- Both in the current programme period (2021-2023) and the previous one (2014-2020)
- Don't know

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 177.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 4.2
Which of the following parts of the mobility programme have you participated in during the current programme period (2021-2023)?
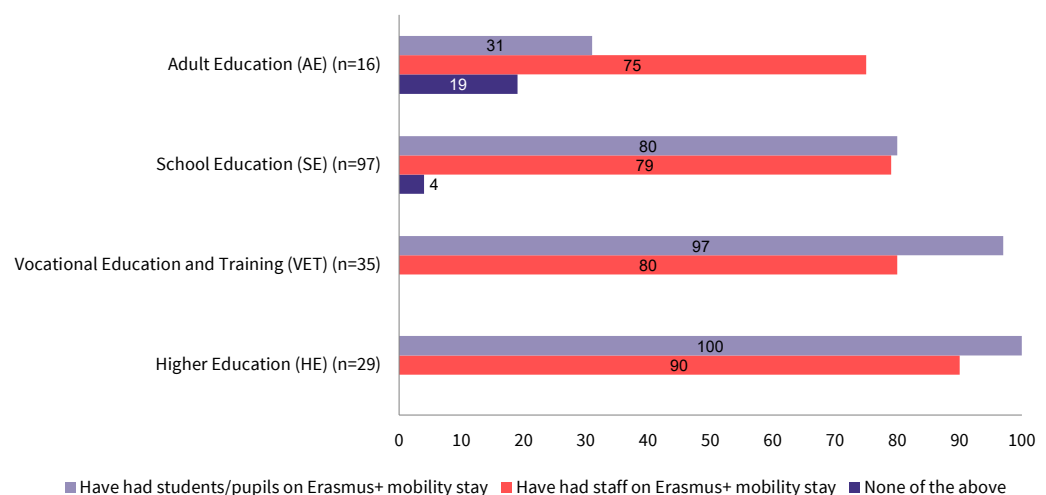
- Have had students/pupils on Erasmus+ mobility stay
- Have had staff on Erasmus+ mobility stay
- None of the above

Source: Survey among institutions and organisations, Danish Evaluation Institute
Note: N = 177. The majority of those who have responded "None of the above" have later, in an open question, answered that they are yet to send students/staff out, as they are new participants in the programme.
Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 4.3
Approximately, how many of your students/pupils have participated in an Erasmus+ mobility stay in 2023?
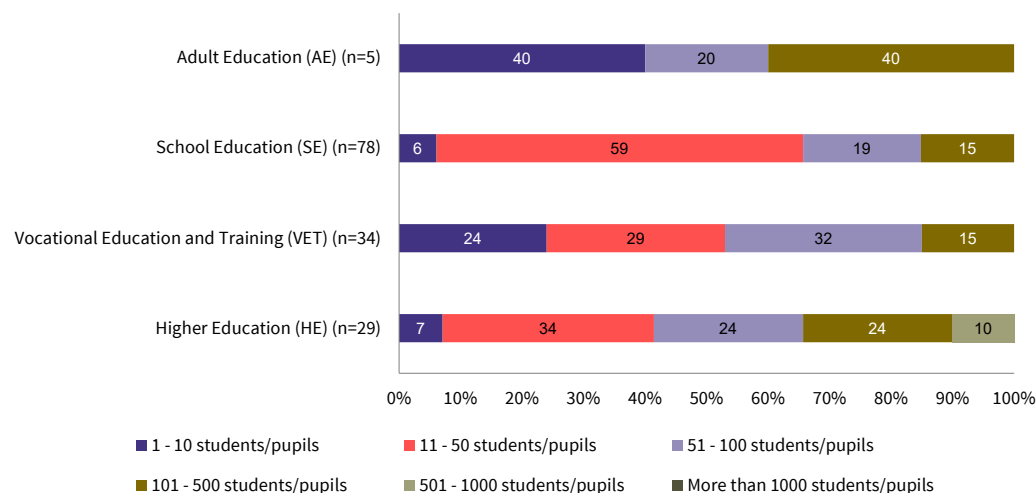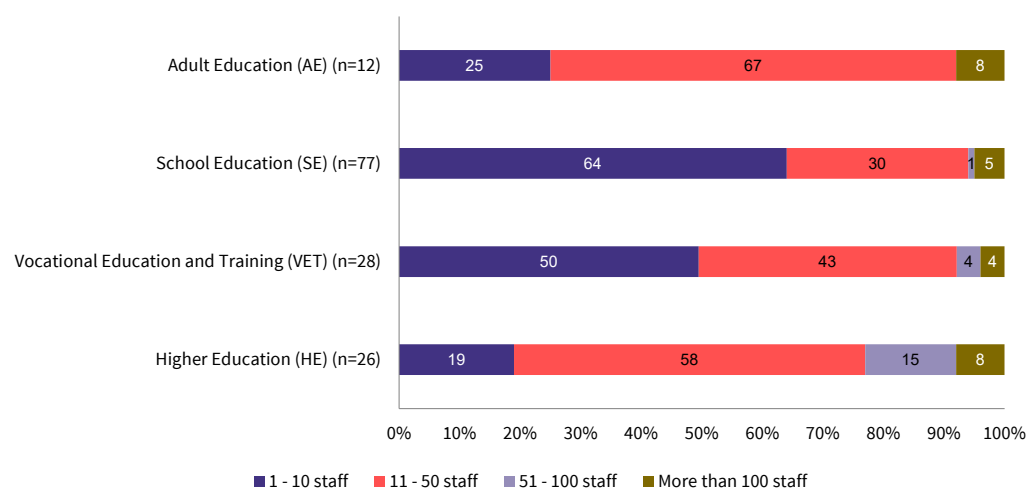

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 146. This question has only been asked to respondents who have previously answered that their institution/organisation has had students/pupils on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Figure 4.4
Approximately, how many of your staff members have participated in an Erasmus+ mobility stay in 2023?

Source: Survey among institutions and organisations, Danish Evaluation Institute

Note: N = 143. This question has only been asked to respondents who have previously answered that their institution/organisation has had staff on Erasmus+ mobility stays.

Note: There are response categories that are not in the figure as there are no responses in the relevant category.

Appendix A - Erasmus+ Midterm Evaluation

The Danish Evaluation Institute, EVA, explores and develops the quality of day care centres, schools and educational programmes. We provide usable knowledge at all levels - from day care centres and schools to local governments and ministries.