

CALL FOR EVIDENCE:

Final evaluation of the 2014–2020 Erasmus+ Programme and mid-term evaluation of the Erasmus+ Programme 2021–2027

The contribution of the Erasmus Student Network



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Introduction: the role of the Erasmus Student Network in the implementation of Erasmus+

The Erasmus Student Network is the largest student and alumni organisation supporting the implementation of the Erasmus+ programme and learning mobility experiences in general. Our multilevel structure allows ESN to have a direct engagement with all the key stakeholders involved in the programme. Our more than 500 local associations are connected with more than 1000 Higher Education Institutions active in Erasmus+, and our presence in 41 countries gives a broad perspective of the reality of both programme countries and partner countries, mainly from the Western Balkans and Eastern Partnership.

ESN has a unique capacity to gather the voices and experiences of the protagonists of the programme: the students. We combine a strong data collection tradition with direct contact with students on the ground, which allows us to represent their needs, interest and ideas.

Our contribution to the final evaluation of the Erasmus+ is therefore based on a combination of our research and policy initiatives carried out since 2014, and our experience working with students, Higher Education Institutions, National Agencies and the European Commission over these 8 years. ESN's research and policy outputs can be checked on our website: www.esn.org/policy.

Erasmus+ 2014-2020 - A tremendous European success story with challenges to address

Erasmus+ 2014-2020 has been a tremendous success. The programme is more well-known than ever and its reputation has improved continuously. The latest [Youth Eurobarometer](#) shows that 50% of young Europeans know about the programme, with the number varying across the Member States. The latest data from the ESN Survey 2021 also shows that the satisfaction of Erasmus students with sending and hosting institutions has improved drastically over the last 6 years since the first students started to take part in the 2014-2020 programme.

Erasmus+ has supported the creation of a vibrant generation of young Europeans that are more civically engaged and committed to getting involved in democratic life, as demonstrated by the [ESN Survey 2019](#)¹. However, the civic engagement dimension needs to be supported further, since integration in local communities and participation in engagement activities during mobility remains quite low. [ESN Survey 2021](#)² data shows that less than 8% percent of students

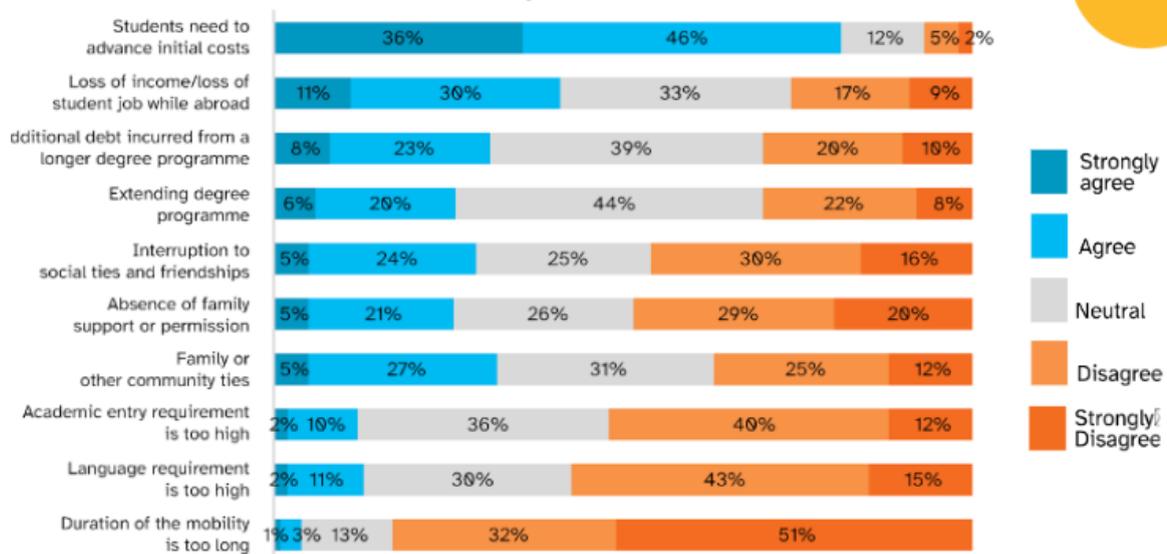
¹ <https://www.esn.org/ESNsurvey>

² www.eaie.org/blog/understanding-international-student-needs.html

took part in volunteering activities during their exchanges, and more than half did not engage in any group activities with members of the local community.

Despite the budget increase and the reputational boost brought by the 30th year anniversary of the programme in 2017, the overall participation rates continue to be low and **students from fewer opportunities and backgrounds continue to face significant challenges to their participation**, as shown by the [Social Inclusion and Engagement in Mobility research report](#).

Mobile participants' reported practical barriers to mobility



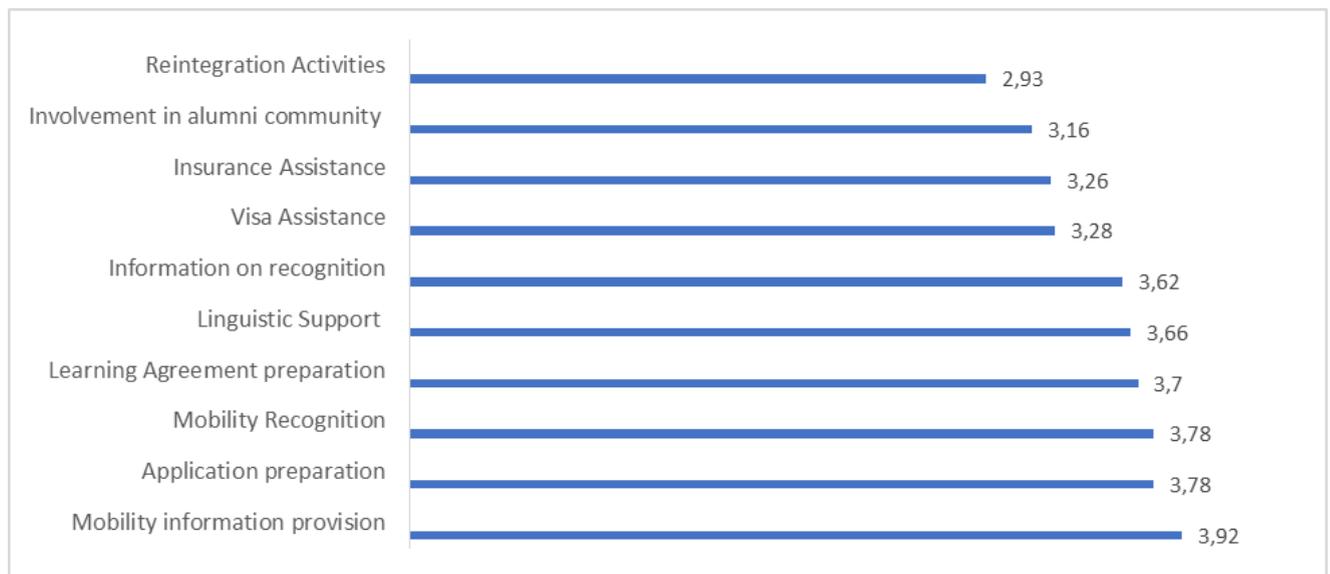
During the 2014-2020 period, ESN has tried to gather the perspectives of non-mobile students to better understand their needs. Data from non-mobile students is fundamental to understanding barriers to mobility and designing effective support measures.

Problems with grant payments, courses, recognition and student accommodation remained high even by the end of the programme. These problems are not always addressed as they should, partly due to the lack of transparency with the results of the participants' reports, which are not published in a comprehensive way. At the same time, the highest levels of dissatisfaction among students are related to the pre-departure preparation and reintegration support offered by sending Higher Education Institutions. In the case of hosting organisations, integration into the local community and insurance get the highest levels of dissatisfaction.

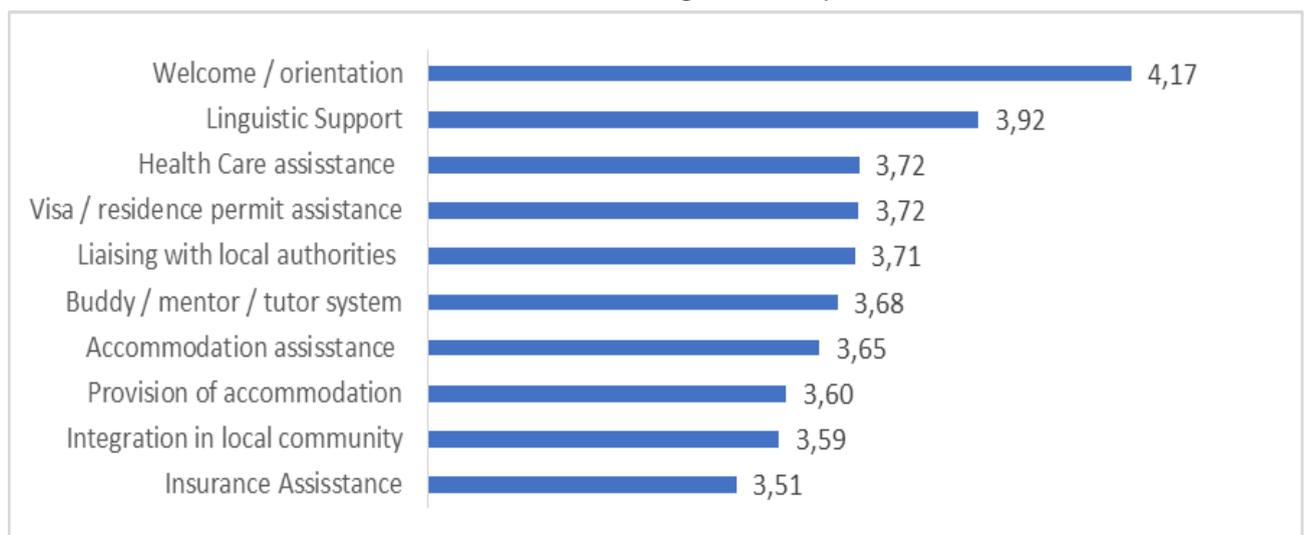
The Erasmus Charter for Higher Education is the key document to ensure a quality framework for Erasmus+ mobilities, and it makes access to the programme easier and less bureaucratic. **However, monitoring of the ECHE commitment should become more comprehensive to ensure that Erasmus lives up to the expectations created by the European Commission and**

its reputation among European Citizens. The role of student and alumni associations such as the Erasmus Student Network in this process should be further strengthened at the national level. At the **European level, the involvement of student stakeholders in the working groups and other strategic bodies has been a remarkable success, improving the participatory dimension of the programme.**

Mean satisfaction with home HEI services (general sample, N = 8,514-8,434) - ESN Survey 2021



Mean satisfaction with host institution services (general sample, N = 8,463 to 8,409)



The support to student and alumni organisations has left a bittersweet impression. Through the Erasmus Students and Alumni Alliance, the European Commission has allocated funding to support alumni engagement initiatives. However, the majority of the funding goes to support

the operational costs of the consultancies leading the tender and one-off networking events. **At the same time, there is no structural support for organisations doing direct support to participants**, such as the Erasmus Student Network. This lack of support hampers the capacity of civil society organisations to support the implementation of the priorities of the programme and to properly implement the initiatives developed through Erasmus+ projects, envisioned to have a lasting impact on the programme as a whole.

The Erasmus+ programme 2014-2020 also had to navigate the COVID-19 pandemic through its last two years. The flexibility measures implemented by the European Commission and Higher Education Institutions were key to ensuring that Erasmus students could navigate the crisis, and ESN was at the forefront of the support given to mobile participants in 2020, as acknowledged by the European Commission in the Erasmus+ Annual report 2020. In March 2020, ESN carried out a [snap survey on the impact of COVID-19³](#) on student exchanges, gathering more than 23.000 answers.

Erasmus+ 2021-2027 - A rocky start with a promising road ahead

In 2018, the Erasmus Student Network created a set of proposals for the new Erasmus+ programme 2021-2027: the [#ErasmusUpgrade Manifesto⁴](#), based on a combination of quantitative data from students across Europe and extensive qualitative consultation processes with student representatives from across Europe.

The creation process of the new programme was carried out with a considerable level of stakeholder involvement, and many of the [demands⁵](#) coming from organisations such as the Erasmus Student Network were at least partially considered. The final funding allocation didn't meet the expectations, but it still constitutes a significant increase that will allow bringing more people to the programme. The new priorities of the programme are in line with societal demands and challenges that persisted in the previous programme.

Inclusion measures such as the new top-ups for participants with fewer opportunities can be a game-changer, widening access to mobility opportunities. It is a positive trend to offer flexibility for Member States to define their youth with fewer opportunities, defining the criteria to access these opportunities clearly and explicitly will be key to improving participation among students across Europe.

Despite the focus on inclusion, grants continue to be too low and the system too cumbersome and opaque. **Ensuring that all students receive their grants before their mobilities through**

³ <https://esn.org/covidimpact-report>

⁴ https://issuu.com/esnint/docs/erasmusupgrade_manifesto_web_final/1

⁵ https://www.esn.org/sites/default/files/pages/reaction_of_the_erasmus_student_network_to_the_new_erasmus_programme.pdf

changes in the grant agreement should be a core priority in this second phase of the programme.

The beginning of the new programme had an incredibly rocky start due to the delay in the approval of the EU Budget and the Erasmus+ regulation, pointing to the need to design preemptive measures to avoid delays in grant payments to beneficiaries that can hamper the implementation of the EU's most successful programme. The delays in the arrival of the scholarships caused confusion and problems among many students.

The national support to the Erasmus+ programme should also be reinforced in this programming period to support better access among students with fewer opportunities and the Commission should monitor the different contributions Member States give to the programme and share the data in the future Higher Education Observatory.

The Commission did not respond to the [demands from the Erasmus+ coalition](#)⁶ in December 2021 to trigger Article 4 of the Work Programme 2021 and increase the available financial support, despite the evidence coming from the ground and the apparent legal suitability of this mechanism.

Synergies between EU programmes were also announced as one of the main innovations in the new programme, and some promising signs have been seen in the first year, such as Germany's reallocation of funds coming from the European Social Fund+ done through an [amendment of the Erasmus+ Work Programme 2022](#). More information and guidance on how these transfers can be done and the role of civil society actors should be provided by the European Commission.

The swift adaptations made to the programme due to Russia's invasion of Ukraine, [following the recommendations done by students and University organisations](#), have proved that the rules of the programme can be made flexible if there is political will. The measures will hopefully help thousands of students. This is a positive development that paves the way for more structural changes in the implementation of the programme and more flexibility and simplification in aspects such as grant payments or incoming mobility of students coming from partner countries in Higher Education through internal policy funds.

The ambition of the programme has risen significantly, but the resources haven't grown accordingly. The Commission's units responsible for the programme are short of resources in order to fully implement the renewed objectives of the programme. In that regard, the Erasmus Student Network believes that the Commission should prioritise the implementation of the ["jewel of its crown", as described by Vice-President Schinas](#). While moving forward with new

⁶<https://illplatform.eu/news/statement-erasmus-coalition-students-and-higher-education-institutions-ask-for-solutions-to-the-administrative-problems-of-the-new-erasmus-programme/>

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https://ec.europa.eu/info/publications/amendment-2022-work-programme-commission-decision-c-2022-1687-and-annex_en

initiatives, it is also important to consolidate existing successful programmes in which challenges still exist, instead of taking them for granted. Investing in Erasmus means investing in meaningful connections among Europeans and a more positive perception of the European Union.

The implementation of the new measures in fields such as inclusion and diversity has been slow, due to the need to create foundations and build capacity among the key actors of the programme. A number of guidance documents have been produced, such as the Inclusion and Diversity Strategy and the Framework of Inclusion Measures. but the challenge will lay in the capacity-building process among National Agencies and beneficiaries of the programme.

Aspects for improvement in the mid-term review of the programme based on existing evidence

The document described the main aspects that still have considerable room for improvement and that the Erasmus Student Network has identified since the beginning of the Erasmus+ 2014-2020, and that have not been solved so far by the new programme.

Erasmus+ KA131 - Mobilities in Higher Education

Erasmus+ Scholarships in Higher Education

Financial barriers continue to be the main practical barrier to the participation in Erasmus mobilities of students coming from fewer opportunities backgrounds, as pointed out by the [Social Inclusion and Engagement in Mobility research⁸](#) report, and the [ESN Surveys ⁹2016, 2019 and 2021](#).

The average Erasmus+ scholarship was 374 euros per month, based on the data provided by the [Erasmus+ Annual report in 2020](#), far from the average amount of money that students need to cover their expenses, as the findings from the SIEM project research report and the ESN Survey 2021 demonstrate. In the SIEM research report, 67% of students reported a monthly living cost of over 501 euros.

⁸ <https://siem-project.eu/>

⁹ <https://www.esn.org/ESNsurvey>

67%

of students reported a monthly living cost **over 501 EUR** - The current average grant is 374 euros

Top-ups and a revision of grant categories can ensure better inclusion in financial terms

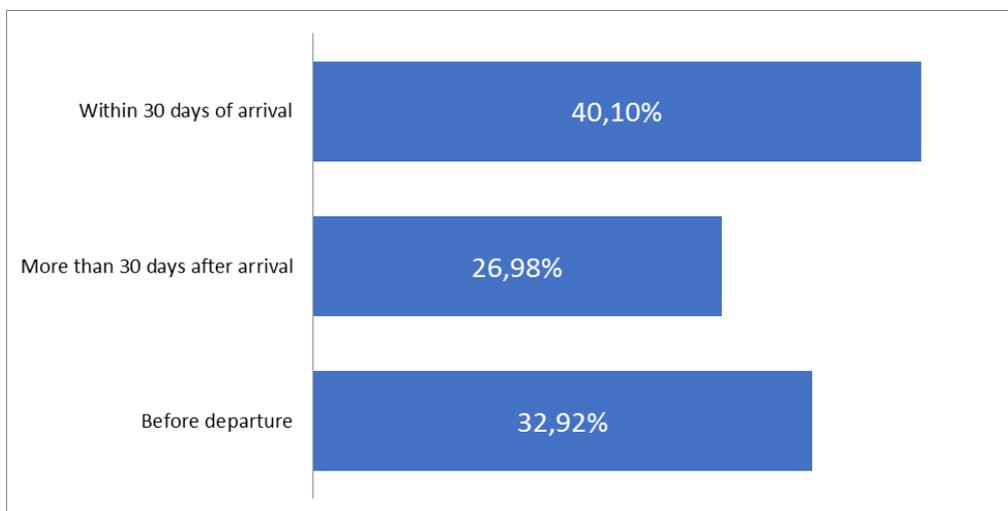


Cost of living per month reported by mobile students



Europe is phasing into an inflationary environment that is affecting especially the finances of people from fewer opportunities backgrounds. **It is therefore fundamental to ensure that Erasmus scholarships do not lose even more purchasing power by adjusting them to inflation,** something that can be done by National Agencies, but that should be mandated by the European Commission.

The timing of grant payment matters almost as much as the amount. Almost a third of respondents reported receiving their grants later than one month after the beginning of their mobilities. **The Erasmus Student Network urges the European Commission, National Agencies and HEIs to adapt all the financial processes and mechanisms to ensure that all Erasmus students receive their grants before their mobilities, with a special focus on those coming from fewer opportunities backgrounds.**



The schedule of first grant/scholarship payment to mobility participants (general sample, N = 8,059) ESN Survey 2021

Civic engagement in exchange and interaction with local communities

Civic engagement of international students during their mobilities emerged as a relevant priority in the last few years of the previous programme. Through the [SocialErasmus+ projec¹⁰](#), ESN advocated for a more social Erasmus+ programme where interaction with local communities is placed at the centre. ESN has developed the [activities.esn.org](#) platform to support the social impact measurement of our activities and advocate for a stronger role of engagement initiatives in Erasmus+ mobilities.

This demand responds to a long-standing challenge of Erasmus+: the lack of interaction between international students and their local communities. In order to maximise the broader impact of mobilities beyond the individuals, the civic engagement components play a key role. The data from the ESN Surveys is especially relevant in this case: **the ESN Survey 2021** found out that less than 8% of students volunteered with the local community during their stays, for instance.

Informal and non-formal learning should acquire a more important role in the programme, being recognised in the learning agreements of students as key learning outcomes of the mobility experience. **Just like in the youth sector the Youthpass is used to foster reflection on the learning process, and the tools within Erasmus+ Higher Education should also be adapted to incorporate the different forms of learning and properly capture the experience of the students.**

Concrete measures to foster civic engagement should be incorporated into the inclusion and diversity action plans of the National Agencies, in order to build capacity among Higher education institutions.

The Erasmus Student Network recommends the European Commission to carry out a modification of the learning agreement in a way in which informal and non-formal learning outcomes are better recognised and to boost the use of Bologna tools such as the ECTS and the Diploma Supplement to recognise these experiences.

Erasmus+ internships: considerable untapped potential

Erasmus+ traineeships are an extremely valuable part of the KA1 of the Erasmus+ programme, and the interest among students has increased constantly. In the first years of the Erasmus+ 2014-2020 programme, ESN coordinated the STORY project, focusing on quality internships, and developed the [Erasmusinternship.org platform](#).

¹⁰ <https://socialerasmus.org/>

More recently, the Commission has included references to Erasmus+ internships in the new European Strategy for Universities, including a benchmark of 100.000 traineeships per year. **The programme 2014-2020 proved that Erasmus internships require dedicated support measures in order to ensure the best experience possible for all participants.**

- **Lower satisfaction with social life**

Erasmus interns report significantly lower satisfaction with their social life compared to participants in Erasmus+ studies' mobility. Trainees struggle to have access to the same support services as their peers doing study mobilities, such as welcome weeks or buddy systems. On the ground, ESN local associations support trainees just like they support students, but getting to them is more difficult. The Erasmus Student Network recommends a bigger focus on providing these support measures to trainees, involving the Universities present in cities where the trainees are going and facilitating access to information provided by local student associations through the Erasmusintern.org platform.

- **Need for more quality checks and support for hosting organisations**

Hosting organisations are the most important factor in the internship experience of Erasmus trainees. At the moment, there is a lack of monitoring measures related to the quality of the experiences provided by these hosting organisations and a lack of capacity building and guidance measures on how to provide quality internship experiences.

A quality charter could define the quality standards for hosting organisations, in line with the Erasmus Charter for Higher Education. In order to avoid bureaucracy, the Charter could be implemented as a voluntary commitment at the beginning that is then backed by peer reviews of students and that can be withdrawn by the European Commission if an infringement is found.

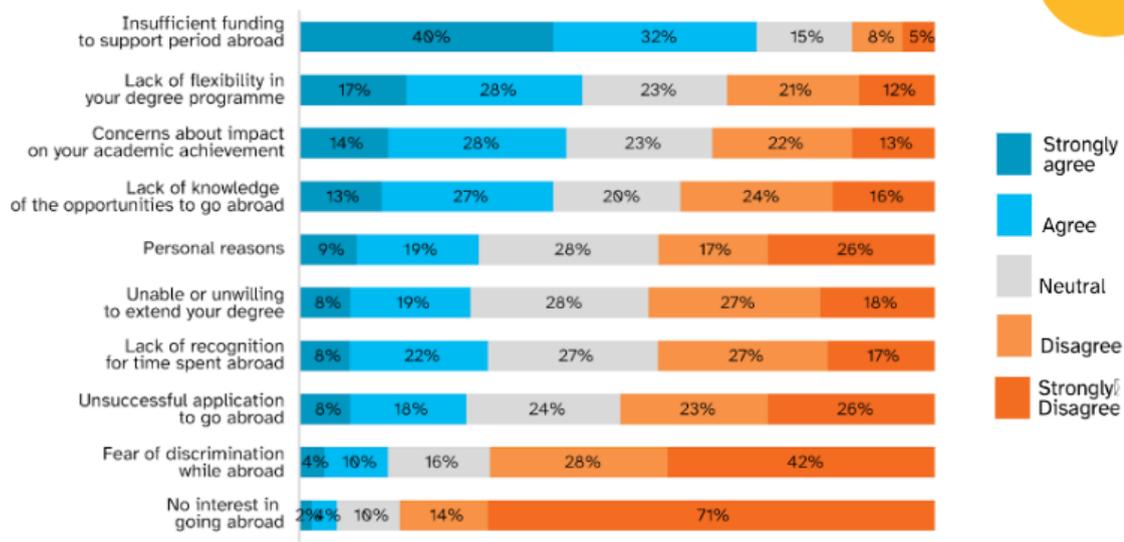
The Erasmus Student Network proposes building on the Erasmusintern.org platform to create more spaces for trainees to share their experiences and to connect with student organisations that can support them during their exchanges. Fresh financial support is needed to ensure the maintenance of the platform, which at the moment is carried out by the Erasmus Student Network without support from the European Commission.

Bureaucracy and challenges related to recognition

Bureaucracy and recognition continue to be one of the main problems affecting almost every aspect of the Erasmus experience, affecting both the access, the experience itself and the reintegration process. Data from the ESN Survey 2021 shows that recognition and problems with the courses remain among the biggest problems for students, and the SIEM research

report shows that problems related to lack of flexibility affect students from fewer opportunities backgrounds more directly.

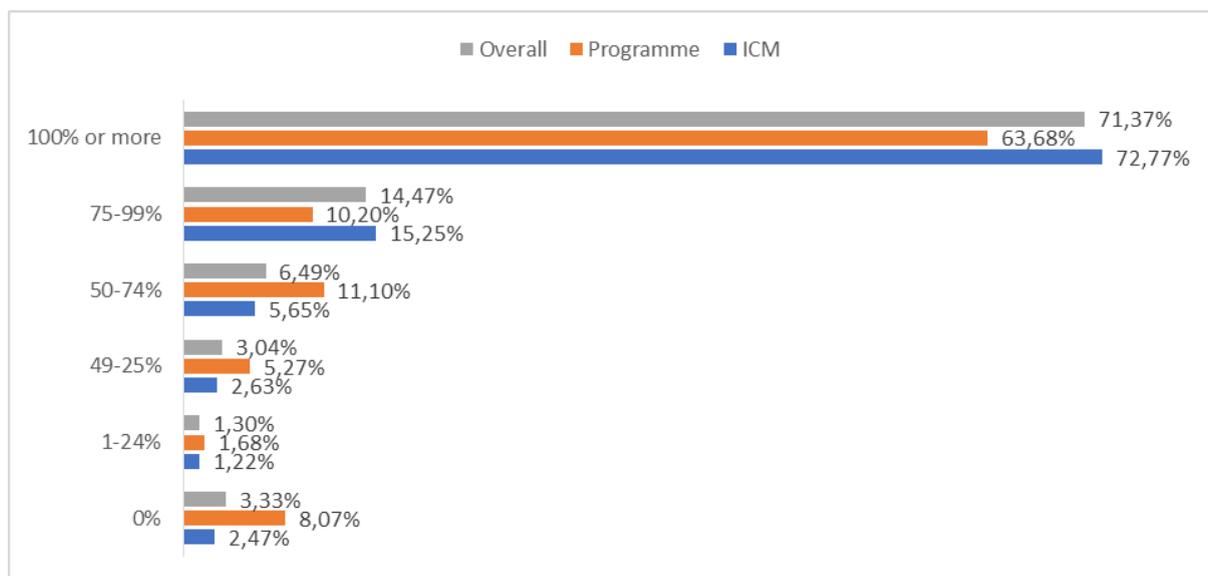
Non-mobile students' blocking factors to go abroad



The ECHE monitoring should become more strict over the new cycle to ensure recognition procedures are implemented, including more qualitative components to get a better understanding of the experiences of students.

Participation in new ambitious collaborative programmes such as European University Alliances should be linked more closely to levels of automatic recognition that are near 100%, in order to reinforce the institutional importance of these processes. The programme should also reinforce the dissemination component of how [Bologna tools](#) work and the whole overview of the process.

Graphic: Mobility recognition percentage in home university (overall sample and distribution by mobility type, N = 5,791, 4,899, 892). ESN Survey 2021



The Erasmus+ App should also become a clear source to channel possible complaints and challenges encountered by students, offering the opportunity to share this information with student organisations like ESN.

The role of the ECHE and its monitoring

The Erasmus Charter for Higher Education provides the quality framework for the participation of HEIs in mobility projects. The annotated guidelines provide a comprehensive description of how the priorities can be implemented, but monitoring systems should be further improved to support HEIs and improve the quality of the programme.

The new Monitoring Guide and Monitoring Grids produced by the ECHE Working Group in 2022 constitute a significant improvement, including new elements related to student support and inclusion, among others.

The Erasmus Student Network recommends more comprehensive monitoring of the ECHE commitments which aims at building capacity and improving the performance of HEIs throughout the 2021-2027 programme cycle. The Commission should encourage National Agencies and HEIs to involve student associations and representatives in the monitoring processes, both the self-evaluation by Universities and the different monitoring processes carried out by the National Agencies.

Support measures for Higher Education Institutions that achieve the objectives laid out in their ECHE applications and Erasmus Policy Statement should be considered, such as a new category of additional institutional support.

A reinforced Erasmus Student Charter with equivalence in ECHE commitments

The Erasmus Student Charter is a very important policy development that clearly outlines the rights and obligations of Erasmus+ students, which can also help to foster a sense of belonging and civic engagement. However, **the rights of international students should be matched by the obligations of Higher Education Institutions in order to ensure compliance and implementation.** Aspects such as academic freedom are mentioned in the Erasmus Student Charter, but do not appear in the ECHE. An updated ECHE after the first years of the programme can therefore be a positive development.

The Commission, National Agencies and HEIs should create clear processes for students to report problems related to the rights described in the ECHE. This can be included as functionality through the App, with students being able to choose whether they would also like to inform student organisations about their issues, so they can be offered support.

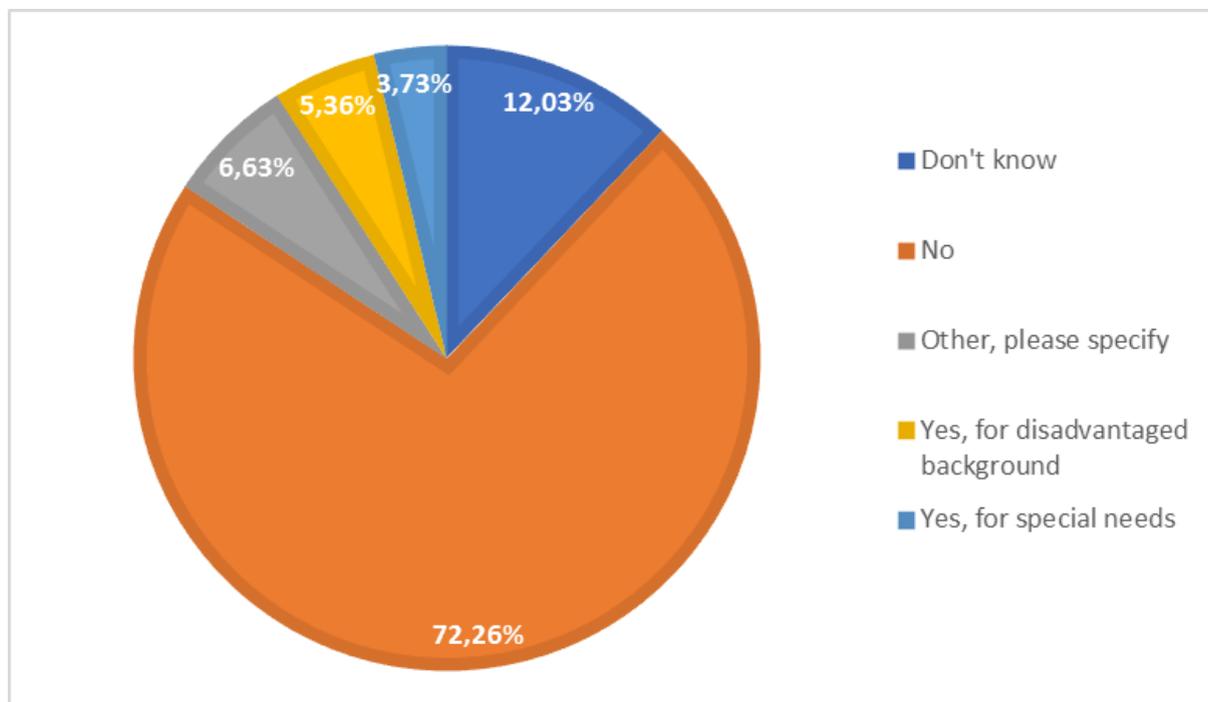
Transparency with data at all levels and financial clarity

As one of the most successful and better-known EU programmes, Erasmus+ should be subjected to a high degree of public scrutiny in order to allow for its continuous improvement. In that regard, transparency is essential. At the moment, the Commission gathers a remarkable amount of information through the different reports from beneficiaries and participants in mobilities, mainly through the participant's reports that students fill after their mobilities. Some National Agencies make part of this information available, but this should become the norm in all cases since it allows all the actors involved in Erasmus+ to get a better understanding of the current state of play.

New national strategies, such as the inclusion action plans, should also become available in a centralised platform.

Difficult to access financial information poses clear challenges in terms of inclusion. In the ESN Survey 2021, more than 12% of responders did not know whether they were receiving top-up grants or not. At the same time, information about financial support appears among the most relevant for students in their pre-departure support, showing a need for clear information that can allow students to plan their mobilities.

Distribution of top-up and additional grants (general sample, N = 8,421) - Data from ESN Survey 2021



Programme changes for better inclusion and engagement: changes in the KA131 evaluation and operational support

The achievement of the inclusion priority of the new programme requires considerable adaptations at all levels of implementation, starting with the KA131 project selection mechanisms. The Erasmus Student Network proposes a revision of the current non-qualitative selection process so as to include criteria related to the participation of students from fewer opportunities backgrounds, so **HEIs with more students from fewer opportunities backgrounds receive extra mobility projects, and those with specific measures to promote inclusive mobility are rewarded with extra operational support.**

- **Considering the overall student population with fewer opportunities in the total allocation of Erasmus+ mobilities to Higher Education Institutions:** The application system for KA131 grants in Higher Education could be adapted so the overall fewer opportunities student population of the Higher Education Institution is taken into account. HEIs could submit information about the characteristics of their student population at the time of submission, and this could be considered by the National Agency at the evaluation stage.
- **Awarding extra operational support for initiatives related to the implementation of ECHE commitments.** The current unit costs system for operational support does not

offer HEIs enough incentives to implement innovative practices related to the implementation of ECHE commitments, such as the ones related to inclusion and engagement. ESN proposes a revision of the system, moving to one in which there is a baseline amount for all Higher Education Institutions, which can also be complemented with extra funds if Higher Education Institutions include their proposal for concrete initiatives in the application stage. This system would not bring additional bureaucracy while allowing HEIs to be innovative and come up with new measures if their capacity permits them to do so.

Reinforced Green travel support for a more sustainable Erasmus+

The GreenErasmus research report, carried out as part of the GreenErasmus project coordinated by ESN, shows that financial barriers hamper the acquisition of more sustainable habits among Erasmus students, especially in terms of access to sustainable travel to and from their Erasmus destinations.

The Erasmus Student Network believes that the Erasmus experience has a tremendous potential to develop sustainability-related competencies among the students, but financial support is required to support the change in habits and behaviours. ESN has launched the [“GreenErasmus petition”](#)¹¹, asking for adjustments in the green travel support.

Through the petition, the Erasmus Student Network and the GreenErasmus consortium ask the Commission to implement the following changes:

- Increasing the current €50 to a universal top up to individual support of up to €250 for green travel, proportionate to distance covered
- And increasing the current 4 days up to 7 days of additional individual support covering additional subsistence costs and/or accommodation needs linked to green travel - for the round trip

Meaningful student and alumni engagement through a revamped Erasmus Students and Alumni Alliance

The Erasmus 2021 - 2027 regulation includes a specific mention of the role of alumni in the promotion of the programme, which the Erasmus Student Network fully supports. This reference needs to be accompanied by support measures that are proportional to the size and support role that different alumni networks play. With more than 500 local associations, 15.000 volunteers, from whom more than 70% are Erasmus Alumni¹², and outreach of more

¹¹

https://actionnetwork.org/petitions/increase-support-for-green-travel-in-erasmus?source=direct_link&

¹² Based on internal data

than 350.000 young people every year, ESN is proud to be the biggest Erasmus Alumni organisation in Europe.

The Erasmus Student Network believes that the current form in which alumni support is channelled through the ESAA tender does not meet the needs of alumni organisations that provide support to students on the ground, nor it helps to develop impactful initiatives related to civic engagement, inclusion and other relevant priorities of the programme.

ESN encourages the Commission to rethink the way to allocate funding through the tender, moving to a system in which organisations receive support based on their outreach and strategic plans, which can be discussed and agreed upon with the Commission to match their objectives and increase the overall impact of the programme.

Simpler access to funding for civil society organisations

Despite positive changes such as the introduction of lump sums for cooperation projects, access to project funding for civil society organisations remains considerably challenging in several aspects. The key measure to support a vibrant civil society in the education sector, the operating grants, has become more complex with the new programme. These grants should become more long-term and not ask civil society organisations to contribute to concrete EU policy priorities, but rather to support overarching goals of the European Union while maintaining strong independence regarding their priorities so they can also properly execute their monitoring role towards the EU institutions and national governments. Reporting should be made easier and based on the achievement of the agreed objectives.

Cooperation partnerships should allow for flexible access to funding of affiliate members in pan-European organisations, thus helping Civil Society Organisations to build capacity and strengthen their network. This is especially important in the case of access to funding for organisations in partner countries, which normally really need financial support from their organisations but struggle to get it due to the complexity of the programme.

Main research and outputs by the Erasmus Student Network since the beginning of the Erasmus+ 2014-2020 programme

In 2015 ESN and EUF published a joint [review on the first year of the implementation of Erasmus+ 2014-2020](#), which focused on the administration and funding of learning mobility for higher education students, already touching upon the need of improving grant calculation mechanisms.

The [ESN Survey 2016](#), which gathered one of the highest numbers of total respondents (24,532) in ESN's research history, explored the topic of **international friendliness of universities** and the role of mobility flows, host-university services, literary adaptation, social adaptation and home-country reintegration in the resulting satisfaction with a study abroad experience. According to the Survey, **only 10.2% of students considered that 80% or more of their expenses were covered by their grant**. Furthermore, the ESN Survey highlighted the **importance of the host university's role in offering more social activities** to exchange students to increase the overall satisfaction of their stay abroad. Moreover, **the role of the home university** proves to be equally important to students with close to 70% of respondents believing that re-entry services should be offered to students after their return from abroad.

[The HouseErasmus+ project](#) helped to gain a keen understanding of the international student housing situation and to be able to formulate recommendations to all stakeholders in the field about improvements that can be made to better support students in their international mobility.

We are now very happy to share with you the results in 2 separate documents, the research report and the policy recommendation booklet:

- [Policy Recommendations Booklet](#)
- [Final Research Report](#)

The [ESN Survey 2018](#) edition, which goes under the title **"Mapping the challenges and enablers of international mobility for students with disabilities"** aimed at analysing the experience of students with disabilities, both with and without mobility experience and explored further how higher education institutions can act to improve their accessibility, both for their domestic and mobility students with disabilities. Only 15.1% of respondents with disabilities mentioned that their Home Higher Education Institution provides information on the Erasmus+ special needs grant, while 31.3% of the students with disabilities who successfully received the Erasmus+ Special Needs Supplementary Grant, mentioned that all of their access needs were covered by the grant. 83.8% of the sample of students with disabilities were either satisfied or very satisfied with their mobility experience.

In 2018, following over 2 years of consultations, the Erasmus Student Network released the [#ErasmusUpgrade Manifesto](#) which contains 13 recommendations to improve the successor of the Erasmus+ 2014-2020 Programme.

The [ESNsurvey 2019](#) research report under the title “**Active citizenship and student exchange in light of the European elections**” explored the impact of Erasmus+ on the civil, social and political participation of young people in Europe. Even though the Survey shows that Erasmus+ Alumni have higher interest and are more likely to vote in European elections than the European average, students who are currently on exchange reportedly vote less, due to procedural barriers. Furthermore, the ESN Survey proves that students with an exchange experience are far more engaged in civil society organisations than the average European youth and that EU students with an exchange experience wish for more rights as EU citizens and for more European civic education in schools.

The ESN Survey 2021, which focused on the experience of international students before and during COVID, will be published in Autumn 2022 in esn.org/esnsurvey. A preliminary version of the key findings can be found [here](#).

The Survey called “[Student exchanges in times of crisis: research report on the impact of COVID-19 on student exchanges in Europe](#)” collected responses from 22,000 international students and trainees in Europe, who provided information about their mobility experiences during the pandemic.

[The Social Inclusion and Engagement in Mobility Research report](#) has been a breakthrough in the existing literature and data collection in the field of inclusive mobility among students from fewer opportunities backgrounds. It collected more than 12000 answers from students, almost 1000 from HEI staff and a number of focus groups and study visits. The final set of recommendations targeting all stakeholders can be a source of inspiration for new inclusion measures in Erasmus+.

During the first year of implementation of the new Erasmus+ Programme, 2021-2027 ESN published a [reaction to the framework of inclusion measures of the new Erasmus+ and European Solidarity Corps Programmes](#). This document provides ESN’s analysis of some of the critical steps in the new framework and recommendations on their implementation.

The [GreenErasmus research report](#) published in 2022, and carried out as part of the GreenErasmus project coordinated by ESN, compares over 10.000 students’ consumer behaviour, travel behaviour, and daily life habits while at home and during their mobility.