

# Evaluation of the ESF support to Education and Training (Thematic Objective 10)

Fields marked with \* are mandatory.

## Introduction

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### Introduction

The European Social Fund (ESF) is European Union's main instrument available in EU countries for investing in education, training and vocational training for skills and lifelong learning, also referred to as thematic Objective ten (TO10). TO10 is organised in the following four so-called investment priorities: Reducing and preventing early school leaving and promoting equal access to education, formal, non-formal and informal learning pathways for reintegrating into education and training Improving the quality and efficiency of, and access to, tertiary and equivalent education and training Enhancing equal access to lifelong learning for all age groups in formal, non-formal and informal settings and Improving the labour market relevance of education and training systems.

This public consultation is an integral part of the evaluation of ESF support to education and training (Thematic Objective 10). It seeks feedback from all stakeholders of the ESF in EU countries, as well as from the wider public. The evaluation and the present consultation deal with the ESF support provided under all above listed investment priorities. For more information on this evaluation, follow the link below:

[https://ec.europa.eu/info/law/better-regulation/initiatives/ares-2018-6620755\\_en](https://ec.europa.eu/info/law/better-regulation/initiatives/ares-2018-6620755_en)

The ESF's mission also covers promoting sustainable and quality employment and supporting labour mobility, promoting social inclusion, combatting poverty and any discrimination, and enhancing institutional capacity of public authorities and stakeholders. For more information on the ESF, please follow the link below:

<https://ec.europa.eu/esf/home.jsp?langId=en>

### Why this consultation?

The purpose of the evaluation of ESF support to education and training is threefold:

Taking stock of the results of ESF support for education and training for the period 2014-2018 Providing lessons for the European Social Fund Plus (ESF+), to inform the planning of ESF education and training support from 2021 Paving the way for the ex-post evaluation of the European Social Fund by the Commission due by December 2024.

The results of this consultation will be analysed and summarised in a synopsis report that will be published on the website of DG Employment, Social Affairs and Inclusion. The results will also be presented in the Staff Working Document of the evaluation of ESF support .

### Who is invited to contribute to this consultation?

All citizens and organisations are invited to contribute to this consultation. Contributions are particularly sought from:

Citizens, whether or not they are receiving or have received support from the European Social Fund in terms of education and training activities Organisations involved in the delivery of the European Social Fund such as Managing Authorities, intermediate bodies, project implementers, members of Monitoring Committees, education or labour ministries, or education and training providers Any organisation or citizen having a particular expertise in the area of education, training and vocational training for skills and lifelong learning

## About you

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### \* Language of my contribution

- ☐ Bulgarian
- ☐ Croatian
- ☐ Czech
- ☐ Danish
- ☐ Dutch
- ☒ English
- ☐ Estonian
- ☐ Finnish
- ☐ French
- ☐ Gaelic
- ☐ German
- ☐ Greek
- ☐ Hungarian
- ☐ Italian
- ☐ Latvian
- ☐ Lithuanian
- ☐ Maltese
- ☐ Polish
- ☐ Portuguese
- ☐ Romanian
- ☐ Slovak
- ☐ Slovenian
- ☐ Spanish
- ☐ Swedish

### \* I am giving my contribution as

- ☐ Academic/research institution
- ☐ Business association
- ☐ Company/business organisation
- ☐ Consumer organisation
- ☐ EU citizen
- ☐ Environmental organisation
- ☐ Non-EU citizen
- ☐ Non-governmental organisation (NGO)
- ☒ Public authority
- ☐ Trade union

☐ Other

\* First name

Carl

\* Surname

Lamote

\* Email (this won't be published)

carl.lamote@ond.vlaanderen.be

\* Scope

- ☐ International
- ☐ Local
- ☐ National
- ☒ Regional

\* Organisation name

*255 character(s) maximum*

Departement of Education and Training, Flanders, Belgium.

\* Organisation size

- ☐ Micro (1 to 9 employees)
- ☐ Small (10 to 49 employees)
- ☐ Medium (50 to 249 employees)
- ☒ Large (250 or more)

Transparency register number

*255 character(s) maximum*

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

\* Country of origin

Please add your country of origin, or that of your organisation.

- |                                     |  |                                     |  |
|-------------------------------------|--|-------------------------------------|--|
| <input type="radio"/> Afghanistan   | <input type="radio"/> Djibouti           | <input type="radio"/> Libya         | <input type="radio"/> Saint Martin                     |
| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica           | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon        |
| <input type="radio"/> Albania       | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania     | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria       | <input type="radio"/> Ecuador            | <input type="radio"/> Luxembourg    | <input type="radio"/> Samoa                            |
| <input type="radio"/>               | <input type="radio"/> Egypt              | <input type="radio"/> Macau         | <input type="radio"/> San Marino                       |

American Samoa			
○ Andorra	○ El Salvador	○ Madagascar	○ São Tomé and Príncipe
○ Angola	○ Equatorial Guinea	○ Malawi	○ Saudi Arabia
○ Anguilla	○ Eritrea	○ Malaysia	○ Senegal
○ Antarctica	○ Estonia	○ Maldives	○ Serbia
○ Antigua and Barbuda	○ Eswatini	○ Mali	○ Seychelles
○ Argentina	○ Ethiopia	○ Malta	○ Sierra Leone
○ Armenia	○ Falkland Islands	○ Marshall Islands	○ Singapore
○ Aruba	○ Faroe Islands	○ Martinique	○ Sint Maarten
○ Australia	○ Fiji	○ Mauritania	○ Slovakia
○ Austria	○ Finland	○ Mauritius	○ Slovenia
○ Azerbaijan	○ France	○ Mayotte	○ Solomon Islands
○ Bahamas	○ French Guiana	○ Mexico	○ Somalia
○ Bahrain	○ French Polynesia	○ Micronesia	○ South Africa
○ Bangladesh	○ French Southern and Antarctic Lands	○ Moldova	○ South Georgia and the South Sandwich Islands
○ Barbados	○ Gabon	○ Monaco	○ South Korea
○ Belarus	○ Georgia	○ Mongolia	○ South Sudan
○ Belgium	○ Germany	○ Montenegro	○ Spain
○ Belize	○ Ghana	○ Montserrat	○ Sri Lanka
○ Benin	○ Gibraltar	○ Morocco	○ Sudan
○ Bermuda	○ Greece	○ Mozambique	○ Suriname
○ Bhutan	○ Greenland	○ Myanmar /Burma	○ Svalbard and Jan Mayen
○ Bolivia	○ Grenada	○ Namibia	○ Sweden
○ Bonaire Saint Eustatius and Saba	○ Guadeloupe	○ Nauru	○ Switzerland
○ Bosnia and Herzegovina	○ Guam	○ Nepal	○ Syria
○ Botswana	○ Guatemala	○ Netherlands	○ Taiwan
○ Bouvet Island	○ Guernsey	○ New Caledonia	○ Tajikistan
○ Brazil	○ Guinea	○ New Zealand	○ Tanzania
○ British Indian Ocean Territory	○ Guinea-Bissau	○ Nicaragua	○ Thailand
○ British Virgin Islands	○ Guyana	○ Niger	○ The Gambia
○ Brunei	○ Haiti	○ Nigeria	○ Timor-Leste
○ Bulgaria	○	○ Niue	○ Togo

	Heard Island and McDonald Islands		
● Burkina Faso	● Honduras	● Norfolk Island	● Tokelau
● Burundi	● Hong Kong	● Northern Mariana Islands	● Tonga
● Cambodia	● Hungary	● North Korea	● Trinidad and Tobago
● Cameroon	● Iceland	● North Macedonia	● Tunisia
● Canada	● India	● Norway	● Turkey
● Cape Verde	● Indonesia	● Oman	● Turkmenistan
● Cayman Islands	● Iran	● Pakistan	● Turks and Caicos Islands
● Central African Republic	● Iraq	● Palau	● Tuvalu
● Chad	● Ireland	● Palestine	● Uganda
● Chile	● Isle of Man	● Panama	● Ukraine
● China	● Israel	● Papua New Guinea	● United Arab Emirates
● Christmas Island	● Italy	● Paraguay	● United Kingdom
● Clipperton	● Jamaica	● Peru	● United States
● Cocos (Keeling) Islands	● Japan	● Philippines	● United States Minor Outlying Islands
● Colombia	● Jersey	● Pitcairn Islands	● Uruguay
● Comoros	● Jordan	● Poland	● US Virgin Islands
● Congo	● Kazakhstan	● Portugal	● Uzbekistan
● Cook Islands	● Kenya	● Puerto Rico	● Vanuatu
● Costa Rica	● Kiribati	● Qatar	● Vatican City
● Côte d'Ivoire	● Kosovo	● Réunion	● Venezuela
● Croatia	● Kuwait	● Romania	● Vietnam
● Cuba	● Kyrgyzstan	● Russia	● Wallis and Futuna
● Curaçao	● Laos	● Rwanda	● Western Sahara
● Cyprus	● Latvia	● Saint Barthélemy	● Yemen
● Czechia	● Lebanon	● Saint Helena Ascension and Tristan da Cunha	● Zambia
● Democratic Republic of the Congo	● Lesotho	● Saint Kitts and Nevis	● Zimbabwe
● Denmark	● Liberia	● Saint Lucia	

### \* Publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

☐ **Anonymous**

Only your type of respondent, country of origin and contribution will be published. All other personal details (name, organisation name and size, transparency register number) will not be published.

☒ **Public**

Your personal details (name, organisation name and size, transparency register number, country of origin) will be published with your contribution.

☒ I agree with the [personal data protection provisions](#)

C: What is your current situation?

*Choose the answer that best describes your current situation*

- ☐ Unemployed for 12 months or more
- ☐ Unemployed for less than 12 months
- ☐ Unemployed, not in education and not looking for job
- ☐ In vocational training
- ☐ In a traineeship, internship or apprenticeship
- ☐ In voluntary service
- ☐ In secondary education
- ☐ In higher education
- ☐ Employed part-time
- ☐ Employed full-time
- ☐ Self-employed
- ☒ Other
- ☐ I don't wish to answer

C-1: If other, could you please specify?

*1000 character(s) maximum*

Coordinated answer of Ministry.

\* D: Have you received, between 2014 and now, ESF support in one or more of these areas (finding a job, accessing training or education; general wellbeing; sport; social activities)?

- ☐ Yes, I have received support since 2014 but am no longer receiving it now.
- ☒ Yes, I am currently receiving support

- ☐ No
- ☐ I don't know / I don't wish to answer

\* E: Are you aware that, in cooperation with your country, the European Social Fund supports education and training?

- ☒ Yes
- ☐ No
- ☐ I do not wish to answer

\* F: What is your organisation's field of work or expertise?

*Check all relevant options*

- ☐ Management of EU Funds
- ☐ Information campaigns
- ☐ Advocacy group
- ☒ Support to young people not in education, employment and training
- ☒ School to work transition
- ☒ Early Childhood Education and Care
- ☒ Compulsory education
- ☒ Tertiary/higher education
- ☒ Vocational education and training
- ☒ Social inclusion (support to disadvantaged individuals or groups)
- ☒ Second chance education
- ☐ Labour market inclusion
- ☐ Other

F-1: If other, could you please describe?

*1000 character(s) maximum*

\* G: What is or was your role in the delivery of the European Social Fund?

- ☒ Managing Authority or Intermediate Body
- ☐ EU Funds Coordinating body
- ☐ Certifying or audit authority
- ☐ Member of a Monitoring Committee
- ☐ Beneficiary – organisation or entity receiving ESF funding for the implementation of a project
- ☐ Civil society organisation or advocacy organisation

- ☐ No direct role

\* H: How familiar are you with the European Social Fund support to education and training?

- ☐ I had never heard of it before this survey
- ☐ I have only a general idea of the goal and scope, and I do not know any specific activity funded by the European Social Fund
- ☐ I have an idea of the goal and scope and I know at least one activity funded by the European Social Fund
- ☐ I am familiar with the European Social Fund
- ☐ I don't wish to answer

## Strand I: Organisations not familiar with the ESF support to education and training

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\* I.1: In your view, should the European Social Fund be involved in improving skills and supporting the development of education and training systems?

- ☐ No. This should be addressed locally or nationally
- ☐ Yes
- ☐ I don't know / I don't wish to answer

\* I.2: What kind of actions should be provided with European Social Fund support to education and training?

*Check all relevant options*

- ☐ Policies, programmes or projects to tackle early school leaving
- ☐ Policies, programmes or projects to improve literacy and numeracy skills of school pupils
- ☐ Provision of careers counselling / vocational guidance
- ☐ Supporting partnerships between schools and private/ public/ non-profit organisations
- ☐ Provision of support for students with fewer opportunities to complete higher education studies
- ☐ Support to link higher education institutions with businesses and local communities
- ☐ Support for education activities in higher education (e.g. lectureships, scholarships, curriculum development, training for lecturers)
- ☐ Improving quality of higher education, so that graduates are better equipped with skills for the future labour market
- ☐ Support for training/career development of early-career researchers
- ☐ Improving recognition of informal or non-formal learning
- ☐ Literacy, numeracy or other courses to enhance access to lifelong learning
- ☐ Support for the unemployed to learn new skills to help find work
- ☐ Support for the employed to improve skills (e.g. on the job training)
- ☐ Support for older workers to improve skills on the job
- ☐ Support for older unemployed to learn new skills to help find work
- ☐ Support for businesses to re-skill or up-skill workers
- ☐ Development or implementation of new school curricula



- ☐ Support to professional development of teachers and trainers, including for pre-school
- ☐ Establishment or development of work-based learning systems
- ☐ Creation or development of dual learning systems and apprenticeship schemes
- ☐ Policies or programmes to reform and improve quality of education or training systems
- ☐ Support to allow for bridges between education systems
- ☐ Support for the transnational mobility of students with fewer opportunities
- ☐ Support to improve gender balance in education
- ☐ Other

I.2.1: If other, can you please specify what other actions you think should be provided?

*1000 character(s) maximum*

\* I.3: Which target groups should be prioritised?

*Choose up to three categories*

- ☐ Children at risk of early school leaving
- ☐ Children and young people in poverty, or at risk of socio-economic exclusion or marginalisation
- ☐ Young people unemployed and not looking for a job
- ☐ Older workers (above 54)
- ☐ People with no or low qualifications and skills
- ☐ Unemployed for 12 months or more
- ☐ Unemployed for less than 12 months
- ☐ Those in part-time employment looking to re-skill or up-skill
- ☐ Those in full-time employment looking to re-skill or up-skill
- ☐ Teachers and trainers at all levels
- ☐ Early-career researchers
- ☐ Roma or other minorities
- ☐ Individuals with migrant or foreign backgrounds
- ☐ Individuals with disabilities (including mental health) and special needs
- ☐ Individuals from remote or rural areas
- ☐ People with caring responsibilities
- ☐ Other

I.3.1: If other, please describe which other target group you feel should be supported?

*1000 character(s) maximum*

\* I.4: In your view, what would be the advantage of having European Social Fund actions?

- ☐ More can be done than with national or local resources only
- ☐ New issues can be covered
- ☐ ESF enables experimenting with new ways of delivering services and policies
- ☐ None. It does not really make a difference
- ☐ I do not know / I do not wish to answer
- ☐ Other

I.4.1: If other, please describe any other advantage to European Social Fund actions?

*1000 character(s) maximum*

I.5: Would you like to add any comments concerning ESF support to education and training?

*1000 character(s) maximum*

Strand II: Organisations familiar with the ESF support to education and training but not directly involved

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II.1: Your organisation knows about the ESF but does not play an active role in its delivery. Could you explain why that is so?

- ☐ We did so in the past but feel it is too cumbersome or risky
- ☐ We are an institution or organisation that does not implement such projects
- ☐ We applied but did not receive any funding
- ☐ Other

II.1.1: If other, please describe any 'other' reason your organisation does not play an active role

*1000 character(s) maximum*

\* II.2: What kind of actions should be provided with European Social Fund support to education and training?

*Check all relevant options*

- ☐ Policies, programmes or projects to tackle early school leaving
- ☐ Policies, programmes or projects to improve literacy and numeracy skills of school pupils
- ☐ Provision of careers counselling / vocational guidance
- ☐ Supporting partnerships between schools and private/ public/ non-profit organisations
- ☐ Provision of support for students with fewer opportunities to complete higher education studies
- ☐ Support to link higher education institutions with local communities
- ☐ Support for education activities in higher settings (e.g. lectureships, scholarships, curriculum development, training for lecturers)
- ☐ Improving quality of higher education, so that graduates are better equipped with skills for the future labour market
- ☐ Support for training/career development of early-career researchers
- ☐ Improving recognition of informal or non-formal learning
- ☐ Literacy, numeracy or other courses to enhance access to lifelong learning
- ☐ Support for the unemployed to learn new skills to help find work
- ☐ Support for the employed to improve skills (e.g. on the job training)
- ☐ Support for older workers to improve skills on the job
- ☐ Support for older unemployed to learn new skills to help find work
- ☐ Support for businesses to re-skill or up-skill workers
- ☐ Development or implementation of new school curricula
- ☐

Support to professional development of teachers/trainers, including for pre-school

- ☐ Establishment or development of work-based learning systems
- ☐ Creation or development of dual learning systems and apprenticeship schemes
- ☐ Policies or programmes to reform and improve quality of education or training systems
- ☐ Support to allow for bridges between education systems
- ☐ Support for the transnational mobility of students with fewer opportunities
- ☐ Support to improve gender balance in education
- ☐ Other

#### II.2.1: What other actions do you think should be provided?

*1000 character(s) maximum*

#### \* II.3: Do you think these actions are indeed being provided?

- ☐ Yes
- ☐ No
- ☐ I do not know / I do not wish to answer

#### \* II.4: Which target groups should be prioritized?

*Choose up to three categories*

- ☐ Children at risk of early school leaving
- ☐ Children and young people in poverty, or at risk of socio-economic exclusion or marginalisation
- ☐ Young people unemployed and not looking for a job
- ☐ Older workers (above 54)
- ☐ People with no or low qualifications and skills
- ☐ Unemployed for 12 months or more
- ☐ Unemployed for less than 12 months
- ☐ Those in part-time employment looking to re-skill or up-skill
- ☐ Those in full-time employment looking to re-skill or up-skill
- ☐ Teachers and trainers at all levels
- ☐ Early-career researchers
- ☐ Roma or other minorities
- ☐ Individuals with migrant or foreign backgrounds
- ☐ Individuals with disabilities (including mental health) and with special needs

- ☐ Individuals from remote or rural areas
- ☐ People with caring responsibilities
- ☐ Other

#### II.4.1: Please describe which other target group you feel should be supported

1000 character(s) maximum

#### \* II.5: Do you think these target groups are indeed being reached?

- ☐ No
- ☐ Yes
- ☐ I do not know / I do not wish to answer

#### II.6: In your opinion, how effective has European Social Fund support for education and training been in contributing to the following objectives?

	Very effective	Mostly effective	Mostly ineffective	Not effective at all	I do not know / I do not wish to answer
* Supporting the development of school curricula or systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of work-based learning systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of dual education systems / apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of higher education systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving links between education / training institutions and businesses / other partner organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*					

Improving recognition of informal and non-formal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving careers or vocational guidance provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the unemployed to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting those in work to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Reducing early school leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving the literacy and numeracy skills of school pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to lifelong learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting learners to access work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting academic staff in the tertiary /higher education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting teachers and trainers' continuing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting students with fewer opportunities to complete higher education studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II.7: Do you know any good practice, example or experience regarding the effectiveness of actions to support education and training? Do you know any bad or non-optimal practice or experience?

*1000 character(s) maximum*

II.8: Do you have any other comments on the effectiveness of the European Social Fund support to education and training?

*1000 character(s) maximum*

II.9: If we define cost-effectiveness as the fact that the resources invested were proportionate to the results achieved, to what extent do you agree or disagree that the following activities implemented with the European Social Fund support to education and training are cost-effective?

	I strongly agree	I agree	I disagree	I strongly disagree	I do not know / I do not wish to answer
* Supporting the development of school curricula or systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of work-based learning systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of dual education systems / apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of higher education systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving links between education / training institutions and businesses / other partner organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving recognition of informal and non-formal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving careers or vocational guidance provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the unemployed to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting those in work to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Reducing early school leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
*					

Improving the literacy and numeracy skills of school pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to lifelong learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting learners to access work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting academic staff in the higher education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting teachers and trainers' continuing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting students with fewer opportunities to complete higher education studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II-10: Please explain briefly your answers to the question above

*1000 character(s) maximum*

II.11: Do you have any other comments on the efficiency of the European Social Fund support to education and training?

*1000 character(s) maximum*

II.12: Is there any good practice, example or experience regarding the efficiency of ESF operations to support education and training that you would like to share with the Commission? Do you know any bad or non-optimal practice or experience?

*1000 character(s) maximum*



II.13: In your opinion, to what extent are actions promoting education and training supported by the European Social Fund coherent with the following schemes?

	They complement or reinforce each other	They do the same	They are contradictory / They hinder each other	I don't know / I don't wish to answer
* European Regional Development Fund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other European Structural and Investment Funds (e.g. European Agricultural Fund for Rural Development, European Maritime and Fisheries Fund)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus +	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Horizon 2020/Marie Skłodowska-Curie Actions/ European Institute of Innovation & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EURES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Asylum, Migration and Integration Fund (AMIF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* COSME (programme supporting competitiveness and entrepreneurship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other national and/or regional education and training policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II.14: Please explain briefly your answers to the question above

*1000 character(s) maximum*

II.15: Do you know of any other EU or national/regional action on education/training that is or should be coherent with ESF support to education or training? If so, could you explain which one and how?

*1000 character(s) maximum*

\* II.16: What is the advantage of having European Social Fund interventions?

- ☐ More can be done than with national or local resources only
- ☐ New issues can be covered
- ☐ ESF enables experimenting with new ways of delivering services and policies
- ☐ None. It does not really make a difference
- ☐ I do not know / I do not wish to answer
- ☐ Other

II.16.1: If other, Please describe any other advantage of European Social Fund interventions in education and training

*1000 character(s) maximum*

II.17: Would you like to add any comments concerning ESF support to education and training?

Strand III: Organisations directly involved in the delivery of the European Social Fund support to education and training

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\* III.1: Please indicate in which of the following actions to support education and training is your organization involved?

*Check all relevant options*

- ☐ Policies, programmes or projects to tackle early school leaving
- ☐ Policies, programmes or projects to improve literacy and numeracy skills of school pupils
- ☐ Provision of careers counselling / vocational guidance
- ☐ Supporting partnerships between schools and private/ public/ non-profit organisations
- ☐ Provision of support for students with fewer opportunities to complete higher education studies
- ☐ Support to link tertiary education and training institutions with businesses and local communities
- ☐ Support for education activities in higher education settings (e.g. lectureships, scholarships curriculum development, training for lecturers)
- ☐ Improving quality of higher education, so that graduates are better equipped with skills for the future labour market
- ☐ Support for training/career development of early-career researchers
- ☐ Improving recognition of informal or non-formal learning
- ☐ Literacy, numeracy or other courses to enhance access to lifelong learning
- ☐ Support for the unemployed to learn new skills to help find work
- ☐ Support for the employed to improve skills (e.g. on the job training)
- ☐ Support for older workers to improve skills on the job
- ☐ Support for older unemployed to learn new skills to help find work
- ☐ Support for businesses to re-skill or up-skill workers
- ☐ Development or implementation of new school curricula
- ☐ Support to professional development of teachers/trainers, including for pre-school
- ☐ Establishment or development of work-based learning systems
- ☐ Creation or development of dual learning systems and apprenticeship schemes
- ☐ Policies or programmes to reform and improve quality of education or training systems
- ☐ Support to allow for bridges between education systems
- ☐ Support for the international mobility of students with fewer opportunities
- ☐ Support to improve the gender balance in education and training
- ☐ Other

III.1.1: If other, please add any 'other' area your organisation delivers or manages ESF support in

*1000 character(s) maximum*

\* III.2: Which target groups seek to support the ESF actions that you deliver, manage or coordinate?

*Check all relevant options*

- ☐ Children at risk of early school leaving
- ☐ Children and young people in poverty, or at risk of socio-economic exclusion or marginalisation
- ☐ Young people unemployed and not looking for a job
- ☐ Older workers (above 54)
- ☐ Those with no or low qualifications and skills
- ☐ Unemployed for 12 months or more
- ☐ Unemployed for less than 12 months
- ☐ Those in part-time employment looking to re-skill or up-skill
- ☐ Those in full-time employment looking to re-skill or up-skill
- ☐ Teachers and trainers at all levels
- ☐ Early-career researchers
- ☐ Roma or other minorities
- ☐ Individuals with migrant or foreign backgrounds
- ☐ Individuals with disabilities (including mental health) and people with special needs
- ☐ Individuals from remote or rural areas
- ☐ People with caring responsibilities
- ☐ Other

III.2.1: If other, please describe which other target group your involvement in ESF delivery supports

*1000 character(s) maximum*

III-3: In your opinion, how effective has the European Social Fund support for education and training been in..?

					I do not
--	--	--	--	--	----------

	Very effective	Mostly effective	Mostly ineffective	Not effective at all	know / I do not wish to answer
* Supporting the development of school curricula or systems					
* Supporting the development of work-based learning systems					
* Supporting the development of dual education systems / apprenticeships					
* Supporting the development of higher education systems					
* Improving links between education / training institutions and businesses / other partner organisations					
* Improving recognition of informal and non-formal learning					
* Improving careers or vocational guidance provision					
* Supporting the unemployed to up-skill or re-skill					
* Supporting those in work to up-skill or re-skill					
* Reducing early school leaving					
* Improving the literacy and numeracy skills of school pupils					
* Improving access to lifelong learning opportunities					
* Supporting learners to access work-based learning opportunities					
* Improving access to apprenticeships					
* Supporting academic staff in the higher education sector					
* Supporting teachers and trainers' continuing professional development					
* Supporting students with fewer opportunities to complete higher education studies					

III.4: What factors are most important in ensuring the effectiveness of European Social Fund support for education and training? Please highlight any good practice if applicable. Is there any bad/non-optimal practice?

1000 character(s) maximum

Individual support and coaching  
Creating networks of educational partners & business partners

\* III.5: What changes did the ESF actions to support education and training brought about?

*Check all relevant options*

- ☐ Entering or re-entering education or training
- ☐ New skills or a qualification
- ☐ New research in higher education
- ☐ New didactics and pedagogy for innovative teaching and learning
- ☐ New jobs
- ☐ Improved job conditions (e.g. salary, promotion)
- ☐ Easier transition between levels and forms of education and training
- ☐ Easier transition from education to the job market
- ☐ Easier transition between jobs
- ☐ Improved quality and relevance of education and training systems
- ☐ Improved gender balance in education and training
- ☐ Personal development impacts (e.g. improved confidence/softer skills)
- ☐ None
- ☐ Other

III.5.1: If other, please explain the change the ESF brought about.

1000 character(s) maximum

III.6: In your opinion, how successful were the ESF actions in providing support to the following target groups?

	Very successful	Mostly successful	Mostly unsuccessful	Very unsuccessful	I do not know / I do not

					wish to answer
* Unemployed for 12 months or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Unemployed for less than 12 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Young people unemployed and not looking for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Those with no or low qualifications and skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Those in part-time employment looking to re-skill or up-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Those in full-time employment looking to re-skill or up-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Roma or other minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Individuals with migrant or foreign backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Children at risk of early school leaving, children in poverty or at risk of social exclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Older workers (above 54)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Teachers and trainers at all levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Early-career researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* People with caring responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### III.6.1: If other, could you please describe the target group?

500 character(s) maximum

III.7: If we define cost-effectiveness as the fact that the resources invested were proportionate to the results achieved, to what extent do you agree or disagree that the following activities implemented with the European Social Fund support to education and training are cost-effective?

	I strongly agree	I agree	I disagree	I strongly disagree	I do not know / I do not wish to answer
* Supporting the development of school curricula or systems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of work-based learning systems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of dual education systems / apprenticeships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of High Education systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving links between education / training institutions and businesses / other partner organisations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving recognition of informal and non-formal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Improving careers or vocational guidance provision	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the unemployed to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Supporting those in work to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Reducing early school leaving	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving the literacy and numeracy skills of school pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Improving access to lifelong learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Supporting learners to access work-based learning opportunities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to apprenticeships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting academic staff in the High Education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>



* Supporting teachers and trainers' continuing professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting students with fewer opportunities to complete higher education studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### III.8: Please explain briefly your answers to the question above

1000 character(s) maximum

ESF is mainly focused on the transition between education and labour market.  
The impact of these projects on this transition is positive & significant.

### III.9: Is there anything you wish to add regarding the efficiency of the measures implemented by the European Social Fund to support education and training?

1000 character(s) maximum

### III.10: How would you qualify the following administrative arrangements for the implementation of operations?

	Insufficient	Appropriate	Burdensome	I do not know / I do not wish to answer
* The management and control system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* The application of simplified cost options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Project selection procedures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Project follow-up and implementation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Reporting and monitoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

* Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
* Audit	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Evaluation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

III.11: Do you know of examples of gold plating or any other case of excessive administrative burden in the management and implementation of ESF education and training related programmes and initiatives? If so, could you please describe them?

*1000 character(s) maximum*

Gold plating is an expression that refers to Member States going beyond what is strictly required by EU legislation when they implement an EU programme or initiative at national level. This may enhance benefits but can also add unnecessary costs for business and public authorities, which are mistakenly associated with EU legislation.

III.12: From your experience, are there any good practices on the efficiency of the European Social Fund operations in the area of education and training? Is there any bad/non-optimal practice?

*1000 character(s) maximum*

Our projects on the transfer between education & labour market have a long history and are efficient in guiding students to the labour market:  
<https://www.onderwijs.vlaanderen.be/nl/nl/duaal-leren/esf-projecten-leren-en-werken-en-duaal-leren>

III.13: Do you have any other comments on the efficiency of the European Social Fund support to education and training?

*1000 character(s) maximum*

III.14: In your opinion, to what extent are actions promoting education and training supported by the European Social Fund coherent with the following schemes?

	They complement or reinforce each other	They do the same (duplications /overlaps)	They are contradictory / They hinder each other	I do not know / I do not wish to answer
* European Regional Development Fund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other European Structural and Investment Funds (e.g. European Agricultural Fund for Rural Development, European Maritime and Fisheries Fund)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus +	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Horizon 2020/Marie Skłodowska-Curie Actions, European Institute of Innovation & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EURES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Asylum, Migration and Integration Fund (AMIF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* COSME (programme supporting competitiveness and entrepreneurship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other national and/or regional education and training policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III.15: Please explain briefly your answers to the question above.

1000 character(s) maximum

III.16: Do you know of any other EU or national or regional action on education /training which is or should be coherent with ESF support education and training? If so, could you explain which one and how?

*1000 character(s) maximum*

\* III.17: What is the advantage of having European Social Fund interventions?

- ☐ More can be done than with national or local resources only
- ☐ New issues can be covered
- ☐ ESF enables experimenting with new ways of delivering services and policies
- ☐ None. It does not really make a difference
- ☐ I do not know / I do not wish to answer
- ☐ Other

III.17.1: If other, please describe any other advantage to European Social Fund interventions

*1000 character(s) maximum*

III.18: Would you like to add any comments concerning ESF support to education and training?

*1000 character(s) maximum*

Strand IV: Individuals receiving or having received ESF support on education and training

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\* IV.1: How did you learn about the support that you received?

*Please choose up to two options*

- ☐ Through employment services, employment information centres
- ☐ Through your education or training institution or youth organisation
- ☐ Through your employer
- ☐ Through careers counselling or vocational guidance centres
- ☐ Through advertisement in the press, flyers, brochures, postcards
- ☐ Through cinema, radio and TV spots
- ☐ Through social media (Facebook, Twitter, Youtube)
- ☐ From your family and friends
- ☐ I don't remember
- ☐ Other

IV.1.1: If other, could you please explain how you learnt about the support?

*1000 character(s) maximum*

\* IV.2: How old were you when you started receiving ESF support?

- ☐ 14 years old or below
- ☐ 15-18 years old
- ☐ 19-29 years old
- ☐ 30-49 years old
- ☐ 50-65 years old
- ☐ Over 65 years old
- ☐ I don't wish to answer

\* IV.3: What kind of support did you benefit from?

*Check all relevant options*

- ☐ Support to engage in work-based learning or on the job learning
- ☐ Support to access or undertake an apprenticeship
- ☐ Support to enter or re-enter education or training
- ☐ Support to enter and/or complete Higher Education (e.g. scholarship etc.)
- ☐ Support to engage in teaching and/or research in a Higher Education institution
- ☐ Support to undertake informal or non-formal learning (lifelong learning)
- ☐ Training aimed at learning general skills, such as language or IT skills
- ☐ Support to find a training or a work experience abroad

- ☐ Careers counselling or vocational guidance (information, guidance, tutoring)
- ☐ Support to overcome barriers to finding a job or attending a training /education course (e.g. transport costs, childcare support)
- ☐ Work experience in a business or organisation
- ☐ I don't wish to answer
- ☐ Other

IV.3.1: If other, could you please explain what kind of support you have received?

*1000 character(s) maximum*

\* IV.4: What were your main expectations from participating?

*Please choose up to three options*

- ☐ Entering or re-entering education or training
- ☐ Gaining new skills or a qualification
- ☐ Conducting new research in higher education
- ☐ Improving teaching practices
- ☐ Completing higher education studies
- ☐ Finding a job
- ☐ Improving my job conditions (e.g. pay, promotion)
- ☐ Making sure I could stay in a job I already had
- ☐ Starting a business
- ☐ Meeting people
- ☐ None
- ☐ Other

IV.4.1: If other, please explain what other expectations you had

*1000 character(s) maximum*

\* IV-5: Were your expectations met?

- ☐ I got more than expected
- ☐ Fully
- ☐ Only partially
- ☐ Not at all
- ☐ I do not know / I do not wish to answer

\* IV.6: Could you please explain the main reason why your expectations were not met or not fully met?

*Check all relevant options*

- ☐ The support was not adapted to my specific needs
- ☐ The support was not adapted to my personal situation
- ☐ The support did not lead to completing an education or training course
- ☐ The support did not lead to a job or help me start a business
- ☐ More time is needed. The support is still ongoing or has just finished
- ☐ Other
- ☐ I do not wish to answer

IV.6.1: If other, could you please explain why your expectations were not met?

*1000 character(s) maximum*

\* IV.7: What changes did the support lead to?

*Please tick all that apply*

- ☐ I started a new education or training course
- ☐ I learned new skills and/or got a qualification
- ☐ I got a job
- ☐ I started a business
- ☐ I improved my employment conditions (e.g. salary, promotion)
- ☐ I feel more confident
- ☐ None
- ☐ Other
- ☐ I don't know / I don't wish to answer

IV.7.1: If other, could you please explain what changes the support led to?

*1000 character(s) maximum*

\* IV.8: Do you think that having ESF support made a difference?

- ☐ Yes. Without EU support there would be less or no opportunities for people in my situation.
- ☐ Yes. There would not be enough money to pay for such actions.
- ☐ No. I do not think it makes a real difference
- ☐ Other
- ☐ I do not know / I do not wish to answer

IV.8.1: If other, please specify.

*1000 character(s) maximum*

IV.9. Do you have anything else you would like to say about the European Social Fund or the support you received?

*1000 character(s) maximum*

Strand V: Individuals aware of the ESF support to education and training but not receiving support

---

\* V.1: What has prevented you from taking part in the support offered by the European Social Fund in education and training ?

*Please describe the one or two reasons that best describe your experience*

- ☐ I was not aware of any support being available
- ☐ I did not think I was eligible for support
- ☐ I was not eligible for support
- ☐ I did not think the support I was aware of would help me



- ☐ I was not interested in the support I was aware of
- ☐ The support is not relevant to my situation
- ☐ I did not know where to ask for information
- ☐ I was aware of support but projects were difficult to access
- ☐ I could not participate because I had to take care of my children
- ☐ I could not participate because I had to take care of other family members
- ☐ I could not afford to participate
- ☐ Other

V.1.1: If other, could you please explain the reasons why you did not participate in the support?

*1000 character(s) maximum*

\* V.2: In your opinion, what kind of actions should be provided with European Social Fund support to education and training?

*Check all relevant options*

- ☐ Policies, programmes or projects to tackle early school leaving
- ☐ Policies, programmes or projects to improve literacy and numeracy skills of school pupils
- ☐ Provision of careers counselling / vocational guidance
- ☐ Supporting partnerships between schools and private/ public/ non-profit organisations
- ☐ Provision of support for students with fewer opportunities to complete higher education scholarships studies
- ☐ Support to link tertiary education and training institutions with businesses and with local communities
- ☐ Support for research education activities in higher education settings (e.g. lectureships, scholarships curriculum development, training for lecturers)
- ☐ Support for training/career development of early-career researchers
- ☐ Improving quality of higher education, so that graduates are better equipped with skills for the future labour market Improving recognition of informal or non-formal learning
- ☐ Literacy, numeracy or other courses to enhance access to lifelong learning
- ☐ Support for the unemployed to learn new skills to help find work
- ☐ Support for the employed to improve skills (e.g. on the job training)
- ☐ Support for older workers to improve skills on the job
- ☐ Support for older unemployed to learn new skills to help find work
- ☐

- Support for businesses to re-skill or up-skill workers
- ☐ Development or implementation of new school curricula
- ☐ Support to professional development of teachers/trainers, including for pre-school
- ☐ Establishment or development of work-based learning systems
- ☐ Creation or development of dual learning systems and apprenticeship schemes
- ☐ Policies or programmes to reform and improve quality of education or training systems
- ☐ Support to allow for bridges between education systems
- ☐ Support for the transnational mobility of students with fewer opportunities
- ☐ Support to improve gender balance in education
- ☐ Other

V.2.1: If other, what other actions do you think should be provided

*1000 character(s) maximum*

\* V.3: Do you think these actions are indeed being provided?

- ☐ Yes
- ☐ No
- ☐ I do not know / I do not wish to answer

\* V-4: Which target groups should be prioritized?

*Choose up to three categories*

- ☐ Children at risk of early school leaving
- ☐ Children in poverty or at risk of social exclusion
- ☐ Young people unemployed and not looking for a job
- ☐ Older workers (above 54)
- ☐ Those with no or low qualifications and skills
- ☐ Unemployed for 12 months or more
- ☐ Unemployed for less than 12 months
- ☐ Those in part-time employment looking to re-skill or up-skill
- ☐ Those in full-time employment looking to re-skill or up-skill
- ☐ Teachers and trainers at all levels
- ☐ Early-career researchers
- ☐ Roma or other minorities

- ☐ Individuals with migrant or foreign backgrounds
- ☐ Individuals with disabilities
- ☐ People with caring responsibilities
- ☐ Other

V.4.1: If other, please describe which other target group you feel should be supported

*1000 character(s) maximum*

\* V.5: Do you think these target groups are indeed being reached?

- ☐ No
- ☐ Yes
- ☐ I do not know / I do not wish to answer

V.6: In your opinion, how effective has the European Social Fund support for education and training been in contributing to the following?

	Very effective	Mostly effective	Mostly ineffective	Not effective at all	I do not know / I do not wish to answer
* Supporting the development of school curricula or systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of work-based learning systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of dual education systems / apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the development of Higher Education systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving links between education / training institutions and businesses / other partner organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Improving recognition of informal and non-formal learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving careers or vocational guidance provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting the unemployed to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting those in work to up-skill or re-skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Reducing early school leaving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving the literacy and numeracy skills of school pupils	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to lifelong learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting learners to access work-based learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Improving access to apprenticeships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting academic staff in the Higher Education sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting students with fewer opportunities to complete higher education studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V.7: Please explain briefly your answers to the question above

*1000 character(s) maximum*

V.8: Do you have any other comments on the effectiveness of the European Social Fund support to education and training?

*1000 character(s) maximum*

V.9: In your opinion, to what extent are actions promoting education and training supported by the European Social Fund coherent with the following schemes?

	They complement or reinforce each other	They do the same	They are contradictory / They hinder each other	I don't know / I don't wish to answer
* European Regional Development Fund	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other European Structural and Investment Funds (e.g. EAFRD, EMFF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Erasmus +	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Horizon 2020/M Marie Skłodowska-Curie Actions, European Institute of Innovation & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EURES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Asylum, Migration and Integration Fund (AMIF)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* COSME (programme supporting competitiveness and entrepreneurship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other national and/or regional education and training policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

V.10: Do you know of any other EU or national, regional or local scheme which is or should be coherent with EU support to education and training? If so, could you explain which one and how?

*1000 character(s) maximum*

\* V.11: What is the advantage of having European Social Fund actions on education and training ?

- ☐ More can be done than with national or local resources only
- ☐ New issues can be covered
- ☐ ESF enables experimenting with new ways of delivering services and policies
- ☐ None. It does not really make a difference
- ☐ I do not know / I do not wish to answer
- ☐ Other

V.11.1: Please describe any other advantage to European Social Fund actions in education and training

*1000 character(s) maximum*

## Strand VI: Individuals not aware of the ESF

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\* VI.1: In your view, should the European Social Fund be involved in improving skills and supporting the development of education and training systems?

- ☐ No. This should be addressed locally or nationally
- ☐ Yes
- ☐ I don't know / I don't wish to answer

\* VI.2: What kind of actions should be provided with European Social Fund support to education and training ?

*Check all relevant options*

- ☐ Policies, programmes or projects to tackle early school leaving
- ☐ Policies, programmes or projects to improve literacy and numeracy skills of school pupils
- ☐ Provision of careers counselling / vocational guidance
- ☐ Supporting partnerships between schools and private/ public/ non-profit organisations
- ☐ Provision of support for students with fewer opportunities to complete higher education scholarships studies
- ☐ Support to link tertiary education and training institutions with businesses
- ☐ Support to link tertiary education and training institutions with local communities
- ☐

Support for research education activities in higher education settings (e.g. lectureships, scholarships curriculum development, training for lecturers)

- ☐ Support for training/career development of early-career researchers
- ☐ Improving quality of higher education, so that graduates are better equipped with skills for the future labour market Provision of higher education scholarships
- ☐ Improving recognition of informal or non-formal learning
- ☐ Literacy, numeracy or other courses to enhance access to lifelong learning
- ☐ Support for the unemployed to learn new skills to help find work
- ☐ Support for the employed to improve skills (e.g. on the job training)
- ☐ Support for older workers to improve skills on the job
- ☐ Support for older unemployed to learn new skills to help find work
- ☐ Support for businesses to re-skill or up-skill workers
- ☐ Development or implementation of new school curricula
- ☐ Support to professional development of teachers/trainers, including for pre-school
- ☐ Establishment or development of work-based learning systems
- ☐ Creation or development of dual learning systems and apprenticeship schemes
- ☐ Policies or programmes to reform and improve quality of education or training systems
- ☐ Support to allow for bridges between education systems
- ☐ Support for the international mobility of students with fewer opportunities
- ☐ Support to improve gender balance in education
- ☐ Other

VI.2.1: If other, please describe what other actions you think should be provided

*1000 character(s) maximum*

\* VI.3: Which target groups should be prioritised?

*Choose up to three categories*

- ☐ Children at risk of early school leaving
- ☐ Children in poverty or at risk of social exclusion
- ☐ Young people unemployed and not looking for a job
- ☐ Older workers (above 54)
- ☐ People with no or low qualifications and skills
- ☐ Unemployed for 12 months or more

- ☐ Unemployed for less than 12 months
- ☐ Those in part-time employment looking to re-skill or up-skill
- ☐ Those in full-time employment looking to re-skill or up-skill
- ☐ Teachers and trainers at all levels
- ☐ Early-career researchers
- ☐ Roma or other minorities
- ☐ Individuals with migrant or foreign backgrounds
- ☐ Individuals with disabilities (including mental health) and with special needs
- ☐ Other

**VI.3.1: Please describe which other target group you feel should be supported**

*1000 character(s) maximum*

**\* VI.4: What is the advantage of having European Union actions?**

- ☐ More can be done than with national or local resources only
- ☐ New issues can be covered
- ☐ ESF enables experimenting with new ways of delivering services and policies
- ☐ None. It does not really make a difference
- ☐ I do not know / I do not wish to answer
- ☐ Other (please specify)

**VI-4-1: Please describe any other advantage to European Union actions**

*1000 character(s) maximum*

**VI.5: Would you like to add any comments concerning ESF support to education and training?**

*1000 character(s) maximum*



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