



Madrid, 17th July 2017

# Midterm Evaluation Erasmus+

## National Report – SPAIN

Commissioned by the Ministries of

Education, Culture and Sport  
Health, Social Services and Equity

## Table of contents

1. EXECUTIVE SUMMARY	2
2. INTRODUCTION	4
3. METHODOLOGY FOR THE PREPARATION OF THE NATIONAL REPORT	5
3.1. General Framework of Erasmus+ in Spain .....	5
3.2. Methodology.....	5
3.3. Erasmus+ in Spain (2014-2016).....	9
4. EVALUATION OF RESULTS	9
4.1. EFFICACY .....	9
1-Boosting employability	10
2- Increase in job opportunities as a result of mobility	11
3- Reinforcement of the cooperation between E+ and the professional / working world	11
4- Increase in quality, excellence in innovation and internationalization in participating training institutions	12
5-Dissemination and awareness	13
6- Internationalisation of education	14
7- Improvement of language skills	15
8- Improving intercultural awareness	16
4.2. Efficiency .....	26
4.3. Relevance.....	31
4.4. Internal and external coherence and complementarity .....	32
4.5. European Added Value And Sustainability.....	34
5. CONCLUSIONS	35
EFFICIENCY .....	35
EFFICACY .....	37
RELEVANCE.....	37
INTERNAL AND EXTERNAL COHERENCE AND COMPLEMENTARITY .....	37
EUROPEAN ADDED VALUE AND SUSTAINABILITY .....	38
6. RECOMMENDATIONS	38
EFFICACY .....	38
EFFICIENCY .....	38
RELEVANCE.....	39

## 1. EXECUTIVE SUMMARY

Erasmus+ is the EU Programme in the fields of education, training, youth and sport for the period 2014-2020. As the strategic framework for European cooperation in education and training ('ET 2020') emphasizes, education and training have a crucial role to play in meeting the many socio-economic, demographic, environmental and technological challenges facing Europe and its citizens today and in the years ahead. Education, training, youth and sport can, therefore, make a major contribution to help tackle socio-economic changes that Europe is and will be facing until the end of the decade and to support the implementation of the European policy agenda for growth, jobs, equity and social inclusion.

The Erasmus+ Programme (E+) for education, training, youth and sport was launched by the EU in January 2014. Its conception built on the achievements of more than 25 years of European programmes in the fields of education, training and youth, covering both an intra-European and an international cooperation dimension. Erasmus+ was the result of the integration of the following European programmes implemented by the Commission during the period 2007-2013:

- The Lifelong Learning Programme
- The Youth in Action Programme
- The Erasmus Mundus Programme
- Tempus
- Alfa
- Edulink
- Programmes of cooperation with industrialized countries in the field of higher education

These programmes had been supporting Actions in the fields of higher education, vocational education and training, school education, adult education and youth, all of them including a European and some of them, an wider international. Erasmus+ aimed at going beyond the individual objectives of these programmes, by promoting synergies throughout the different fields of education, training and youth, removing artificial boundaries between the various Actions and project formats, attracting new actors from the world of work and civil society and stimulating new forms of cooperation. Covering the period 2014-2020 it integrates the seven previous programmes into three Key Actions (KAs):

- KA1 – Learning mobility of individuals
- KA2 – Cooperation for innovation and the exchange of good practices
- KA3 – Support for policy reform

The management of *Erasmus+* Programme in Spain is held by two National Agencies (NAs), and supervised by two National Authorities NAUs One Agency, *Servicio Español para la Internacionalización de la Educación* (SEPIE) manages those actions related to Education and Training. The second one, *Agencia Nacional Española de la Juventud* manages Youth actions. The activity of each one of the agencies is supervised by a National Authority. The National Authority for Education and Training is the State Secretary for Education, Vocational Training and Universities (Ministry of Education, Culture and Sport). The National Authority for Youth is the Secretary of State for Social Services and Equity (Ministry of Health, Social Services and Equity).

For the coordination between these two Ministries, following Article 27.4 of the Regulation (EU) Nº 1288/2013 of the European Parliament and the Council, a legal mechanism was established. This has the form of a legal instrument (*Orden PRE/1460/2014*)<sup>1</sup>. This legal document sets the conditions of the activity of the Joint Committee in charge of the required coordination.

The two National Authorities, in coordination, and with the collaboration of the National Agencies have supervised this report commissioned to a consultancy company, Ecorys Spain. The report combines the

---

<sup>1</sup> Orden PRE/1460/2014, de 28 de julio, por la que se crea y regula la Comisión Mixta de Coordinación entre el Ministerio de Educación, Cultura y Deporte y el Ministerio de Sanidad, Servicios Sociales e Igualdad, en relación con el Programa Erasmus+ de la Comisión Europea (BOE-05/08/2014)

external insight of the field and research work done by Ecorys with the internal insight of the NAs and the participation of regional authorities, social agents, beneficiary organizations and individuals and those participants that are directly involved in E+ actions.

The objective of this evaluation is to assess performance of the programme against five evaluation criteria: effectiveness, efficiency, EU added value, coherence and relevance.

This midterm evaluation of the E+ Programme in Spain has been conducted from a holistic perspective, taking into account different patterns, tools and agents.

The main conclusions reached are:

- E+ is a highly relevant Programme that contributes significantly to face some of the issues that affect Spain in the fields of education and employment.
- The number of applications has grown in all the subactions since 2014. Unfortunately an important number of high quality applications have to be turned down due to lack of funding.
- The impact on participants and beneficiary institutions is very strong. The programme is very effective in achieving its specific objectives. Data provided by beneficiary institutions shows that 95% of the projects are highly effective.
- The integration of programmes and subactions into E+, which is perceived as positive, resulted in their improvement compared to predecessor programmes. This improvement is based on the quality and impact of the selected projects.
- Although IT tools have increased the levels of efficiency, the administrative burden regarding managing applications is still high.
- E+ is a very comprehensive programme that reaches all education, training and youth sectors in Spain. Special effort has been made in Spain to reach potential beneficiaries from disadvantaged environments, persons with special needs or from rural areas.
- E+ is perceived in Spain as the main option for education, training and youth institutions at all levels to go beyond the national geographical environment. Taking into account the global dimension and the relevance of internationalisation in the education systems worldwide, E+ has become a key programme within the Spanish international policies.

## 2. INTRODUCTION

Erasmus+ (E+) Programme was launched in 2014 to further support internationalization and to stimulate lifelong learning in the fields of education, training, youth and sport. European educational and youth programmes, which have a long tradition, have evolved over the course of their 30 years of existence in the different programming periods.

Erasmus+ takes stock of the experience accrued by the Lifelong Learning Programme (LLP). After a period of deep analysis a series of modifications were introduced. There were, on the one hand, aimed at simplifying access to the programme for all those organizations that wanted to develop projects and, on the other hand, at promoting synergies and mutual enrichment between the different spheres of education, training, youth and sport, eliminating artificial boundaries between the formats of the different actions and projects, impelling new ideas, attracting new players from the world of work and civil society and favouring new forms of cooperation. It also aimed at significantly boosting internationalisation, broadening the framework of the programmes by giving access to new agents.

Erasmus (Higher Education), and subsequently Erasmus+ has become, in some way, the flagship of European unity among young people, as it facilitates the promotion of social values that identify us as European citizens. In fact, the programme favours a sense of belonging, of European identity and citizenship and confidence in Europe and its institutions, which makes it a powerful instrument for combating radicalization and social exclusion.

Its relevance in national policies is significant, as it has become one of the influences that can contribute to alleviate different problems affecting the EU such as early school leaving, youth unemployment, long-term unemployment, which mainly, but not only, affects citizens with low qualification levels. Focusing on education is directly focusing employment, social cohesion and citizenship, especially in a system that presents an economic model based on knowledge (and its exchange) that increasingly demands higher levels of education and training for the active population. E+ promotes the participation in the construction of European society at all age ranges and from different perspectives.

European education and youth programmes are, therefore, one of the benchmarks of EU policies and social progress in many respects, completely embedded in the European Strategies at different levels, which have become recognizable for the citizens. For many generations this type of programmes have already become a genuine option to the point that it is difficult to understand the current educational, training and social European system, without them. We could ask ourselves what Spain would be today if so many thousands of young and not so young citizens had not participated in European education, training and youth programmes during the last 30 years. What would be its educational, social and business reality if its students (and other agents) had developed educational trajectories without the structured opportunity for mobility and exchange of information facilitated by European Programmes? These two questions cannot be answered exhaustively but no one can doubt that the picture would be quite different. Europe would probably be one less integrated in the global world and, therefore with citizens less capable to participate in global decisions, to get advantage of global opportunities, and to contribute to solve local and global problems. In addition, in a highly connected world whose keys are education, mobility, capacity building, cooperation with other organizations local and foreign, innovation, territorial interconnection, human capital and multilevel relationships, the necessity and validity of Programmes like E+ only becomes more and more relevant.

All this can offer the key of the importance that a programme of this characteristics has for Spain, with no measurable effects in the short term in many cases but fundamental for the development and the generation of prosperity of the country.

### 3. METHODOLOGY FOR THE PREPARATION OF THE NATIONAL REPORT

The goal of this midterm evaluation is to gain insights into the implementation and impact of the Erasmus+ Programme and the results achieved in Spain, based on findings in regard to the current and predecessor programme(s) regarding the decentralised actions implemented in this country.

#### 3.1. General Framework of Erasmus+ in Spain

To know the performance of E+ throughout these first 3 years of programming a first panoramic view needs to be provided.

In the fields of Education and training, between the years 2014 and 2016 in Spain a total of 5,683 projects have been launched. Of these, actions under KA1 (Mobility) represent 78% of all programs, compared to 22% of the programs in KA2 (Strategic Partnerships). The projects, taking as a reference the sub-actions, are distributed as follows: the sub-action that has generated the largest number of projects has been KA103, representing 42.2% of the total. Higher Education is still the most popular, the signpost Action within the program. Secondly, KA219 (17,08%) and KA102 (15.45%) and KA101 (15.,.3%), the rest stand below 10%.

In the area of Youth, the number of projects implemented in the period has totalled 1,604, of which 96% fall within the category KA1, 1.9% in KA2 and the remaining 2.1% in KA3.

#### 3.2. Methodology

As previously mentioned, this midterm evaluation of the E+ Programme has been conducted from a holistic perspective, taking into account different patterns, tools and agents. In Spain the Programme is executed by two different National Agencies (NAs), one being responsible for projects in the education and training fields (SEPIE), and the second one for projects in the youth field (ANE/INJUVE). These two agencies have collaborated with the National Authorities (NAUs) from the Ministries of Education, Culture and Sport and of Health, Social Services and Equity, to produce this report.

The methodology applied in this report involved the use of different tools and the combination of various techniques such as quantitative and qualitative research, the analysis of relevant documents and the opinion, via questionnaires, of stakeholders, programme participants and beneficiary institutions. With respect to the agents, the external vision of the evaluation team has been combined with the internal vision of the ANs staff, with the participation of the state and regional educational authorities, social agents, beneficiary institutions and other stakeholders who have participated directly in the Actions integrated in E+.

A general evaluation matrix, which has helped produce this report (see annex 1), was designed to meet the information needs. At the same time, and to be able to analyse such a complex programme as E+, several categories of analysis were established. Each category was based on an evaluation question. A number of sources of information linked to different research techniques were applied to each question or sub-question.

The following sources were used to collect relevant responses to each posed question:

##### Primary sources

- Analysis of Yearly Reports
- Analysis of Work Programmes
- Analysis of relevant bibliography related to E+ and LLP
- Analysis of information from the E+ LINK platform
- Analysis of information from the Mobility Tool+ platform

Mobility Tool+ is a platform that gathers, among other things, the experiences of participants on KA1 sub-actions. To do so, all those 2014, 2015 and 2016 common key elements found in the questionnaires that participants, both institutions and individuals, completed. To the purpose of this report, key elements common to the years 2014/2015/2016 have been extracted from the questionnaires answered by the responsible persons in the participating institutions, as well as by the participants at individual level. From the Mobility Tool+ elements related to improving employability, increasing interculturality, as well as others related to the mobility experience of students, teachers and youth participants can be easily extracted and analysed.

The following table shows the results of the subactions that have been reviewed.

**Table 1: Participants by sub-action (source Mobility Tool+, Education and Training)**

SUBACTION	Participants - Mobility Tool
KA101-teachers	3.877
KA102-students	8.506
KA102-staffteachersstaff	1.854
KA103-students/study	63.672
KA103-students/traineeship	14.215
KA103-staff	11.592
KA104-teachers	682
KA107-students	189
KA107-staff	813
<b>TOTAL</b>	<b>105.400</b>

**Table 2: Participants by sub-action (source Mobility Tool+, Youth)**

SUBACCIÓN	Muestra Mobility Tool
KA105-workers	3.271
KA105 -participants	1.106
<b>TOTAL</b>	<b>4.377</b>

The selection represents 100% of the people participating in mobility actions E+ 2014-2016 who have completed the EU survey form (participant report),, with a total of 109,778 participants. The key questions that allow us to shed light on issues raised for evaluation are listed in the table below.

**Table 3: Categories of analysis for which the platform has been used the Mobility Tool+**

Analysis Category	Question associated with the Mobility Tool+	Sub-sections analysed	N
<b>Improvement of Employability</b>	Through my participation in this activity, I have learned how to think logically and draw conclusions (analytical capacity).	KA102-st KA103-st KA103-train KA105-prac KA107-st	89.853
	Through my participation in this activity, I have learned how to find solutions in environments of special difficulty or problematic contexts (problem solving ability).	KA102-st KA103-st KA103-train KA105-st KA107-st	89.853
	Through my participation in this activity, I have learned how to plan and carry out my learning autonomously.	KA102-st KA103-st KA103-train KA105-st KA107-st	89.853
	Through my participation in this activity, I have learned how to develop an idea to be put into practice.	KA102-st KA103-st KA103-train KA105-st KA107-st	89.853

Analysis Category	Question associated with the Mobility Tool+	Sub-sections analysed	N
<b>Increase in Employment Opportunities</b>	Thanks to this mobility experience, I think that my chances of finding a new or better job have increased.	All	109.778
<b>Improvement in Languages</b>	Besides the competence in the main language used during your stay, did your competence in other languages improved?	KA101-prof KA102-st KA102-prof KA103-st KA103-train KA105-trab KA105-part KA107-st KA107-staff	98.186
<b>Increased Intercultural understanding</b>	Through my participation in this activity I have learned how to recognize the value of different cultures.	KA101-prof KA102-st KA102-prof KA103-st KA103-train KA105-work KA105-part KA107-st	96.690

## Secondary sources

- **Online survey of beneficiary institutions**

The survey of Beneficiary Institutions in the field of Education and Training has been carried out to a representative sample of the projects carried out by sub-action during these 3 years. A sample with a confidence level of 95% and a sample error of 5% were obtained from a total of 5,683 approved projects that have already been completed or are being developed, where n = 360.

**Table 3: Representative sample of sub-actions, Education and Training**

SUB-ACTION	Total Actions Developed	%	Sample(n)
<b>KA101</b>	872	15,3%	55
<b>KA102</b>	892	15,7%	57
<b>KA103</b>	2.396	42,2%	152
<b>KA104</b>	138	2,4%	9
<b>KA107</b>	106	1,9%	7
<b>KA116</b>	27	0,5%	2
<b>KA200</b>	7	0,1%	0
<b>KA201</b>	321	5,6%	20
<b>KA202</b>	119	2,1%	8
<b>KA203</b>	42	0,7%	3
<b>KA204</b>	77	1,4%	5
<b>KA219</b>	686	12,1%	43
<b>TOTAL</b>	<b>5.683</b>	<b>100%</b>	<b>360</b>

In the case of Youth, the sample is a total of 82 Institutions for a total of 1,604 approved projects.

**Table 5. Representative sample of sub-actions, Youth**

SUB-ACTION	Total Actions developed	%	Sample
KA105	1.540	96%	70
KA205	31	1,9%	5
KA347	33	2,1%	7
<b>TOTAL</b>	<b>1.604</b>	<b>100</b>	<b>82</b>

The sample has been disaggregated by sub-actions to obtain a proportional view of the reality of the program, which in turn allows analysing the issues raised in different areas: Higher Education, Vocational Education and Training, Adult Education, School Education and Youth.

- **Online survey of beneficiary institutions / Regions**

Contact points for the Programme designated by the Regional Authorities in the Regions also responded to the questionnaire as beneficiaries of potential beneficiaries.

- **Semi-structured questionnaires/interviews**

This report comprehensively analyses the role of NAs in the management and implementation of E+. For this reason, the following semi-structured interviews were conducted to the following Heads of Unit of the NAs:

**Table 7: Director of SEPIE/ Heads of Unit (SEPIE)/ Ministry of Education, Culture and Sport**

SEPIE/ Ministry of Education, Culture and Sport
Director of SEPIE
Coordinator of the Area for Communication, Information and Registry Services
Head of the Quality Assessment and Primary Checks Unit
Head of the Higher Education Unit
Head of the School and Adult Education Unit
Head of the Vocational Education and Training Unit
Director General for Vocational Education and Training (Ministry of Education, Culture and Sport)
General Secretary for Universities (President of SEPIE, Ministry of Education, Culture and Sport)
Technical Advisor at the Lifelong and Distance Learning Department (Ministry of Education, Culture and Sport)

**Table 8: Interviews – Youth**

INJUVE/ ANE
Head of International Cooperation Area
Deputy Director General for Internal and External Cooperation.
Technical Director of the National Agency for the Execution of the Erasmus + (Youth) Program

The Vice Director for the Spanish Confederation of Business Organizations (CEOE) also responded to the questionnaire.

There are two issues that have not been analysed because, as explained in the evaluation guide, those issues for which evidence is not available, can be skipped, these have been: Q4, Q16 and Q20.

### 3.3. Erasmus+ in Spain (2014-2016)

To analyse the performance of E+ throughout these first 3 years of programming we need to know that between the years 2014 and 2016 in Spain a total of 5,683 projects have been launched. Of these, actions under KA1 (Mobility) represent 78% of all projects, compared to 22% of the projects in KA2 (Strategic Partnerships).

The projects, taking as a reference the sub-actions, are distributed as follows: the sub-action that has generated the largest number of projects has been KA103, representing 42.2% of the total. Higher Education Mobility is still the flagship action in the programme. KA219 (17,08%), KA102 (15.45%) and KA101 (15.3%) follow ; the rest being below 10%.

In the area of Youth, the number of projects launched totals 1,604, 96% are in KA1, 1.9% in KA2 and the remaining 2.1% in KA3.

## 4. EVALUATION OF RESULTS

### 4.1. EFFICACY

This refers to the extent to which expected effects have been obtained and objectives have been achieved.

<p><b>Q1</b></p>	<p>To what extent have Erasmus+ and its predecessor programmes contributed to the realisation of the Erasmus+ specific objectives in Spain? Are there differences across fields? Please provide, where relevant, your assessment for each of the specific objectives and provide evidence and examples where possible.</p>
<p><b>Conclusions E&amp;T</b></p>	<ul style="list-style-type: none"> <li>▪ In general terms, it can be said that the E+ Programme contributes to the achievement of the objectives of the Programme in Spain.</li> <li>▪ Data show high percentages of employability. More than 81.3% of the students consider that the experience significantly increases their probabilities of finding employment.</li> <li>▪ The insertion of the business sector in the Programme is seen as highly positive but there are still some issues to be solved. The business world is little aware that they can participate in the Programme. To identify and establish links with companies outside the national territory is still complex.</li> <li>▪ One of the key elements that make sense to E+ is that it is a programme that drives innovation through the exchange of knowledge of new or alternative methodologies, which can be related to content, tools and forms of organization. This exchange stimulates the motivation of both individual participants and beneficiary institutions.</li> <li>▪ E+ is, for many of the Beneficiary Institutions, and excellent, well-structured possibility to undertake activities beyond the national geographical scope. Participation boosts a very positive impact which makes the Programme highly necessary for the development of internationalisation at national level.</li> <li>▪ E+ also influences the development of the civic values of the people who participate in it, increasing recognition and respect for other cultures.</li> </ul> <p>The positive impact on groups at risk of exclusion has been growing throughout the calls. Special attention to students with low economic resources has been provided, especially for Higher Education students.</p>
<p><b>Conclusions Youth</b></p>	<ul style="list-style-type: none"> <li>▪ The E+ Programme contributes to the achievement of the specific objectives in Spain. It has a special impact in employability through the acquisition of transversal skills. This is reflected in an increase in the chances of finding work,</li> </ul>

especially among young participants.

- The E+ Programme is generally known, but still offers an area for improvement since 37% of the beneficiary entities consider that the programme still known. The improvement of the multicultural awareness and of the linguistic competences as a consequence of E+ Programme is also evident.

In order to analyse the first of the questions that has been raised, it has been divided into 8 sub-questions that encompass all the objectives which will be explored individually:

1. Boosting employability
2. Increase in job opportunities as a result of mobility
3. Reinforcement of the cooperation between E+ and the professional / working world
4. Increase in quality, excellence in innovation and internationalization in participating training institutions.
5. Dissemination and awareness of the European learning area.
6. European dimension and Internationalisation of education.
7. Improvement of language skills.
8. Improving intercultural awareness.

## 1-Boosting employability

### Education and training

In order to analyse the E+ momentum regarding employability, the EU survey templates have been used, out of which, the following items have been selected: improvement of the analytical skills, improvement of problem solving skills, improvement of planning skills and improvement in the capacity for the generation of ideas.

More than 70% of the people who have taken part in mobility actions consider that their analytical skills have clearly improved. This figure is especially high as regards KA102-students, with 87.9%, and in KA103-traineeships, which reaches 84.3%.

Concerning the improvement of problem solving skills, participation in E+ has represented an improvement for more than 88% of the participants. KA103-students (89%) and KA103-traineeships (90.8%) stand out as examples of such improvement.

The great majority of participants have also improved their planning skills (85%).

Finally, a considerable increase has also been perceived regarding the potential for developing ideas, since at least 70% of the participants consider that their mobility experience has improved this skill. 78.4% of the KA103-trainees belong to this category (those who chose *Fairly Agree and Fully Agree*), 78.6% for KA102-students, 75.8% for KA107-students and 70.8% for KA103-students. KA103 is awarded the lowest score, with 70.8%. On a positive note the highest value belongs to the participants in KA105, with 80.8%.

On the other hand, for both KA2 and the rest of KA1 actions the improvement of employability has come about in an indirect way, either through the training and improvement of teacher competences or via the discovery of new tools or methodologies that have been imported from other countries (as it will be shown throughout this report).

### Youth

If the same categories are analysed in the area of Youth, the following results are observed: the improvement of the analytical skills in KA105, 70.3% of the participants consider that their analytical skills significantly improve.

89.5% of the participants consider that their resolution skills improve as a result of the participation, while 85.6% think that it improves their capacity for planning. Finally, the 80.8% of those consider that the development of ideas improves. In the light of the results, the impact of the sub-action KA105 can be considered to significantly improve the transversal skills that have a positive influence on employability (see graphic 6,7 and 8. Annex III).

## **2- Increase in job opportunities as a result of mobility**

### **Education and training**

Participants in KA1 generally consider that their possibilities for finding employment grow after having taken part in a European educational programme, especially students or trainees. 87.7% of KA107 students, 82.6% of KA102 participants, 81.9% of participants of KA103-students and 86% of KA103- trainees consider that their job opportunities have increased.

### **Youth**

63% of the participants of KA105-workers and 71% of the people of KA105-participants consider that their chances of finding employment significantly increase as a result of mobility (see graphic 10. Annex III).

## **3- Reinforcement of the cooperation between E+ and the professional / working world**

### **Education and training**

The integration of the labour / business environment within E+ is increasing. This integration proves essential for boosting individual employability. It should be noted that the Beneficiary Entities are usually the ones that approach the companies to offer internships (69.2%). In some cases companies and Beneficiary Entities work together to establish contact (30.8%), but it is never the case that companies approach the Beneficiary Entities to find students to complete either the internships or for any other type of collaboration within E+.

This shows that there is scope for potential growth in E+. In Spain, this programme is still mainly associated with education and many companies are not acquainted with its potential as regards internships or work placements.

The main issues that Beneficiary Entities mention when collaborating with the business / labor area are the following: Identifying, making contact and building up a project with foreign companies. The work involved in developing an active collaboration with foreign companies is perceived as expensive and, in some cases, involves a trip to the country where they are located in order to strengthen ties and build trust. In their own and neighbouring environments, many participating organizations know which companies to address, but this is not generally the case when working with other countries. Therefore, finding partner companies might prove complicated in terms of economic and time resources. The ensuing generation of fluid and permanent communication between the two organizations is also an added difficulty.

Secondly, the Beneficiary Entities express the difficulty they face in their attempt to link the professional profiles with the reality of the company work patterns, that is, the adaptation of the educational curricula to the company's modus operandi.

Another significant element is the language competence of potential participants. If this competence is not adequate, participation may not yield the expected results.

Clerical work can act as a deterrent for certain smaller organizations or smaller staff, where it can become a burden that consumes a large number of resources.

Finally, it is also stressed that it is difficult to persuade the companies of the importance of internationalization within their own organization since, as the benefit is not immediately apparent, it can make companies reluctant.

#### **4- Increase in quality, excellence in innovation and internationalization in participating training institutions**

##### **Education and training**

##### ***Quality of teaching***

The Beneficiary Entities consider that the increase in the quality of teaching generated by the participation in E+ is high. 88.4% occupy reach this point. All the training areas rank as follows: Higher Education (82%), Professional Training (88.7%), Adult Education (66.7%) and School Education (90.7%).

The Beneficiary Entities highlight the following elements related to improving the quality of teaching:

- The access to new methodologies, procedures and innovative tools are considered the main factor in the increase of the quality of teaching. As expressed by this interviewed entity: *"The courses that students attend provide techniques and methodologies that meet the expectations of education in the 21st century. Students can thus adjust better to the reality in which teaching and learning take place today. The knowledge of these methodologies on the part of the teacher makes the education innovative. "The participating entities emphasize the work carried out with innovative technologies, together with the use of new pedagogical approaches and even new forms of organization" In both the training courses and in the Job shadowing and teaching placements we have acquired a great amount of educational resources, either in specific areas, in the use of ICT or in school or study programmes' management". This approach can be applied to all areas of education and training (SE/AE/VET/HE).*
- Another highly valued element is the improvement of language proficiency as a result of the experience and the generation of international work networks that allows the kind of high level knowledge that ensures quality teaching.
- In the case of teacher mobilities, it is perceived that the quality of teacher training increases because of the inclusion of new methodologies and content, which definitely improve teaching practices.

##### ***Excellence in innovation***

Innovation, one of the strengths already mentioned in the improvement of the quality of education, increases significantly after participation in the E+ Programme. This is the case for 78.4% of the Beneficiary Entities: 72.8% of those belonging to Higher Education, along with 74.5% of the Vocational Training entities, 87.5% for Adults Education and 86.3% for School Education.

As previously mentioned, the discovery of new methodologies is one of the most valued factors within E+. This aspect seems to make special sense within this category. As it will be shown below, the impact of the programme can be either direct, through the acquisition of new tools, or indirect. Many of the participating entities suggest that this contact stimulates motivation and that this fact generates a "spill-over effect" that affects other elements within their organizations.

When analysing what are the key features of this assessment, some elements are mentioned on a recurring basis. For example, the updating of skills of participants and the training of teaching staff are seen as key elements to the positive evaluation of the programme. Another element that generates innovation is the observation and participation in other European schools that work different aspects to which the participants are accustomed to. These open up more possibilities when developing innovative ideas.

## ***Internationalization/ European Dimension of Beneficiary Institutions***

As for the improvement of the processes of Internationalization or for the opening the geographical scope of the Beneficiary Institutions generated by E+, it is observed that the results are optimal. 95.4% of the Higher Education Institutions consider that the improvement is high or very high, in Vocational Education and Training it reaches a 98.4%, in Adult Education a 66.7% and in School Education a 97.9%. In addition, at this point, it should be noted that in many cases, there are no alternative programmes that allow the development of internationalization actions (e.g.SE/AE).

As we have mentioned, the main elements that drive the processes of internationalization forward are the following: the generation of European sense of belonging; the development of personal contacts in EU countries and in other countries of the world; the improvement of language skills (with the consequent increase of the possibilities of participating in international environments); the intellectual awareness that an international experience affords; the knowledge of other cultures (see point 8 of Q1). In a globalized world, E+ becomes one of the programmes with a higher capacity to awaken, generate or channel internationalisation in participants and organisations. As explained by the person in charge of one of the beneficiary institutions: *"The centre has begun working in international virtual classrooms with a US centre. This was an unthinkable practice before Erasmus + since we only knew the local virtual classroom."*

## **5-Dissemination and awareness**

### **Education and training**

The level of awareness of the existence of E+ is high. 83.6% of the Beneficiary Institutions considers that it is widely known.

It can be affirmed that it is well known in all spheres: Higher Education (85.8%), Vocational Education and Training (76.9%), Adult Education (61.9%) and School Education (88.3%)

The communication tools for promotion and dissemination of Erasmus+ are very diverse and numerous, having increased significantly since the beginning of the Programme. These actions have been undertaken by the SEPIE in the frame of a structured communication Strategy, which was created with the aim of widely informing about the extensive range of possibilities offered by Erasmus +. Some of these actions include: webpage of the Erasmus + program in Spain (joint portal with the Youth NA), SEPIE website, continuous presence in social networks, various publications and dissemination materials, infographics, promotional videos, help video-tutorials, webinars, availability and constant update of application forms, information and advice through telephone communication, monthly newsletter, promotion days, etc. In short, the communication policy is very ambitious and given the results of participation in the Programme, its results are very positive. The National Agency for Education and Training indicates that the work of dissemination is excellent and synergies between the both NAs are very positive.

It is worth noting the wide coverage and acceptance of the specific activities of celebration of the 30th Anniversary of Erasmus.

The National Agency has implemented specific dissemination activities to various key groups (such as institutions and organizations that are considered potential multipliers - such as state and regional education authorities - specialized media on educational issues, etc.). It should not be forgotten that the Erasmus + Program targets all sectors of education and training. Therefore, dissemination has also been aimed at organizations active in education and training in any of the sectors within the scope of its management (school education, vocational training, higher education and adult education). The SEPIE promotion and dissemination activities are also targeted at organizations specializing in working with participants with special needs, refugees and low-income participants to facilitate their knowledge of the different opportunities offered by Erasmus +. Specific actions have been put in place to favour their participation.

Although E+ is a well-known programme, a number of elements have been identified as possible ways to improve the dissemination work:

- Some Beneficiary Institutions claim that the programme is generally well-known. However, they also state many aspects of the programme which are taken for granted, have not been truly grasped. This is more problematic for institutions that want to access the programme for the first time. On the other hand, the excess of documentation to be filled can generate lack of self-confidence, especially for participants who are not acquainted with the procedure. This situation may act as a deterrent for certain organizations.
- As it has already been mentioned, despite the dissemination work carried out by the National Agency, there is still an area of improvement as regards the involvement of the labour / business sector, which is not always aware of the possibilities offered by E+, especially in middle-sized and small enterprises. To carry out this task, working with organizations that bring companies together, such as business associations, clusters, trade unions or chambers of commerce is favoured. The Education and Training National Agency claims that in order to increase their participation in the Programme, continuous efforts of collaboration and approach to the business world are being made.
- The National Agency for Education and Training carries out a wide dissemination task throughout the national territory. It has to be taken into account that there is a vast geographical dispersion and that the Programme is present in all Spanish provinces, in urban areas as well as semi-urban and rural areas. The National Agency for Education and Training carries out numerous specific activities for the participation of groups at risk of social exclusion, which includes a very close collaboration with the main institutions of civil society, such as ONCE. (National Organization for the Blind)

## Youth

63% of the beneficiary entities consider that the programme is known as opposed to a 37% that believe it is not (see graphic 16. Annex III). Accordingly, the NA/INJUVE remarks that the main groups in charge of the improvement of the programme's dissemination are youth organisations because they involve young people in the activities that are being continuously renewed. Such renovation complicates the task of getting to them. For that matter, the beneficiary bodies point that the dissemination should be geared towards city councils, youth centres and associations.

## 6- Internationalisation of education

### Education and training

The internationalisation of education is associated with E+ itself. During these three years, the number of individual mobilities has been 197,609: 156,070 in KA1 and 41,539 in KA2<sup>2</sup>.

---

<sup>2</sup> Source: Yearly Report 2014, 2015, 2016.

**Table 9: Number of E+ mobilities (Education and training)**

	2014	2015	2016
KA101	1570	1821	2150
KA102	5043	6202	8191
KA103	37007	37634	48218
KA104	274	309	315
KA107	-	2918	3850
KA116	-	-	568
<b>KA1</b>	<b>43.894</b>	<b>48.884</b>	<b>63.292</b>
KA201	321	1097	820
KA202	7251	703	938
KA203	255	1983	749
KA204	989	897	778
KA219	219	11926	12613
<b>KA2</b>	<b>9.035</b>	<b>16.606</b>	<b>15.898</b>
<b>TOTAL</b>	<b>52.929</b>	<b>65.490</b>	<b>79.190</b>

The countries with the highest number of Spanish mobilities are Italy (18.3%), the United Kingdom (13.2%), France (10.5%) and Germany (10.5%). With less than 10% are Portugal and Poland, among others. Moreover, at this point it is necessary to remember an element that is not always taken into account when analysing E+: Spain is the country with the greatest number of mobilities with its consequent social, cultural and economic impact. The internationalisation must also bear in mind the impact generated by people coming to Spain.

As it has already been stated, E+ has an enormous potential for generating international / global awareness or dimension, which is essential in the world system.

### Youth

The international is associated with the E+ programme itself. Over these 3 years, the number of individual mobilities has reached 46,357. This number is increasing every year: 14,703 in 2014, 15,016 in 2015 and 16,638 in 2016.

**Table 10: Number of E+ mobilities (Youth)**

	2014	2015	2016
KA105	10,309	9,524	9,911
KA205	1,543	2,328	2,383
KA347	2,851	3,164	4,344
<b>TOTAL</b>	<b>14,703</b>	<b>15,016</b>	<b>16,638</b>

## 7- Improvement of language skills

### Education and training

The improvement of language skills, a key element of European diversity policies, is an essential feature of E+ and the European educational programmes. In this sense, the participants of almost all the sub-sections within KA1 claim that their foreign language competences have improved after their mobility. This is valid for KA101-teacher (90%), KA102-staff (87.5%), KA103-student (92.4%), KA103-traineeships (88%), KA104-teacher (97.1%). Strikingly, the self-perceived linguistic improvement of KA102 students is less significant.

## Youth

The results of the Mobility Tool+ show that the participants perceive an improvement after their participation in the E+ programme, particularly in the KA105-participants sub-action with a 90% of positive responses. Furthermore, in this section, it should be noted that a significant percentage, especially in KA105-workers, already mastered the language of the host country (23.1%), so the improvement in this sense is minor.

## 8- Improving intercultural awareness

### Education and training

E+ also brings about an improvement as regards the acknowledgement and respect of different cultures. If we observe the results of EU survey+, more than 90% of the participants respond favourably in all categories, being KA107-students the best located with a 94.7% and KA103-traineeships, which is the one with the lowest score has obtained 90.4%.

As data show, it seems reasonable to consider that in the case of students the experience is, in some way, the first one of its kind, and therefore, the impact is greater. Secondly, it is observed how experiences of this type have effects on the values of the people who undertake them.

## Youth

The improvement of the multicultural awareness caused by the participation in sub-actions in the area of Youth is noticeable, the 87.8% of the participants state that such awareness increases in KA105-workers and the 95.4% in KA105-participants.

Q2	To what extent has the progress on the realisation of the specific objectives contributed to the realisation of the Erasmus+ general objectives (as listed in point B.2 in annex 3) in your country?
Conclusions E&T	The E+ relationship with the EU2020 and ET 2020 strategies is straightforward. E+ encourages elements such as employability, lifelong learning, innovation, networking, stimulation of the international dimension in participants and Beneficiary Institutions ... all have direct effects on elements such as smart and inclusive growth.
Conclusions Youth	The relationship between the objectives of the E+ programme and the general objectives of the Europe 2020 Strategy and ET 2020 is direct. The E+ programme encourages elements such as employability, intercultural sensibility, and networking. The E+ programme stimulates internationalisation for participants and for beneficiary entities.

### Education and training and Youth

The relationship between the objectives of the E+ Programme in Spain and the general objectives framed within the Europe 2020 Strategy and the ET 2020 Strategy is a direct one.

The improvement of employability, through technical, social and idiomatic skills, is related to elements such as access to the labor market, inclusion, smart growth, lifelong learning, knowledge sharing and networking, and stimulation of social capital, creativity and innovation, both through the Beneficiary Institutions as through the participants.

## Europe 2020 Strategy

Spain, although moving in the right direction, has made progress towards reaching some of the goals proposed in the Europe 2020 Strategy. At present the employment rate is 58.78%<sup>3</sup> when the target is 80%. This shows the importance of the implementation and universalization of programmes such as E+, which, as has been proved in Q1, stimulates and improves the employability of the participants and the general educational environment both through the integration of new methodologies and work tools. Secondly, as regards the percentage of GDP devoted to R+I, although with large regional differences, it is lower than the one established in SE2020EE2020 (3%), since it stands at 1.2%<sup>4</sup>. As regards educational goals, Spain presents the following situation: in relation to Early School leaving from education and training, although the figures in Spain are above the European average (19,4%), the improvement in recent years has been highly significant. As for the percentage of people with tertiary education in Spain, the figure reaches 35.1%<sup>5</sup>, **and it rises to a 40.9% for people aged 24-35. Therefore, the figure is slightly higher than the 2020 set goal, which is (40%)**<sup>6</sup>. Regarding Early Childhood Education and Care, the objective set in ET2020 95%, figure overtaken by Spain which reaches 97%

Taking the above information into account when analysing the E+ objectives, it could be stated that it proves somehow difficult to relate them to the goals set in the Europe 2020 / ET2020 Strategy. Even so, no one can question that E+ has a direct impact on the educational system and on Spanish youth. The importance of education, training and youth programmes in any society walks hand in hand with social inclusion and the economy. The measurement of the effects of acquiring, exchanging and / or transmitting skills and knowledge, generating networks of knowledge that relate to other networks in a multi-layered way is based on at least two of the elements that define this strategy: inclusion and intelligence.

## Strategic Framework for Education and Training (ET 2020)

As with SE 2020, Spain still has a long way to go in meeting the goals set in ET 2020. 97.1%<sup>7</sup> of children between the age of 4 and compulsory schooling age were in Primary education and pre-school in 2015. 18.3%<sup>8</sup> of 15-year-olds were under-educated in reading skills, 23.6%<sup>9</sup> in mathematics and 15.7%<sup>10</sup> in science, 20%<sup>11</sup> of students between 18 and 24 dropped out of school before completing their studies. 40.9%<sup>12</sup> of adults aged 30-34 obtained a tertiary education qualification, 9.9%<sup>13</sup> of adults have taken part in lifelong learning; about 65.2%<sup>14</sup> of the graduates are employed. Spain has fulfilled the requirements set by the European Union in primary and preschool education and also regarding the ratio of people who have completed some type of higher education. The country still has space for improvement in some other aspects, like early school leaving, although significant progress has been made, completeness of post-secondary education or students with higher degrees who find jobs unrelated to their skills and qualifications.

One of the objectives of ET 2020 is to turn lifelong learning and mobility into a reality. Mobility is clearly boosted by the E+ Programme, both for students and for professionals involved in education, training, youth and sport. Lifelong learning is promoted through a variety of actions, such as training systems through on-line platforms and the search for systems that might reduce the mismatches between the labor market and the education and training systems. Even so, it is necessary to improve the optimisation of

<sup>3</sup> Source: Labour Force Survey, First term 2017. INE.

<sup>4</sup> Source: R&D Expenditure, 2015. EUROSTAT

<sup>5</sup> Source: Level of population education. Ministerio de Educación, Cultura y Deporte, 2015

<sup>6</sup> A direct comparison is unavailable since after the EE2020, because of a change in the age of the participants in the survey. However, it is still a valid reference.

<sup>7</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>8</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>9</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>10</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>11</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>12</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>13</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

<sup>14</sup> Source: Education and Training Monitor 2016 Spain. Ministerio de Educación, Cultura y Deporte.

available resources. As mentioned in the ET 2020 mid-term review, available EU financial instruments including E+ should be more effectively used or better integrated into the business world and employment policies.

As regards the second objective, which seeks to "Improve the quality and effectiveness of education and training", the synergies between the two programmes are clear, both through the acquisition of new methodologies and work tools and through the generation of networks of exchange and knowledge.

In relation to the third objective of ET 2020, "Promoting equity, social cohesion and active citizenship", the link with E+ objectives can be found in the improvement of the employability that E+ generates in its direct participants and in their indirect beneficiaries, who may belong to many types. The relationship between quality jobs and international mobility experiences is straightforward. On the other hand, equity is a key element of the Programme and is in the framework of most of the projects granted.

Lastly, as regards the objective related to "Increasing creativity and innovation, including entrepreneurship, at all levels of education and training", E+ has begun to build it up in the last years. It is observed that networking, through strategic partnerships and the transfer of knowledge between professional organisations stimulate creativity and innovation. This is one of the fundamental elements that fuels the current economy based on knowledge. Finally, it should not be ignored that participants often mention that the experiences framed within E+ "open the mind", and this is directly related to creativity and innovation, as well as with other civic values such as tolerance.

<b>Q3</b>	To what extent have Erasmus+ actions influenced policy developments in the fields of education and training, youth and sport in your country? Which actions were most effective in doing so? Are there marked differences between different fields?
<b>Conclusions E&amp;T</b>	. According to education, training and youth organizations, European educational programmes have facilitated: state co-financing of Erasmus+ mobilities in Higher Education, implementation in Spain of the EHEA, development of legislation on the issuance of the European Diploma Supplement (Bachelor, Master and Doctor), development of legislation on the issuance of joint Erasmus Mundus Masters and Doctorate degrees and the development of a simplified verification procedure for Erasmus Mundus joint degrees. From the regional level the economic support of the programme also increases in parallel.
<b>Conclusions Youth</b>	Youth programmes have opened up the internationalization to the regulation of youth activities, the granting of subsidies, youth policies and national and local youth plans. At the same time, the activities intended to non-formal education have acquired a higher internal consistency because they are focused on the compliance of the shared objectives at an international, national and regional level.

### Education and training

The analysis of the influence of E+ in the evolution of policies in education, training and sport in Spain, show two levels of action: state and regional The Education and Training National Agency claims that the advances in educational policy linked to the European educational programmes (LLP, E+, Erasmus Mundus, etc.) must be taken into account. Their influence has made the following actions possible:

- State co-financing of Erasmus+ mobilities in Higher Education.
- Implementation in Spain of the EHEA (European Higher Education Area).
- Development of legislation regarding the issuance of the European Supplement to the Degree (Master, Doctorate).
- Development of legislation concerning the issuance of joint Erasmus Mundus Masters and Doctorate degrees.
- Development of a simplified verification procedure for Erasmus Mundus joint study programmes.

However, the main contribution, as noted above, is made by the State that co-finances E+ with 29 Million € annually. Besides, the different actions carried out within E+ are supported by different organizations (public and / or private), usually by increasing the financial support received.

## Youth

Some regional entities claim that youth programmes have opened up the internationalization to the regulation of youth activities, the granting of subsidies, youth policies and national and local youth plans.

At the same time, the youth activities intended to have acquired a higher internal consistency because they are focused on the compliance of the shared objectives at an international, national and regional level.

<b>Q5</b>	Do you consider that certain actions of the programme are more effective than others? Are there differences between fields? What are the determining factors in making these programme actions more effective?
<b>Conclusions E&amp;T</b>	The effectiveness of the actions/programmes carried out in E+ is high. If we take as a reference the educational field, it is verified that 93.2% of Higher Education institutions, 98.5% of Vocational Training institutions, 90.5% of Adult Education institutions and 94.6% of School Education consider that the efficiency is high, both for KA1 and KA2.
<b>Conclusions Youth</b>	The effectiveness is very high. 85.3% of the Beneficiary Institutions are positioned in this way stating that the degree of fulfilment of the pre-established objectives has been very high.

According to the Beneficiary Institutions, the overall effectiveness level in achieving the pre-established objectives of the E + supported programmes is high, with an average of 8.6 out of 10. This includes KA1 and KA2.

Analysis by sector shows that 93.2% of Higher Education institutions, 98.5% of Vocational Training institutions, 90.5% of Adult Education institutions and 94, 6% of the institutions of School Education consider that the efficiency is high. Although through fieldwork it is detected that access to E+ programmes might involve some relevant investment, the results are highly satisfactory.

When analysing the most relevant factors related to effectiveness, it is highlighted that, in the case of teachers, they return to the centre of origin with higher motivation and with the knowledge of new tools and work methodologies that are later contrasted or implemented in his/her centre. With respect to students informants state that long periods of programming generate greater effects than short ones, but that both "open a world of new possibilities". In many cases, these are long-standing programmes (some of them are 30 years old) and are well established. Therefore, its main assets are well known (many already mentioned, for example, in Q1).

The beneficiary Youth institutions consider that the actions that are carried out within the programme are highly effective (85.3%) against a 2.7% that consider it to be low. The degree of efficiency can, therefore, be considered to be very high.

<b>Q6</b>	To what extent has the integration of several programmes in Erasmus+ made the programme more effective in your country? Do you find possibilities for changes in the structure of the Erasmus+ successor Programme? Could these changes increase effectiveness?
<b>Conclusions E&amp;T</b>	In general terms, integration is seen as positive. This is stated by the Beneficiary Institutions, NAs and by educational authorities. The change with respect to the LLP generated a process of adaptation to the new E+ procedures that has been costly for the NAs and the Beneficiary Institutions. However, this process seems to be consolidating. Some problems have been detected within the areas of School Education, Adult Education, Higher Education and Youth and it seems necessary to take into account in order to improve the effectiveness of E+.

<b>Conclusions Youth</b>	<p>Probably the main positive aspect mentioned is the support for the continuity of the main activities that generate applications and mobility among the young people, such as the youth exchanges and the European Voluntary Service. The simplification of the financing rules is described for the applicants as well as for the national agencies..</p> <p>On the downside, in addition to the problems caused by the IT platforms, the NA/INJUVE highlights the new regulation for training activities that are carried out by national agencies (TCA), in a way that these cannot just have a national nature.</p>
--------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Education and training

Compared to previous programmes, the integration of different actions into a single one is considered to have been an improvement. This progress is based on the increase of the quality and impact of the selected projects.

From the field of Education and Training, the association of the Grundtvig, Comenius and Leonardo programmes with the prestigious and recognized brand that represents Erasmus for education professionals and for society, stands out. Even so, the NA and some Beneficiary Institutions state that the beginning of the programme generated a process of adaptation not exempt of problems that, over time, have been being solved. On the other hand, although the integration is valued in a positive way, the effectiveness can still be increased.

In the field of School Education, it is considered that the transit of the Lifelong Learning Programme (LLP) to the mobility projects of teachers KA101 in E+ has been very positive. According to the NA for Education and Training, the change of a more individual approach in the LLP to a more institutional approach in E+ generates an individual, institutional and a systemic impact. On the opposite side, changes in the procedures for mobility of students are seen as negative. SEPIE reports that it is difficult to understand why the mobility of students in school education has to be made through highly complex KA2 projects, rather than simpler KA1 projects such as Vocational Training and Higher Education. In this respect, the mobility of long-term students (formerly Comenius Pupil Mobility), which has a great personal, institutional and systemic impact, has almost disappeared in Erasmus+ due to the complexity of its justification in KA2. Analysing the transition of the Comenius Associations (bilateral and multilateral) to the KA2 Strategic Partnerships, it is considered that, as a whole, there is a qualitative improvement in the institutional, impact and strategic nature of E+ projects. The KA2 projects are getting really important for the institutions, which is highly valued, although it is necessary to continue simplifying and improving management in line with the measures implemented by the NA and the EC itself to facilitate the participation of small schools and/or with less capacity of project management.

Within Adult Education, in KA1, it is considered that, as in School Education, the transition from the LLP to the KA104 (E+) staff mobility projects has seen a very important advance in relation to the more individual character that Grundtvig projects had, compared to the institutional one with its consequent systemic impact. As for KA2, the complexity of E+ Strategic Partnership projects, as well as their funding rules, is making it difficult to participate for many small but relevant institutions in the sector.

From the Higher Education sector it is considered that the integration of the actions in E+ has had a different result, depending on the degree of development that the subactions had in the LLP. With regard to the mobility projects between programme countries, since this is an action perfectly consolidated in the previous programme, there has been no transitional problem between the two programmes. However, the fact that mobility projects can last for 16 or 24 months has been difficult for many institutions to assimilate. In fact, in Spain practically 50% of the beneficiaries have chosen 16 months mobility projects while the other 50% have chosen 24 months mobility projects. As regards the integration of mobility projects between programme and partners countries as a decentralized action, there has been a dual reaction, since decentralization of management is highly valued by higher education institutions, it is also considered very complex to manage. This causes the need for a greater simplification in all its stages, beginning with the application form. With respect to the projects of strategic partnerships, the NA informs that the institutions well understood the scope has taken time, especially in terms of expected results. However, there is an improvement in the quality of the proposals submitted in each call. Finally, with regard to centralized management actions, Erasmus Mundus Joint Master degrees, Capacity Building Projects, Jean Monnet

Activities and Knowledge Alliances (most of them were already present in the previous programme) has contributed to reinforce the cooperation activities with countries of the rest of the world at the same time that it has made Europe an appealing destination for higher studies.

### Youth

The integration between the actions and sub-actions of the Youth Program in Action and the Erasmus Program, according to the NA/INJUVE, offers two different parameters for its evaluation. On the one hand, we need to consider the integration of actions/sub-actions, in other words, of the objectives, contents and overall characteristics between those of the previous program and the new one. In this regard, in general, a there has been continuity so the implementation of the new actions has hardly led to adjustment problems. The only exception would be the new key Action 2, which was innovative in its contents as well as in its funding system, and also in a very unique way due to the subsidy amounts, much higher than those of other actions.

The other aspect to be assessed, from the NA/INJUVE perspective, refers to the changes in the systems of submissions of applications, evaluation, monitoring, control and review of the final reports. In this respect, the transition has been more complicated. During the first year, especially the new system had hefty implications, although generally it did not have serious consequences regarding the number of applications submitted or projects approved. The new system, apart from incorporating developments regarding different sections in the management of applications, had a side that exacerbated the developments themselves, the problems in the implementation and the right functioning of the different software applications. These problems influenced the applicants and beneficiaries of the subsidies as well as the own staff of the program in a significant way in the national agenda. Anyway, nowadays the IT platforms have a very acceptable integrated functioning that incorporate continuous improvements and can be generally considered quite useful and effective, even if sometimes they may not have enough stability.

The main positive aspects mentioned include the following: the support for the continuity of the main activities that generate applications and mobility among the young people, such as the youth exchanges and the European Voluntary Service. Many participant organisations in these actions during the previous program have continued participating in Erasmus+, but there is a significant percentage of new bodies.

On the other hand, the simplification of the financing rules is described for the applicants as well as for the national agencies. Regarding the unit costs, mainly the procedure of application of distance bands for the calculation of the travel costs without the need of the documentary evidence has facilitated the review of the final reports.

On the downside, in addition to the problems caused by the IT platforms, the NA INJUVE highlights the new regulation for training activities that are carried out by national agencies (TCA), in a way that these cannot just have a national nature. This triggered a major decrease of activities in 2014, which at the same time corresponded to a lower use of the funds for these activities than what it was initially assigned.

Finally, the complexity of the language used in the guide is highlighted. It is therefore considered essential to work with a more accessible language as well as with a more clear the division of the different areas of the programme.

<b>Q7</b>	Is the size of budget appropriate and proportionate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate in relation to their level of effectiveness and utility?
<b>Conclusions E&amp;T</b>	The NA indicates that there are subsections where a higher number of quality applications could be supported. In this sense, some of them are detected with low success rates (KA101, KA104, KA201, KA202, KA203, KA204, KA219). Secondly, the NA finds that the budget allocated per project is moderately adequate, with differences observed by educational field. Higher Education shows a lower degree of satisfaction than the rest.

**Conclusions  
Youth**

There are quality projects that cannot be implemented; the success rate does not exceed 50% in any of the sub-actions specially in KA205 with a 13.2%. Regarding the budget allocated to Beneficiary Institutions, this is considered adequate by the 65.8% of them.

**Education and training**

If project acceptance data are observed with respect to the number of applications received, notable differences by sub-action are detected.

**Table 11: Number of applications, approved, success rate and budget (Education and training)**

	Number of Applications	Applications Approved	Success Rate	Budget	Budget per Action
KA101	2084	884	42,4%	11.567.736	13.086
KA102	1207	905	74,9%	61.209.471	67.635
KA103	2607	2536	97,3%	183.861.716	72.501
KA104	438	139	31,7%	1.670.529	12.018
KA107	161	106	65,8%	25.681.845	242.282
KA116	30	27	90%	1.219.073	45.151
KA200	99	9	9,1%	1.635.009	181.668
KA201	566	142	25,1%	17.629.025	124.148
KA202	497	128	25,7%	23.246.641	181.614
KA203	274	43	15,7%	9.102.344	211.682
KA204	299	79	26,4%	11.738.053	148.583
KA219	528	191	36,2%	19.748.283	103.394

In KA103 and KA116 the project success rate is very high, being 90% or higher, while in other sub-actions such as KA101 and KA104, the success rate is 42.4% and 31.7%, respectively.

Beneficiary Institutions that get their project approved consider that the budget allocated is moderately adequate with an average of 6.8 (1 being not adequate and 10 being totally adequate). In this sense, the percentage of Beneficiary Institutions that consider that the budget support is very adequate reaches 60.8%. Higher Education is the educational field that offers a more disparate score with a 39.4% of high satisfaction<sup>15</sup>.

In the light of the data obtained, it could be said that a large number of quality projects do not get any finance, so that the budget could be considered low. From the NA (especially in some specific areas) this information is confirmed, since they find there are quality projects, in some actions that cannot be financed due to lack of budget. On the other hand, it is observed that, once the project is financed, the level of satisfaction of the Beneficiary Institutions with economic support is high, except for Higher Education.

**Youth**

The percentages of youth projects accepted doesn't exceed 50% (49.8% for KA105, 13.2% for KA205 and 37.9% for KA347).

<sup>15</sup> See chart 24. Annex

**Table 12: Number of applications, approved, success rate and budget (Youth)**

	Number of Applications	Applications Approved	Success Rate	Budget	Budget per Action
KA105	2942	1465	49,8%	24.649.345	16.825
KA205	484	64	13.2%	4.335.188 67	67.722
KA347	198	75	37,9%	1.325.920	17.679

Furthermore, the level of satisfaction of the beneficiary institutions with the budget is moderately high (65.8%) against a 12.2% that considers it to be low (see graphic 25. Annex III).

In this sense, the NA/INJUVE believes that the action where the number of complaints is higher is the European Voluntary Service, especially in regards to the costs of support to the organisation. Some of these claims seem to be repeated when the projects are implemented in big cities or in distinctly touristic places, in which the high accommodation costs make the appropriate financing complicated. In the projects of youth exchange or mobility of young workers, the discontent is often related to travel costs. Thus, a review of the distance bands is proposed as peripheral areas are in disadvantage. Moreover, a possible change of the lump sums is also proposed because the gap of living standard can be large depending on the Spanish area where the project is being implemented. In addition, towards the inclusion of special needs, it has been requested to increase the grant and simplify certain aspects of the application.

Q8	What challenges and difficulties do you encounter while implementing the various actions of Erasmus+? What changes would need to be introduced in Erasmus+ or its successor programme to remedy these?
<b>Conclusions E&amp;T</b>	<ul style="list-style-type: none"> <li>▪ 58,9% of Beneficiary institutions consider that the application is complex or very complex.</li> <li>▪ Administrative workload continues being one of the main bottlenecks.</li> <li>▪ The financial envelope is considered insufficient for some mobility sub-units, especially in HE .</li> <li>▪ The search for collaborating companies appears as an issue. The need to having to resort to intermediary companies, in middle level VET, is seen as negative.</li> <li>▪ The search for partners, especially in KA2, appears as another issue that Participating Institutions face.</li> </ul>
<b>Conclusions Youth</b>	<ul style="list-style-type: none"> <li>▪ 40.2% of potential institutions consider that the application process is complex. In this sense, a simplification of the application and justification processes is demanded, highlighting the following parameters: general accessibility, simplicity, language and information management. (see graphic 27. Annex III).</li> </ul>

### Education and training

The main challenges mentioned, from the perspective of the Beneficiary Institutions, are the following: the excessive weight of the administrative burden when implementing a project. This is shown equally in all training fields and all sub-actions. This burden is especially relevant for organizations that would like to develop a project for the first time. In this sense the NA express that although the administrative burden can be a complex task for the institutions that consider participating in the Programme, the staff of the NA facilitates them help in the application phase and during the implementation phase. Thus, video-tutorials, FAQs, and other informative documentation are available on the SEPIE website. At the same time, the Portal e-SEPIE serves as a point of contact with the NA and facilitates the management of the project.

Another aspect mentioned is the search for partners; this problem is stressed in KA2. The Beneficiary Institutions suggest a series of solutions that could alleviate the problems detected, like the simplification of administrative procedures, to make them simpler and consistency, that is, no variation from call to call.

Another important element is that the person in charge of the coordination (the recipient of the questionnaire) has time to develop his/her work properly. In this sense, many schools indicate that the assignment of a teacher or department in charge of promoting internationalization would facilitate the development of projects

### Youth

The NA/INJUVE considers that one relevant difficulty lies on making a difference with the education and training actions in the Programme, as different areas are integrated in the same Programme. Sometimes this may trigger confusing projects. Thus, this differentiation needs to be made more explicit.

The main reasons given by the beneficiary bodies, that have positioned negatively, are the low amount of the subsidies, the challenges created by the recruitment of volunteers and/or partners, and the fact that the application process requires a huge amount of time.

Furthermore, according to a survey carried out by the Spanish Youth Council and the consultation by the European Youth Forum, the beneficiary institutions state that a simplification of the application and justification processes are needed, highlighting the following elements:

- Overall accessibility: the application should be available in the platform beforehand in order to be able to work in advance, make fewer changes, and simplify the format so that it can be read from any computer without having to download updates, have the online application form available and not via download.
- Simplicity: easier questions that do not overlap, less technical vocabulary, remove the limitation of characters, have guidelines/graphics that serve as an example of what it needs to be filled out.
- Language: being able to fill it out in English without this being a disadvantage for the project assessment.
- Information management: shorten the information that partners are asked for and that is already in the PIC, limiting it to the contribution to the particular project, facilitate the data input to Mobility Tool, unify the procedures in less platforms/websites.

<b>Q9</b>	To what extent are the approaches and tools that are used for disseminating and exploiting the results of Erasmus+ and its predecessor programmes in your country effective? Where can you see the possibilities for improvements?
<b>Conclusions E&amp;T</b>	According to NA and the Education Authorities, the strategy of communication and dissemination of E+ is consistent and effective, reaching all the areas in which E+ is framed. In this sense, it is emphasized that the brand Erasmus has facilitated its dissemination.
<b>Conclusions Youth</b>	, The target audience of the previous program is maintained, but it is difficult to make a difference and become known to groups of non-associated young people. In the case of Erasmus+: Youth in Action, the transnational youth initiatives seem to be hidden in the framework of key Action 2.

### Education and training

The NA considers that the fact that all previous programmes and actions are now under one umbrella and with an internationally recognized image and name, such as Erasmus+, makes easier to provide information and disseminate the Programme, thus increasing its effectiveness.

In order to have a notable success in communicating and disseminating the Programme, it is necessary to have a clear and effective communication strategy that brings together different aspects from the beginning: tangible material for communication and attractive and diverse dissemination activities for each Action or sub-action of the Programme in the official language of the country, permanent contact with the

media, effective and rational use of social networks, simplified information on web pages and further information on centralized actions.

In the first two E+ calls, the dissemination activities were intensified to show how the previous LLP programme was integrated into the new E+ actions. In order to undertake this, a communication strategy was established to organise multiple information days about the changes and opportunities that the new Programme offered.

There has been a significant advance in information and communication activities, materials and tools for the effective promotion and dissemination of the Programme, which has considerably increased in quantity and quality: Information updated daily in the web pages, with a strong visual component; Infographics; Promotional videos; Brochure design (online and paper), posters and other dissemination material (which is also available for regional education authorities, universities, etc.); social networks (notably the publications and the way of communicating and connecting with citizens; contests; and social networks have expanded: new Instagram profile); systematic dissemination through conferences and talks throughout the Spanish geography; SEPIE official electronic bulletin; notes and press conferences; Interviews in the media (newspapers, magazines, radio, television); Selection and sample of examples of good practices in journeys and reports with them in order to attract the attention of possible participants; Tutorials and video-tutorials; videoconferences; Webinars; Commented Application forms. All these materials and activities take into account the potential participants with special needs and from disadvantaged environments.

At the same time, there are communication tools and specific sections on the websites, although it may be necessary to strengthen the dissemination of some centralized actions for greater knowledge on the part of organizations and citizens. The unification of a joint webpage for Education and Training and Youth has facilitated the knowledge and identification of the different E+ actions.

As regards the effectiveness related to the dissemination of the programme, the education authorities consider it appropriate. The main means used are: the training days and training courses, talks in training centres that may be of interest, social networks and email campaigns supporting the actions promoted from the NA.

Beneficiary Institutions mention that the key issue for participation is not dissemination, as the information available is plenty and clear but the transit from the knowledge of the call to the application phase.

All of the above indicates that, in general terms, the communication strategy can be considered as consistent and effective. In fact, there are many quality projects in all sub-actions that cannot be supported because of funding shortage.

## Youth

ANE/INJUVE mentions that the public objective of the previous program is preserved, but sometimes it is difficult to become known among groups of “non-associated” young people. Furthermore, it is considered that the EC should develop strategies that would make a difference and focus on the added value of the youth chapter. That would allow to reach more people setting this added value and the own versatility of sub-actions in the area of youth as well as the competences that are gained through youth participation.

At the same time, it is important to mention that in the case of Erasmus+: Youth in Action, the youth initiatives are considered to have remained hidden in the framework of key Action 2. This action was important in order to foster the participation of non-associated young people in all areas, involving them beyond the activities of a youth exchange. However, in the framework of strategic associations where the projects are of great importance in all aspects, these actions have remained overshadowed.

Some of the regional authorities as well as beneficiary bodies comment that one of the main handicaps is to reach the young people with fewer opportunities.

## 4.2. Efficiency

Efficiency is analysed here as the comparison of what is actually produced or performed with what can be achieved with the same consumption of resources (money, time, work, etc.).

<b>Q10</b>	To what extent is the system of cooperation and division of tasks between the Commission, Executive Agency, National Agencies, European Investment Fund, National Authorities, Independent Audit Bodies, and Erasmus+ Committee efficient and well-functioning from the point of view of your country? What are the areas for possible improvement or simplification in the implementation of Erasmus+ or a successor programme?
<b>Conclusions E&amp;T</b>	<ul style="list-style-type: none"> <li>▪ The direct relationship between NA-Beneficiary Institution promoted by E+ is seen as positive, because it has streamlined work processes.</li> <li>▪ The Education and Training NA has already developed the strategy of "paperless agency", maintaining this aspect as one of its main objectives to eliminate the need for paper documentation of management.</li> </ul>
<b>Conclusions Youth</b>	<ul style="list-style-type: none"> <li>▪ The cooperation and division of tasks between the Youth NAU and NA/INJUVE is positive, as well as the communication between the two NAU and NA of Spain. The communication between the AN and the beneficiary institutions offers a higher level of satisfaction (49.4%) than that of discontent (33.77%).</li> </ul>

### Education and training

The direct relationship between NA-Beneficiary Institution promoted by E+ is seen as positive, because it has streamlined work processes.

At the same time, since the recognition of training and/or innovation credits for teachers participating in Erasmus+ corresponds to the regional education administrations, a close line of work has been developed between the NA and the regional authorities to agree on common criteria. This includes:

- Definition and agreement of credits awarded to participants corresponding to each action.
- Development of common platform SEPIE-Regional Authorities with permanent update.
- Constant updating by SEPIE of the lists of completed projects ready for certification by regional authorities.

### Youth

On one hand the cooperation and division of tasks between the Youth NAU and NA/INJUVE is positive and well established, as well as the communication between the two NAUs and NAs of Spain.

On the other hand the communication between the NA/INJUVE and the beneficiary institutions offer a higher level of satisfaction (49.4%) than that of discontent (33.77%) (see graphic 29. Annex III). The main reason behind this judgment is that a simplification of the process seems necessary.

<b>Q11</b>	To what extent has the integration of several programmes into Erasmus+ resulted in efficiency gains or losses for the implementation of the programme in Spain, at the level of the NAs and on the beneficiaries' and participants' level? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase efficiency?
<b>Conclusions E&amp;T</b>	<ul style="list-style-type: none"> <li>▪ The integration is seen as positive, although the NAs have detected elements that can positively affect the efficiency of the programme.</li> <li>▪ IT tools have improved efficiency, although the administrative burden remains high. KA2 requests are very complex.</li> <li>▪ The direct relationship between NA and Beneficiary Institution promoted by E+ has streamlined certain procedures, a</li> </ul>
<b>Conclusions Youth</b>	<ul style="list-style-type: none"> <li>▪ Integration, as a whole, is seen as positive and efficient. This, although it has required an adaptation process, has generated advantages over previous programmes.</li> </ul>

### Education and training

As previously stated, integration is unanimously perceived as positive. This, although it has required an adaptation process, has generated advantages over previous programmes. Even so, Education and Training NA believe there is a series of elements that can positively influence the efficiency of E+. These are:

From School Education and Adult Education it is argued that there are organizations that repeatedly request mobility projects, which generates a workload of quality evaluation within the NA. To solve this, it is proposed to develop a mobility charter for recurrent beneficiaries in KA1, both in School Education and in Adult Education, as it exists in Higher Education and VET. This measure would simplify the selection process and ensure the necessary continuity in the process of internationalization of institutions. Secondly, it turns out that it is complex for schools and other small institutions to develop KA2 projects that can be of great impact for them. Strategic partnerships are excessively complex for some small institutions or with fewer resources, which is a lack.

From Vocational Training, it is emphasized that the technical difficulties and frequent changes in the interfaces of the computer applications provided by the EC represent a high percentage of the total calls and attention to the beneficiaries.

The main challenge highlighted in Higher Education is the coexistence of processes corresponding to different calls (up to three in KA1 and even four in KA2), both for the beneficiaries and for the NA itself, which complicates the management, especially if we take into account the large number of participating institutions in Spain. As a solution to this, and in the case of mobility projects between programme countries (KA103), it is proposed as a possibility to reintroduce only 16-month projects and at the same time implement other measures to ensure a good absorption of the budget by the beneficiaries, as was the case in the previous programme.

Another mentioned cross-cutting element relates to the primary controls. It is not appropriate (as happened in 2016) to modify the reference standard (technical specifications of the Guide for National Agencies) with retroactive effect, implying an overload of work and adding insecurity to its execution.

On the other hand, it highlights a series of elements that have generated greater efficiency as a result of the integration of programmes promoted by E+. In this sense, two elements that have improved efficiency are highlighted: the first, IT tools and the possibility of carrying out the procedures through online platforms. This procedure that has begun to settle needed a period of adaptation and forced the ANs, in some cases, to develop parallel support for its implementation to be adequate. It has also generated a lot of time in explaining them.

### Youth.

Integration is already unanimously seen as positive.

<b>Q12</b>	Do you consider that the implementation for certain KAs of the programme is more efficient than for others? Are there differences across fields? What good practices of these more efficient actions of the programme could be transferred to others?
<b>Conclusions E&amp;T</b>	None of the groups participating in the study, NAs, education authorities and beneficiary entities has been able to analyse and differentiate the sub-actions from the point of view of efficiency.
<b>Conclusions Youth</b>	It has not been registered any successful case among the cases contrasted that could be analysed so as to show a difference relative to efficacy between sub-actions.

### Education and training

None of the groups under study has been able to analyse and differentiate sub-actions from the point of view of efficiency; efficiency which relates the resources used to the results obtained. In this sense, the beneficiary entities believe that it is highly complex, on the one hand, to measure the resources that a

programme of these characteristics consumes as the time dedicated to it in the application and implementation process and the results that can generate in the short, medium and long term at the individual and organizational levels. It is also important to bear in mind that each programme may include state, regional and own resources and that each sub-programme entails a differentiated administrative burden.

### Youth

Efficacy relates employed outcomes and obtained incomes. From this point of view, Beneficiary Entities notify that tracking this issue is highly complex: on the one hand, dimensioning outcomes on a programme of this kind would be too time consuming while it is required and implemented, and on the other, individual and organisational efficacy should be measured on the short, medium and long term. Additionally, it is relevant to be aware that every programme could include national, regional and resources and that every sub-action means a differentiated administrative burden.

<b>Q13</b>	To what extent has the system of simplified grants resulted in a reduction of the administrative burden for NAs and for beneficiaries and participants? Are there differences across KAs or fields? What elements of the programme could be changed to further reduce the administrative burden, without unduly compromising its results and impact?
<b>Conclusions E&amp;T</b>	The NA and the Beneficiary Entities understand that the administrative burden is high, as in previous programmes, especially in KA2.
<b>Conclusions Youth</b>	Even though NA and beneficiaries equally notify that the administrative burden remains unchanged, say, elevated, they also inform that computational tools have improved their management. The administrative burden is particularly high in KA2.

### Education and training/ Youth

Both NA and beneficiary entities believe that the administrative burden remains similar, that is, high. However, they also believe that IT tools have improved its management. The administrative burden is especially high in KA2.

There are two requests that can improve the administrative burden, the development of mobility charters or similar tools for organizations that repeatedly request projects (especially in School Education and Adult Education) and the generation of simplified application protocols for organizations that submit an application for the first time.

<b>Q14</b>	To what extent are the IT tools provided by the Commission adequate for the efficient management and implementation of the programme in Spain? Do they answer to your needs? Give specific examples where they can be improved. Is the set of IT tools appropriate or should it cover more/less elements of the programme implementation?
<b>Conclusions E&amp;T</b>	<ul style="list-style-type: none"> <li>▪ Although the degree of satisfaction cannot be considered low and, in general, these tools have facilitated the management of the programme, several aspects have to be taken into account to continue improving. The main demand is the integration of management platforms. This demand comes from all the actors involved in the management (NAs and beneficiary entities).</li> <li>▪ In any case, the improvement generated by the IT tools with respect to the application and management of the programme is positively valued by the majority of beneficiary entities.</li> <li>▪ On the other hand, NA believe that they have had to fill deficiencies of the IT tools with their own means.</li> <li>▪ Platforms are collecting a very high amount of information that should be better exploited..</li> </ul>

<b>Conclusions Youth</b>	<ul style="list-style-type: none"> <li>▪ The facilitation produced as a result of the new IT tools is perceived as high for 40.7% of the beneficiary entities. This percentage increases if we only focus on the application process, 55.6%, or on the management process, 52.5%.</li> <li>▪ The implementation of the application has gained in agility and simplicity thanks to tools such as Mobility Tool, new report formats or the sending of documentation.</li> <li>▪ On the negative side, according to the NA, the difficulty to carry out an adequate control of the double financing is highlighted since the BO Report application does not offer information that makes this control available.</li> </ul>
------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Education and training

In general, it can be said that the new IT tools have been an improvement compared to other programmes. From the NA perspective, both the implementation of new IT tools and the fact that beneficiary entities get used to them has been a process that has required a "costly period of adaptation". In this same sense, having the Erasmus + Project Results Platform as a tool used to show products and results of E+ projects, as well as an indication of good practices and source of inspiration and transparency of the Programme, is an excellent tool to maximize project visibility.

62.3% of the total number of beneficiary entities considers that IT tools have really facilitated management tasks, compared to 37.7%, who believes IT tools have not helped. If analysed by educational areas, it can be seen that, in Higher Education, the percentage of entities that are pleased with the new IT tools reaches 62.5%, 68.8% for Vocational Training and 62% for School Education.

The contribution of IT tools is valued more positively if its contribution in the application and management process of the programme is analysed: 59.9% of the beneficiary entities consider that the improvement caused as a result of the IT tools in the application process is high.

The contribution of IT tools to the management process offers a very similar picture to the application process, with 59% of the total beneficiary entities considering that the improvement is high.

Regarding the most outstanding aspects related to this improvement, beneficiary entities mention that it is easier to develop the collaborative work of the projects, outlining their intuitive design. In addition, the Mobility Tool+ platform is also considered highly useful. On the negative side, we should highlight the large number of platforms that needs to be managed in some cases. This demand is also made from the NA.

From the NA, it is pointed out that, although there is a new approach, closer to the needs of the National Agencies, since 2016, SEPIE has had to make up for itself the deficiencies of the IT tools provided by the EC (for example, the midterm reports). On the other hand, it reaffirms the idea that there must be a greater integration of the different IT tools, as well as a single portal of access to them. Another element of high relevance is that an enormous amount of valuable information is collected on the different platforms which are not used; IT tools should offer the means to do so. Furthermore, it is mentioned that the OEET tool, used for the management of processes for evaluating requests for decentralized actions, should either include some functionalities that facilitate the management of these processes (mainly thinking about NAs with high numbers of requests and external evaluators), or facilitate the transfer of data related to the evaluations automatically from our own applications (in our case, the SEPIE evaluation application).

### Youth

40,7% of beneficiaries perceive IT Tools as very helpful (see graphic 33. Annex III). This percentage increases depending on the request process, reaching 55.6% and on the management process, and 52.5% .

Another relevant fact is that a significant number of beneficiaries does not consider the application process an easy task. However, it must be highlighted that it is more accessible and simple thanks to mechanisms such as Mobility Tool, new report formats and documentation mail service.

Parallel, the NA/INJUVE perceives an evident improvement, which is reflected on regular satisfaction questionnaires presented by the beneficiaries. In this sense, we must highlight how Mobility Tool, OLS tool and the platform for dissemination of results have improved. Nevertheless, monitoring double financing adequately is the most critical issue, as BO Report app does not provide accurate data for such monitoring. For this reason, it is necessary a series of alternative actions that are enduring this task, while OLS platform has room for improvement, causing a growth on the demand for on classroom education. It is believed that E+ Link ought to offer a better and wider content development, tailored to manage activities of learning and examination cycles of the European Voluntary Service (TEC) and of the transnational cooperation (TCA) activities.

<b>Q15</b>	To what extent is the level of human and financial resources that is available for the implementation of the programme in Spain adequate? What steps did you take to optimise the efficiency of the resources deployed for the Erasmus+ implementation in Spain? What kind of rationalization effort has been made in this regard?
<b>Conclusions E&amp;T</b>	<ul style="list-style-type: none"> <li>▪ With respect to Financial Resources, it is believed that it is necessary that they be sustained over time and that there are no significant rises or falls, because it leads to confusion among beneficiary entities.</li> <li>▪ At the same time, the amount of support for students in the Higher Education sector, although it has been increased significantly compared to the previous programme, it remains low in relation to the amount of support received by intermediate level Vocational Training students. Advanced level Vocational Training students are considered in Spain Higher Education students.</li> </ul>
<b>Conclusions Youth</b>	<ul style="list-style-type: none"> <li>▪ The NA/INJUVE considers that It's necessary to provide workers financial support for their languages learning and for managing actions specified on this Programme.</li> <li>▪ The NA/INJUVE considers financial resources adequate,.</li> </ul>

## Education and training

### Human Resources

The view by the NA is that, in general, HR is adequate. HR for programme management has been strengthened in different areas and departments.

### Financial Resources

Financial resources could be higher, although financing shows different nuances according to the sector.

In Higher Education it is considered insufficient, even though the budget is expected to grow by 40% over the previous programme. In addition, it is believed that a low increase of the budget in the first three calls (from 2014 to 2016) has created frustration among the institutions, so it would be desirable that, in the programme that replaces E+, financial increase be distributed more evenly from the beginning in a sustained manner over time. This demand is also made from School and Adult Education. This is due in part to the fact that the method of calculation for the distribution of the budget among the countries that participate in the programme is more unfavourable for Spain than the one used in the LLP, for that reason its growth in Spain has been much smaller than the one experienced in other countries with more population.

At the same time, another problem is highlighted: the amount of aid for Higher Education students, although it has been increased significantly with respect to the previous one, remains low in relation to the amount of aid received by Vocational Training students in Erasmus +. Beneficiaries of Higher Education were similarly positioned (see Q7). This is particularly harmful in Spain, since the vast majority of schools offering advanced level Vocational Training courses (which participate in Erasmus + for Higher Education) also offer intermediate level courses (which participate in Erasmus + for Vocational Training). To highlight

some sub-action, KA107 is considered to offer the greatest imbalances, especially for Latin America, a territory that for cultural and language ties can be strategic for Spain and therefore for the EU.

**Youth**

The NA/INJUVE considers financial resources adequate,

**4.3. Relevance**

<p><b>Q17</b></p>	<p>To what extent are needs of different stakeholders and sectors addressed by the Erasmus+ objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? Is the Erasmus+ programme well known to the education and training, and youth communities? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this?</p>
<p><b>Conclusions E&amp;T</b></p>	<p>E+ is horizontally an exhaustive programme that reaches practically all the areas of education but it is necessary to continue reinforcing the attention to disadvantaged groups.</p>
<p><b>Conclusions Youth</b></p>	<p>-The NA annually conducts a satisfaction survey to all beneficiaries. It is a simple survey that addresses the aspects of dissemination, information and communication, programme management and use of IT tools. Other indirect instruments are also used, and a special communication with the regional authorities has been established to know the needs of the different territories.</p>

**Education and training**

At this point, a differentiation is made: E+ is exhaustive as far as its horizontal reach, that is, it reaches practically all the fields of Education and Training Spain, but does not reach all the groups (or it does but with different levels of intensity). In this sense, it is necessary to continue reinforcing our efforts, as the NA has done by increasing the aid for students with fewer resources, that is, groups with greater difficulties of social inclusion, and access to mobility programmes. In KA103, additional aid for students with lower financial resources has been increased from € 100 to € 175 a month (in total, € 9.5 million will reach about 10,000 students).

On the other hand, the Education and Training NA comments that, in order to detect these needs, follow-up meetings are regularly organized with the beneficiaries, in addition to all the activities and days covered by the Agency's communication plan. After each day or communication activity organized by the SEPIE, participants are provided with an online satisfaction survey, with which a specific report is produced for each day that allows us to detect possible needs and suggestions for further improvement. These actions provide necessary information to improve aspects of management, information and dissemination needs, etc.

At this point it is important to remember that, according to the institutions, the level of efficiency is very high: the set goals were met. This aspect is connected with the fact that the needs of the participating entities are covered because, otherwise, it would hardly generate such a high level of satisfaction (see Q5).

**Youth**

The NA/INJUVE carries out a valuation of satisfaction among beneficiaries on a yearly basis. Doing so, they canvass diffusion, data and communications aspects, this programme management, their computational tools use, etc. These valuations provide information on the opinion of beneficiaries, being considered useful to identify the evolution the program shows from 2014 until now.

There are some other tools that have been developed to detect indirectly issues or needs: controlling the projects, monitoring visits (the Autonomous Communities monitor regionally approved projects) and on-site inspections, being carried out at a certain level the programme sets to projects selected randomly. All in all, the fact that Autonomous Communities and ANE/INJUVE representatives are related to the beneficiaries also provides essential information to know their needs.

These media are contemplated under a quality management system, in consonance with complaints records where issues or aspects emerged during projects are registered. In this regard, it should be added that in 2016 arose the initiative to collect those issues or aspects that took place during projects, not being though related to the NA management but to the project management beneficiaries provided. In consequence, we contacted directly the Commission, the volunteer or the beneficiary to solve the problem. All this affects the uptake of needs, resulting in programmes with a high rate of effectiveness (see Q5).

#### 4.4. Internal and external coherence and complementarity

<b>Q18</b>	To what extent are the various KAs that have been brought together in Erasmus+ coherent? Can you identify any existing or potential synergies between actions within Erasmus+? Can you identify any tensions, inconsistencies or overlaps between actions within Erasmus+?
<b>Conclusions E&amp;T</b>	The consistency between KAs is considered high, although contradictions are detected in the mobilities of students in School Education and Adult Education which, it is considered, should be located in KA1
<b>Conclusions Youth</b>	Integrating youth into a larger programme that covers many other areas has been beneficial not only because it has enabled a greater synergy between elemental actions but also because it has boosted cooperation between different industries.

#### Education and training

The consistency between KAs is considered high. In addition, undoubtedly, one of the highlights of the programme is to encompass all sub-sections, from all education and training sectors within the single brand "Erasmus", which offers a recognizable image for society in general.

As for contradictions, it is mentioned, from the school and the adults sectors, the difficulty in carrying out mobility of students of a temporary nature. It is difficult to frame this action within KA2, whose project request is more complicated.

#### Youth

Integrating Youth into a larger programme that covers many other areas has been beneficial not only because it has enabled a greater synergy between elemental actions but also because it has boosted cooperation between different industries; not to mention the significant visibility subsidised projects have reached because of being a branch of Erasmus+ brand, in opposition to its previous programme.

Yet, here is the other side of the coin: integrating the former programme, Youth in Action into the Erasmus+ programme has created confusion about different pertinent actions and sub-actions. In this context of confusion, key actions or even programme areas have occasionally overlapped; some educative projects have been submitted to the Youth area and vice versa.

In conclusion, being "transnational youth initiatives" sub-actions related to mobility, it is difficult to put it within a Ka2 framework. This creates major difficulties during the application and management process and diminishes projects submissions.

<b>Q19</b>	To what extent does Erasmus+ complement other national and international programmes available in Spain? Can you identify any tensions, inconsistencies or overlaps with other programmes?
<b>Conclusions E&amp;T</b>	E+ in general, rather than complementing, is complemented by national, regional and local programmes that support in parallel the selected programs within itself. Sometimes, from the regions, internationalisation strategies are established in education, but related to local priorities, such as those related to the Smart Specialisation Platform (RIS3).
<b>Conclusions Youth</b>	E+ program ought to have objectives more tied-up to the strategy on youth the European Union propose and its global implementation. In addition, powerful dimensions of lifelong learning and inclusion should be linked to the programme objectives.

### Education and training

In this sense, in general, it is said that the E+ programme is very well known and hardly any alternatives are mentioned, or, at least, not with the scope and weight of E+. It is true that internationalization strategies and specific study / practical training scholarship programmes, both regional and local, are described in foreign countries. All of them complement E+ perfectly because, in general, they try to collect more specific regional characteristics or strategies, such as RIS3. Something that has been mentioned is the fact that some organizations, once they have used the programme, continue to collaborate with the organizations with which they had previously worked with. This, beyond minor problems of tension, contradiction or duplicity, can be taken as a positive and autonomous re-adaptation insofar as it does not demand any resources from any programme.

The Erasmus + programme, as well as the previous European Education and Training programs, together with many other programs managed mainly by the Ministry of Education, Culture and Sport (MECD), offer a wide range of initiatives in the field of education and training and as well as mobility, available to interested Spanish institutions and participants. A number of programs managed or financed by the MECD, for example: ARGO Mobility Programme aimed at promoting the complementary training of graduates of all Spanish universities through the implementation of internships in companies from Europe, USA, Canada and Spanish or multinational companies based in Asia or Oceania; FARO Programme, whose purpose is to promote the mobility of undergraduate students from all Spanish universities by conducting quality training in companies located in Europe, the United States and Canada and in Spanish or multinational companies in Asia and Oceania; The Visiting Professors program in educational centres in the United States of America, Canada and the United Kingdom; The program of language assistants in foreign educational centres; etc. Special mention must be made of bilateral programs with various countries of the world (China, Argentina, Paraguay, etc.) and calls for aid within the framework of the internationalization of Spanish universities, also managed by SEPIE, which generates synergies European programmes in terms of both mobility actions and other actions (decentralised and centralised - strategic partnerships, capacity building, joint Erasmus Mundus Masters programs, etc.).

In spite of all that international activity MECD has always considered the Erasmus + Program, especially in the field of student mobility in Higher Education, a key action for the development of competences and training of Spanish students and graduates of this level of studies. For this reason, it has been importantly contributing through a specific co-financing budget to the financing of the mobilities of these students. At the beginning of the Programme this co-financing was carried out through a differentiated call managed by the MECD and since last year, through the direct contribution to the mobility of Higher Education students, reaching 29 million Euros in 2017.

Erasmus+ is complemented economically from other administrative sources, regional, provincial, and public as well as private.

## Youth

According to the Youth NA, E+, there ought to have objectives more tied-up to the Youth Strategy of the European Union propose and its global implementation. In addition, powerful dimensions of lifelong learning and inclusion should be linked to the programme objectives.

On the other hand, we must pay further attention to the essential role youth organisations play in society so that we empower young people and promote their participation in decision-making processes. The matchless way to do it is by extending it up to structured dialogue sessions on youth to promote coherence in policies formulation and European funding use.

The Spanish National Youth Council considers that National Youth Councils should be included at an international level, while the European Youth Forum should be internationally part of the Programme Committee. In this way, challenges and opportunities could be addressed throughout while the programme is implemented. As then, priorities could be better adapted since the beneficiaries' representatives are the best positioned to foresee issues and to raise solutions to current matters.

### 4.5. European Added Value and Sustainability

<b>Q21</b>	To what extent will Erasmus+ be able to absorb the sharp increase in the budget that is foreseen in the coming years up to 2020 in Spain in an effective way? Could the programme use even higher budgets in an effective way? Do you see challenges to effectively use more money for particular actions or fields of the programme?
<b>Conclusions E&amp;T</b>	There is consensus around this issue. Taking into account the number of quality requests made, the budget could be increased in all sub-actions. At this point, subactions KA107, KA103, KA102, KA109, KA104 and KA204 stand out. In addition, demand is expected to increase in both Higher Education and Vocational Training.
<b>Conclusions Youth</b>	According to the NA/INJUVE, a budget increase could be absorbed effectively and easily; in this sense, there are quality projects that are not approved annually due to budgetary constraints.

#### Education and training

At this point, there is consensus between Regional Authorities and NAs. It is clear that, given the number of applications, the budget could be increased.

In addition, this is transferred to all sub-actions, but mainly to those in which there is a greater unmet demand (greater list of approved projects), for example: KA107 requests to Latin American countries - with an insufficient amount, given the demand and interest existing in our country towards this territory, or strategic associations of the VET sector and in those in which the amount of the aids to mobility is lower than the rest (KA103 mobilities). The reserve lists, with quality projects, are also very large in School Education (KA101, KA219) and in Adult Education (KA104 and KA204) which, as previously seen, have a lower success rate than for the cases of VET and Higher Education. However, even in basic and intermediate level of vocational education training and certificates of professional standards, where the gap between demand and supply is less mismatched than in other sectors, like the advanced level of vocational education training, the expectation of increased demand is so high that it is desired and expected that the increase in budget and resources for the National Agency itself will receive a proportional rise.

In the event of a budgetary increase to finance a larger number of projects, a corresponding increase in the chapter for management costs of the National Agencies would be necessary, so as to ensure adequate management and quality.

## Youth

According to the NA/INJUVE, a budget increase could be absorbed effectively and easily; in this sense, there are quality projects that are not approved annually due to budgetary constraints; therefore, the percentage of projects that have been denied for budgetary constraints reasons would decrease. A significant budgetary increase boosts consequently applications and grants management. In fact, according to the agreement reached in this year's Call (2017), being our budget significantly higher than last year's, (up to 30%, approximately) project management will increase considerably.

In this sense, if there is a sub-action that has the higher percentage of in-order projects that have been rejected due to budgetary constraints it is young workers mobility's in youth grounds, say, former action 4.3. of Youth in Action, which befall as well. Capital allocated to TCA will suffice so far.

## 5. CONCLUSIONS

### EFFICIENCY

#### Efficiency Education and Training

The applications to E+ in Spain have grown in all sub-sections, so the relevance and validity of the Programme is significant and shows a growing tendency. Even so, NAs inform that a significant number of quality applications, especially in some sub-sections, are not approved because of lack of funding. This issue is more significant in KA2 and negatively affects the efficiency of the Programme.

As regards the achievement of the specific objectives of E+, it is observed that the Programme is highly effective in practically all of them. Different aspects can be highlighted:

- Improvement of employability: there is a high perception of improvement in transversal competences, which are increasingly relevant in the labor market.
- Increase of work opportunities as a result of mobility for studies and especially after participation in work placements (more than 81% of the people participating in these categories so consider it so).
- Increase of the quality of teaching, excellence in innovation and internationalization in the beneficiary institutions. In many cases this improvement is the result of the updating of competences and the discovery of new or alternative methodologies and work tools that are, subsequently transferred.
- E + is a well-known Programme within the educational field (at all levels).
- Improvement in language competence. Almost 90% of the participants state that their participation in the Programme has clearly improved their language skills.
- Improvement of intercultural sensibility and awareness of the European dimension is also high. More than 90% of the participants in all categories confirm this aspect. This is especially remarkable among students who, through their first initial mobility experience, decide to further participate in the Programme.
- Only cooperation between business and education seems to need reinforcement, since some difficulties have been identified when establishing relationships between education and training institutions and business companies.
- The contribution E + of directly influences EU key strategies such as the EU2020 Strategy or ET2020, being especially relevant in Spain with priorities closely related to education and employment
- 94.4% of Beneficiary institutions sustain that the degree efficiency of the projects is very high, since they clearly meet the pre-established objectives.
- Differentiation can be done regarding budget adequacy: on the one hand, NAs inform that there are sub-actions that could have higher number of quality applications supported if more funds were available. On the other hand, the Beneficiary Institutions show a moderately high level of

satisfaction with the financial support received, since 60.8% consider it to be adequate. More dissatisfaction is perceived in Higher Education, with a lower level of satisfaction (39.4%).

- The main bottlenecks detected are, therefore:
  - The high administrative workload associated with E +,
  - Insufficient economic provision for some mobility sub-actions,
  - The search for partner companies and the need to have to resort to intermediary enterprises.
  
- The dissemination strategy is consistent and effective. In fact, at this point it should be noted that, because of effective communication there is a high degree of participation but many quality applications cannot be supported because of insufficient funding.
- The effectiveness of E+ on individual beneficiaries of E + can be considered, in general terms, very high. The effect is directly perceptible, with a direct impact on employability and change of mind frame.
- The effects at institutional level are also high, stimulating innovation and knowledge sharing. All of this directly affects some of Spain's priorities and contributes to the development of the objectives of European strategies.

### Efficiency Youth

- Applications have increased over the years, so relevance and validity are relevant and growing.
- The E+ Programme contributes to the achievement of objectives, with a special impact on employability through the acquisition of transversal skills. This is reflected in an increase in the chances of finding a job.
- The E+ Programme: Youth in Action has generated 46,357 mobilities between 2014 and 2016. Therefore, its stimulation of the international dimension is very relevant.
- The improvement of cultural sensitivity and language skills as a consequence of E + is also evident.
- The E+ relationship with the EU2020 strategy is direct. E +: Youth in Action promotes elements such as employability, intercultural sensibility, stimulation of the internationalisation in participants and beneficiary bodies.
- One of the important elements of E+, Youth in Action and the previous Programmes is that they have opened the internationalisation to the regulation of youth activities, the granting of subsidies and youth policies, national, regional and local. They have also provided internal coherence (with shared objectives) to policies related to formal and informal education.
- The effectiveness of the Programmes is very high. 85.3% of the E+ beneficiary bodies of Youth in Action state that the compliance of the pre-established objectives within the Programme has been very high.
- In general, integration is seen as positive. The main positive aspects mentioned include the following: the support for the continuity of the main activities that generate applications and mobility among the young people, such as the youth exchanges and the European Voluntary Service, the simplification of the financing rules is described for the applicants as well as for the national agencies..
- A number of aspects that can be improved, such as the new regulations for training activities carried out by national agencies (TCA) or the complexity of the language used in the Guide have also been mentioned.
- 40,7% of beneficiaries find the Programme highly accessible thanks to new computational tools. This percentage increases depending on the request process, reaching 55.6% and on the management process, reaching 52.5%.
- The administrative burden associated with the Programme is high, both for beneficiary bodies and for NA/INJUVE.
- The facilitation produced as a result of the new IT tools is clear, especially in the application and management process. The realization of the request has gained in agility and simplicity thanks to tools like the Mobility Tool, the new formats of report or the sending of documentation.

## EFFICACY

- The integration of the programs and sub-actions in E + is perceived as positive, being an improvement over the previous Programmes. This progress is based on the improvement of the quality and impact of the selected projects. In this regard, the association of Grundtvig, Comenius and Leonardo to Erasmus as a brand of prestige has proven to be particularly important and has enhanced social and institutional recognition.
- The relationship that E + has generated, based on the binomial NA-Beneficiary Institution has streamlined and improved the participation.
- The Beneficiary Institutions consider that the IT tools developed, particularly after the improvements of 2016, have facilitated the application and management tasks. Even so, it is stressed that a period of adaptation has been needed, which, in some cases, has also needed the support and intensive training from the NAs. In this area, the integration of IT platforms with a single access is widely demanded.
- The administrative burden is still perceived as high, which is a major issue for small organizations that want to participate, as well as for those who want to apply for a project for the first time. This can act as a deterrent for participation.
- Although the transit from LLP to E + is positively valued, a number of inefficiencies have been detected. The main ones are: it is difficult to understand the reason why the mobility of students of School Education has to be done through projects of KA2, of high complexity, instead of through KA1 projects as in Higher Education; KA2 projects seem to be complex for smaller institutions, mainly schools. It is emphasized that it is necessary (School Education and Adult Education) to develop mobility charters for organizations that request projects on a periodic basis.
- From Vocational Training, emphasis is placed on the technical difficulties and frequent changes in the interfaces of IT applications provided by the EC.
- Higher Education institutions comment that the coexistence of processes corresponding to different calls (up to three in KA1 and even four in KA2), complicates the management of the projects at different levels, institution, NA and individual beneficiary, especially considering the large number of Participating institutions in Spain.
- Regarding the efficiency of Financial Resources, it is mentioned by both NAs that it is necessary that they be constant over time and that there are no rises and falls, which creates confusion and sometimes frustration on the potential participants. At the same time, the financial aid for students in the higher education sector, academic or vocational, remains low compared to the aid received by students in the medium grade vocational sector.
- On the other hand, both NAs claim that it is necessary to increase the budget allocated to management costs, which would guarantee the correct progress of the program and the quality.

## RELEVANCE

- E+ is a program that has a positive impact on some of the main issues problems affecting Spain: youth unemployment, labour market polarization, generation of a knowledge-based economy and innovation and economic internationalization.
- E + horizontally is a comprehensive program that reaches virtually all areas of Education, Training Youth and Sport in Spain, while, vertically, and despite the effort being made, it is necessary to continue reinforcing the support to reach certain groups, such as young people from unfavourable socio-economic environments or difficulties of inclusion.
- The NA/INJUVE carries out an evaluation of satisfaction among beneficiaries on a yearly basis. Doing so, they take stock of diffusion, data collection, communications aspects, programme management, use of IT tools, etc. Other indirect instruments are also used, and a communication has been established with the regional authorities to capture the needs of the different regions.

## INTERNAL AND EXTERNAL COHERENCE AND COMPLEMENTARITY

- A very favourable point is that E + makes it possible for the organizational relationships established during the participation on the Programme last longer than the project itself, generating additional long lasting activity.
- There are few alternatives to E +. Conscious of the importance of the Programme, the Government of Spain co-finances Education and Training actions. In addition the majority of the Regions also financially support Erasmus+ in different forms.
- Integrating youth into a larger Programme that covers many other areas has been beneficial not only because it has enabled a greater synergy between Key actions but also because it has boosted cooperation between different sectors.
- E+ ought to have objectives more tied-up to the EU Youth Strategy. In addition, powerful dimensions of lifelong learning and inclusion should be linked to the Programme objectives.

## EUROPEAN ADDED VALUE AND SUSTAINABILITY

- E + has facilitated the internationalisation of the Higher education System. Although there were different channels for international participation in Spain, the Programme has opened additional possibilities from a European structured scheme.
- For other levels of Education and Training, and for Youth and Sport, the European framework E+ facilitates the position of smaller institutions and associations within a wider territorial frame, the European. This, in turn, results in a deeper awareness of different methodologies, tools, and ways of organizing society. E+ also facilitates inter cultural exchange that enhances understanding of other cultures and ways of organizing society, which facilitates the fight against intolerance and radicalization at all levels.

## 6. RECOMMENDATIONS

### EFFICACY

- Reinforcing cooperation between business and education is necessary to link more closely the business world to the education and training system. This connection is necessary to improve the employability of the active population and avoid skills mismatches.
- E + reaches to a lesser extent certain groups and environments. For this reason, it is important to continue to stimulate the participation of individuals and institutions from disadvantaged environments. It is necessary to continue to focus on the most inclusive part of E +.
- E+ should continue being a signpost for lifelong learning and to continue orienting its objectives with those of UE2020 and ET2020 strategies

### EFFICIENCY

- The administrative burden associated with the application and implementation phases of the Programme should be reduced, especially when it refers to small and / or newcomers organizations. For this purpose, an access protocol could be developed for those entities that want to access the Programme for the first time. In turn, it may be appropriate to link the administrative burden to the financial support received and reduce this burden for small organizations developing low-budget projects.
- Integrating IT platforms in a single space is demanded unanimously. It is claimed that this would be a facilitating element for application and for project management, both for the ANs and for potential beneficiaries.

## RELEVANCE

- As stated before E + is exhaustive as far as its horizontal reach, that is, it is practically all the fields of Education, Training, Youth and Sport in Spain, but it does not reach all the groups with the same strength. In this sense, it is necessary to continue reinforcing our efforts, those of the Commission, the NAs mainly and Administrations to reach those sectors of the population. An increase on the aid for potential participants with special needs is already helping. Besides, intensive, specifically focused reach out campaigns are also being a good instrument.

Further financial support for actions with high demand, were Higher Education mobility or other, would increase the relevance of the Programme. As it has been stated before, participation influences positively on employment, early school leaving, and other issues that affect the whole European society.

# ANNEXES

## **Midterm Evaluation Erasmus+ National Report – SPAIN**

Commissioned by the Ministries of

- Education, Culture and Sport
- Health, Social Services and Equity

## Anexo I: Matriz de trabajo

ALCANCE Q1	COLECTIVO OBJETO DE ESTUDIO	INDICADOR	FUENTE 1	FUENTE 2	FUENTE 3
1-Mejora de la empleabilidad en competencias clave para el mercado laboral	Participantes	Nº personas participantes por sub-programa	Mob Tool		
		Grado de mejora de la empleabilidad	Mob Tool		
		Competencias transversales adquiridas	Mob Tool		
		Habilidades sociales adquiridas	Mob Tool	Enti Benef	
ALCANCE Q1	COLECTIVO OBJETO DE ESTUDIO	INDICADOR	FUENTE 1	FUENTE 2	FUENTE 3
2-Aumento <b>oportunidades laborales</b> por motivo de <b>movilidad</b>	Participantes	Grado de aumento de las oportunidades de encontrar empleo por movilidad	Mob Tool		
ALCANCE Q1	COLECTIVO OBJETO DE ESTUDIO	INDICADOR	FUENTE 1	FUENTE 2	FUENTE 3
3-Reforzar la <b>Cooperación</b> entre el mundo de la formación y el mundo laboral.	-Entidades Beneficiarias	Grado de colaboración de mundo laboral			
	-¿?? / ANs	Posibles mejoras para la cooperación del mundo laboral y educativo	Re		
		Cuellos de botella entre el mundo laboral y educativo	reformular		
ALCANCE Q1	COLECTIVO OBJETO DE ESTUDIO	INDICADOR	FUENTE 1	FUENTE 2	FUENTE 3
4-Aumento: <b>a) la calidad, b) la excelencia en la innovación y c) la internacionalización</b> en las instituciones formativas.	-Entidades Beneficiarias	Grado de la mejora de la enseñanza en la institución formativa	Enti Benef		
		Grado de mejora de la calidad	Enti Benef		
		Motivos de la mejora de la calidad	Enti Benef		
		Grado de mejora de la innovación	Enti Benef		
		Motivos de la mejora de la innovación	Enti Benef		
		Beneficios de la internacionalización	Enti Benef		

<b>ALCANCE Q1</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
5-Difusión y concienciación de la existencia de un espacio europeo de aprendizaje.	Participantes	Modo de conocimiento de los programas educativos europeos	Enti Benef		
	Entidades Beneficiarias	Acciones de difusión llevadas a cabo	Yearly	AN	
	AN	Alcance de las acciones de difusión	Yearly	AN	
	RespREG	Ámbitos estratégicos cara al futuro con respecto a la difusión	Yearly	AN	
		Colectivos estratégicos cara al futuro	Yearly	AN	
	Cuellos de botella en la difusión	Yearly	AN	R	
<b>ALCANCE Q1</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
6-Dimensión internacional de la educación entre FP y ES, mediante la cooperación/programa/países asociados	Participantes	Distribución geográfica de las subacciones	Yearly	E+ Link	
	Entidades Beneficiarias	Países con los que hay mayor/menor cooperación	Yearly	E+ Link	
	/SEPIE	Ámbitos de cooperación (subacciones, temas, prioridades...)	Yearly	E+ Link	
<b>ALCANCE Q1</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
7-Mejora de la enseñanza lingüística	Participantes	Países de acogida - Lenguas aprendidas	Yearly	E+ Link	
		Grado de mejora de las competencias lengua	Participantes		
<b>ALCANCE Q1</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
8-Mejora de la sensibilización intercultural	Participantes	Grado de aumento de la sensibilización cultural	Participantes		
	Entidades Beneficiarias	Aumento del sentido de pertenencia a la UE	Participantes		

<b>ALCANCE Q6</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
12 -Efectividad de la <b>integración de las subacciones/</b> subprogramas con respecto a LLP	AN	Grado de efectividad en la integración	AN		
		Integraciones destacables	AN		
		Aspectos positivos y negativos de la integración	AN		
		Motivos de los aspectos negativos y positivos	AN		
<b>ALCANCE Q7</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
13 - Adecuación presupuestaria	AN	Grado de adecuación de los presupuestos al desarrollo de acciones	AN	Enti Benef	
		Subacciones destacadas	AN	Enti Benef	
	Entidades Beneficiarias	Gastos no contemplados	AN	Enti Benef	
<b>ALCANCE Q8</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
14 -Retos / Dificultades / Propuestas de cambio	AN	Retos principales a la hora de poner en marcha proyectos	AN	Enti Benef	
		Retos principales por subprograma	AN	Enti Benef	
		Posibles soluciones a los retos surgidos	AN	Enti Benef	
<b>ALCANCE Q9</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
15 -Eficacia de la difusión del programa	AN	Grado de difusión del programa	AN	Enti Benef	
		Grado de difusión por subprograma	AN	Enti Benef	
		Colectivos /Ámbitos potenciales	AN	Enti Benef	
		Posibles mejoras en términos de difusión	AN	Enti Benef	
<b>ALCANCE Q10</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
16. Eficiencia del sistema operativo	AN	Grado de adecuación de la estructura organizativa	AN	Enti Benef	
	Entidades Beneficiarias	Motivos de adecuación	AN	Enti Benef	

		Cuellos de botella dentro de la estructura organizativa	AN	Enti Benef	
		Posible solución a los cuellos de botella	AN	Enti Benef	
		Herramientas que mejoran el funcionamiento del sistema	AN	Enti Benef	
		Propuestas de mejora para el sistema operativo	AN	Enti Benef	
<b>ALCANCE Q11</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
17 Integración Programas frente al LLP está siendo más o menos eficiente	AN	Grado de eficiencia de la integración de programas	AN	Yearly	
		Motivos de la eficiencia en la integración	AN	Yearly	
		Eficiencia de integración por subprogramas/subacciones	AN	Yearly	
		Motivos de la eficiencia en la integración por subacción/subprograma	AN	Yearly	
<b>ALCANCE Q12</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
18 - Grado de eficiencia de las acciones	AN	Grado de eficiencia de las acciones	AN	Yearly	
		Ratio gasto por acción emprendida por cada subacción	AN	Yearly	
		Ratio gasto /beneficiarios	AN	Yearly	
<b>ALCANCE Q13</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
19- Reducción de carga administrativa	AN / Entid Benef	Grado de reducción de la carga administrativa	AN	Yearly	
<b>ALCANCE Q14</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
20- Herramientas informáticas	AN	Grado de mejora de la gestión a través de las herramientas informáticas	AN	Enti Benef	
		Aspectos/ámbitos que han mejorado a través de las herramientas informáticas	AN	Enti Benef	

	Entidades Beneficiarias	Motivos de mejora a través de las herramientas informáticas	AN	Enti Benef	
<b>ALCANCE Q15</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
21 -Adecuación RRHH y financieros	AN	Grado de adecuación de RRHH	AN	Yearly	
		Motivos de la adecuación de los RRHH	AN	Yearly	
		Ámbitos de inversión económica	AN	Yearly	
		Grado de adecuación de financieros	AN	Yearly	
		Motivos de la adecuación de los financieros	AN	Yearly	
		Ámbitos de inversión económica	AN	Yearly	
<b>ALCANCE Q17</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
22 - En qué medida son abordadas las necesidades de los actores/sectores E+?	AN	Herramientas de diagnóstico utilizadas	AN		
		Herramientas de monitoreo utilizadas	AN		
		Adecuación de las herramientas utilizadas para captar necesidades	AN		
		Mejoras en la detección de necesidades	AN		
<b>ALCANCE Q18</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
23 - Grado de éxito a la hora de llegar atraer público destinatario	AN	Grado de éxito a la hora de llegar a público potencial	AN		
		Grado de éxito según subprograma/subacción	AN		
		Motivos del grado de éxito	AN		
		Posibles mejoras a la hora de atraer público	AN		
<b>ALCANCE Q21</b>	<b>COLECTIVO OBJETO DE ESTUDIO</b>	<b>INDICADOR</b>	<b>FUENTE 1</b>	<b>FUENTE 2</b>	<b>FUENTE 3</b>
23 -Incremento de presupuesto hasta el 2020.	AN	Capacidad de absorción de mayor presupuesto	AN		

		Capacidad de absorción de mayor presupuesto por subprograma /subacción	AN		
		Modo de distribución de los fondos	AN		

Anexo II: Gráficos de referencia

Gráfico 1: Capacidad analítica (Educación y Formación)

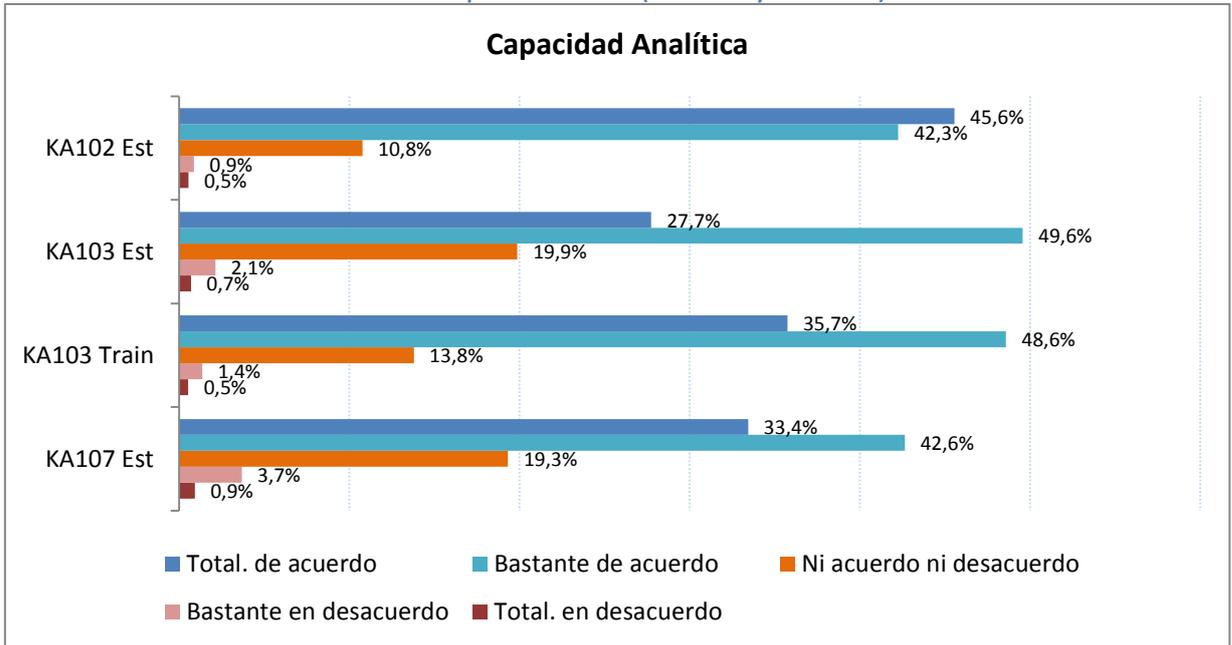
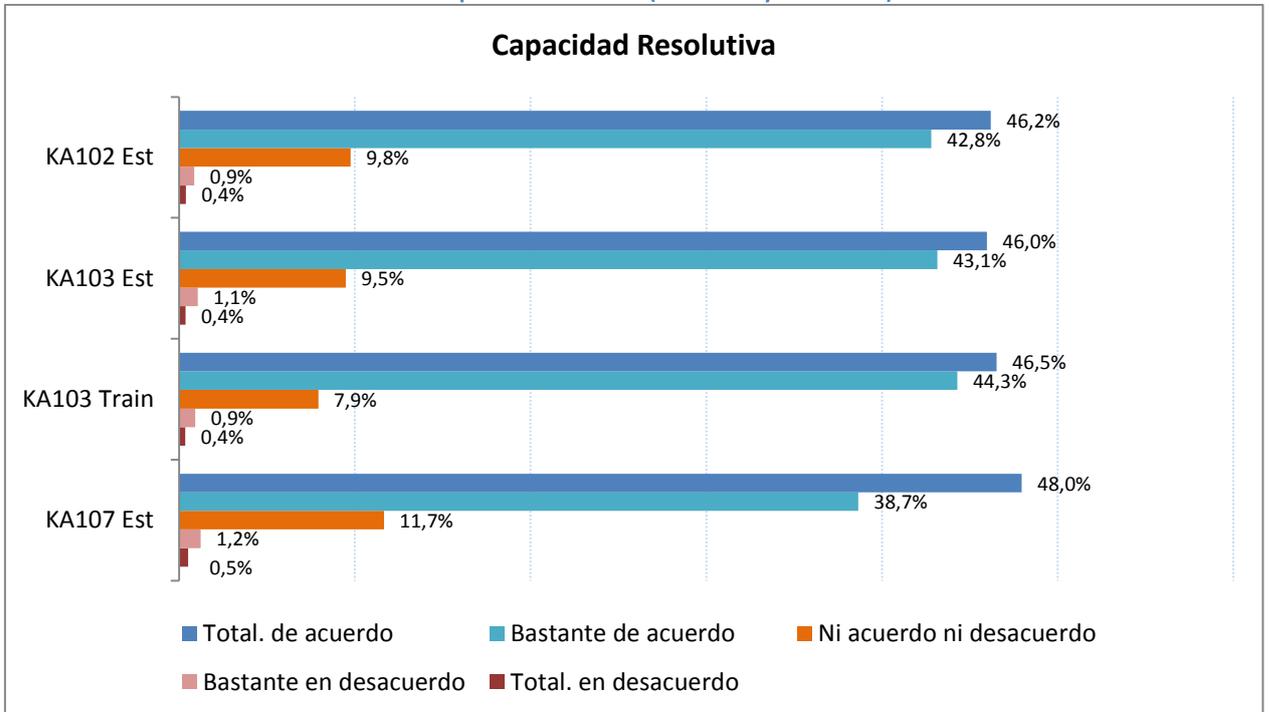
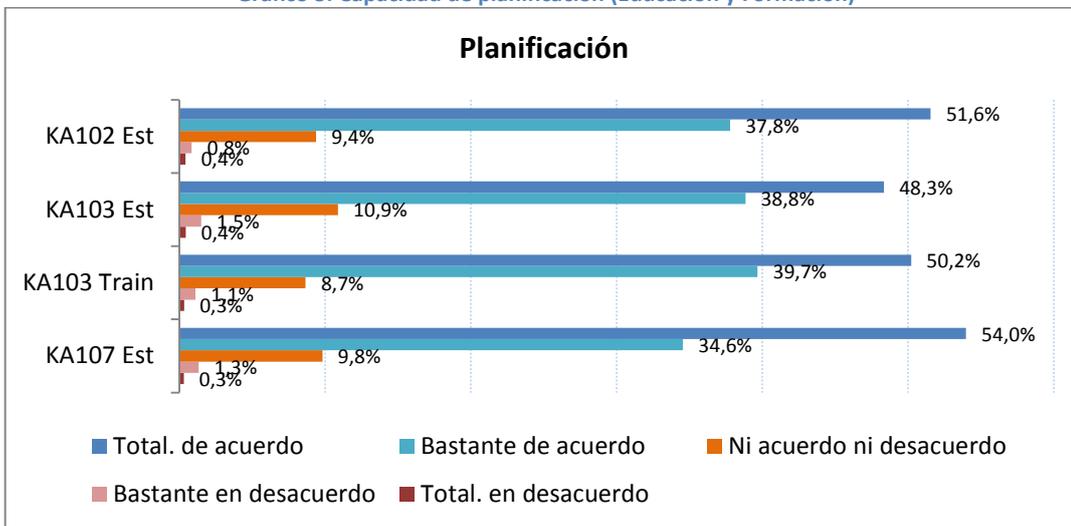


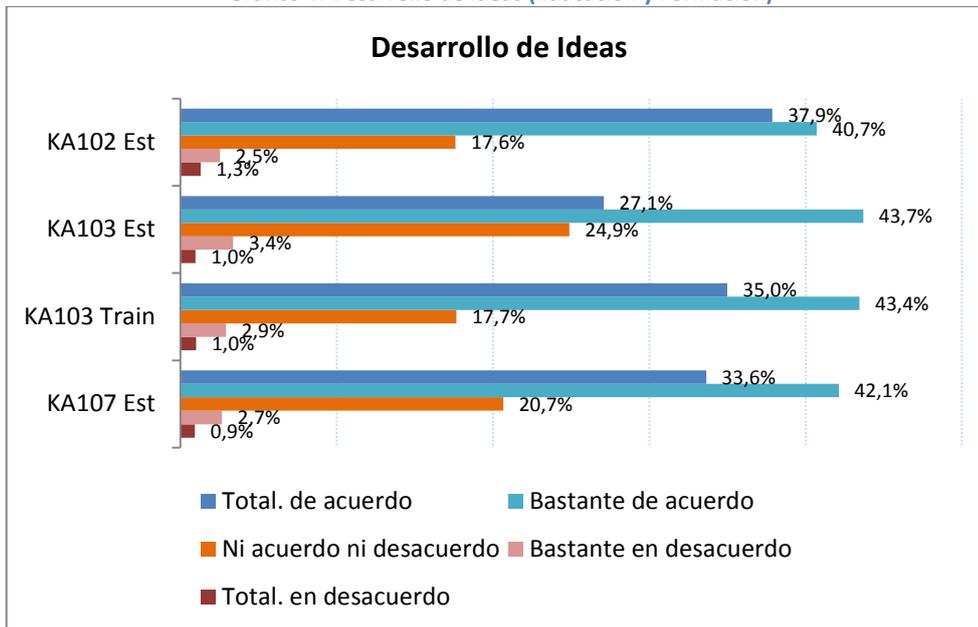
Gráfico 2: Capacidad resolutive (Educación y Formación)



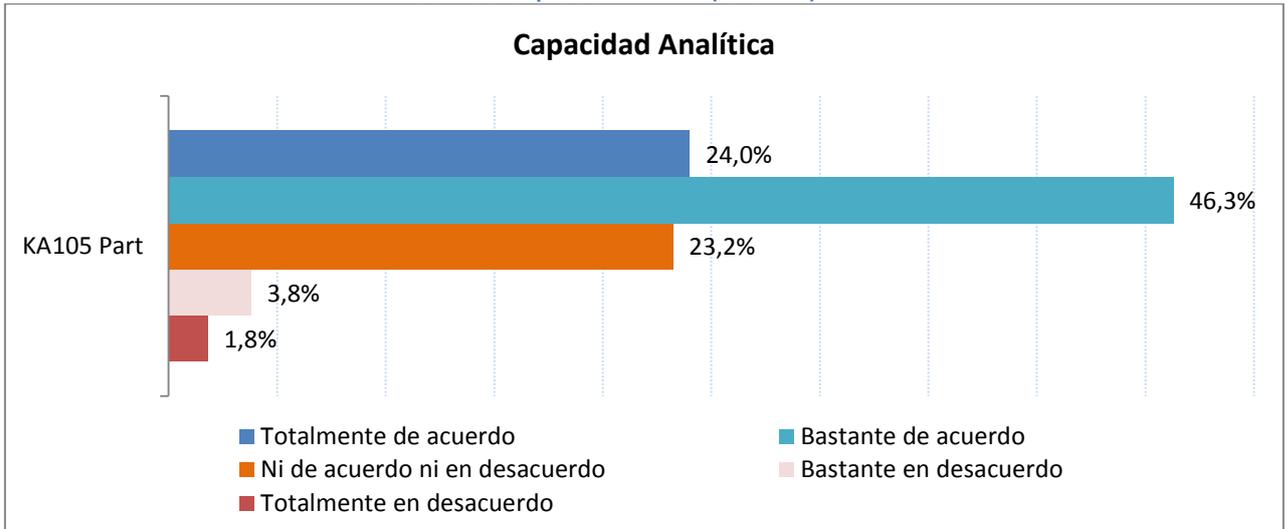
**Gráfico 3: Capacidad de planificación (Educación y Formación)**



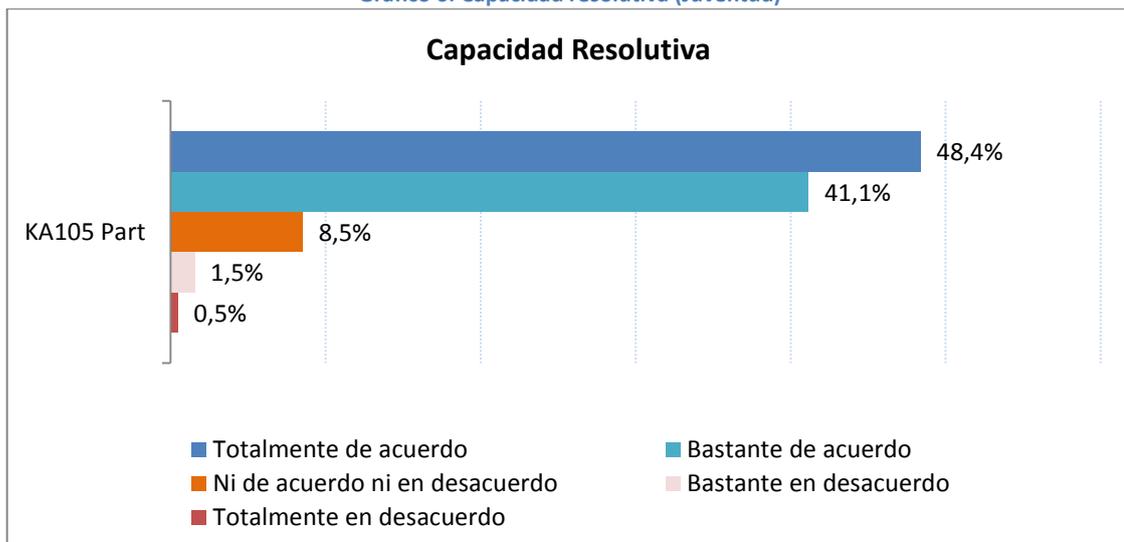
**Gráfico 4: Desarrollo de ideas (Educación y Formación)**



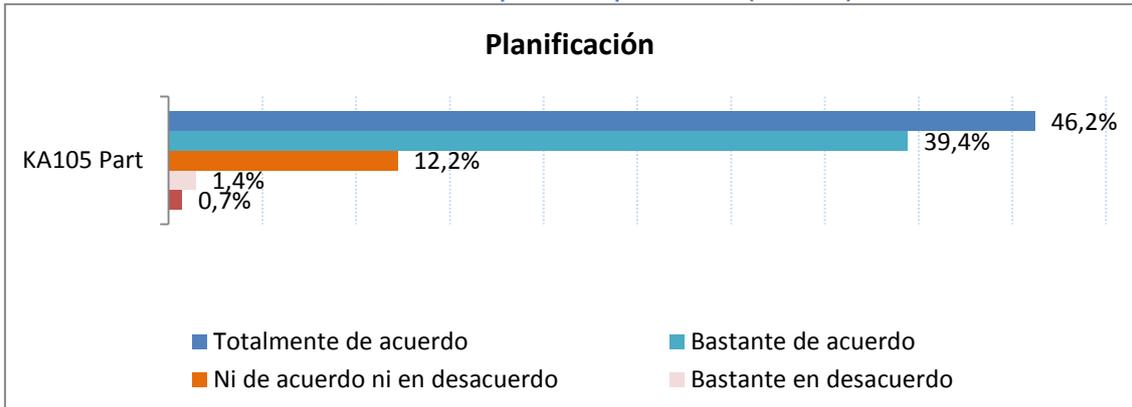
**Gráfico 5: Capacidad analítica (Juventud)**



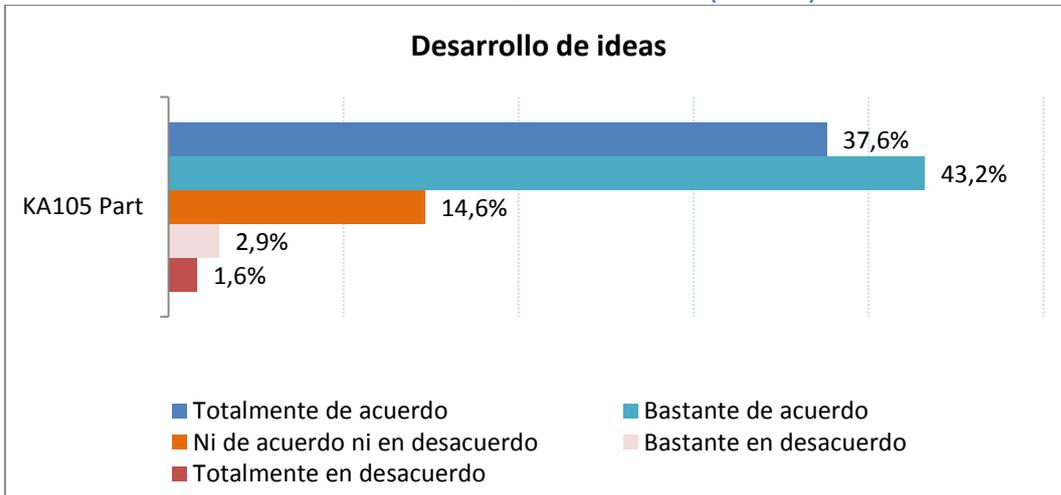
**Gráfico 6: Capacidad resolutive (Juventud)**



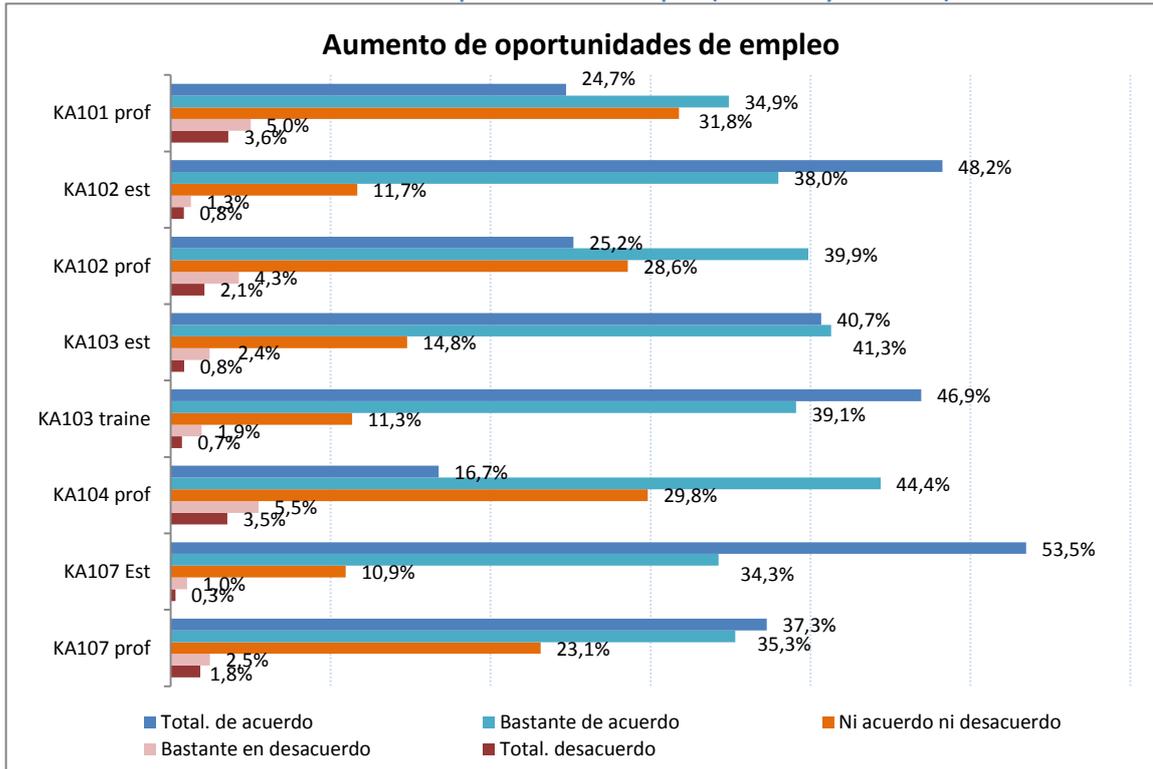
**Gráfico 7: Capacidad de planificación (Juventud)**



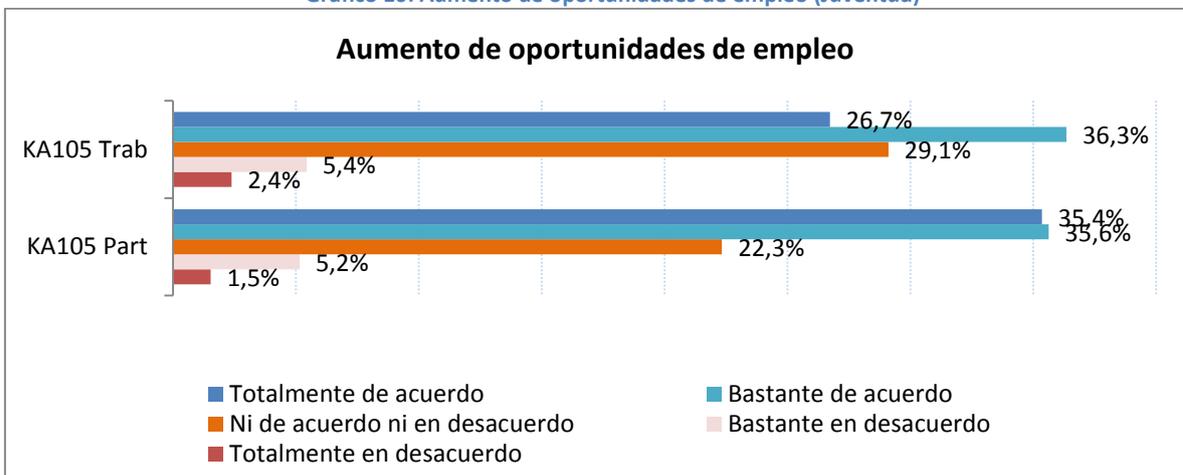
**Gráfico 8: Desarrollo de ideas (Juventud)**



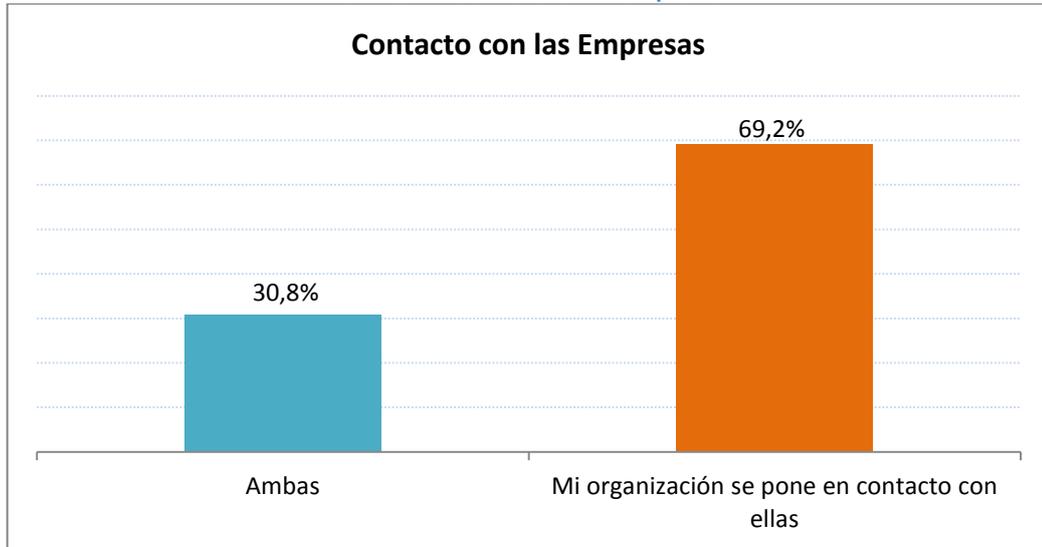
**Gráfico 9: Aumento de oportunidades de empleo (Educación y formación)**



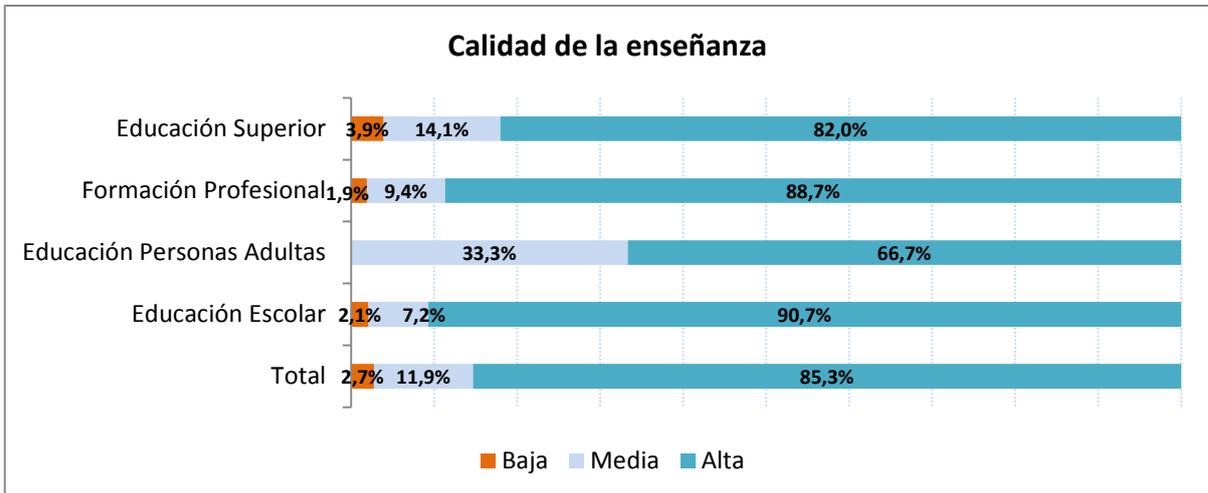
**Gráfico 10: Aumento de oportunidades de empleo (Juventud)**



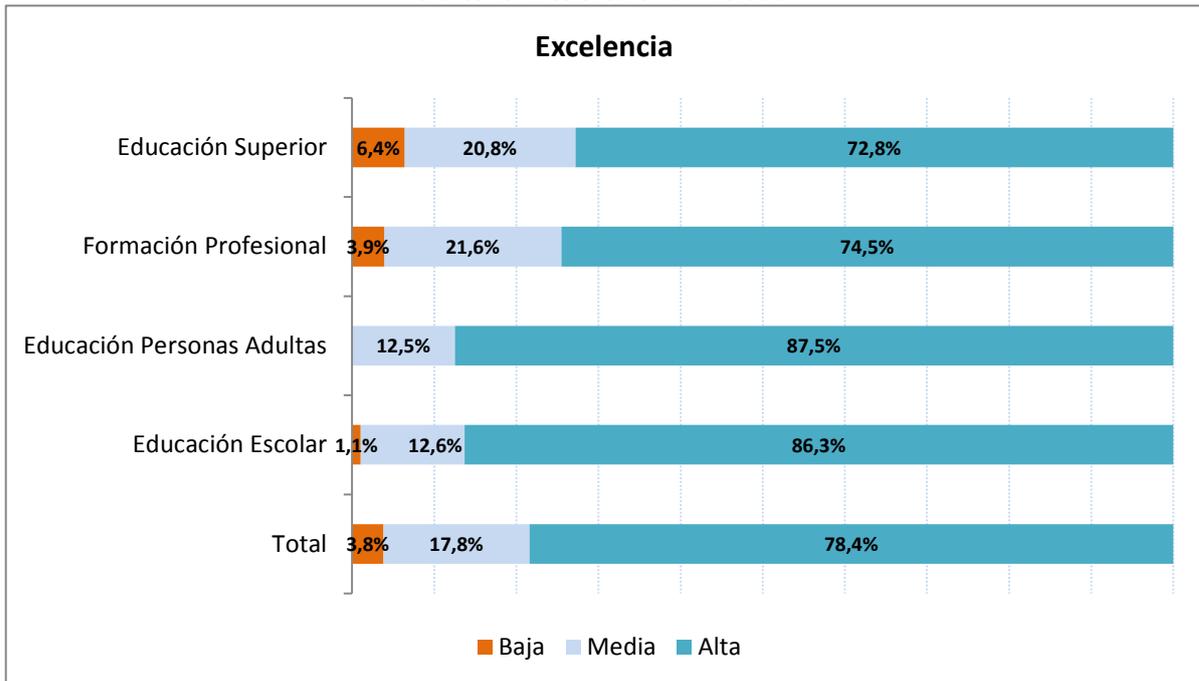
**Gráfico 11: Contacto con las empresas**



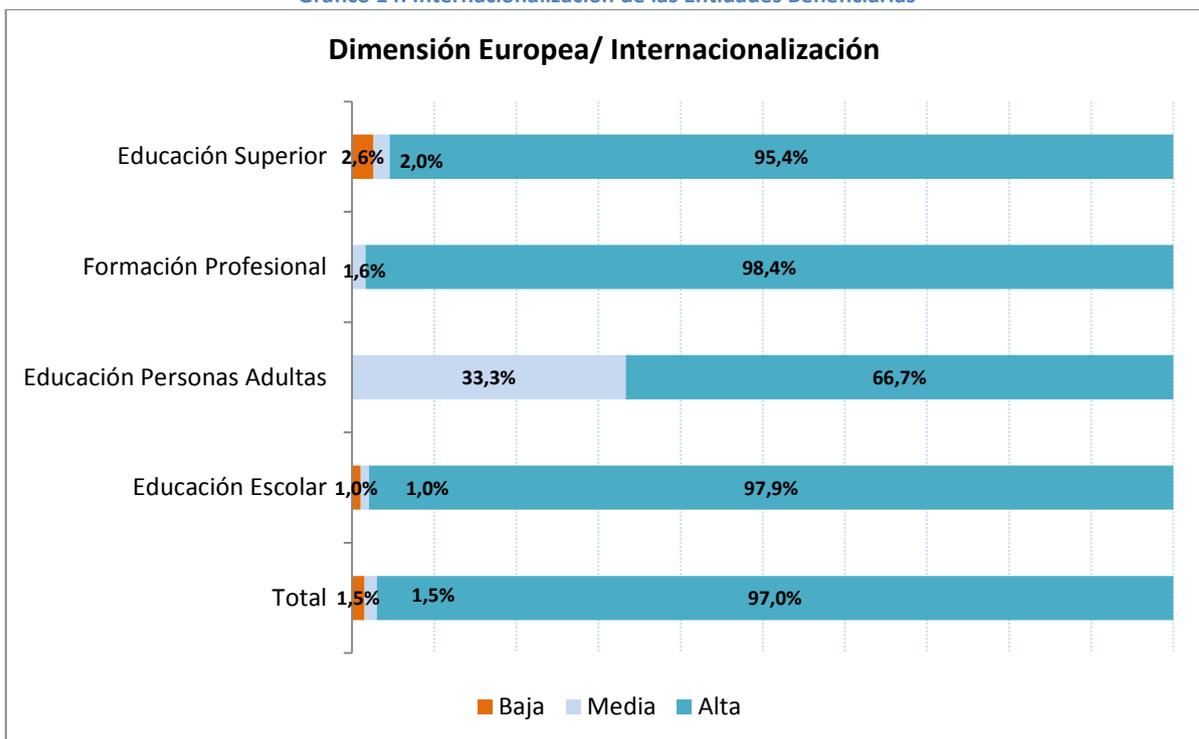
**Gráfico 12: Calidad de la enseñanza**



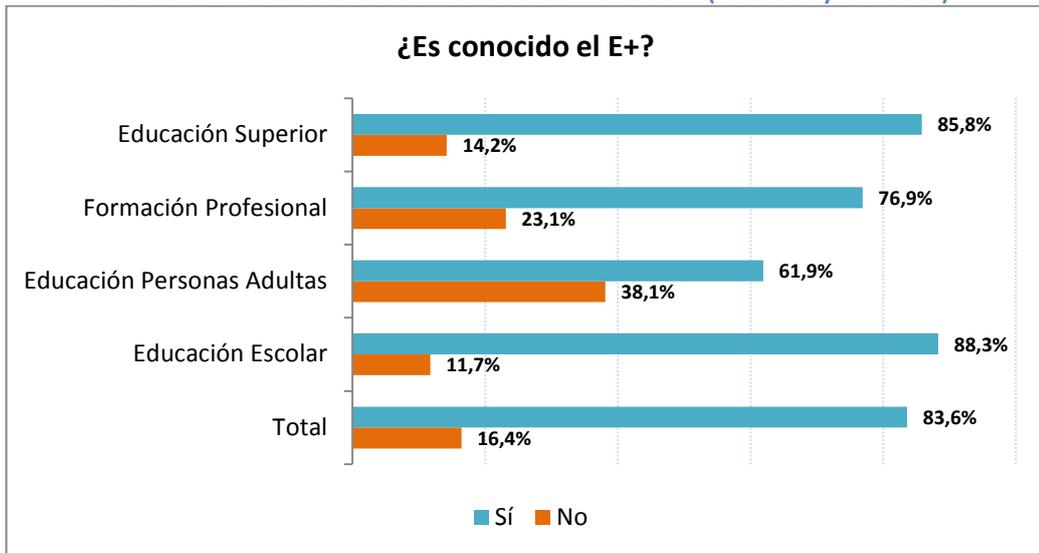
**Gráfico 13: Excelencia en la innovación**



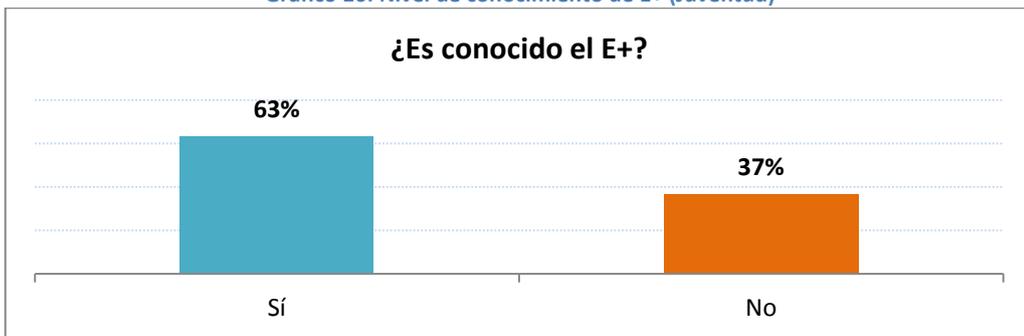
**Gráfico 14: Internacionalización de las Entidades Beneficiarias**



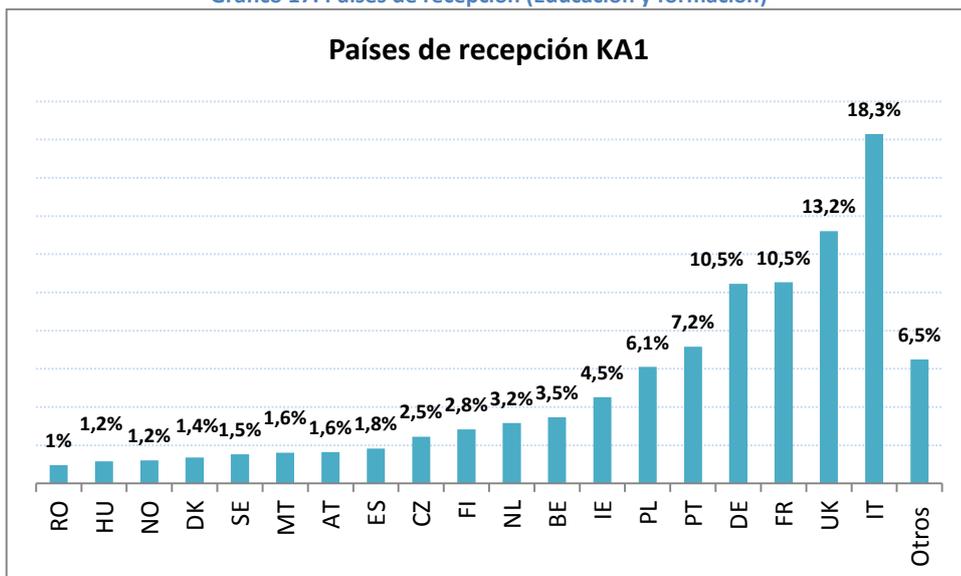
**Gráfico 15: Encuesta acerca del nivel de conocimiento de E+ (Educación y formación)**



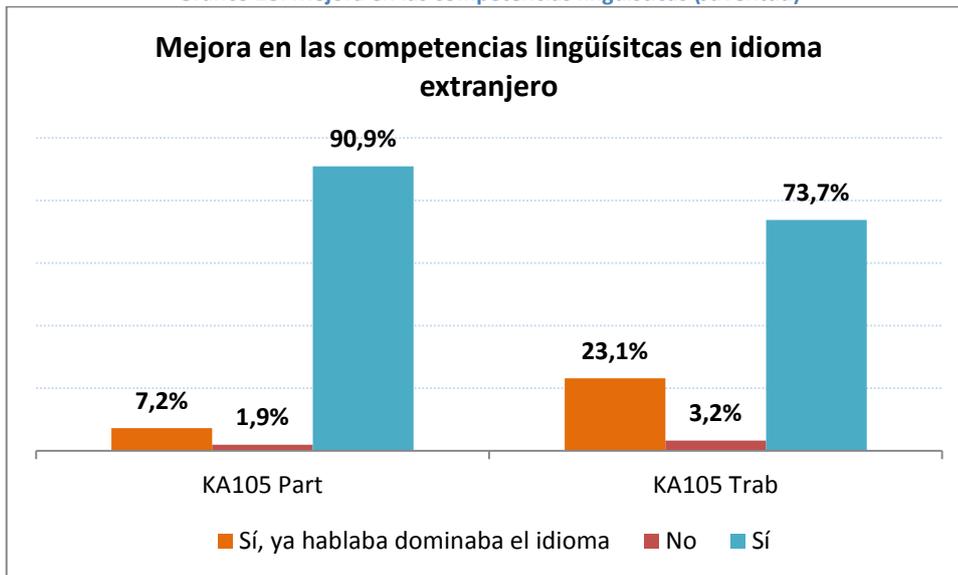
**Gráfico 16: Nivel de conocimiento de E+ (Juventud)**



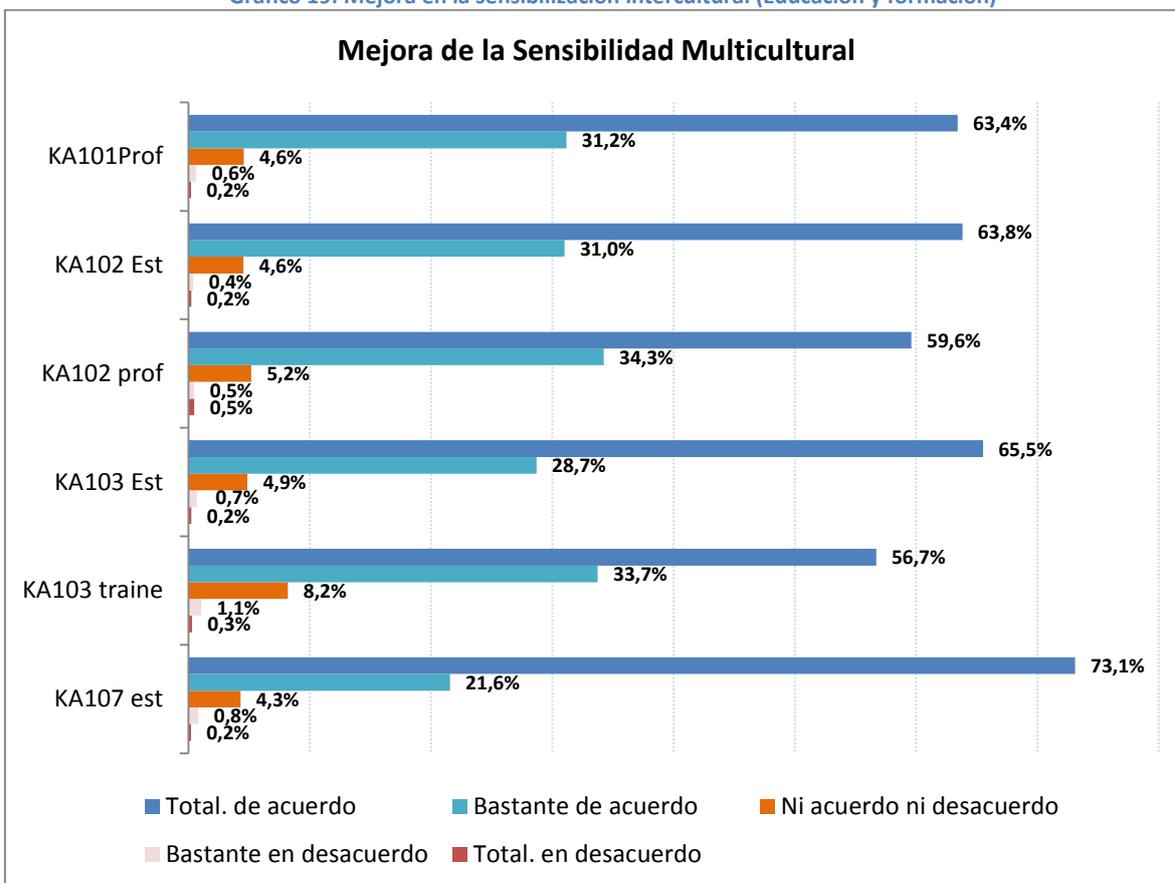
**Gráfico 17: Países de recepción (Educación y formación)**



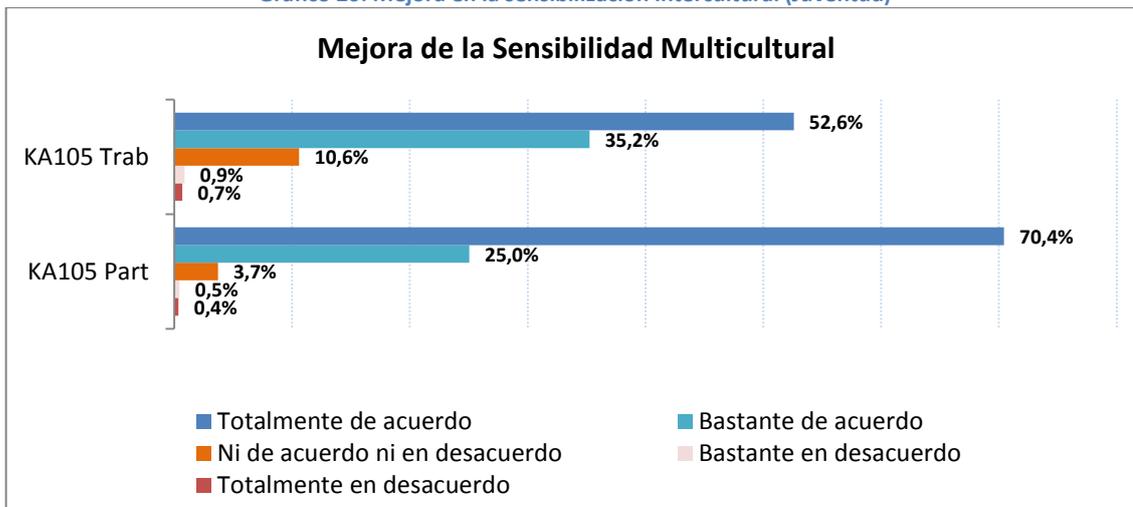
**Gráfico 18: Mejora en las competencias lingüísticas (Juventud)**



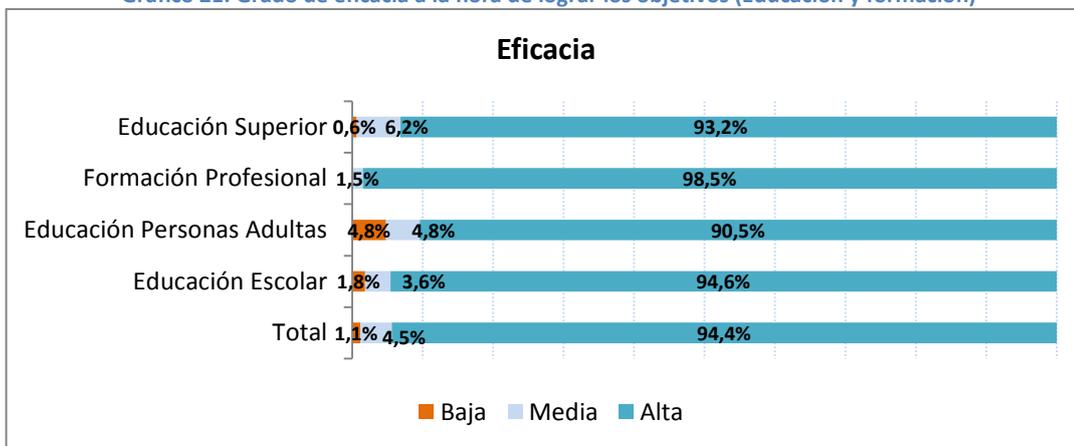
**Gráfico 19: Mejora en la sensibilización intercultural (Educación y formación)**



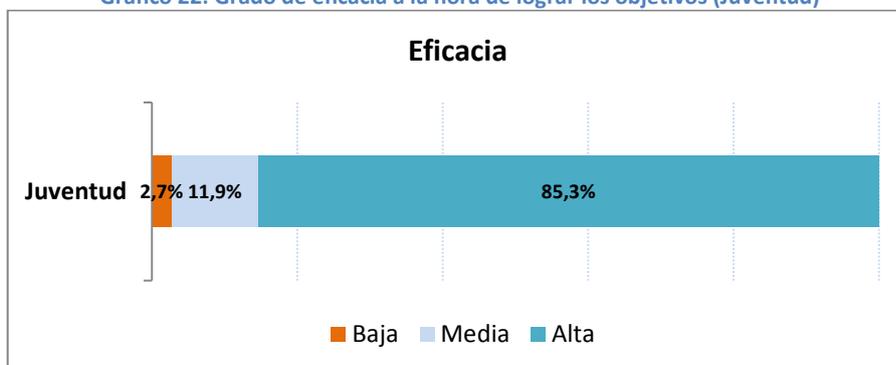
**Gráfico 20: Mejora en la sensibilización intercultural (Juventud)**



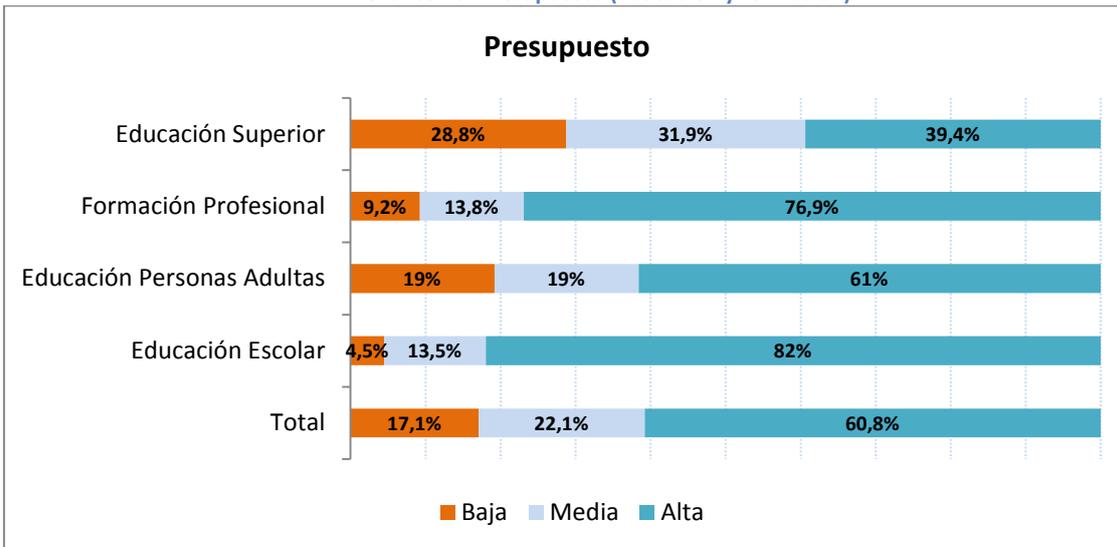
**Gráfico 21: Grado de eficacia a la hora de lograr los objetivos (Educación y formación)**



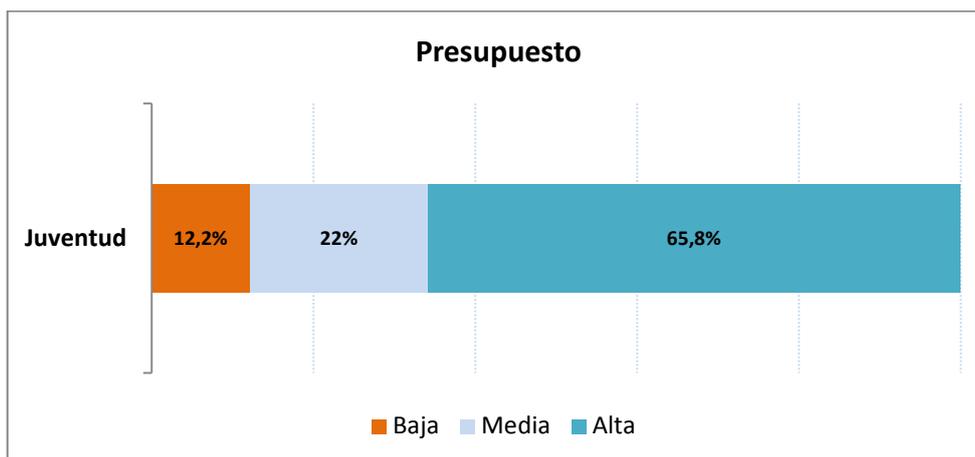
**Gráfico 22: Grado de eficacia a la hora de lograr los objetivos (Juventud)**



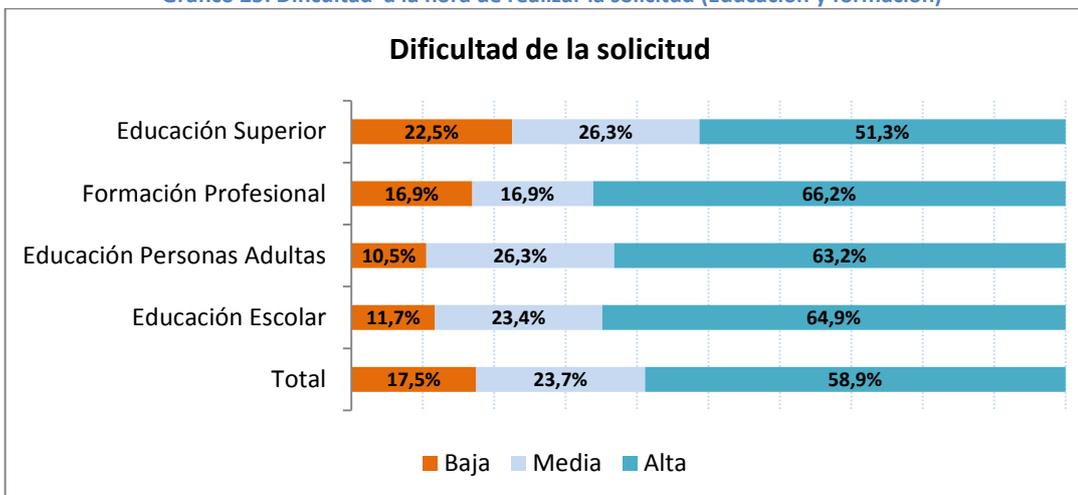
**Gráfico 23: Presupuesto (Educación y formación)**



**Gráfico 24: Presupuesto (Juventud)**



**Gráfico 25: Dificultad a la hora de realizar la solicitud (Educación y formación)**



**Gráfico 26: Dificultad a la hora de realizar la solicitud (Juventud)**

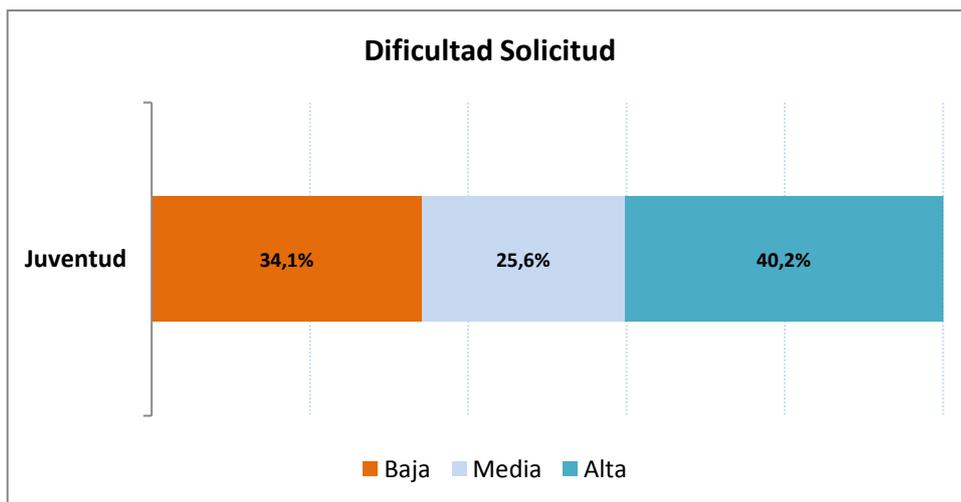


Gráfico 27: Facilitación de las labores por las herramientas informáticas (Educación y formación)

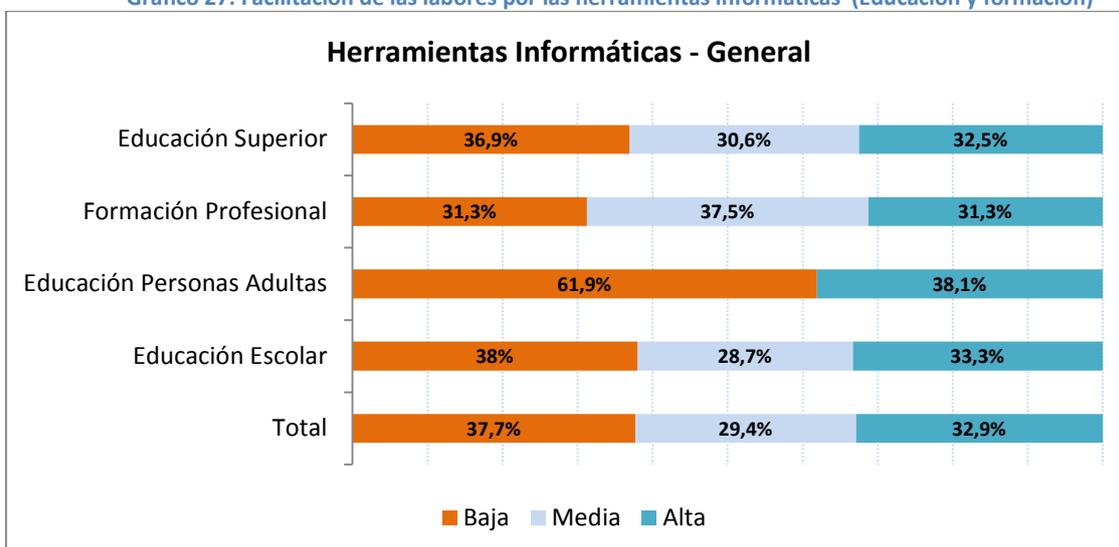


Gráfico 28: Facilitación de las solicitudes por las herramientas informáticas (Educación y formación)

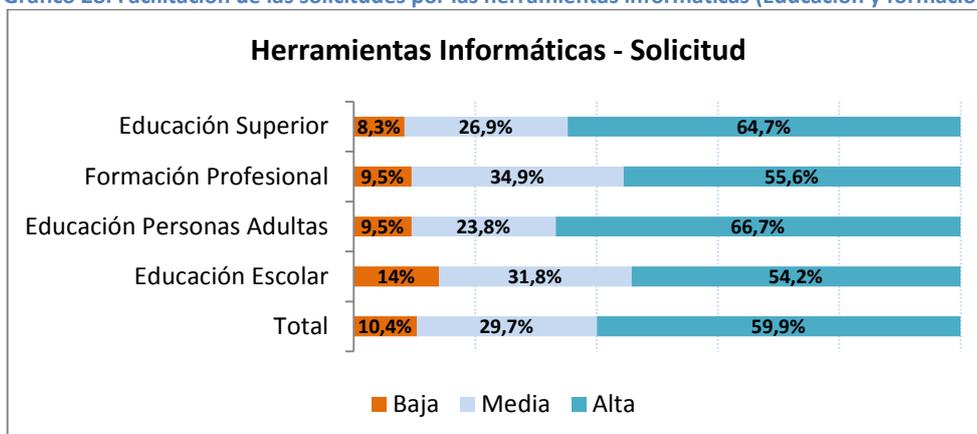


Gráfico 29: Facilitación de las gestiones por las herramientas informáticas (Educación y formación)

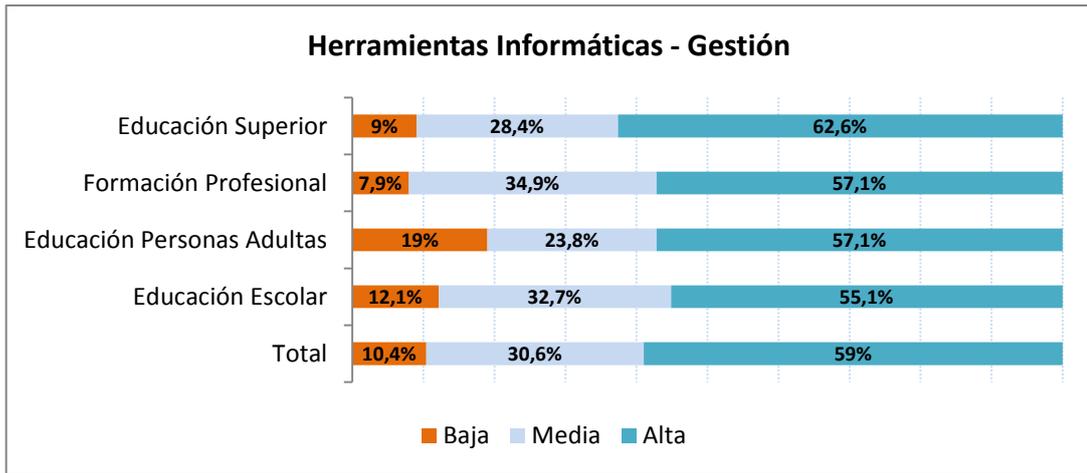


Gráfico 30: Facilitación de las labores por las herramientas informáticas (Juventud)

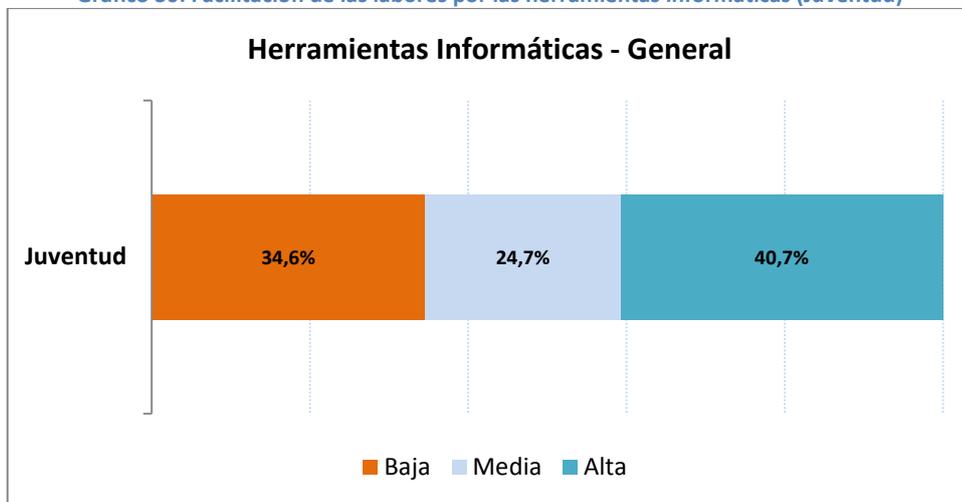


Gráfico 31: Facilitación de las solicitudes por las herramientas informáticas (Juventud)

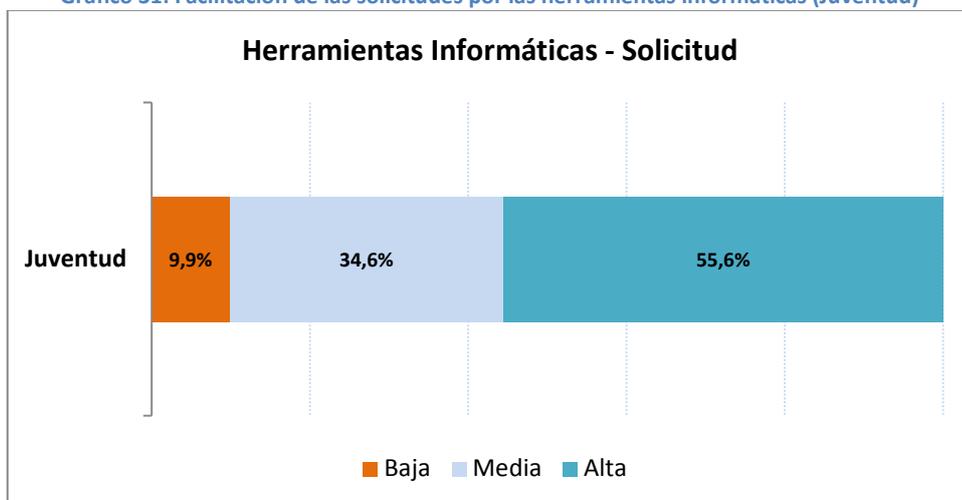


Gráfico 32: Facilitación de las gestiones por las herramientas informáticas (Juventud)

