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FIDELIS
AUDITORES

SPAIN NATIONAL REPORT ON THE IMPLEMENTATION AND IMPACT OF ERASMUS+

**FINAL EVALUATION OF THE ERASMUS+ PROGRAMME 2014-2020 AND
INTERIM EVALUATION OF THE ERASMUS+ PROGRAMME 2021-2027**

COUNTRY: SPAIN

PROGRAMME: ERASMUS+

NATIONAL AUTHORITY: THE MINISTRY OF SOCIAL RIGHTS AND AGENDA 2030 AND THE MINISTRY OF SCIENCE,
INNOVATION AND UNIVERSITIES

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2. EXECUTIVE SUMMARY

The Erasmus+ program is a European Union project for boosting education and training, youth, and sport during the periods 2014-2020 and 2021-2027. The implementation of the European political agenda for growth, employment, and equity, the support of the Erasmus+ program including its education, training, and youth areas is crucial for the socioeconomic development of the Union. This program was the merger of the different educational programmes which has been a success in the last 37 years. The Erasmus+ program had the objective of going beyond the individual objectives of its predecessor programs to unify the different actions and projects, stimulating new ways of cooperation.

This is composed of three Key Actions:

KA1	Mobility of individuals
KA2	Cooperation among organizations and institutions
KA3	Support to policy development and cooperation

This report was analysed from five areas of interest:

- Effectiveness: The effectiveness area covers all the expected outputs, results, and impacts of the program, including results and long-term impacts of the 2014-2020 program, considering the COVID-19 and Russia-Ukraine crises. This field also involves the spill-over effects and the transformative outcomes of the current program 2021-2027, taking into account participants with fewer opportunities, climate change, digitalization, and EU policy development.
- Efficiency: Efficiency area refers to the budget effectiveness, the cooperation between actors and measures applied, how the indicators in the Regulation are transposed, and the new antifraud measures, the simplification systems, and new management support tools have been implemented.
- Relevance: Erasmus+ actions are evaluated by comparing the 2021-2027 program to the 2014-2020 program relevance, how the objectives relate to the EU policy agenda, how the needs of stakeholders are fulfilled, and how these objectives include hard-to-reach groups, green and digital transitions.
- Coherence: The coherence of objectives and fields is a key action to evaluate. The importance of coherence and complementarity between Erasmus+ and other national or regional programs are under examination in this report.
- European added value: It is crucial to assess the promotion of EU common values and EU integration in the program, comparing the added value of being a participant in the program compared to non-participants.

The Ministry of Social Rights and Agenda 2030 and the Ministry of Youth and Children, together with the Ministry of Science, Innovation and Universities in coordination and collaboration with the National Agencies, INJUVE and SEPIE, have supervised this report in charge of FIDELIS Auditores. This report combines the external analysis made by FIDELIS with the internal vision of the National Agencies and authorities, organizations, individuals, and participants taking part in both Erasmus+ 2014-2020 and 2021-2027 programs.

The main objective of this report is to develop both a final evaluation of the Erasmus+ 2014-2020 program and an interim evaluation of the Erasmus+ 2021-2027 program from a holistic perspective and analysing different tools and actors.

3. INTRODUCTION

The Erasmus+ program was launched in 2014 by the European Union to promote education and training, youth, and sport, being one of the most successful EU projects. It covers cooperation between both Member States and third countries, developed in its 37 years of existence. This program has been the result of the integration of all EU educational programs established during the period 2007-2013: Lifelong Learning Program, Youth in Action, Erasmus Mundus, Edulink, Tempus, Alfa, and Preparatory Actions in Sport.

Erasmus+ is considered the core identity of European youth unity, promoting European common values and developing a belonging sense to the European Union and its institutions, being one of the most useful tools to improve European integration and avert social exclusion and radicalization.

The Erasmus+ program 2021-2027 has been initiated to keep stability and continuity to the success of its predecessor, Erasmus+ 2014-2020. It covers four education and training fields (higher education, school education, adult education, and vocational education and training, as well as the youth and sports fields). Erasmus+ 2021-2027 has a budget of more than 28.000 million euros for all of Europe and it is targeted as more inclusive, digital, and sustainable, supporting digital transformation and diversity. This renewed program fund mobility and transnational cooperation projects related to education for 10 million people of all ages and countries.

Nevertheless, several improvements have been introduced following the midterm evaluation of Erasmus+ 2014-2020 and other final evaluations of EU programs. Among others, one of the most relevant initiatives is the action 'Discover EU', that has been incorporated into the Erasmus+ 2021-2027, launched as a preparatory action in 2018.

There are different challenges and needs to be addressed in this new program: Ensuring equal opportunities, adapting to the digital transition, tackling the limited participation in democratic life, incorporating green practices, developing digital skills, and intensifying international mobility and cooperation with third countries.

Supporting the educational, professional, and personal development of European people is the main objective of this program. In addition, the specific objectives of the Erasmus+ 2021-2027 are promoting learning mobility as well as cooperation, quality, inclusion and equity, excellence, creativity, and innovation in the field of education and training policies and organizations, as well as in the field of youth, and sports organizations and policies.

There has also been an adjustment of priorities for the Erasmus+ program 2021-2027 in four areas. Inclusion and diversity for promoting equal opportunities and access across all its actions; Digital transformation in line with the Digital Education Action Plan; Environment and fight against climate change in line with the European Green Deal; and support of the Participation in democratic life, European common values, and civil engagement. These priorities are aligned with the respective regional priorities set in the Multi-annual Indicative Programme.

In Spain, it is obvious how these programs developed over the last 35 years have improved the education and personal growth of Spanish youth, providing the country with the opportunity to internationalize the education system. The chance of these citizens (and other agents) of mobility and information exchange in the European context has shaped its future, being key for the development and prosperity of the country.

ERASMUS+ 2014-2020:		
Action	Projects	Contracted participants
KA101	2.931,00	23.697,00
KA102	2.345,00	52.353,00
KA103	6.468,00	331.497,00
KA104	503,00	4.062,00
KA107	483,00	30.604,00
KA116	311,00	7.381,00
KA200	8,00	1.687,00
KA201	294,00	52.258,00
KA202	295,00	57.297,00
KA203	141,00	30.590,00
KA204	283,00	47.017,00
KA219	312,00	47.214,00
KA226	49,00	8.156,00
KA227	35,00	5.162,00
KA229	576,00	51.527,00
KA105	3.386,00	66.895,00
KA125	177,00	514,00
KA135	4,00	101,00
KA200	2,00	255,00
KA205	207,00	17.872,00
KA347	209,00	24.977,00
KA227	34,00	3.295,00

ERASMUS+ 2021-2023:		
Action	Projects	Contracted participants
KA121	11.724,00	83.640,00
KA122	2.945,00	24.455,00
KA131	6.284,00	154.417,00
KA171	298,00	10.520,00
KA210	306,00	-
KA220	457,00	-
KA151	94,00	6.127,00
KA152	584,00	20.862,00
KA153	310,00	7.571,00
KA154	161,00	16.505,00
KA155	32,00	3.619,00
KA182	9,00	73,00
KA210	114,00	-
KA220	115,00	-

4. METHODOLOGY FOR THE PREPARATION OF THE NATIONAL REPORT

Both the mid-term and final evaluation reports of Erasmus+ 2014-2020 and 2021-2027 respectively in Spain, were conducted following the methodological guidelines and the five core evaluation criteria provided by the European Commission. The main objective of this report is to obtain a final analysis of the Erasmus+ program 2014-2020 and analyze the implementation and impact of the Erasmus+ program 2021-2027 in Spain, evaluating decentralized actions, assessing if the program is sufficiently consistent by a set of questions provided by the European Commission. This has been done through data extracted from the actual program and its predecessors from the actions implemented in the country.

The purpose of this research is to have an overall view of the situation of the program in Spain based on evidence extracted from the opinions of participants, beneficiaries, National Authorities, and National Agencies. The assessment has been done taking into account the Erasmus+ program objectives, and comparing the 2014-2020 program with the current 2021-2027 program, evaluating the continuity of the different actions involved.

Different tools and techniques have been used for the development of this report, such as a quantitative and qualitative investigation, the analysis of documents, and a series of questionnaires made to the National Agencies and National Authorities.

Both the final evaluation of the Erasmus+ Programme 2014-2020 and the interim evaluation of the Erasmus+ Programme 2021-2027 have been carried out analysing several actors and tools, taking an overall perspective. In Spain, SEPIE for Education and Training, and SNA (INJUVE, Spanish Youth Council and the autonomous regions) for Youth and Sport are the two agencies that collaborate with the national authorities of the Ministry of Science, Innovation, and Universities and the Ministry of Social Rights and Agenda 2030, respectively, for the implementation of this programme.

The target groups used to collect data for this report have been:

- Participants of the Erasmus+ program from Key Actions K1, K2 and K3.
- Representatives of National Authorities and National Agencies staff

Both quantitative and qualitative data have been taken into account for the analysis of this report:

- Statistics and databases provided by National Agencies extracted from the European Commission dashboard and participant and beneficiaries' surveys (Mobility tool surveys and yearly reports from NA) are the quantitative data managed in this report.
- The qualitative data analyzed to elaborate this report are several interviews made with National Agencies representatives (INJUVE and SEPIE), yearly reports of the National Agencies (including SEPIE executive summary about the Erasmus+ impact in Spain and infographics provided), and program guidelines and European Commission documents about the Erasmus+ program.

All this data has been analyzed and compared to accomplish both the final report of the 2014-2020 and the interim evaluation of the 2021-2027 Erasmus+ programs. Prior to the emission of this report elaborated by Fidelis Auditores SLP, a draft has been made for National Agencies and National Authorities for its revision. In drafting the final report, which includes all annexes, the suggestions were taken into account. Special attention was paid to the applicability of the findings and the feasibility of the suggestions received.

5. EVALUATION OF RESULTS

A. EFFICACY

The degree of efficacy of the Erasmus+ program actions has been highly rated among National Agencies. However, this depends significantly on the experience and capacity of the entities that have processed these grants and their willingness to deepen the exploitation of project results. The impact observed regarding vocational training and adult education sectors is very high, with a clearly high demand for mobility projects, developing their internationalization strategies. In many centres, participation in Erasmus+ projects are included as a daily part of their management.

Regarding Key Action 1, specifically in the school education sector, the budget available is much less than the demand and interest of the Spanish schools. In adult education, participation has increased considerably, due to the budget raise respectively in the past years. Regarding Superior Education, it has been observed an increasing growth in demand, together with a growing interest in participation. Even though there has been a budget increasement, this has not been sufficient for the real expectations of the action.

In the field of youth exchanges and worker mobility, there has always been a very high demand, particularly regarding participation projects or the more recently established Discover EU inclusion initiatives. It was more complex in the early years, but currently, they have reached the same level of demand as the other KA1 actions.

Key Action 2 has experienced an outstanding development in several areas since 2014 to nowadays. There is an increase in available funds, especially in KA220-HED (higher education) and KA203. Participation in adult education has also increased, with a growing number of applications for KA220-ADU and KA210 projects. In vocational education and training, there is significant growth in applications for KA210-VET and KA220-VET, indicating an intensified interest in cooperation in this area. Higher education remains an important area, with a high participation of higher education institutions in KA220-HED projects and a focus on learning/teaching/training activities in KA203.

Q.1 To what extent have the various programme fields both within Erasmus+ 2021-2027 and Erasmus+ 2014-2020 delivered the expected outputs, results and impacts in your country? What negative and positive factors seem to be influencing outputs, results and impacts? Do you consider that certain actions are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?

- Foster employability

Regarding the skills developed by the students during the mobility to foster employability, it can be observed the following:

- Analytical skills

YEAR	PERCENTAGE OF FULLY ATTAINED	
	INJUVE	SEPIE
2014	23,1%	23,9%

2015	27,8%	31,5%
2016	27,8%	32,2%
2017	31,4%	33,6%
2018	31,3%	35,2%
2019	36,7%	43,2%
2020	43,3%	41,6%

○ Problem-solving skills

PERCENTAGE OF FULLY ATTAINED		
YEAR	INJUVE	SEPIE
2014	31,1%	45,8%
2015	36,3%	46,8%
2016	36,2%	46,3%
2017	38,9%	47,7%
2018	41,2%	50,4%
2019	44,4%	50,8%
2020	53,6%	54,1%

○ Practical skills

PERCENTAGE OF FULLY ATTAINED		
YEAR	INJUVE	SEPIE
2014	38%	38,2%
2015	38,7%	40,2%
2016	37,3%	39,4%
2017	39,7%	40,9%
2018	38,7%	42,8%

2019	45,9%	43,6%
2020	54,4%	54,1%

There is an upward trend in the percentage of participants who have developed key employability skills during their mobility in the Erasmus+ program. The increase in the percentage of participants who have acquired these skills demonstrates the positive impact of the program in preparing students to face job challenges and surpass in an increasingly competitive professional environment.

In general, the main difficulty lies in the shortage of human resources available in National Agencies to manage an extremely high number of applications and projects of the two key actions as well as the tools addressed by the Commission. This strain translates into difficulties in some cases of optimum compliance of the schedule for the use of funds, which is part of the Grant Agreement signed every year with the European Commission.

Another aspect is the impossibility of carrying out a more personalized follow-up of the execution of the projects, which would undoubtedly result in a higher quality of the activities (mobility or cooperation) to be carried out by the participants.

Moreover, in relation to the implementation of the Erasmus+ 2021-2027 program, the greatest struggle in general for the management of the program has been the very deficient and late development of the computerized management tools developed by the European Commission, which, four years after its initiation, the National Agencies and the beneficiaries continue to suffer.

An added difficulty has been caused by the changes made by the European Commission in the contractual documentation, which has led to delays in the issuance of the beneficiaries' subsidy agreements due to their complexity and volume. Another inconvenience lies in the is the adjustment to the national regulation (law on grants and budgetary regulations), whose procedures further lengthen the deadlines for publication of the resolutions granting aid in each call for proposals, as well as for the payment of aid to beneficiaries and, by extension, from the latter to the participants.

- Improvement of job opportunities after the mobility

In relation to the improvement of job opportunities after the mobility, participants have shown in surveys the following information:

- Job opportunities after mobility

PERCENTAGE OF FULLY ATTAINED		
YEAR	INJUVE	SEPIE
2014	23,8%	43,0%
2015	32,5%	41,8%
2016	33,1%	39,9%
2017	32,9%	41,3%

2018	32,3%	42,0%
2019	38,1%	37,7%
2020	41,5	44,0%

- Preparation for further education:

YEAR	PERCENTAGE OF FULLY ATTAINED	
	INJUVE	SEPIE
2014	54,2%	29,2%
2015	60,3%	29,6%
2016	60,7%	29,0%
2017	61,2%	30,0%
2018	62,2%	30,4%
2019	65,6%	28,3%
2020	67,4%	34,9%

The findings of the survey indicate a favourable trend in terms of more job chances following the participation in the Erasmus+ program, especially in the fields of formal education, whereas in the youth field, there is a greater perception of the usefulness of their participation in the programs concerning preparation for higher education studies. Over the years, a gradual increase in the percentage of participants experiencing an increase in employment opportunities after mobility is observed. In addition, a significant proportion of respondent's report that the mobility experience has adequately prepared them to continue their education. These findings suggest that the Erasmus+ program not only contributes to the development of skills and competencies relevant to the labour market, but also has a positive impact on increasing job opportunities for its participants. The international mobility facilitated by the program appears to play a crucial role in improving the employability options and preparation for future educational trajectories of participants.

- Development of the quality, excellence, innovation and internationalisation of the education of participants and institutions – Internalization of education

Concerning the development of the quality, excellence, innovation, and internationalisation of the education of participants and institutions, the surveys show that students have developed the following competences:

- Cooperation in multicultural background:

YEAR	PERCENTAGE OF FULLY ATTAINED	
	INJUVE	SEPIE
2014	75,1%	57,5%
2015	77,9%	56,0%

2016	79,3%	56,8%
2017	78,1%	58,3%
2018	79,5%	58,9%
2019	80,8%	58,6%
2020	81,8%	61,6%

In relation to the institutions' internationalization, 60% of the universities have an assistance support structure (administrative units with specialized technical staff), internal regulations, and simplification of the mobility framework, characteristics that favour the management of student, faculty, and research staff mobility, in all its variants.

The most relevant actions aimed at reinforcing the international visibility of these institutions are the following: disseminating their calls for proposals (72.7%), setting out and maintaining a clear strategy of the centre in this area (62.3%) and making processes more flexible to ensure internationalization (59%). Likewise, internationalization is introduced into the centre's general annual programming from a cross-cutting perspective (55.1%).

In the field of Vocational Education and Training, up to 70% of the students of Intermediate Level continue to broaden their training after completing the cycle in which they did Erasmus+. More than half continue their studies in higher education cycles, almost a third opt for university degrees and a scant 15% go on to another intermediate-level option. As for the influence of their Erasmus+ experience, 66% of the students improved their professional knowledge and 65.8% their practical experience in relation to what they acquired in their centre of origin. Here again, around 90% of their teachers agree that they reinforce and improve their professional and organizational skills.

83.2% of the centres attach great importance to internationalization, incorporating it into the centre's annual planning and giving it visibility in its communication processes. In 45.4% of the cases, it is also an indicator of the quality processes and is included in the centre's quality processes in its EFQM, ISO, etc. certifications.

Thanks to the advances acquired over time in the sending and receiving of students and faculty, 77.3% of the centres consulted have introduced internal protocols for the selection of staff and students who participate in mobility programs. In addition, 75.7% of the centres recognize that more students are interested in them thanks to collaboration in international programs.

- Improvement of linguistic abilities

The Erasmus+ Program has been essential in improving the language skills of participants over the years, as reflected in the yearly reports of National Agencies from 2014 to 2023. Despite some challenges and criticisms, there is a general trend of improvement in the perception and use of the OLS (Online Linguistic Support) Platform.

However, concerns have been raised regarding the performance and perceived usefulness of the OLS Platform. Over the years, negative comments have been received about the application, such as it lacks incentives for use. In addition, difficulties have been noted related to the allocation of licenses and the management of assessments and courses on the platform.

Despite these challenges, there has been an increase in the number of participants using and completing assessments and courses on the OLS Platform. This suggests that, while some shortcomings persist, the tool remains valuable for those who have a basic level of language proficiency and wish to improve their language skills.

The vast majority of higher education students increase their knowledge of the language chosen for their mobility, with English being the language present in 57.5% of the cases. In addition, 73.2% acquire knowledge in other additional languages. According to 92.9% of the teachers, the students improve their language skills compared to students who do not participate in the mobilities. It is also important to note that for 85.6% of the companies, language skills are relevant for hiring.

In the case of graduates of intermediate vocational training, up to 90% improve their knowledge of the main language chosen, with English appearing in 44.6% of the cases. Likewise, up to 64% acquire knowledge in a second language, where English also has an important role, and 66.3% continue to broaden their knowledge of languages once they have finished their studies. In this respect, the teachers surveyed also appreciate the general improvement of language skills on the part of the students. In the case of participants in the field of youth, the results are similar, with 92% having improved the chosen language.

- Improvement of intercultural conscience

The Erasmus+ program has been a fundamental tool for the development of intercultural competencies and the promotion of tolerance and diversity throughout Europe and beyond. An analysis of the evolution of these skills and attitudes over the years, using data collected from surveys of Erasmus+ program participants is presented here:

- Improvement of intercultural competences:

YEAR	PERCENTAGE OF FULLY ATTAINED	
	INJUVE	SEPIE
2014	70%	65,6%
2015	70,5%	65,6%
2016	71,5%	64,6%
2017	70,8%	63,7%
2018	70,5%	64,2%
2019	72,9%	65,1%
2020	80,5%	63,5%

- Fight for intolerance, discrimination, xenophobia, etc.

YEAR	PERCENTAGE OF FULLY ATTAINED	
	INJUVE	SEPIE
2014	57,9%	55,2%
2015	67,9%	56,4%
2016	65,6%	55,3%
2017	73,3%	56,3%
2018	68,1%	57,5%

2019	70,2%	55,5%
2020	71,8%	57,3%

The data collected proves the positive impact of the Erasmus+ program on the development of intercultural competences and the promotion of tolerance and diversity, especially in the youth field in which the percentages are particularly high. Over the years, there has been a steady increase in the percentage of participants who state having improved their intercultural competencies and who are actively engaged in the fight against intolerance, discrimination, and xenophobia. These findings underline the importance and lasting value of the Erasmus+ program as a catalyst for building a more inclusive and cohesive society in Europe and around the world.

- Sustainable growth of quality jobs

In relation to the development of quality jobs for participants of the program, for 87.9% of students and 83.5% of Higher Education teachers, the opportunities to work abroad are increasing. In Spain, 48.1% of multinational companies, as well as 33.9% of large national companies, take into account previous experience as an Erasmus+ student in their selection processes.

In the case of Vocational Training, for 71.4% of graduates, their participation in Erasmus+ positively influences them to work at any time of their life in an international environment, and 70.3% feel qualified to work abroad. The majority feel very qualified to work in the country where they did their internship (62.3%). 83.0% of the teachers participating in the study also agree that the opportunities for this student body are increased abroad.

Regarding the development of job capabilities in Spain, 74.3% of higher education students improve their professional curriculum, 73.9% orient their job search, 71.5% obtain job opportunities and 64.8% consider themselves better positioned in the labour market than students who have not been mobilized. In addition, according to the companies contacted, 61.4% of the companies surveyed said they arouse greater interest among employers, and for slightly more than half of them, their hiring possibilities are increased.

In Vocational Training, the experience helps 71.0% of the graduates to focus on their career aspirations, 66.1% improve their employability and 57.8% benefit from better job opportunities in Spain. Likewise, 56.0% consider that they have improved in comparison with students who were not mobilized and 67.3% believe that the experience has provided them with ways to improve professionally in the future. 73.2% of the Vocational Training teachers consulted endorse the students' assessments.

Last of all, analysing unemployment levels, Higher education graduates participating in the program have low levels of unemployment. Their unemployment rate is 8.5 percentage points lower than the average for the age groups they belong to. Meanwhile, in Vocational Training, the already better career prospects of graduates participating in Erasmus+ are increased in cases where they continue with higher education.

- Reinforce European identity

According to the Mobility tool+ participant surveys, the reinforcement of European identity has successfully increased with the Erasmus+ program:

- Increase in European topics interest

YEAR	PERCENTAGE OF POSITIVE ANSWERS	
	INJUVE	SEPIE
2014	55,1%	41,9%
2015	57,8%	42,2%
2016	56,2%	40,4%
2017	57,9%	41,3%
2018	56,2%	40,9%
2019	62,9%	40,3%
2020	64,2%	42,9%

- Increase of European feeling

YEAR	PERCENTAGE OF POSITIVE ANSWERS	
	INJUVE	SEPIE
2014	52%	34,4%
2015	56%	33,9%
2016	56,5%	33,6%
2017	57,7%	34,1%
2018	55,9%	32,7%
2019	62%	30,1%
2020	60,1%	34,2%

- Receptiveness to Europe multiculturalism

YEAR	PERCENTAGE OF POSITIVE ANSWERS	
	INJUVE	
2014	71,1%	
2015	76,6%	
2016	75,1%	
2017	77%	
2018	75,1%	
2019	75,3%	
2020	80,5%	

The data suggest that the Erasmus+ program has had a considerable impact on the formation of a stronger European identity and the promotion of multiculturalism, especially in the youth field, where the figures are particularly striking,

reaching up to 80%, which reinforces the findings from the RAY research network surveys, highlighting the importance of non-formal education in strengthening these aspects. Participants not only acquire academic and professional skills, but also develop a greater awareness and appreciation of cultural diversity and European common values. The positive trend in all categories can be attributed to the structure of the Erasmus+ program, which encourages mobility, cultural exchange, and international cooperation. These elements are essential for building a more united and supportive Europe.

The Erasmus+ program plays a fundamental role in building a shared European identity and promoting essential European common values such as tolerance and multiculturalism. Evidence shows that, through the mobility experience, young Europeans are becoming more aware of and receptive to cultural diversity and are strengthening their sense of belonging to Europe. This is an indication that the program is effectively achieving its objectives and contributing to the social and cultural cohesion of the European Union.

- Foment mobility, cooperation in education and training, and personal development focusing in cooperation and innovation

According to the 2018 SEPIE report about the impact of the Erasmus+ programme, 88.8% of Higher Education students believe that the Erasmus+ experience allows them to improve in aspects such as adaptability, creativity, independence, effective problem solving, and the application of an analytical approach. The teaching staff ratifies the opinion of the students, since up to 92.5% consider that this group matures in their social skills, 83.9% in analytical and problem-solving skills, 93.5% mention the perceived improvements in the independence and autonomy of the students, and 83.9% in their organizational skills. In addition, up to 93.1% of the companies surveyed rated the acquisition of these types of skills positively.

78.2% of Higher Education students participating in mobility for studies obtained professional knowledge not acquired in their centres of origin. As for mobility for internships, 73.4% obtained practical experience related to their studies. 89.8% of the teaching staff affirms that these students return with their professional knowledge and skills "reinforced" and "improved" compared to students who do not participate in mobility. For more than 80.0% of employers, both the experience gained, and the specialization achieved are very important.

For their part, a high percentage of 80% of Vocational Training graduates consider that they have improved their adaptability, creativity, their level of independence, as well as their effective problem-solving and analytical approach. Moreover, the majority of their teachers, agreeing with the students on these elements, add as reinforcements an increase in their maturity and autonomy and the acquisition of social and communicative skills.

In the field of Vocational Education and Training, up to 70% of intermediate-level students continue to broaden their education after completing the cycle in which they completed Erasmus+. Of these, more than half continue their studies in higher education cycles, almost a third opt for university degrees and a scant 15% go on to another intermediate-level option. As for the influence of their Erasmus+ experience, 66% of the students improved their professional knowledge and 65.8% their practical experience in relation to what they acquired in their centre of origin. Here too, around 90% of their teachers agree that they reinforce and improve their professional and organizational skills.

Q.2 What are the results and long-term impact of Erasmus+ 2014-2020 in your country? We are interested in the impact of all actions/elements of Erasmus+ 2014-2020, and with special attention to those actions/elements that are continued in Erasmus+ 2021-2027. We are also interested in the impact of actions/elements that have been discontinued to the extent that it might help design the future programme. What is your assessment of the quality of

applications received in your country, and what measures could be taken to improve the quality of applications and awarded projects in your country taking into account the doubling of budget for the 2021-2027 programme cycle?

- Results

Spain is one of the most active countries in the Erasmus+ program. In fact, since 2001 and up to the present, it is the number 1 country that receives the most Erasmus students in higher education, and the second that sends the most students to other countries, in the case of youth, it is the country with the highest number of projects and the highest number of organizations, according to the latest Erasmus+ 2022 report. In the rest of the educational sectors, participation is also very high, and Spain is consolidated as one of the most active countries in Erasmus+ within the top 3 or top 5. The impact in the fields of School and Adult Education was very significant during the 2014-2020 program and is being so during the implementation of the current program.

In general, the results and impact are high, having executed the total budget for each of the actions/sub-actions of the program and highlighting the continuing innovation between 2014-2020 and 2021-2027 programs. The impact is also subject to the duration of the mobility, existing from a week to 9 months or a year. In some territories, the KA1 exceeded the assigned budget to the participation quota, which means the increasing participation of young people, including hard-to-reach groups (nearly 30% of participation), this demonstrates the effectiveness of the implementation of the Inclusion and Diversity goal in the current program. Regarding the negative aspects, it is stressed the lack of administrative staff.

- Long-term impacts:

- Personal and professional development of the participants
- Social cohesion and increased feeling of European integrity
- Fight for racism, xenophobia and tolerance due to multiculturalism.
- Remark sustainable habits and its awareness.
- Internationalization of education centres

- Continuity of actions between programs:

The main difference, at least in the first year 2021, was the apparent change of priorities in the objectives of the Program, dramatically increasing the budget for KA2 projects. This can be understood as somehow relegating mobility activities with respect to the large projects of large entities that KA2 projects entail, this change occurred due to the COVID-19 pandemic and the impossibility of travelling. Fortunately, this changed in the following years, 2022-2024, and somehow returned to the previous approach although the grants in Key Action 2 are considered in any case excessive for the field of youth. The simplification of the administrative burden in the KA2 action through the unit cost system has helped the beneficiaries and the National Agency.

In the previous program, the management of KA2 projects was much more complex. This impacted also the project application processes and the evaluation of the final reports. The use of lump sums has facilitated the above-mentioned processes and has put the focus on the quality of the actions to be undertaken within the framework of the projects. With regard to Key Action 1, the great novelty in the current program is the introduction of the Erasmus Accreditation

system, similar to what already existed in higher education with the ECHE Charter and the VET Charter KA109 in vocational training. This enables the continuity of funding for mobility projects, as well as the establishment and development of internationalization strategies for accredited centres.

Another relevant change, which is understood to be an improvement, is the reduction from three to two rounds for the deadline for submission of applications, which somehow lightens the workload and management for the SEPIE.

On the other hand, the new IT tools, although as usual with implementation difficulties, have been for some members of National agencies, an improvement over the previous ones, although, for others, there has not been any improvement in these tools.

The establishment of the four horizontal priorities of the 2021-27 program has strengthened its structure and endowed it with enormous relevance. These priorities are connected with training needs present in educational curricula and also with European common values, which form the basis of future European development. Similarly, they are also aligned with the Spanish Youth Strategy 2030, particularly regarding sustainability, participation, and inclusion.

The most notable difference is the Erasmus Accreditation in the Youth field, which allows applicants simplified access to funding opportunities, to meet their objectives and long-term activity plan, also reducing the workload of the National Agency, by not having to annually evaluate mobility projects.

- Quality of applications

On the one hand, vocational training and adult education, there are particularly high demands in all actions of KA1 and KA2, except KA1 in adult education, where significant growth is also being experienced.

In general, the quality of the applications in the program is high and has been developing in the last few years due to the growing demand for participating. This has happened as a result of the increasing capacity of the organizations, the qualification of the workers by TCA training activities organized by NA, and the creation of international networks. These tools are highly effective for enhancing quality because their flexibility allows for tailoring training to the specific needs of each country and each action.

On the other hand, other NA staff present that the quality in general has not changed excessively with respect to the previous program. They highlight the fact that there are recurrent entities that present many applications but behind which there are no young people, or it is not necessary for there to be young people. There has been a generalized search for participants through the Internet so that in many cases the link between the entity and the participants has been lost. Another negative aspect exposed is the scarce funds, that result in countless quality projects that cannot be finished due to lack of financing.

Q.3 Please identify, describe and quantify (if possible) the spill-over effects between various actions (clusters of actions) of Erasmus+ 2021-2027 in your country, as described in the intervention logic.

Based on the significance and the impact that the Superior Education has in the Erasmus+ program, the effectiveness of actions has been highly valued, between a 7 to a 10 out of 10. Mobility actions, specially KA1 have been considered the most effective because of their impact in participants and their contribution to the European sentiment development. Participation in mobility projects is high and it is highlighted its impact on the personal and professional development of participants, as well as the internationalization of education institutions.

Conversely, actions related to cooperation for innovation (KA2) have been evaluated as less effective in some aspects, due to results in innovation terms has not always been evident, and the supervision of these projects has been complicated.

Action	Grade
KA103/KA131	10
KA107/KA171	8
KA203/KA220-HED	7

Overall evaluation of the action's effectiveness in the program.

KA103/K131 (Intra-European Mobility) and KA107/KA171 (International mobility associations):

The extension of different types of mobilities in actions KA103, including short-term mobilities could generate a spill-over effect in KA107/KA171. The diversification of mobility opportunities can increase the demand and participation in projects of international associations, collaborating jointly in mobility projects.

KA103/KA131 (Intra-European Mobility) and KA203/KA220-HED (Cooperation between higher education institutions):

The experience acquired through the mobilities financed by KA103/KA131 can influence the cooperation of higher education institutions. Participants of mobilities funded by KA103/KA131 can transfer abilities, knowledge, and contacts to its host institutions, this can lead to an increasing participation in cooperation between institutions projects because they would be more prepared and motivated to collaborate in joint projects.

KA107/KA171 (International mobility associations) and KA203/KA220-HED (Cooperation between higher education institutions):

The development of solid associations in international mobility projects (KA107/KA171) can boost cooperation between higher education institutions (KA203/KA220-HED) in the international field. Institutions successfully participating in mobility projects can join, facilitating their transition to further cooperation and could be motivated to expand their collaboration in different fields, such as investigation or career development.

Q.4 To what extent has Erasmus+ 2021-2027 had a transformative effect in your country on systems, values and norms, in particular with respect to the four horizontal priorities of the programme: inclusion and diversity – digital transformation – green transition (environment and fight against climate change) – participation in democratic life and civic engagement? Could you identify the horizontal priorities the programme had the highest impact on through its actions?

The Erasmus+ Program has had a strong impact in terms of inclusion, diversity, digital transformation, and green transition, on the participants themselves and their local communities, as well as in the area of outreach and dissemination of activities and results, as all approved projects contemplate these horizontal priorities established by the European Commission.

The Recovery, Transformation, and Resilience Plan, through which European funds are distributed in Spain, revolves around 4 transversal axes: ecological transition, digital transformation, social and territorial cohesion, and gender equality. This plan is projected in 10 policies to support a transformation process that will increase the productivity and

potential growth of the Spanish economy in the future. At the level of the National Agencies, in 2022, was approved an Inclusion and Diversity Strategy that seeks to promote equal opportunities and access, inclusion, diversity, and equity in all its actions, with organizations and participants with fewer opportunities as a target group.

The adoption and promotion of these priorities by the Erasmus+ Program are relevant, with a series of synergies, such as the organization of the Peer Learning Activity (PLA) on civic and citizenship education and common European common values, organized in March 2023 by the Ministry of Education and Vocational Training, the Ministry of Universities and the European Commission, within a Working Group linked to the Strategic Framework for European Cooperation in Education and Training (2021-2030) called "Equality and Values in Education and Training".

This activity, which was a prelude to various activities in the framework of the Spanish Presidency of the EU in the second half of 2023, addressed the theme of civic education, European citizenship, and EU common values, which were central to the Spanish Presidency in the field of education and training. As part of this activity, for example, there was the participation of a centre whose experience in the Erasmus+ program was considered a good practice, proving the relevance of the program in promoting these issues among the participating organizations. The initiative to have Erasmus+ projects, especially addressing these issues came from the Ministry of Education and Vocational Training. Therefore, it is perceived that there is complementarity between the initiatives promoted by the Spanish education authorities and the Erasmus+ program.

Q.5 What are the differences in impact of Erasmus+ 2021-2027 actions in your country on hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? We are interested in the evaluation of the first effects of the Framework of Inclusion Measures and of the Inclusion and Diversity Strategy on promoting accessibility to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities.

The overall participation in the program is increasing, including all types of participants, such as the ones belonging to hard-to-reach groups. These groups can be from disabled people to participants with geographical or cultural difficulties. The Erasmus+ program, in its 2021-2027 period, has made a significant commitment to inclusion and diversity, being one of the priorities of the program and its backbone. Thus, the objective of attending to diversity has been strengthened, both from the EC and from the National Agencies, reinforcing the measures to attend to the most disadvantaged groups from various fields of intervention:

- The action groups have been expanded. The EC proposes a series of target groups in its implementation guidelines, which the National Agencies specify according to their national context.
- Strategies have been developed for the implementation of the measures related to this priority.
- Financial support to organizations and participants has been reinforced to contribute to the elimination of access barriers.
- Selection process. In the process of awarding grants, priority will be given to quality projects that actively address the inclusion and participation of people with fewer opportunities.
- The DiscoverEU inclusion program has been enhanced, making it one of the countries with the fastest implementation of this initiative.

Focusing on Superior Education due to its importance:

Erasmus+ 2014-2020	
KA103	20.14%
KA107	3.2%
Erasmus+ 2021-2027:	
KA131	28,96%
KA171	34%

Percentage of hard-to-reach groups participation in both periods.

Therefore, the data available so far, clearly demonstrate the commitment of the Erasmus+ 2021-2027 program for inclusion and diversity, due to the Framework of Inclusion Measures and of the Inclusion and Diversity Strategy on promoting accessibility to funding for a wider range of organisations. These measures have led to an increase in the participation of beneficiaries belonging to groups with fewer opportunities and a greater interest on the part of organizations to further increase this participation. However, information must continue to be provided on this Program priority and the opportunities offered so that centres lose their fear of exploring these options.

Q.6 To what extent do the actions/activities/projects supported by Erasmus+ 2021-2027 contribute to mainstreaming climate and environment actions and to achieving the climate and environment objectives, including those intended to reduce the environmental impact of the programme, in your country?

The program reflects the needs and challenges of the UE related to the environment being one of the main horizontal priorities of the program. The funded projects need to address at least one of these priorities, which guarantees the incorporation of sustainability aspects in the different activities addressed. In the case of KA2, the number of projects addressing this issue in our country currently is quite significant, with 40.25% in the case of formal education chapters and 31.43% in the case of Youth.

Specific strategies have been implemented in Spain to foment "Green Erasmus". The Spanish NA SEPIE, has been operating without paper since 2015, which reflects a clear compromise with sustainability. In addition, initiatives have been developed to promote sustainable and environmentally friendly practices in all Erasmus+-related activities. For example, a "green travel" option has been introduced to fund more sustainable travel, reflecting an effort to reduce the environmental impact of travel associated with the program.

Conversely, other NA staff indicate that the issue of sustainability is based on micro-attitudes and dynamics that are more aesthetic than realistic. Where more emphasis should be placed on the obligation to travel green or by less polluting means: we should soon be thinking of limiting the use of air transport unless we are talking about really distant or island territories.

Q.7 To what extent have the forms of cooperation and the types of actions under Erasmus+ 2021-2027 and Erasmus+ 2014-2020 influenced policy developments in the fields of education and training, youth and sport in your country? Which actions of the programmes are the most effective considering the needs of your country? Are there marked differences between the different fields?

The Erasmus+ program has had a positive influence on the educational system in our country. As an example of this, it is highlighted the Organic Law 2/2023, of March 22, on the University System, which for the first time dedicates an entire title, VII, to the internationalization of the university system, with particular reference to the Erasmus program. Likewise, driven by the European University Initiative, in which a large number of Spanish universities participate, some regulatory provisions have been adapted to facilitate the implementation of joint undergraduate degrees, for example. Also, to facilitate the entry of international students and staff into our country, important modifications have been made to the regulations.

Regarding training and employment, the program has promoted the quality and internationalization of education and vocational training in Spain. The development of soft skills, employability, and labour mobility has been endorsed, which has contributed to addressing the challenges of the current labour market and preparing Spanish society for the changes in this changing reality.

In the field of youth, specific programs have been developed mostly at the regional level, such as the Erasmus+ Eurojoven CyL project in Castilla y León, which manages mobility activities for young students and graduates in vocational training. This shows that, although the influence at the national level may be limited, successful youth initiatives can be developed at the regional level.

Q.8 What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?

In Spain, diverse strategies for boosting the effects of the program have been implemented in both the 2014-2020 and 2021-2027 periods. Among these strategies, it is highlighted the Spanish Government co-financed the mobility actions of Superior Education, which has made possible increased mobilities. This has been effective for intensifying the participation in the program, although, National Agencies indicate that it would be desirable more national cofinancing for the program.

An important effort has been made in the promotion and dissemination of the Erasmus+ program at the national and regional levels. The educational authorities have shown great interest in supporting these activities, which has helped to increase the visibility of the program and attract more participants. Regarding school education, it seems a high and rising demand in applications, that cannot be enclosed due to lack of budget. However, it is in adult education where there is still room for improvement in dissemination and promotion. In the case of Youth, the fact that the National Agency is composed not only of INJUVE but also of the Autonomous Communities and the Youth Council, is a characteristic that has undoubtedly contributed to the better implementation of the program across the territory (geographical scope), and closer, more personalized attention to the beneficiary entities.

A systemic approach has been adopted in the implementation of Erasmus+ programs, involving various ministries, national agencies, universities, and other public and private entities. This collaboration has been effective in improving management and facilitating the participation of a larger number of beneficiaries. However, additional efforts can still be made to achieve greater stability in management and better coordination among all parties involved.

Despite the efforts made, there are still identifiable areas for improvement. For example, administrative simplification could facilitate project management and improve program results.

Q.9 To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 adequately being disseminated and exploited in your country? Where can you see the possibilities for improvements?

In Spain, a broad diffusion of results and opportunities of both 2014-2020 and 2021-2027 programs has been conducted. Various dissemination strategies have been implemented at the national and regional level, including dissemination days, annual events, participation in Erasmus Days, podcasts and YouTube programs, monthly newsletters, presence in social networks, and dedicated websites, among others.

Throughout each call, a wide range of communication, dissemination, and promotion actions are carried out so that all the actions of the Erasmus+ program are widely known. For this purpose, National Agencies count on the close collaboration of Regional Education Councils from all over Spain, universities, student associations (ESN Spain, CREUP), chambers of commerce, and other public entities, to maximize the opportunities and results of the Erasmus+ program in our country.

From the SEPIE National Agency, more than 300 face-to-face and online events are being carried out every year, in collaboration with agents of interest, elaboration of materials and communication actions (social networks, web pages, Erasmus+ radio, Erasmus+ Traveler Coffee, SEPIE free online newsletters, brochures, promotional material, videos, infographics, press releases, elaboration of information dossiers and press releases, media calls, communication campaigns, celebration of anniversaries, Erasmus+ ambassadors network, etc).

In the field of Youth and Sports, communication campaigns are also conducted through social media, a biweekly newsletter aimed at organizations, brochures, promotional materials, videos, press releases, and informational sessions. The number of informational sessions, often held in collaboration with the Autonomous Communities, has increased in recent years and currently exceeds 100 annually. INJUVE has also modified the information and communication work with respect to the previous Programme, providing a much more complete staff structure to carry out this task. Whereas in the previous Programme, there were only two people dedicated to this function, there is now a complete service coordinated by the head of the area, made up of around 5 people. It is also worth noting the collaboration with the Eurodesk network, which with 70 multiplier points across the territory and being one of the most active in Europe, is also a crucial amplifier for the dissemination of programs in our country.

Q.10 How did the Covid-19 pandemic impact the implementation of the two generations of the programme in your country, and what was the effect of the measures taken to react to the consequences of the pandemic?

The execution of mobility projects during the pandemic was affected by the measures taken during the pandemic. These difficulties are still present today due to the delay of the mentioned projects. The pandemic has considerably affected KA1 projects (due to their specific nature based on mobility for learning) and KA2 projects. However, the possibility of extensions in the duration of these projects (up to 36 months in the case of the 2014-2020 Program) and virtual mobilities have facilitated the achievement of the projects. In some cases, the extension has meant being able to conclude the "new Program" projects for those who started in June 2021 and who had difficulties traveling due to restrictions. This has also contributed to a higher-than-usual accumulation of final reports.

In addition, it has been observed how the educational centres have adapted to the different situations through the implementation of digital plans in the centres, making a great effort to improve the digital competence of teachers. The rest of the organizations were also able to adapt to the new needs arising from these circumstances by adopting blended or, where appropriate, distance training modalities.

To minimize the negative impact caused by the coronavirus on some KA229 project activities (project meetings, learning and training activities, dissemination activities, etc.), and to facilitate their continuity, beneficiaries were encouraged to explore the possibility of carrying out activities virtually in cases where it was not possible or appropriate for project planning to postpone planned activities to a later period within the allowed project duration.

A positive effect of the pandemic has been the digitalization of the administrative workload, which made it possible to continue with the management of the programme without major issues.

Q.11 What was the effect in your country of the measures taken in the frame of the programme implementation to provide a reaction to the consequences of the Russian invasion of Ukraine?

The Russian invasion of Ukraine has had a minor effect on the program than COVID-19 had. Unlike other countries closer to Ukraine, Spain did not have a large number of projects affected by the war situation. However, in all of them, measures were taken to facilitate their continuity or cancellation, applying the flexibility measures established by the European Commission. One of the main consequences was the suspension of mobility to countries that had a frontier with Ukraine. The reception of young people from Ukraine was a difficult task that some organizations from the programme accomplished.

In KA2 there have been some projects that have included measures for the participation of refugees from Ukraine in the projects, especially in the 2023 and 2024 calls, in which this has been included as a sectoral priority. However, due to Ukraine's distance from Spain, the impact has evidently been less than in other countries closer to the conflict.

B. EFFICIENCY

Q.12 What is the cost-effectiveness of various actions (clusters of actions) of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country?

Overall, the cost-effectiveness of the programme actions is assessed as really high, Erasmus+ is a highly cost-effective programme.

As it is analysed in the SEPIE Yearly Reports, for Mobility Actions (KA1), the return on investment is high in terms of personal growth, employability and development of the international dimension of institutions, especially in the sectors of school education, vocational education and training and adult education.

In Cooperation Partnerships (KA2), the return in terms of innovation and development has not been as significant as in the mobility actions, despite the high demand and the increase in available funds in some areas such as KA220-HED. Difficulties have been encountered in the implementation of controls and in the management of complex projects, especially in KA107.

It is important to note that while the programme has experienced growth in terms of funding and participation in several areas, the high demand for funding in Spain has led to the amount of support per participant being at the lower end of the ranges set out in the programme. In the school education sector, there is a high demand for funding which contrasts with the available budget. In the area of vocational education and training, there is a growth in demand and interest in participation, but the budget increase has not been sufficient to fully meet this demand. In adult education, participation has increased considerably, especially thanks to the significant increase in the budget in recent years.

Q.13 To what extent, compared to the previous programme, is the size of budget appropriate and proportionate to what Erasmus+ 2021-2027 is set out to achieve? To what extent is the distribution of funds across the programme fields and key actions appropriate in relation to their level of effectiveness and utility?

- Adequacy to budget size

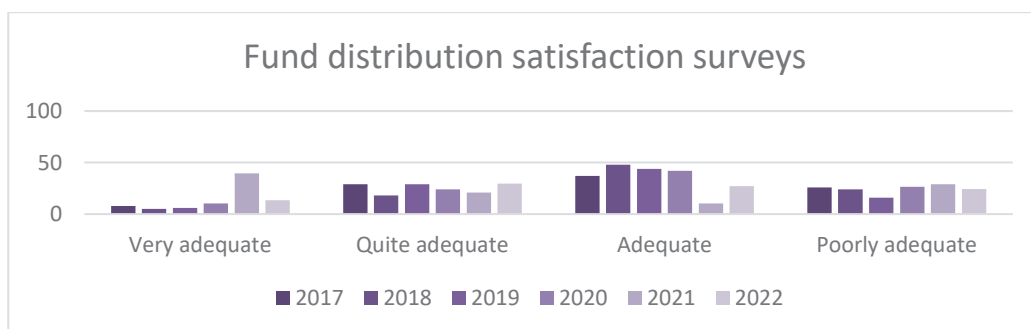
The Erasmus+ 2021-2027 program in Spain doubles the budget size of the previous program 2014-2020. This has led to an increase in the scope of the program (economically and through different actions). However, the increase in initial grants at the beginning of the program, as well as the increases experienced in student grants in the 2023 and 2024 calls due to inflation, and the introduction of the travel grant for all higher education students, have prevented further increases in the number of participants, as would have been desirable.

However, the program should have much more funding for the target groups of inclusion, and sustainability and to provide more support for mobilities. The adult education sector may indeed have grown too sharply in terms of budget, and this increase is not in line with the existing demand in the sector, especially since it is a rather heterogeneous and complex sector.

Currently, the number of projects that, despite meeting the required quality standards, cannot be approved due to lack of funds is increasing in almost all actions. This indicates that the funds are insufficient to meet the high and growing demand.

- Fund distribution

The overall satisfaction through the years regarding fund distribution is adequate with a quite improvement during the new program 2021-2027. According to surveys from National Agencies to Beneficiaries it can be highlighted the fact that travelling distances are not well-calculated for grants. On the other hand, the fund distribution deadlines have been clearly improving through years (Rated 14% really adequate in 2017, and 18.9% in 2022).



Fund distribution satisfaction surveys NA-Beneficiaries 2017-2022 – INJUVE

Q.14 How efficient is the cooperation between the different actors involved in the implementation and supervision of the programme (Commission services – Erasmus+ Committee – Executive Agency – National Authorities – National Agencies – Independent Audit Bodies – International Organisations⁶) from the point of view of your country, and to what extent does the Commission fulfil its guiding role in the process? How has this changed between the two programming periods? What are the reasons for potential changes? What are the areas for possible improvement in the implementation of Erasmus 2021-2027 or a successor programme?

- Cooperation between the Commission and National Agencies

In Spain, cooperation is efficient between program actors. Cooperation, mutual understanding, and constant information change are present for the correct functioning of the program. The commission has a crucial role as coordinator and supervisor of the program, establishing general policies, orientation, and technical support, managing the budget, and supervising its implementation. The specific working groups promoted by the European Commission, as well as the SALTO resource centres, improve the quality and impact of the program at a systemic level by providing expertise, resources, information, and training to Erasmus program actors.

The areas of possible improvement are digital transition, improving the usability of the program's IT management, and the existence of online assistance to solve problems in a more agile manner.

In the case of Youth, in recent years the National Agency INJUVE has significantly increased its participation in international working groups (such as the group of agency directors, TCA working group, and KA2 working group), which has allowed it to contribute its expertise to the development of the programs.

- Cooperation between National Agencies and Beneficiaries

Cooperation between national agencies and beneficiaries is well valued in surveys from National Agencies to Beneficiaries, rating between 3 and 5 out of 5. The subjects of study are the communication with the NA, the common strategies conducted, the transmission and communication practices from the NA, and the success of the activities accomplished jointly.

Q.15 To what extent are the measures applied by your National Agency/is for monitoring and supporting applicants, beneficiaries (including small and newcomer organisations) and participants effective and proportionate? What are the areas for improvement/simplification, considering the need for a smooth and effective implementation of the programme?

The measures applied by National Agencies, such as INJUVE or SEPIE, to supervise and support applicants, beneficiaries and participants have been overall effective.

In terms of effectiveness, virtual meetings with grantees following the resolution of each grant round are positively noted, as well as an increase in the number of online meetings with applicants and grantees. However, a decrease in the number of supervision visits to projects is noted, especially due to the pandemic, which may affect the quality of monitoring.

In terms of proportionality, the need to increase the human resources of National Agencies in order to provide more personalized and effective support to applicants and beneficiaries is highlighted. It is also suggested the implementation of additional measures, such as the use of bots for repetitive consultations, and the simplification of administrative procedures, such as the limitation of characters in the applications and the improvement in the interoperability of IT tools.

Q.16 To what extent have simplification measures put in place, such as the system of simplified grants and accreditation system, resulted in a reduction of the administrative burden for National Agencies, programme

beneficiaries and participants? Are there differences across actions or fields? What elements of the programme could be changed to further reduce the administrative burden and simplify the programme's management and implementation, without unduly compromising its sound management, results, and impact?

The measures applied by National Agencies for monitoring and supporting applicants, participants, and beneficiaries, including new organizations have had mixed results in terms of efficacy and proportionality. Although some measures like the administrative simplification and the accreditation system have notably reduced the beneficiary's workload, there are still some areas for improvement.

In terms of effectiveness, the accreditation system has had a positive impact on the quality of the projects but has not substantially reduced the administrative burden for the National Agency. The second rounds of calls for proposals have not been effective and it might be more beneficial to have a single round with the full financial envelope. In addition, it is suggested that more travel grants could be offered from geographic areas that do not have access to environmentally friendly transportation.

In terms of proportionality, the need to simplify applications by limiting the characters and providing more specific wording is highlighted, in order to reduce the time spent on project evaluation. It is also noted that the monitoring system, such as progress reports, entails a significant workload, especially when they are concentrated in a short period.

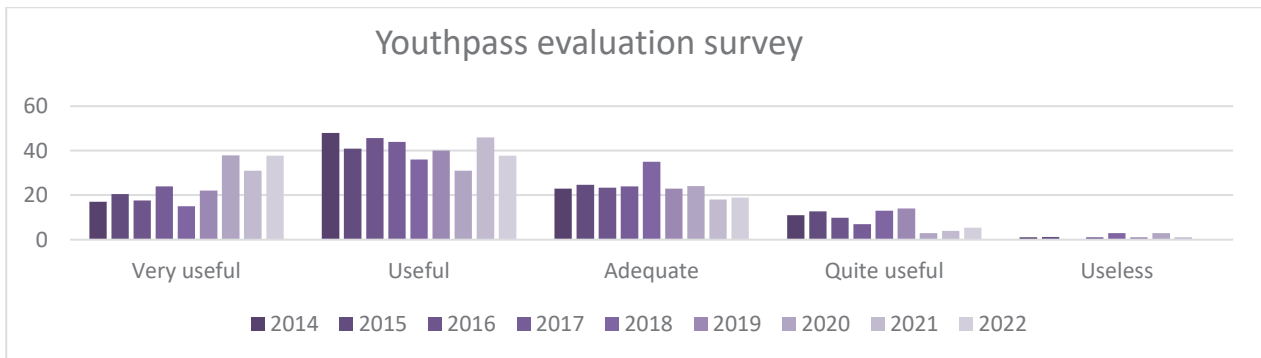
Regarding the grant agreements signed between the National Agencies and the Beneficiaries, their increasing complexity and length hinder their understanding and compliance by the entities.

Although measures have been implemented to improve efficiency and reduce the administrative burden, there are still areas for improvement in terms of simplification and proportionality. A balance needs to be found between the need to monitor and support beneficiaries and the facilitation of smooth and effective program implementation.

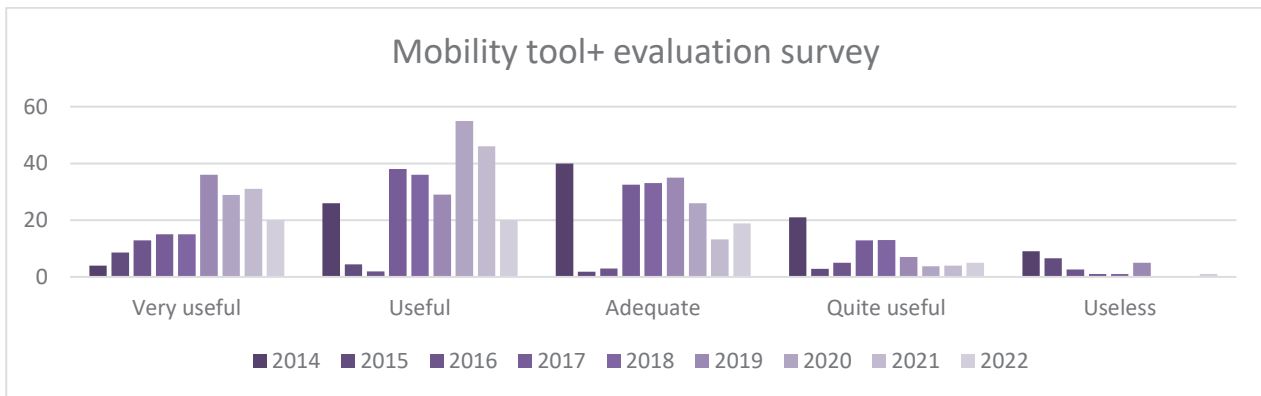
Q.17 To what extent are the new management support tools consistent with the Erasmus+ programme needs and architecture? Which additional features would you recommend for future developments?

The management support tools have varied opinions among National Agencies about their consistency and effectiveness. Some AN staff noted that these tools have been poorly developed and their implementation has generated an additional workload, while others consider that the organizational structure is adequate but that more permanent staff is needed. In general, an improvement in the stability, functionality, and efficiency of the tools is recommended, as well as greater investment in their development and human resources for their maintenance. In addition, it is suggested that the tools should be more intuitive, available in several languages, and better adapted to the specific needs of beneficiaries and national agencies.

Youthpass and Mobility Tool+ are the main management support tools used in the Erasmus+ programme, both have been the object of evaluation by the beneficiaries from 2014 to 2022. It can be observed in the following graphs the improvement done in both of the management tools as good evaluations increased through the years.



Youthpass evaluation survey NA-beneficiaries 2014-2022 - INJUVE



Mobility tool+ evaluation survey NA-beneficiaries 2014-2022 - INJUVE

Regarding the responses to the survey conducted by the European Commission to National Agencies in relation to the functionalities, implementation, and performance improvement of the new IT landscape developed for the current Erasmus+ generation. The respondent rates the overall functionalities of the new IT landscape as good, indicating satisfaction with its usability. However, they rate the overall implementation of the new IT infrastructure as bad, suggesting dissatisfaction with its execution. Despite expressing satisfaction with the performance improvement of the IT modules over the last year, they note that there is still instability in the system.

Q.18 To what extent have the antifraud measures allowed for the prevention and timely detection of fraud in your country?

Antifraud measures implemented are considered effective in general. Intern controls and informatic tools have been developed and implemented for detecting possible irregularities, such as application plagiarism. Although, the presence of what has been termed "dubious actors", entities or individuals seeking to take advantage of the program through fraudulent practices, has been identified. This phenomenon represents a significant challenge to the integrity of the Erasmus+ program at both the national and European levels.

Although progress has been made, challenges remain in the detection and prevention of these fraudulent activities. It is suggested that anti-fraud measures could be further enhanced through greater transnational collaboration between national agencies and the European Commission,

mainly through the development of tools that allow sharing information. In addition, the importance of incorporating the use of technologies such as artificial intelligence to more effectively address these evolving challenges is highlighted.

Emphasis is placed on the need to safeguard the involvement of legitimate institutions and to continually review procedures to ensure that organizations with a history of fraud do not receive funding. Greater clarity in program guidelines and a more proactive approach to addressing irregularities are suggested.

C. RELEVANCE

Q.19 To what extent do the Erasmus+ 2021-2027 objectives as set up in Article 3.1 and 3.2 of the Erasmus+ regulation, in link with the EU policy agendas in the fields of education and training, youth and sport, continue to address the needs or challenges they are meant to help with? Are these needs or challenges (still) relevant in the context of your country? Have the needs or challenges evolved in such a way that the objectives of Erasmus+ 2021-2027 or its successor programme need to be adjusted?

The objectives of the Erasmus+ program, set out in Articles 3.1 and 3.2 of the Erasmus+ Regulation, focus on promoting mobility, cooperation, and innovation in the fields of education, training, youth, and sport. At this moment, divergent objectives from the EU and the national level cannot be understood, the final objectives must be common and ambitious. Given the greater or lesser achievement of these objectives, it would be necessary to assess whether the budget allocated to the financing of the Erasmus+ Program is sufficient or whether, for the impact to be truly systemic, this budget should be increased.

In Spain, these needs and challenges are still important and current. The Commission's action is considered correct in maintaining the focus of the program, always bearing in mind that it must adapt to the realities of the new Spanish and European society in which it is important to address the concern for integrating cross-cutting elements such as gender equality, the elimination of stereotypes and social inclusion.

As observed by National Agencies, the Erasmus+ program continues to be of key importance and validity in the internationalization of the university system, student and youth mobility, and student training within the European framework. It would be necessary to adapt the objectives to the new document "Europe on the Move". Spain is considered to need more and better Vocational Training mobilities, especially regarding internships to improve youth employability and foster contact with Europe. Another point to highlight in improvement is to cope with Artificial Intelligence advancements and how this could be affecting the management of the projects and the achievement of these objectives.

Q.20 To what extent are the needs of different stakeholders and sectors in your country addressed by the Erasmus+ 2021-2027 objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? How well is the Erasmus+ programme known to the education and training, youth and sport communities in your country? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this? What are the reasons of limited participation

of certain target groups? Are there target groups who chose not to participate or are there always external factors preventing them?

The program is considered to have addressed the needs of different stakeholders and sectors in Spain, but it should be significantly simplified, especially for small institutions like higher vocational training centres, and in general, for the beneficiaries of smaller subsidies.

The SEPIE's continuous outreach of the program enables the opportunities it offers to reach all target groups. The development of European skills and common values is an essential contribution to the Erasmus program. These European common values "inoculated" to the participants must be highlighted in the framework of the program. The infrastructure of technical tools must be fully operational from the beginning of each program. Stability in processes and standards is an essential element that facilitates the acceptance of the program among stakeholders.

It should be noted that, unlike what happens in other countries, in Spain, the Erasmus+ program is the only one that offers funding opportunities to education institutions to carry out mobility and cooperation activities in Europe and, in some cases, in the rest of the world.

If sometimes it has been considered necessary to carry out a specific action to promote a specific action, as it has been done regarding the participation in KA1 actions by organisations of the Adult Education sector, conferences, webinars and ad hoc material have been designed and offered to try to inform about all the existing options and opportunities offered by the Programme.

The Erasmus+ Programme is becoming increasingly accessible and open to participation by all. This is reflected in the opportunities for participation offered by the programme itself and in SEPIE's inclusion and diversity strategy. In order to try to minimise the lack of knowledge about these opportunities for inclusion in the programme, it is considered necessary to continue working in this direction, providing as much information as possible and through various channels.

It seems that the uncertainty of moving to other countries may be a factor that conditions the decision to participate in the program, e.g., housing problems in some European cities with attractive universities is a problem that may not only be solved by the municipal authorities.

In the case of the youth sector, the associative fabric is strong in our country, and Erasmus+ is well-known among the entities and organizations that comprise it. The challenge lies in reaching a greater number of new entities, although the high volume of applications relative to the funds makes it difficult for them to access opportunities compared to more experienced entities. The national agency INJUVE works diligently to provide tools to these new organizations, but it would also be necessary to have a larger budget to accommodate these projects.

Q.21 What is the relevance of Erasmus+ 2021-2027 compared to the relevance of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

Both programmes have been and continue to be truly relevant for Spain, being one of the most important and active countries of the program, with a large number of projects and mobilities. Since 2001, Spain has been the European country with the most Superior Education students and the second sending and receiving country in mobilities. Moreover, it is among the top 5 more active countries in the rest of the education sectors.

In the period 2021-2027, we could say that the program became more widely known by all educational sectors, not only by higher education. The word "Erasmus" began to be linked not only to university student mobilities and the potential of the program began to be seen in all areas. At this new stage, this general awareness is much greater, and this has led to a considerable increase in the level of interest and demand from educational organizations. This increase is particularly significant in the school education sector. On the other hand, there is now a greater interest in trying to sustain participation in the program over time, thus generating long-term internationalization strategies on the part of organizations from all educational sectors.

D. COHERENCE

Q.22 To what extent are the objectives of different programme fields within Erasmus+ 2021-2027 consistent and mutually supportive? What evidence exists of cooperation between the different programme fields, including those managed by different National Agencies, and actions? How well do different actions work together? To what extent there exist inconsistencies, overlaps, or other disadvantageous issues between the programme fields and how are they dealt with?

The objectives and activities that can be carried out in the different actions in all the educational sectors are very similar, although there are slight differences between them, which are necessary to adapt to the specific characteristics of each educational sector. It is true that, in some cases, these differences may be inconsistent, as in the case of educational centres that offer Vocational Training Cycles at the intermediate and higher levels, since the amount of aid received by students of the former, financed through the Vocational Training sector, is much higher than the aid received by students of the latter, since it is financed through the Higher Education sector.

Therefore, a greater harmonization of student aid for students in both sectors is necessary. With respect to program development at the centralized level, the lack of information that is sometimes received by the National Agencies stands out, as well as the complexity of participating in various initiatives, such as Jean Monnet in the school education sector.

Q.23 To what extent is Erasmus+ 2021-2027 coherent with other national or regional programmes, other forms of EU cooperation (bilateral programmes) as well as international programmes with similar objectives available in your country? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes? To what extent has Erasmus+ 2021-2027 proved to be complementary to other national and international programmes available in your country in the fields of education and training, youth and sport? To what extent is Erasmus+ 2021-2027 building effective synergies or interactions with other programmes at national or regional level and other EU or international programmes with complementary objectives available in your country? What evidence exist of synergies and complementarities between Erasmus+ and other EU, national or regional programmes? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes? Can you compare with the synergies and complementarities developed in the previous Erasmus+ programme 2014-2020?

Regarding coherence, The Erasmus+ program is designed to complement and reinforce national and regional policies and programs in the fields of education, training, youth and sport. For example, in Spain, the Erasmus+ program can be aligned with national initiatives such as the Digital Education Action Plan, the National Vocational Training Plan or the Strategic Youth Plan.

Although, there is no other program in our country that targets all sectors of education and training and offers the opportunities offered by Erasmus+. At least in the school education and adult education sectors, there are no regional, national or international programs that offer this funding and these options to develop the internationalization of the beneficiary organizations, as well as the personal, academic and professional development of their participants. Currently, there is a national initiative funded and managed by the Ministry of Education, Vocational Training and Sports called "Clusters of schools", which would be similar to the Erasmus+ program at a smaller level and promote mobility and exchange of experiences between national centres only.

The Erasmus+ program in Spain and its functioning make it difficult to create synergies with other national or regional programmes, other forms of EU cooperation (bilateral programmes) as well as international programmes with similar objectives, due to the project financing regulations are different. A possible solution to this issue would be financing all similar projects with the Erasmus+ regulations.

The 2020-2027 program has proved to be more coherent with other programs and projects at the national level although being the only program in charge of the internationalization of the education. In fact, several regional authorities and banking institutions co-finance the Erasmus+ program with financial support for the mobility of higher education students. In addition, the Government of Spain, through the Ministry of Science, Innovation and Universities, co-finances the latest calls of the program in our country with more than 40 million euros.

Q.24 What is the coherence of Erasmus+ 2021-2027 compared to the coherence of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?

Aspect	Evaluation
Program similarity	Similar activities and objectives in both periods 2014-2020 and 2021-2027
Visible changes	Remodelling of KA3 in a new action for youth participation activities
Uncertainty about new actions	Still don't know the success of sport action. DiscoverEU inclusion is already consolidated.
European policies coherence	The current focus and the horizontal priorities are more coherent with European policies
Execution complexity	Although guaranteeing coherence and complementarity with other European policies, its accomplishment at national level is considered complex

Comparison of different actions in Spain

In addition to benchmarking between the Erasmus+ 2014-2020 and Erasmus+ 2021-2027 programs, the importance of considering coherence with European policies in program implementation is highlighted. Although the current accreditation approach and horizontal priority setting are more consistent with European policies in the new program, challenges remain in implementation at the national level due to the complexity of ensuring complementarity with other EU policies and programs. This complementarity is crucial to ensure that Erasmus+ programs contribute effectively to the broader EU objectives of education, training, inclusion and social cohesion.

E. EUROPEAN ADDED VALUE

Q.25 What is the additional value and benefit resulting from EU activities, compared to what could be achieved by similar actions initiated only at regional or national levels in your country? What does Erasmus+ 2021-2027 offer in addition to other education and training support schemes available at regional or national levels in your country? What possibilities do you see to adjust Erasmus+ or its successor programme in order to increase its European added value?

The additional value and benefit resulting from EU activities, compared to what could be achieved by similar actions initiated only at regional or national levels in Spain is evident and emanates from the consensus and development of common objectives and initiatives such as the Erasmus+ program regulation itself, the European Education Area, etc. European programmes bring a unique dimension to building a people's Europe and fostering the spirit of a social Europe, a Europe based on difference and respect. Now, more than ever, decisive and firm action by European programmes is essential to promote this cultural identity and relevance to social Europe.

It is not possible to understand the development of educational systems in Europe in isolation. Collaboration and the exchange of experiences (personal, academic and professional) can generate a greater impact than that which can be obtained from individual initiatives. All those activities that are carried out or reinforced by the EU contain a much higher European added value that could not be achieved with similar actions at local, regional or national level. The EC and the EU provide the necessary quality, veracity and prestige, as well as funding, for the implementation, impact and results of all these actions.

The European Union's commitment to education, exemplified by initiatives like Erasmus+ and the European Education Area, fosters a unique dimension of collaboration and exchange that transcends national borders. This collaborative approach not only enriches educational systems but also strengthens the fabric of a social Europe based on diversity and mutual respect. The EU's involvement brings a level of quality, credibility, and financial support that amplifies the impact and reach of these initiatives, ultimately contributing to a more cohesive and culturally vibrant European identity. The synergy between European and national efforts is essential for navigating the evolving educational landscape and ensuring that the benefits of collaboration extend to all corners of Europe.

Q.26 To what extent does Erasmus+ 2021-2027 promote cooperation between Member States and third countries associated to the programme? And between these countries and third countries not associated to the programme?

Cooperation aspects	Evaluation
Cooperation between Member States and third countries associated with the program	Outstanding, with agile and close collaboration. Frequent meetings and increasing promotion of the international dimension of Higher Education.

Cooperation between Member States and third countries not associated with the program	Still far from being established in other educational sectors, but there is a commitment to its promotion. Greater interest in third countries, although with the complexity of becoming familiar with the administration of European funds.
Promotion of cooperation between Member States and third countries	It is mainly articulated through the international dimension action in Higher Education and, to a lesser extent, in Vocational Education and Training.
Participation of third countries not associated with the program	A considerable effort has been made to strengthen cooperation with non-associated third countries, through events and collaboration with embassies.

Evaluation of the cooperation between Member States and third countries in the program

Erasmus has always been together with EU development and growth: since its inception, third or associated countries have been allowed to participate when they were outside the EU. Erasmus is really the EU's vision of the future. Cooperation with third countries and partners through Erasmus is a slow and difficult strategy, but a very solid one in terms of the impact it leaves behind. Erasmus is patiently building up, but it consolidates strong ties. In the same way that economic structures are evaluated quickly and cultural structures very slowly, it is the same with Erasmus: its impact is slow but very solid. It is especially important to maintain and increase Erasmus budgets in order to consolidate the path towards this enlarged and social Europe.

Q.27 What is the benefit and added value of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 for individuals or organisations participating to the programme compared to non-participants in your country?

Benefits	Evaluation
International experience	It provides a broader knowledge of the world, other cultures and realities of young people from other countries, which reduces discrimination, intolerance and promotes adaptability and empathy.
Foster employability	Increases the international projection, employability, language skills and soft skills of the participants.
Personal and professional development	It offers unique opportunities for personal and professional development, academic and cultural growth, and access to international networks.
Added value for participants	Proximity to citizens' needs, knowledge of European civic values, improved employability and future prospects.
Transversal capacities acquired	Acquisition of communication, linguistic, critical thinking, problem solving and intercultural skills, essential for the labour market.
Benefits for educational and administrative staff	Possibility of sharing knowledge, developing joint projects and improving professional careers.
Preparation for a globalized job market	Fundamental tool to face a changing job market, providing soft skills in demand such as resilience, tolerance, multilingualism, among others.

European identity sentiment	Experience of European common values, generating a sense of belonging and a greater identification with the European Union.
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Benefits of participants in the program Erasmus+

Participants benefit from an educational environment that strongly encourages more open, activist and participative attitudes. Erasmus creates or encourages the creation of active, critical and responsible citizens. It is a basic instrument against the scourges of racism, those who want to close borders again, to leave Europe, and all the evils that today beset our ageing Europe. Erasmus and the ETUC are the guarantee for the generation of pro-European, open and active citizens.

To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 sustainable beyond the projects duration in your country? What would be the most likely consequences in your country if the Erasmus+ programme was possibly to be discontinued?

The result of the Erasmus+ program is fully sustainable in Spain and its effects continue to last for years, since they are projects of great educational and systemic significance. It is essential to be able to guarantee funding that is more or less sustainable over time, such as that offered by the Erasmus accreditation system, in order to contribute to maintaining or increasing the impact on the beneficiary centres over time. This requires adequate funding to maintain initiatives already underway, as well as the incorporation of new organizations interested in implementing long-term projects. The least sustainable results could be those sometimes developed by some Key Action 2 projects, as well as by some centralized actions. Sometimes there are initiatives that do not prosper in time beyond the term of the grant agreements. As for the possibility of suspending the program in Spain, this would be inconceivable at present. If it were to occur, the impact would be tremendously negative, given the current interest and level of participation in the Erasmus+ program. As mentioned above, there is currently no other program that offers what the Erasmus+ program offers in our country. If this European funding did not exist, most of the initiatives promoted by the program could not be implemented.

In fact, beyond contemplating its loss, more funding should be considered by the states participating in the Program, as well as national co-financing in sectors of very high demand and interest, such as the school education and vocational training sectors. Spain could not be understood without Erasmus+ and vice versa. The suspension of the program in Spain would be catastrophic at all levels and senses, for people and for education and training institutions/organizations, which are fully accustomed to working within Erasmus+ to carry out their improvements in education and training, higher quality of systems, and development of their internationalization plans, for more sustainable and stronger economies.

6. CONCLUSIONS

The Erasmus+ program has proven to be an efficient tool for improving the intercultural and linguistic competences, promoting European identity and development of multiculturalism. Among all these years since 2014, it is observed a significant growth in European interests, receptiveness for cultural diversity and, European belonging sentiment among European youth. These results are reflected in the growth of the overall completion rates in these areas, with notable increases between 2014 and 2020. Furthermore, the positive impact of the programme on participants' employability and personal skills, such as tolerance of ambiguity, curiosity, and problem-solving skills, highlights the importance of mobility in the holistic education of young

Europeans. In short, the Erasmus+ program not only contribute to the academic and professional development of the program participants; it also strengthens European common values and cohesion.

- EFFICACY

During both 2014-2020 and 2021-2027 Erasmus+ programs it is observed how it has been growing in efficacy, reaching the specific objectives. In general, the results and impact are high, having executed the total budget for each of the actions/sub actions of the program and highlighting the continuing innovation between 2014-2020 and 2021-2027 programs.

As reflected in EU surveys to participants, there is an upward trend in employability of participants developing key skills like analytical thinking, problem-solving, and practical abilities, essential for navigating the job market, with better opportunities after their mobility and a significant development of the education of participants and institutions. Around 60% of universities have support structures and internal regulations that facilitate student and staff mobility. In vocational education and training sector, the program has led to increased professional knowledge and practical experience for students, with a majority of them continuing their education after completing their Erasmus+ mobility. The Erasmus+ program has significantly improved participants' linguistic abilities, particularly in English, which is the most common language chosen for mobility. Strengthening European identity and openness to different cultures is also an essential area of expansion, especially in the field of non-formal education. The Erasmus+ program has also contributed to the sustainable growth of quality jobs in Spain, particularly in multinational companies and large national enterprises. The Erasmus+ program has also contributed to the sustainable growth of quality jobs in Spain, particularly in multinational and large national companies.

In relation to projects' efficacy, the quality of the applications in the program is high and have been developing in the last years due to the growing demand for participating. Although, the scarce funds result in numerous quality projects that cannot be finished due to lack of financing.

Budget implementing strategies such as cofinancing have enabled an increased number of participations between both periods. Conversely, National Agencies point out that sub-actions could have an increased number of quality applications if more funds were available.

Notable spill-over effects have been demonstrated between the various programs' actions. The expansion of mobility types in KA103/KA131 has potentially boosted participation in international mobility associations (KA107/KA171). Experiences gained through mobility projects (KA103/KA131) have also influenced cooperation between higher education institutions (KA203/KA220-HED), as participants transfer skills and knowledge to their host institutions.

The high administrative burden continues to be one of the main fields of improvement in the program, as indicated in the midterm evaluation report.

In Spain, various dissemination strategies have been implemented both nationally and regionally, so that all the actions of the program are widely known. This has been possible with close collaboration of Education Councils from all over Spain, universities, Crue Spanish Universities, student associations (ESN Spain, CREUP), chambers of commerce, Spanish autonomous communities, Youth Council and other public entities.

Erasmus+ programs have had significant transformative effects in Spain, particularly concerning inclusion, diversity, green transition and digital transformation, the programs' horizontal priorities. This influence is also evident in policy developments such as the inclusion of internationalization in the Organic Law 2/2023 on the University System.

Erasmus+ has made strides in reaching hard-to-reach and disadvantaged groups in Spain. The 2021-2027 program has expanded action groups, developed implementation strategies, and reinforced financial support to eliminate access barriers. Furthermore, concerning climate and environmental action, the SEPIE has implemented initiatives like the "green travel" option to promote sustainable practices and reduce the environmental impact of travel associated with the program.

- EFFICIENCY

Erasmus+ is a highly effective program, particularly in mobility actions, but faces challenges in cooperation projects and budget constraints in Spain. High demand, especially in school education and vocational training, exceeds available funding, while adult education thrives as a result of increased budget.

The doubling of the budget for the 2021-2027 program compared to the 2014-2020 program has expanded the program's scope and impact. However, factors like increased grants and the introduction of travel grants have limited further expansion in the number of participants.

The Commission plays a crucial role in coordination and supervision, while working groups and resource centres contribute to the program's quality and impact. However, there's room for improvement in the digital transition, particularly in enhancing the usability of IT management tools and providing online assistance.

The measures implemented by National Agencies to monitor and support applicants, beneficiaries, and participants have been mostly effective. Virtual meetings and increased online interactions have been positive, but a decrease in on-site supervision visits due to the pandemic raises concerns about monitoring quality. The need for increased human resources in National Agencies to provide more personalized support is highlighted. Suggestions for improvement include using bots for repetitive inquiries and simplifying administrative procedures.

The TCA activities and long-term strategies (LTA and SNAC) have been important tools for enhancing project quality and promoting the integration of program priorities within them.

Simplification measures like the simplified grants and accreditation system have reduced the administrative burden for beneficiaries, but their impact on National Agencies is less pronounced. The accreditation system has positively influenced project quality but hasn't significantly reduced the administrative workload. Overall, there's a need for improved stability, functionality, and efficiency of the tools, along with greater investment in their development and maintenance. Suggestions include making the tools more intuitive, multilingual, and better adapted to the specific needs of beneficiaries and National Agencies.

Anti-fraud measures are considered effective, such as internal controls to detect irregularities such as plagiarism. While progress has been made, enhancing anti-fraud measures through greater transnational collaboration is recommended, coordinated by the European Commission to facilitate the exchange of information among agencies.

- RELEVANCE

The Erasmus+ program continues to be highly relevant and impactful in Spain, aligning with the country's evolving needs in education, training, youth, and sport. The program's objectives remain pertinent, though adjustments are needed to address emerging social realities and integrate cross-cutting concerns like gender equality and social inclusion. Erasmus+ has successfully reached diverse stakeholders and sectors, but simplification of processes is crucial, particularly for smaller institutions and beneficiaries. Effective dissemination and outreach have ensured that all target groups are aware of the program's opportunities, yet ongoing efforts are needed to foster inclusion and diversity, and to mitigate factors like uncertainty surrounding mobility.

Compared to the previous period, Erasmus+ 2021-2027 has gained greater recognition across all educational sectors, notably in school education, and has encouraged the development of long-term internationalization strategies within organizations. This highlights the program's growing significance and its potential to drive positive change in the Spanish educational landscape.

However, there are areas for improvement. Streamlining administrative procedures, enhancing inclusivity, and addressing practical concerns related to mobility can further maximize the program's impact. With an especial mention to mental health as principal worry of youth. Additionally, continued efforts to promote the program's benefits and raise awareness among underrepresented groups will ensure that Erasmus+ reaches its full potential in Spain.

Overall, the Erasmus+ program remains a vital instrument for fostering international cooperation, enhancing skills, and promoting European values in Spain. By building on its successes and addressing existing challenges, the program can continue to play a pivotal role in shaping the future of education and training in the country.

- COHERENCE

The objectives and activities that can be carried out in the different actions in all the educational sectors are very similar, although there are slight differences between them, which are necessary to adapt to the specific

characteristics of each educational sector. The Erasmus+ program demonstrates a commendable level of coherence with other national and regional programs in Spain. Its alignment with initiatives like the Digital Education Action Plan and the National Vocational Training Plan highlights the program's ability to complement and enhance existing efforts in education and training. While no other program offers the same breadth of opportunities as Erasmus+, the program has successfully created synergies with other initiatives, particularly through co-financing mechanisms with regional authorities and banking institutions.

Simplifying and harmonizing these regulations could further enhance collaboration and streamline the implementation of complementary initiatives. Additionally, while the 2021-2027 program has improved coherence with European policies, the complexity of implementation at the national level remains a challenge. Despite these challenges, the Erasmus+ program has proven its ability to work in tandem with other programs, contributing to a more integrated and comprehensive approach to education and training in Spain.

- EUROPEAN ADDED VALUE

The Erasmus+ program has provided significant added value to Spain, surpassing what could be achieved through solely national or regional initiatives, particularly in the non-formal education field. Erasmus+ has become an integral part of Spain's educational landscape, contributing to a more cohesive, culturally diverse, and open European society. Its potential discontinuation would have a detrimental impact, highlighting the program's indispensable role in fostering European identity and common values.

The program's focus on promoting mobility has also been instrumental in enhancing the employability and intercultural competence of participants, equipping them with the skills needed to thrive in a globalized world.

The benefits of Erasmus+ extend beyond individual participants and institutions. The program has contributed to the development of a shared European identity, fostering a sense of belonging and promoting European common values such as tolerance, diversity, and intercultural understanding. This has a positive impact on social cohesion and integration, both within Spain and across Europe.

The program has proven its worth in Spain, providing significant added value that goes beyond what could be achieved through national or regional efforts alone. By fostering cooperation, promoting mobility, and strengthening European identity, the program has made a lasting contribution to Spain's educational landscape and its integration into the wider European community.

7. RECOMMENDATIONS

To enhance the overall functioning of the Erasmus+ program in Spain and after a thorough analysis of both 2014-2020 and 2021-2027 programs, the following recommendations for improvement are proposed:

- EFFICACY

Cooperation between companies and educational institutions is key for improving employability of youth. Erasmus+ has a vital role in this field internationalizing education and promoting quality jobs' growth.

It is also essential to continue stimulating the participation of hard-to-reach groups and focusing on inclusivity in the future. The program needs to keep orientating its objectives to European strategies of development.

- EFFICIENCY

Increasing Human Resources in National Agencies to address the increasing demand and workload, allocating additional human resources to National Agencies. This will enable more personalized support for applicants, beneficiaries, and participants, ensuring smoother project management and implementation.

Reducing Administrative Burden by simplifying administrative procedures, particularly for smaller institutions and those receiving smaller grants, is essential. This can be achieved by streamlining application processes, reducing paperwork, and providing clearer guidelines. Implementing user-friendly online platforms and automating repetitive tasks can further alleviate the administrative burden.

Address IT Infrastructure Instability and investing in the development and maintenance of stable and efficient IT infrastructure for the program's smooth operation. Regular updates, robust technical support, and user-friendly interfaces can enhance the overall user experience and reduce the administrative workload for both National Agencies and beneficiaries. Address the concerns raised about the Online Linguistic Support (OLS) platform by improving its performance, usability, and incentives for use. This could involve addressing technical issues, providing clearer instructions, and offering rewards or recognition for completing language courses.

Harmonizing Student Aid to ensure fairness and equity, is recommended across different educational sectors. This will address inconsistencies in funding levels for students in vocational training and higher education, ensuring that all participants receive adequate support regardless of their chosen field of study.

- RELEVANCE

Enhance dissemination efforts is crucial for the relevance of the program, while it is well-known in higher education, there's room for improvement in reaching other sectors as grassroots sport. There is room for improvement in the school sector, as many more projects could be funded with the right budget. Key areas for improvement include targeted dissemination strategies, such as workshops, webinars and information materials tailored to specific audiences, which can raise awareness and encourage the participation of under-represented groups.

Addressing challenges faced by specific groups like housing problems in attractive European cities can be potential barriers to participation. Addressing these challenges through partnerships with local authorities, providing resources and information on housing options, and offering financial support for accommodation can make the program more accessible and appealing to a wider range of participants.

- EUROPEAN ADDED VALUE

Strengthen collaboration with third countries could further expand collaboration with non-associated third countries. This could involve organizing joint projects, facilitating knowledge exchange, and providing technical assistance to strengthen educational systems in these countries.

8. ANNEXES

A. ANNEX 1:

- Interviewed National Agencies' staff:

INTERVIEWEES	ORGANISATION	CATEGORY	EDUCATION AND TRAINING/YOUTH	
1	Alfonso Gentil Álvarez-Ossorio	SEPIE	General director	Education and training
2	Álvaro Ferreirós Rey	SEPIE	Director of the Evaluation and Control Unit	Education and training
3	Amaya Cal Linares	SEPIE	Director of the Management Support Unit	Education and training
4	Ana López Holgado	SEPIE	Director of the Coordination Unit	Education and training
5	Fernando Latorre García	SEPIE	Consultant	Education and training
6	José M. González Canino	SEPIE	Director of the Higher Education Unit	Education and training
7	Juan Carlos Parodi Román	SEPIE	Director of the School and Adult Education Unit	Education and training
8	Manuel Ruiz Redondo	INJUVE	Head of Coordination Service K1, K2, K3 and Economic Management.	Youth
9	Mercedes Guerra Torre	INJUVE	Head of Section. Youth Institute of Castilla y León	Youth
10	Miguel Ángel Milán Arellano	SEPIE	Director of the Communication Unit	Education and training
11	Ramón María Closas Mestre	INJUVE	Technician of the Direcció General de Joventut de la Generalitat de Catalunya. Representative of Catalonia in the ANE.	Youth
12	Rosa Escalera Rodríguez	SEPIE	Adviser to the Under-Secretariat for Science, Innovation and Universities	Education and training

B. ANNEX 2

- SEPIE 2014-2020 projects:

AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
School education staff mobility	KA101	5290	2931	55.4%	€44,367,273.00
VET learner and staff mobility	KA102	3150	2345	74.4%	€162,618,666.21
Higher education student and staff mobility within programme countries	KA103	6,778	6,468	95.4%	€632,314,740.06
Adult education staff mobility	KA104	964	503	52.2%	€7,487,494.43
Youth mobility	KA105	614	483	78.7%	€106,760,776.86
VET learner and staff mobility with VET mobility charter	KA116	324	311	96.0%	€21,408,264.00
Cross sectoral strategic partnerships	KA200	99	8	8.1%	€1,419,569.00
Strategic Partnerships for school education	KA201	1069	294	27.5%	€46,171,631.76
Strategic Partnerships for vocational education and training	KA202	1190	295	24.8%	€53,263,623.00
Strategic Partnerships for higher education	KA203	654	141	21.6%	€35,409,719.73
Strategic Partnerships for adult education	KA204	909	283	31.1%	€43,790,511.67
Strategic Partnerships for schools only	KA219	792	312	39.4%	€31,543,893.35
Partnerships for Digital Education Readiness	KA226	218	49	22.5%	€9,056,507.00
Partnerships for Creativity	KA227	77	35	45.5%	€4,906,781.00
School Exchange Partnerships	KA229	1321	576	43.6%	€67,372,850.00

- SEPIE 2021-2023 projects:

ADULT EDUCATION						
CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2021	Adult Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	35	35	100,0%	740.295,80 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	76	54	71,1%	984.413,00 €
		KA210 - Small-scale partnerships	109	53	48,6%	2.910.000,00 €
		KA220 - Cooperation partnerships	190	49	25,8%	10.212.815,38 €
2022	Adult Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	71	71	100,0%	2.164.146,33 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	99	68	68,7%	1.628.035,00 €
		KA210 - Small-scale partnerships	138	33	23,9%	1.860.000,00 €
		KA220 - Cooperation partnerships	167	29	17,4%	7.360.000,00 €
2023	Adult Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	120	115	95,8%	3.600.612,00 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	106	57	53,8%	1.047.089,00 €
		KA210 - Small-scale partnerships	242	43	17,8%	2.400.000,00 €

		KA220 - Cooperation partnerships	247	16	6,5%	4.300.000,00 €
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HIGHER EDUCATION						
CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2021	Higher Education	KA131 - Mobility of higher education students and staff supported by internal policy funds	747	731	97,9%	102.768.814,53 €
		KA220 - Cooperation partnerships	110	34	30,9%	9.926.220,00 €
2022		KA131 - Mobility of higher education students and staff supported by internal policy funds	986	980	99,4%	137.144.943,14 €
		KA171 - Mobility of higher education students and staff supported by external policy funds	103	67	65,0%	20.134.110,00 €
		KA220 - Cooperation partnerships	85	24	28,2%	7.670.000,00 €
2023		KA131 - Mobility of higher education students and staff supported by internal policy funds	1063	1058	99,5%	160.996.555,30 €
		KA171 - Mobility of higher education students and staff supported by external policy funds	113	87	77,0%	22.977.715,00 €
		KA220 - Cooperation partnerships	109	27	24,8%	9.000.000,00 €

SCHOOL EDUCATION						
CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2021	School Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	302	300	99,3%	10.346.286,00 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	409	349	85,3%	7.793.087,00 €
		KA210 - Small-scale partnerships	101	48	47,5%	2.700.000,00 €
		KA220 - Cooperation partnerships	152	83	54,6%	16.951.786,20 €
2022	School Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	850	841	98,9%	24.953.851,28 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	660	487	73,8%	9.500.442,14 €
		KA210 - Small-scale partnerships	259	32	12,4%	1.770.000,00 €
		KA220 - Cooperation partnerships	169	34	20,1%	8.770.000,00 €
2023	School Education	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	1368	1333	97,4%	33.790.370,17 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	1394	307	22,0%	6.868.604,00 €
		KA210 - Small-scale partnerships	482	40	8,3%	2.280.000,00 €
		KA220 - Cooperation partnerships	257	40	15,6%	10.980.000,00 €

VOCATIONAL EDUCATION AND TRAINING						
CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2021	Vocational Education and Training	KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	347	341	98,3%	25.141.755,20 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	109	95	87,2%	3.568.594,00 €
		KA210 - Small-scale partnerships	39	13	33,3%	720.000,00 €
		KA220 - Cooperation partnerships	171	62	36,3%	15.032.343,00 €
2022		KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	531	520	97,9%	33.162.158,90 €
		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	184	146	79,3%	5.037.396,00 €
		KA210 - Small-scale partnerships	84	24	28,6%	1.260.000,00 €
		KA220 - Cooperation partnerships	147	25	17,0%	7.000.000,00 €
2023		KA121 - Accredited projects for mobility of learners and staff in school education, vocational education and training, and adult education	586	570	97,3%	34.636.362,00 €

		KA122 - Short-term projects for mobility of learners and staff in school education, vocational education and training, and adult education	277	168	60,6%	6.136.197,00 €
		KA210 - Small-scale partnerships	130	20	15,4%	1.200.000,00 €
		KA220 - Cooperation partnerships	187	34	18,2%	8.860.000,00 €

- INJUVE 2014-2023 projects:

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2014	KA1	KA105 - Youth mobility	804	475	59,1%	8.327.581,50 €
	KA2	KA200 - Strategic Partnerships addressing more than one field	16	2	12,5%	253.065,00 €
		KA205 - Strategic Partnerships for youth	141	15	10,6%	879.554,00 €
	KA3	KA347 - Dialogue between young people and policy makers	54	18	33,3%	380.162,00 €

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2015	KA1	KA105 - Youth mobility	1.022	480	47,0%	8.208.160,74 €
	KA2	KA205 - Strategic Partnerships for youth	179	17	9,5%	1.389.839,00 €

	KA3	KA347 - Dialogue between young people and policy makers	67	24	35,8%	467.847,00 €
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CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2016	KA1	KA105 - Youth mobility	1115	524	47,0%	8.311.539,23 €
	KA2	KA205 - Strategic Partnerships for youth	148	31	20,9%	1.811.730,00 €
	KA3	KA347 - Dialogue between young people and policy makers	77	33	42,9%	477.911,00 €

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2017	KA1	KA105 - Youth mobility	1.069	645	60,30%	€ 11.154.760,65
		KA135 - Strategic EVS	11	4	36,40%	€ 317.758,80
	KA2	KA205 - Strategic Partnerships for youth	149	31	20,80%	€ 2.336.130,00
	KA3	KA347 - Dialogue between young people and policy makers	89	34	38,20%	€ 587.657,00

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2018	KA1	KA105 - Youth mobility	808	371	45,90%	€ 6.424.728,99
		KA125 - Volunteering Projects	233	177	76,00%	€ 3.364.474,24
	KA2	KA205 - Strategic Partnerships for youth	180	35	19,40%	€ 2.432.626,00
	KA3	KA347 - Dialogue between young people and policy makers	66	28	42,40%	€ 506.034,00

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2019	KA1	KA105 - Youth mobility	807	413	51,20%	€ 7.284.912,00
	KA2	KA205 - Strategic Partnerships for youth	175	36	20,60%	€ 2.504.312,00
	KA3	KA347 - Dialogue between young people and policy makers	83	32	38,60%	€ 546.460,00

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2020	KA1	KA105 Youth mobility	- 951	418	44,0%	7.635.438,00 €
	KA2	KA205 Strategic Partnerships for youth	- 250	42	16,8%	3.133.815,00 €
		KA227 Partnerships for Creativity	- 126	34	27,0%	2.359.405,00 €
	KA3	KA347 Dialogue between young people and policy makers	- 104	40	38,5%	525.649,00 €

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2021	KA1	KA1 Learning Mobility of Individuals	- 11	11	100,0%	392.543,00 €
		KA1 Learning Mobility of Individuals	- 273	147	53,8%	3.660.726,00 €
		KA1 Learning Mobility of Individuals	- 121	75	62,0%	1.481.937,00 €
		KA1 Learning Mobility of Individuals	- 56	38	67,9%	722.836,00 €
	KA2	KA2 Cooperation among organisations and institutions	- 113	45	39,8%	2.550.000,00 €

		KA2 - Cooperation among organisations and institutions	92	47	51,1%	6.809.848,80 €
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CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2022	KA1	KA1 - Learning Mobility of Individuals	30	30	100,0%	1.665.760,00 €
		KA1 - Learning Mobility of Individuals	412	230	55,8%	5.808.196,00 €
		KA1 - Learning Mobility of Individuals	175	110	62,9%	2.428.530,80 €
		KA1 - Learning Mobility of Individuals	88	52	59,1%	1.296.505,00 €
		KA1 - Learning Mobility of Individuals	16	13	81,3%	229.314,80 €
	KA2	KA2 - Cooperation among organisations and institutions	158	43	27,2%	2.400.000,00 €
		KA2 - Cooperation among organisations and institutions	151	39	25,8%	6.630.000,00 €

CALL YEAR	AREA		RECEIVED PROJECTS	CONTRACTED PROJECTS	SUCCESS RATE	CONTRACTED GRANTS
2023	KA1	KA1 - Learning Mobility of Individuals	53	53	100,0%	€3.803.401,00
		KA1 - Learning Mobility of Individuals	584	207	35,4%	€5.456.969,40
		KA1 - Learning Mobility of Individuals	264	125	47,3%	€2.988.099,00
		KA1 - Learning Mobility of Individuals	146	71	48,6%	€2.277.969,00
		KA1 - Learning Mobility of Individuals	31	19	61,3%	€380.071,68
		KA1 - Learning Mobility of Individuals	20	9	45,0%	€119.145,00
	KA2	KA2 - Cooperation among organisations and institutions	319	26	8,2%	€1.410.000,00
		KA2 - Cooperation among organisations and institutions	293	29	9,9%	€5.710.000,00

C. ANNEX 3

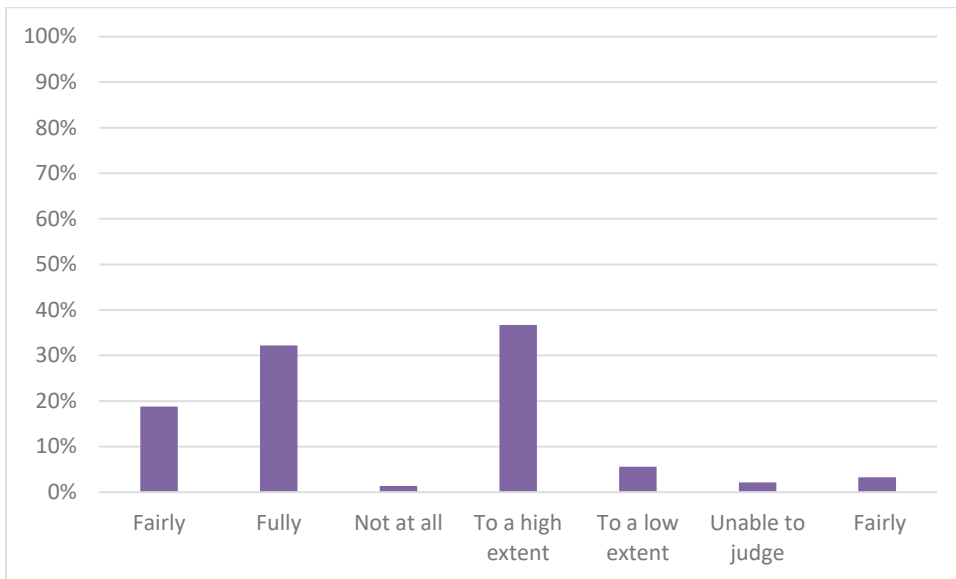
CONSULTED DOCUMENTS	
European Commission	Annex 1 to Guidance Erasmus+ Evaluation Timeline
	Annex 2 to Guidance General elements and concepts of intervention logic
	Annex 3 to Guidance 2014-2020 Erasmus+ Intervention Logic
	Annex 4 to Guidance 2021-2027 Erasmus+ Intervention Logic
	Annex 5 to Guidance Comparison programme actions E+ 2021-2027 & E+ 2014-2020
	Commission to National Agencies questionnaires 2014-2020
	Erasmus+ Evaluation National Reports Guidance
	Guidance for National Reports Erasmus+ Evaluation
	Reglamento UE 2021
	Technical Specifications Erasmus+ Evaluation
INJUVE (Youth)	Mobility tool+ surveys 2014-2020
	Questionnaires to Beneficiaries 2014-2022
	Report on mobilities per year and sector 2014-2022
	Research Project on the Research-Based analysis and monitoring of ERASMUS+ Youth (RAY-MON)
	Yearly reports 2014-2023
SEPIE (Education and training)	Evaluation letter 2014-2023
	Infographics on Professional training
	Infographics on School, Superior and Adult education
	Mobility tool surveys 2014-2020
	Questionnaires to Beneficiaries 2014-2022
	SEPIE Report on COVID-19 impacts on Erasmus+ program 2021
	SEPIE Report on Erasmus+ impacts 2018
	Yearly reports 2014-2023

D. ANNEX 4

- Mobility tool+ surveys to participants:

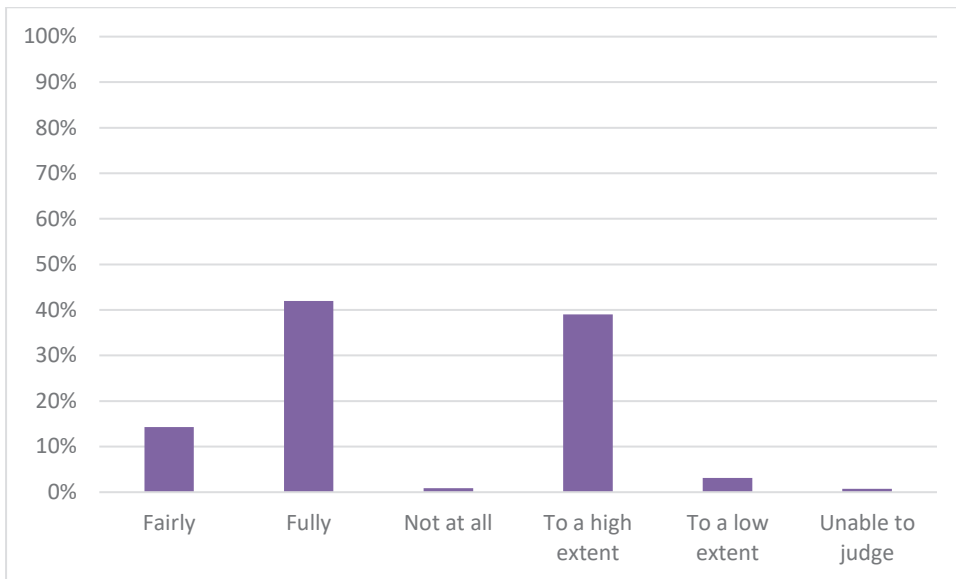
FOSTER EMPLOYABILITY

ANALYTICAL SKILLS:



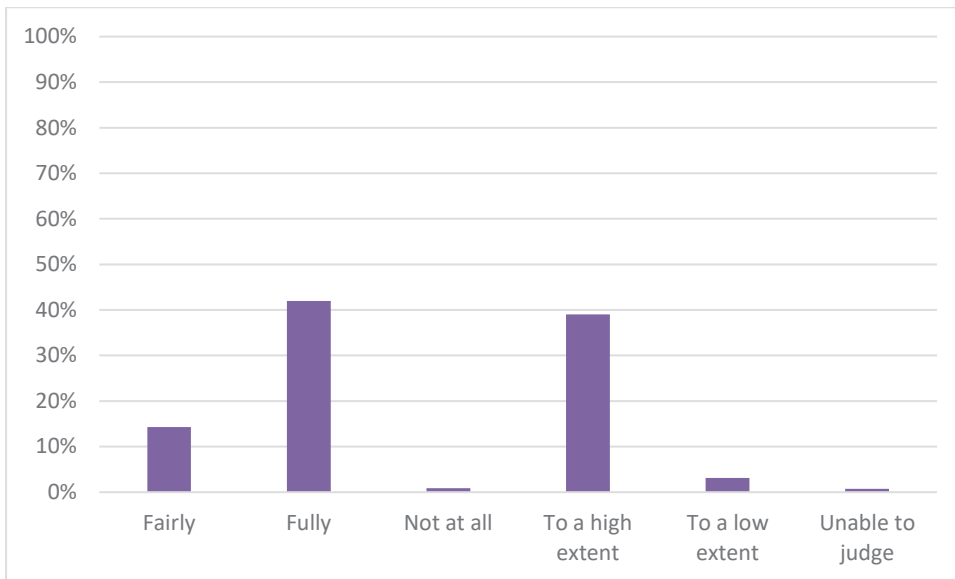
Fairly	19%
Fully	32%
Not at all	1%
To a high extent	37%
To a low extent	6%
Unable to judge	2%
Fairly	3%

PROBLEM SOLVING SKILLS:



Fairly	14%
Fully	42%
Not at all	1%
To a high extent	39%
To a low extent	3%
Unable to judge	1%

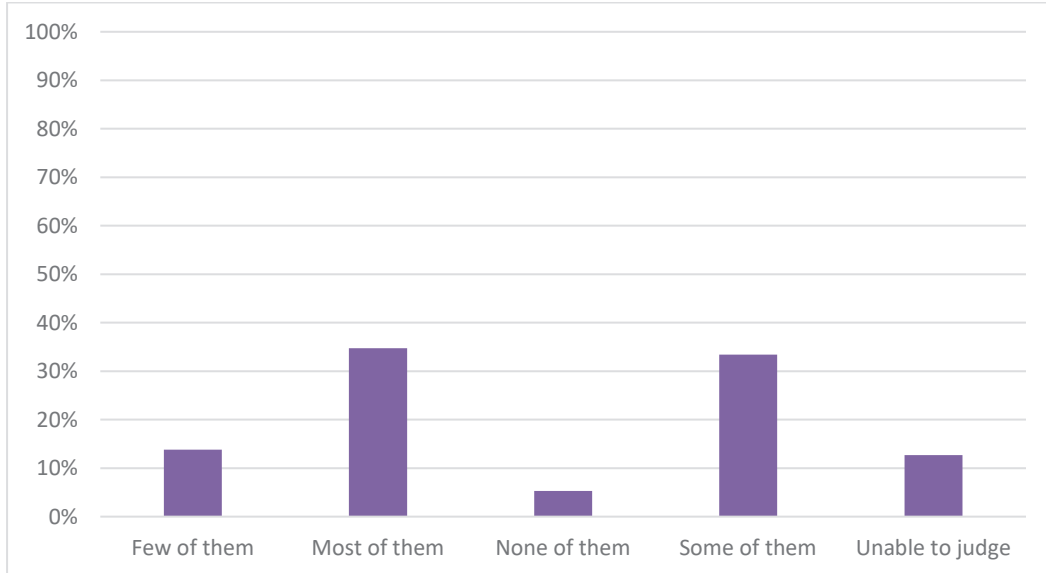
PRACTICAL SKILLS:



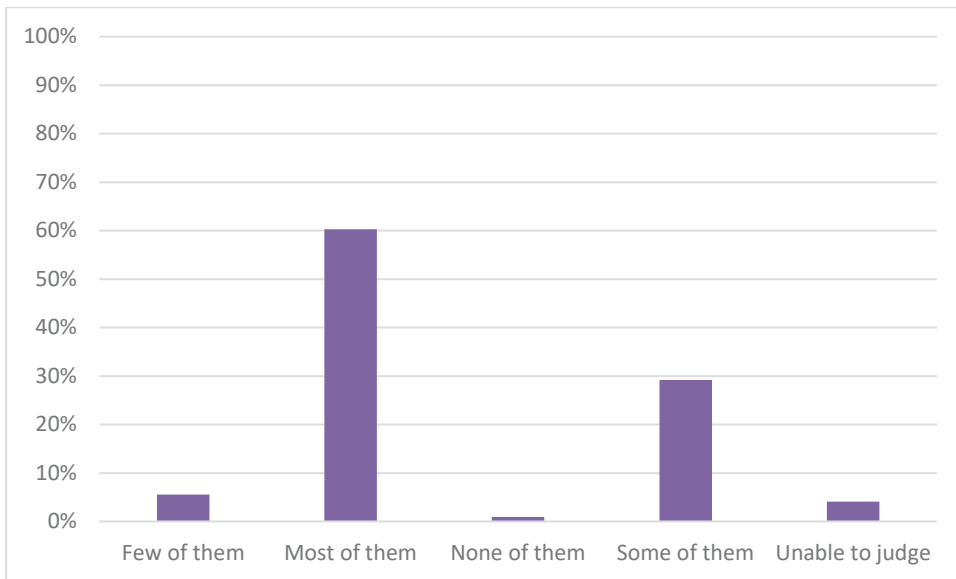
Fairly	14%
Fully	42%
Not at all	1%
To a high extent	39%
To a low extent	3%
Unable to judge	1%

IMPROVEMENT OF JOB OPPORTUNITIES AFTER THE MOBILITY

JOB OPPORTUNITIES AFTER MOBILITY



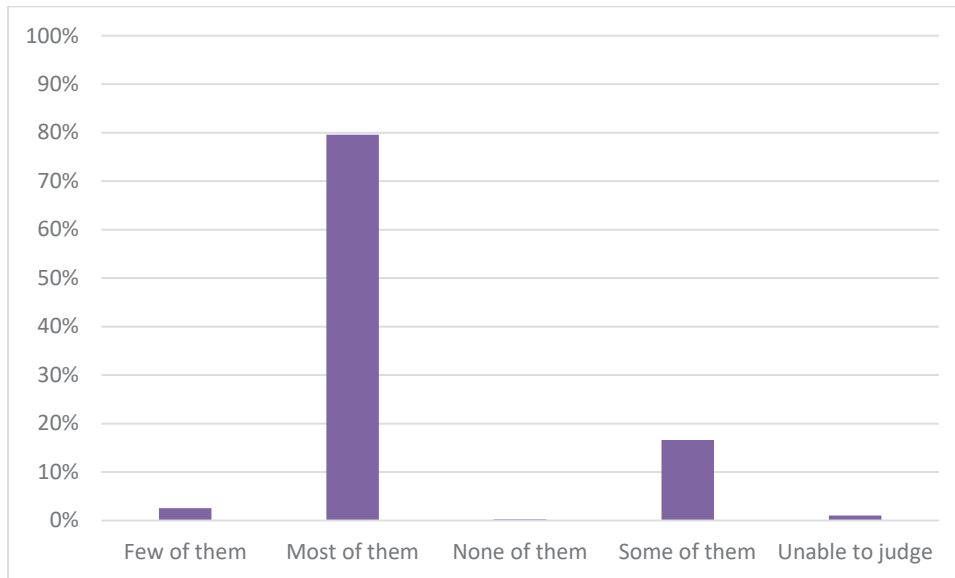
Few of them	14%
Most of them	35%
None of them	5%
Some of them	33%
Unable to judge	13%



Few of them	6%
Most of them	60%
None of them	1%
Some of them	29%
Unable to judge	4%

DEVELOPMENT OF THE QUALITY, EXCELLENCE, INNOVATION AND INTERNATIONALIZATION OF THE EDUCATION PARTICIPANTS AND INSTITUTIONS – INTERNATIONALIZATION OF EDUCATION

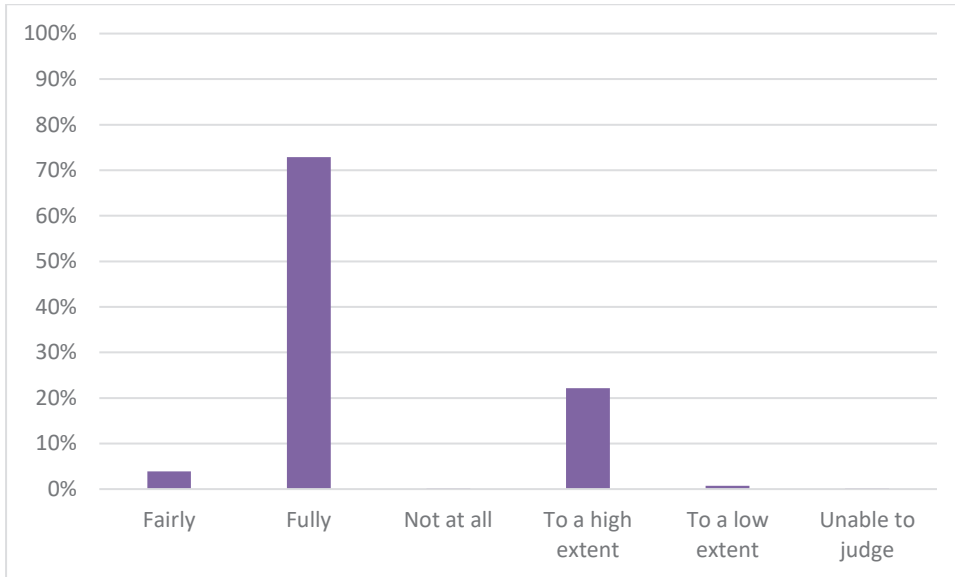
COOPERATION IN MULTICULTURAL BACKGROUND



Few of them	3%
Most of them	80%
None of them	0%
Some of them	17%
Unable to judge	1%

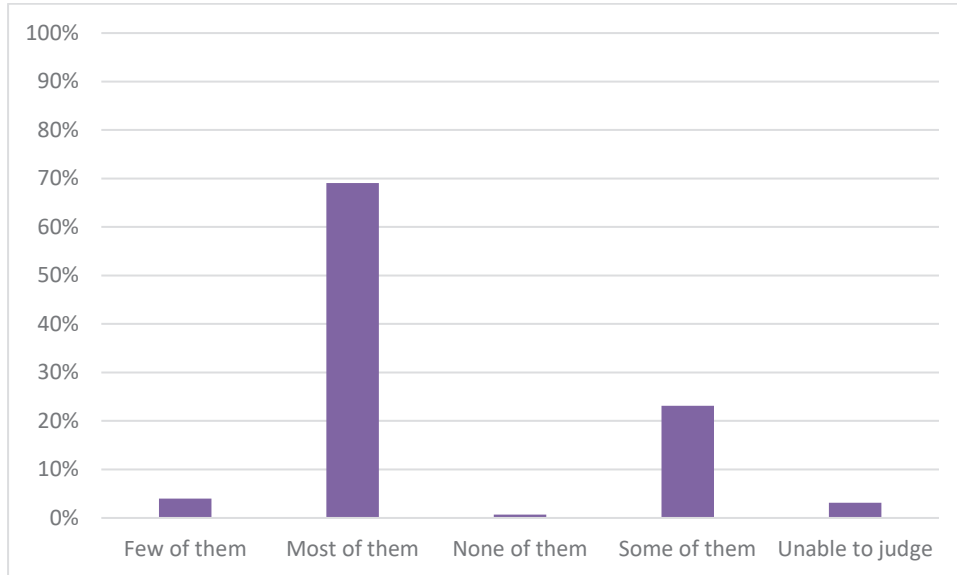
IMPROVEMENT OF INTERCULTURAL CONSCIENCE

INTERCULTURAL COMPETENCES



Fairly	4%
Fully	73%
Not at all	0%
To a high extent	22%
To a low extent	1%
Unable to judge	0%

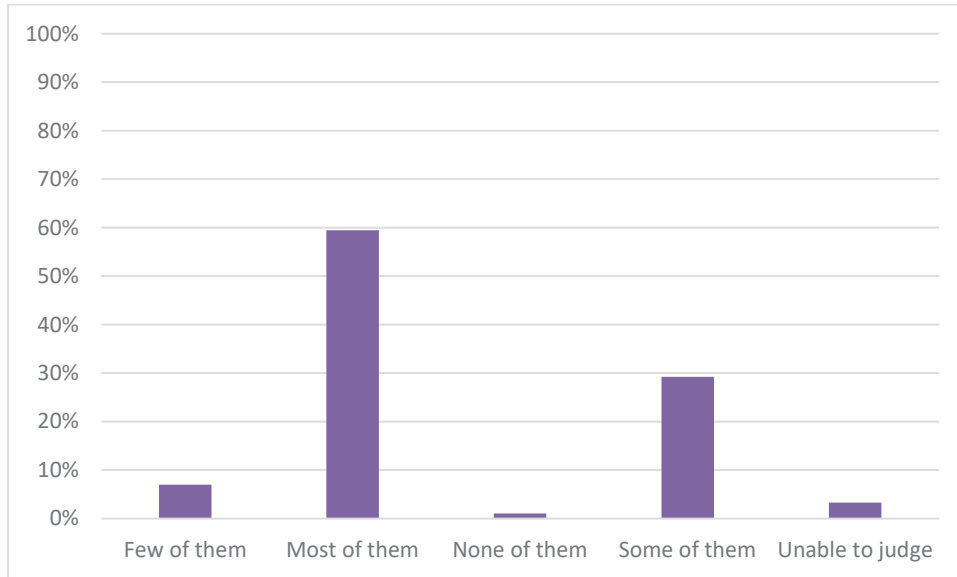
FIGHT AGAINST INTOLERANCE, DISCRIMINATION, ETC.



Few of them	4%
Most of them	69%
None of them	1%
Some of them	23%
Unable to judge	3%

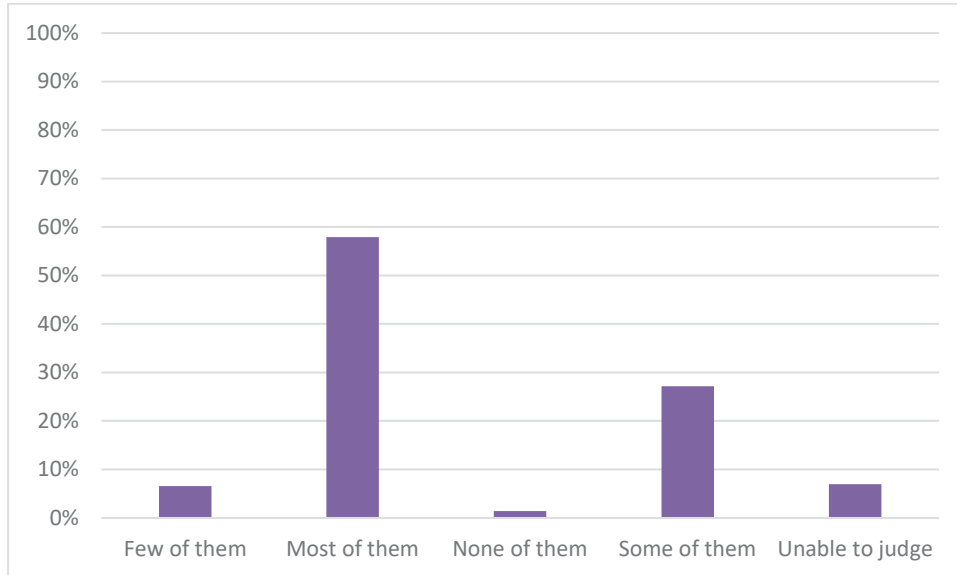
REINFORCE EUROPEAN IDENTITY

INTERESTED IN EUROPEAN TOPICS



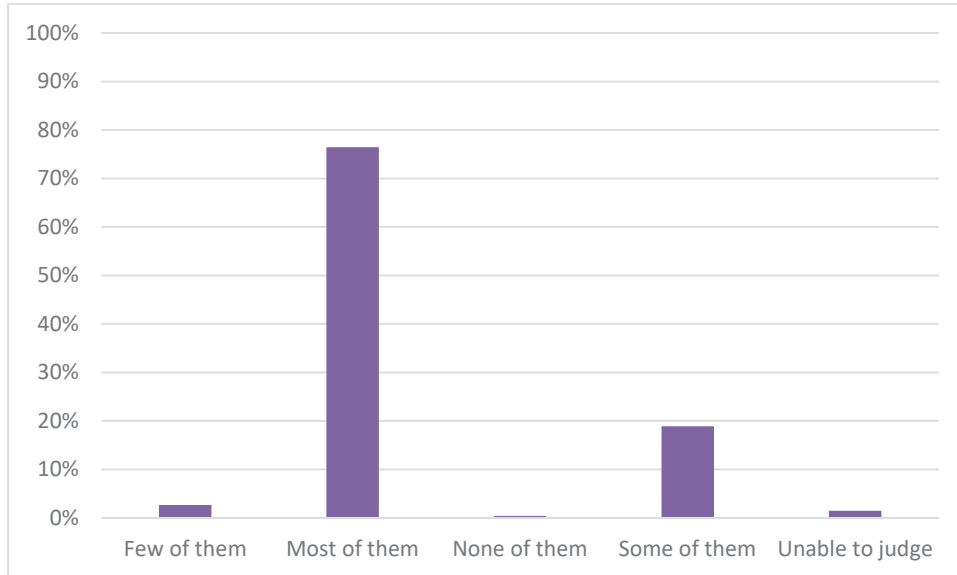
Few of them	7%
Most of them	59%
None of them	1%
Some of them	29%
Unable to judge	3%

FEEL MORE EUROPEAN



Few of them	7%
Most of them	58%
None of them	1%
Some of them	27%
Unable to judge	7%

RECEPTIVE TO EUROPE MULTICULTURALISM



Few of them	3%
Most of them	76%
None of them	0%
Some of them	19%
Unable to judge	1%

E. ANNEX 5.

- Evaluation matrix

RELEVANCE	<p>Q1 To what extent do the Erasmus+ 2021-2027 objectives as set up in Article 3.1 and 3.2 of the Erasmus+ regulation, in link with the EU policy agendas in the fields of education and training, youth and sport, continue to address the needs or challenges they are meant to help with? Are these needs or challenges (still) relevant in the context of your country? Have the needs or challenges evolved in such a way that the objectives of Erasmus+ 2021-2027 or its successor programme need to be adjusted?</p>	Needs and challenges of the Erasmus+ program in Spain	NATIONAL AGENCIES	<p>NA Interviews: Do you think that the objectives of the Erasmus+ Programme, as set out in Articles 3.1 and 3.2 of the Erasmus+ Regulation, still address needs or challenges? Are these needs currently relevant in the context of Spain? Do you think that these needs or challenges have changed in a way that makes it necessary to adjust the objectives of the Erasmus+ Programme?</p>
	<p>Q2 To what extent are the needs of different stakeholders and sectors in your country addressed by the Erasmus+ 2021-2027 objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? How well is the Erasmus+ programme known to the education and training, youth and sport communities in your country? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this? What are the reasons of limited participation of certain target groups? Are there target groups who chose not to participate or are there always external factors preventing them?</p>	Program objectives according to Spain needs, success attracting focus groups, Knowledge about the program in Spain	NATIONAL AGENCIES	<p>NA Interviews: What actions are taken to disseminate the Erasmus+ programmes? What dissemination actions have been carried out to raise awareness of the ERASMUS+ programme within your region? What are the strategic target groups to improve the dissemination of the programmes?</p>
	<p>Q3 What is the relevance of Erasmus+ 2021-2027 compared to the relevance of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?</p>	Relevance compared between 2014-2020 and 2021-2027 programmes	NATIONAL AGENCIES	<p>NA Interviews: What is the relevance of Erasmus+ 2021-2027 compared to the relevance of Erasmus+ 2014-2020 from a Spanish point of view?</p>

	<p>Q1 What is the cost-effectiveness of various actions (clusters of actions) of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country?</p>	<p>Rentability of Erasmus+ actions</p>	<p>NATIONAL AGENCIES</p>	<p>NA Interviews: What do you think is the cost-effectiveness of the different actions/sub-actions developed in the ERASMUS+ programme 2014-2020 and 2021-2027 in Spain?</p>
	<p>Q2 To what extent, compared to the previous programme, is the size of budget appropriate and proportionate to what Erasmus+ 2021-2027 is set out to achieve? To what extent is the distribution of funds across the programme fields and key actions appropriate in relation to their level of effectiveness and utility?</p>	<p>Budget adaptation</p> <p>Fund distribution</p>	<p>NATIONAL AGENCIES</p> <p>BENEFICIARIES</p>	<p>NA Interviews: Compare the appropriateness of the size of the budget between the two programmes. To what extent is the distribution of funds between programme fields and key actions appropriate?</p> <p>NA to Beneficiaries questionnaires: Do you consider the funding established for each of the costs eligible under the programme to be adequate?</p>
<p>EFFICIENCY</p>	<p>Q3 How efficient is the cooperation between the different actors involved in the implementation and supervision of the programme (Commission services - Erasmus+ Committee - Executive Agency - National Authorities - National Agencies - Independent Audit Bodies - International Organisations) from the point of view of your country, and to what extent does the Commission fulfil its guiding role in the process? How has this changed between the two programming periods? What are the reasons for potential changes? What are the areas for possible improvement in the implementation of Erasmus 2021-2027 or a successor programme?</p>	<p>Cooperation between Commission and NA</p> <p>Cooperation between NA and Beneficiaries</p>	<p>NATIONAL AGENCIES</p> <p>NATIONAL AGENCIES</p> <p>BENEFICIARIES</p>	<p>NA Interviews: Do you consider the cooperation between the different bodies implementing and monitoring the programme to be efficient (European Commission, Erasmus+ Committee, Executive Agency, National Authorities, National Agencies, Independent Audit Bodies and International Organisations), especially the role of the Commission? How has this cooperation evolved between the two programme periods 2014-2020 and 2021-2027? What measures could you consider to improve the relations between the different bodies?</p> <p>NA Interviews: Do you consider the cooperation between the different bodies implementing and monitoring the programme to be efficient (European Commission, Erasmus+ Committee, Executive Agency, National Authorities, National Agencies, Independent Audit Bodies and International Organisations), especially the role of the Commission? How has this cooperation evolved between the two programme periods 2014-2020 and 2021-2027? What measures could you consider to improve the relations between the different bodies?</p> <p>NA to Beneficiaries questionnaire: How do you evaluate communication with the National Agency</p> <p>NA to Beneficiaries questionnaire: The SEPIE is open to common strategies, i.e. do you, as a partner, consider that the SEPIE takes your priorities into account in order to develop common strategies?</p> <p>NA to Beneficiaries questionnaire: The SEPIE does a good job of transmitting and communicating its characteristics, specificities and business and relationship opportunities.</p> <p>NA to Beneficiaries questionnaire: The SEPIE has shown a willingness and agility in the management of jointly developed activities.</p> <p>NA to Beneficiaries questionnaire: Overall, my level of satisfaction as a SEPIE partner is...</p> <p>NA to Beneficiaries questionnaire: The results of the collaboration with the SEPIE have been as expected.</p>
	<p>Q4 To what extent are the measures applied by your National Agency/ies for monitoring and supporting applicants, beneficiaries (including small and newcomer organisations) and participants effective and proportionate? What are the areas for improvement/simplification, considering the need for a smooth and effective implementation of the programme?</p>	<p>Measures for monitoring and supporting participants</p>	<p>NATIONAL AGENCIES</p>	<p>NA Interviews: To what extent do you consider the new programme management support tools to be efficient? What measures could you consider for the improvement of these tools? What are the tools that are improving/improving the efficiency of the procedure?</p>

<p>Q5</p> <p>To what extent have simplification measures put in place, such as the system of simplified grants and accreditation system, resulted in a reduction of the administrative burden for National Agencies, programme beneficiaries and participants? Are there differences across actions or fields? What elements of the programme could be changed to further reduce the administrative burden and simplify the programme's management and implementation, without unduly compromising its sound management, results and impact?</p>	<p>Simplification measures implemented</p> <p>Administrative burden reduction</p>	<p>NATIONAL AGENCIES</p> <p>NATIONAL AGENCIES</p>	<p>NA Interviews: Regarding the simplification measures implemented for access to grants and the accreditation system, do you consider that they have led to a reduction of the administrative burden for the National Agency, beneficiaries and programme participants?</p> <p>NA Interviews: What other measures do you consider could further reduce the administrative burden, and do you consider that these measures have compromised the management, outcome and impact of the programme?</p>
<p>Q6</p> <p>To what extent are the new management support tools consistent with the Erasmus+ programme needs and architecture? Which additional features would you recommend for future developments?</p>	<p>IT Tools</p>	<p>NATIONAL AGENCIES</p> <p>BENEFICIARIES</p>	<p>Commission questionnaires: Q37 (How do you rate the overall functionalities of the new IT landscape developed for the current Erasmus+ generation?, How do you rate the overall implementation of the new IT infrastructure available for the current Erasmus+ generation?) , Q38: How satisfied are you with the performance improvement of the IT modules over the last year?</p> <p>NA Interviews: Compare the appropriateness of the size of the budget between the two programmes. To what extent is the distribution of funds between programme fields and key actions appropriate?</p> <p>To what extent do you consider the new programme management support tools to be efficient? What measures could you consider for the improvement of these tools? What are the tools that are improving/improving the efficiency of the procedure?</p> <p>NA to Beneficiaries questionnaires : Assessment of Youthpass, Mobility Tool and Tools with participants</p>
<p>Q7</p> <p>To what extent have the antifraud measures allowed for the prevention and timely detection of fraud in your country?</p>	<p>Antifraud measures</p>	<p>NATIONAL AGENCIES</p>	<p>NA Interviews: Do you consider that anti-fraud measures are effective and allow for the prevention and detection of fraud in Spain?</p> <p>Commission questionnaires Q46 (Do you notice any changes over time in terms of cases of suspected or proven irregularities or fraud in your company's projects?) Q47 (What anti-fraud measures should be implemented?)</p>

	SCOPE	OBJECT COLECTIVE	SOURCE		
Q1	Degree of effectiveness	NATIONAL AGENCIES	NA Interviews: How effective have the ERASMUS+ actions been (1 being very ineffective and 10 being fully effective)? Describe which actions/sub-actions you think have been most and least effective and why.		
	Foster employability	PARTICIPANTS	NA Report on the impact of the Erasmus+ program on employability of participants MOBILITY TOOL: Analytical skills; Problem solving skills; Practical skills;		
	Improvement of job opportunities after the mobility	PARTICIPANTS	MOBILITY TOOL: Job opportunities increase after the mobility; Preparation for further education;		
	To what extent have the various programme fields both within Erasmus+ 2021-2027 and Erasmus+ 2014-2020 delivered the expected outputs, results and impacts in your country? What negative and positive factors seem to be influencing outputs, results and impacts? Do you consider that certain actions are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?	Development of the quality, excellence, innovation and internationalisation of the education of participants and institutions - Internalization of education	PARTICIPANTS	NA Report on the impact of the Erasmus+ program on employability of participants MOBILITY TOOL: Cooperation in multicultural background;	
	Improvement of linguistic abilities	NATIONAL AGENCIES	NA Yearly reports		
	Improvement of intercultural conscience	PARTICIPANTS	MOBILITY TOOL: Improvement of intercultural competences; Fight for intolerance, discrimination; xenophobia, etc.		
	Sustainable growth of quality jobs	PARTICIPANTS	NA Report on the impact of the Erasmus+ program on employability of participants		
	Reinforce European identity	PARTICIPANTS	MOBILITY TOOL: Increase in European topics interest; Increase of European feeling; Receptiveness to Europe multiculturalism		
	Foment mobility, cooperation in education and training, and personal development focusing in cooperation and innovation	PARTICIPANTS	NA Report on the impact of the Erasmus+ program on employability of participants		
Q2	What are the results and long-term impact of Erasmus+ 2014-2020 in your country? We are interested in the impact of all actions/elements of Erasmus+ 2014-2020, and with special attention to those actions/elements that are continued in Erasmus+ 2021-2027. We are also interested in the impact of actions/elements that have been discontinued to the extent that it might help design the future programme. What is your assessment of the quality of applications received in your country, and what measures could be taken to improve the quality of applications and awarded projects in your country taking into account the doubling of budget for the 2021-2027 programme cycle?	Results Long term impacts Continuity of actions between programs Quality of applications	NATIONAL AGENCIES	NA Interviews: Describe the impact and results obtained from the Erasmus+ Programme 2014-2020 and 2021-2027 in Spain (or region if applicable) What are the positive and negative factors influencing these results? What are the differences in this impact on groups with difficult access and fewer opportunities? ; What is your assessment of the quality of the applications received in Spain in the ERASMUS+ programme, and is there an evolution in the quality of the applications received between the two programmes? What measures could be implemented to improve the quality of applications and possible projects in view of the increased budget for the 2021-2027 programme?	
	Q3	Please identify, describe and quantify (if possible) the spill-over effects between various actions (clusters of actions) of Erasmus+ 2021-2027 in your country, as described in the intervention logic.	Effects between program actions	NATIONAL AGENCIES	NA Interviews: Could you identify the differences and improvements implemented between the two programmes?
		Q4	To what extent has Erasmus+ 2021-2027 had a transformative effect in your country on systems, values and norms, in particular with respect to the four horizontal priorities of the programme: inclusion and diversity - digital transformation - green transition (environment and fight against climate change) - participation in democratic life and civic engagement? Could you identify the horizontal priorities the programme had the highest impact on through its actions?	Transformative effect of the program	NATIONAL AGENCIES
	EFFICACY				

Q5	What are the differences in impact of Erasmus+ 2021-2027 actions in your country on hard-to-reach groups, people with fewer opportunities or specific disadvantaged groups of the population who traditionally do not engage in transnational or international activities as compared to other groups that benefit from the programme? We are interested in the evaluation of the first effects of the Framework of Inclusion Measures and of the Inclusion and Diversity Strategy on promoting accessibility to funding for a wider range of organisations, and to better reach out to more participants with fewer opportunities.	National transformation with the program implantation - Specific priorities	NATIONAL AGENCIES	NA Interviews: What is your assessment of the quality of the applications received in Spain in the ERASMUS+ programme? Is there an evolution in the quality of the applications received between the two programmes? What measures could be implemented to improve the quality of these and of possible projects taking into account the increase of the budget for the 2021-2027 programme? To what extent do you think that the Erasmus+ 2021-2027 programme has had a transformative effect in Spain in terms of inclusion, diversity, digital transformation and green transition? Could you name any specific action that has been developed in Spain under the influence of the Erasmus+ programme?
Q6	To what extent do the actions/activities/projects supported by Erasmus+ 2021-2027 contribute to mainstreaming climate and environment actions and to achieving the climate and environment objectives, including those intended to reduce the environmental impact of the programme, in your country?	Environment actions and objectives	NATIONAL AGENCIES	NA Interviews: To what extent do you think the Erasmus+ 2021-2027 programme has had a transformative effect in Spain in terms of inclusion, diversity, digital transformation and green transition? Could you name any specific actions that have been developed in Spain under the influence of the Erasmus+ programme?
Q7	To what extent have the forms of cooperation and the types of actions under Erasmus+ 2021-2027 and Erasmus+ 2014-2020 influenced policy developments in the fields of education and training, youth and sport in your country? Which actions of the programmes are the most effective considering the needs of your country? Are there marked differences between the different fields?	Evolution of education policies impact	NATIONAL AGENCIES	NA Interviews: Describe to what extent you think the Erasmus+ 2014-2020 and 2021-2027 programmes have influenced the evolution of Youth and Sport policies in Spain. Has ERASMUS+ influenced any programme developed at regional/provincial level related to the youth field? Which one? How?
Q8	What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?	Possible focus to enhance the effects of the program	NATIONAL AGENCIES	NA Interviews: What have been the specific approaches adopted in Spain to optimise the implementation and results of the Erasmus+ 2014-2020 and 2021-2027 programmes? Where could they be improved?
Q9	To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 adequately being disseminated and exploited in your country? Where can you see the possibilities for improvements?	Diffusion and exploitation of the program results	NATIONAL AGENCIES	NA Interviews: What actions are taken to disseminate the Erasmus+ programmes? What dissemination actions have been carried out to raise awareness of the ERASMUS+ programme within your region? What are the strategic target groups to improve the dissemination of the programmes?
Q10	How did the Covid-19 pandemic impact the implementation of the two generations of the programme in your country, and what was the effect of the measures taken to react to the consequences of the pandemic?	COVID-19	NATIONAL AGENCIES	NA Interviews: How has the Covid-19 pandemic affected the implementation of the two ERASMUS+ programmes in Spain, 2014-2020 and 2021-2027? What was the effect of the measures taken? NA Report on the impact of COVID-19
Q11	What was the effect in your country of the measures taken in the frame of the programme implementation to provide a reaction to the consequences of the Russian invasion of Ukraine?	Invasión Rusia - Ucrania	NATIONAL AGENCIES	NA Interviews: How has the war in Ukraine affected the implementation of the new ERASMUS+ 2021-2027 programme in Spain? What was the effect of the measures taken?

EUROPEAN ADDED VALUE	<p>What is the additional value and benefit resulting from EU activities, compared to what could be achieved by similar actions initiated only at regional or national levels in your country? What does Erasmus+ 2021-2027 offer in addition to other education and training support schemes available at regional or national levels in your country? What possibilities do you see to adjust Erasmus+ or its successor programme in order to increase its European added value?</p>	Added value of Erasmus+ activities	NATIONAL AGENCIES	NA Interviews: Do you believe that the activities carried out by the EU bring added value compared to what could be achieved by similar actions at national or regional level alone?
	<p>To what extent does Erasmus+ 2021-2027 promote cooperation between Member States and third countries associated to the programme? And between these countries and third countries not associated to the programme?</p>	Cooperation between countries	PARTICIPANTS NATIONAL AGENCIES	SEPIE report about Erasmus+ impacts NA Interviews: Do you consider the cooperation between the different bodies implementing and monitoring the programme to be efficient (European Commission, Erasmus+ Committee, Executive Agency, National Authorities, National Agencies, Independent Audit Bodies and International Organisations), especially the role of the Commission? How has this cooperation evolved between the two programme periods 2014-2020 and 2021-2027? What measures could you consider to improve the relations between the different bodies?
	<p>What is the benefit and added value of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 for individuals or organisations participating to the programme compared to non-participants in your country?</p>	Added program benefits	PARTICIPANTS NATIONAL AGENCIES	SEPIE report about Erasmus+ impacts NA Interviews: What is the main added value of the Erasmus+ programme for Spanish participants compared to non-participants?
	<p>To what extent are the results of Erasmus+ 2021-2027 and Erasmus+ 2014-2020 sustainable beyond the projects duration in your country?</p>	Long term program benefits	NATIONAL AGENCIES	NA Interviews: Do you think the results of these programmes are sustainable over time in Spain? What do you think are the least sustainable results?

COHERENCE	Q1	To what extent are the objectives of different programme fields within Erasmus+ 2021-2027 consistent and mutually supportive? What evidence exists of cooperation between the different programme fields, including those managed by different National Agencies, and actions? How well do different actions work together? To what extent there exist inconsistencies, overlaps, or other disadvantageous issues between the programme fields and how are they dealt with?	Coherence between program areas	NATIONAL AGENCIES	NA Interviews: To what extent are the objectives of the different programme areas within Erasmus+ 2021-2027 coherent and mutually supportive?
	Q2	To what extent is Erasmus+ 2021-2027 coherent with other national or regional programmes, other forms of EU cooperation (bilateral programmes) as well as international programmes with similar objectives available in your country? Can you identify any inconsistencies, overlaps or other disadvantageous issues with other programmes?	Coherence between Erasmus+ and other programmes	NATIONAL AGENCIES	NA Interviews: To what extent is the programme coherent with other national or regional programmes and with other international programmes developed in Spain with similar objectives, can you identify any overlap or inconsistency with other programmes developed in Spain/your region?
	Q4	What is the coherence of Erasmus+ 2021-2027 compared to the coherence of Erasmus+ 2014-2020 from the point of view of your country? Has it been improved in the new programme generation?	Comparison between Erasmus+ 2014-2020 and 2021-2027	NATIONAL AGENCIES BENEFICIARIES	SEPIE to Beneficiaries Questionnaire: Willingness to work together, degree of satisfaction with the collaboration NA Interviews: Compare the improvements in coherence between the Erasmus+ 2021-2027 programme and Erasmus+ 2014-2020 in Spain.

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