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**GREECE**  
**ERASMUS+ PROGRAMME**  
**EDUCATION, TRAINING AND YOUTH**  
**INTERIM EVALUATION REPORT 2017**

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## 1. EXECUTIVE SUMMARY

The Erasmus + programme was launched in 2014 with the main objective to enhance internationalization of youth educational and training activities across Europe. The implementation of the EU central policies on socio-economic growth, youth development, employment and innovation is at the heart of every educational initiative included under the Erasmus+ actions. The purpose of this mid-term evaluation report is to offer insights on the implementation of Erasmus+ actions in Greece, to trace possible problems and malfunctions and to propose possible courses of action in order to achieve the Erasmus+ proclaimed goals and objectives. In the national context, Erasmus+ remains a highly relevant programme in relation to responding to the Greek needs in Education, Training and Youth. Erasmus+ is effective in reaching its objectives, since it's seen as an important instrument not only for the implementation of the EU policy on **Education, Training and Youth field** but also the covering of a wide range of current needs of the young population of the country, in order to facilitate their better integration into society and in the labor market during the economic recession time.

This evaluation report has been ordered by the Greek Ministry of Education, Research and Religious Affairs and was prepared by the assigned National Authorities in close cooperation with the responsible National Agencies, namely:

- For the Erasmus+ Education and Training programme, the General Secretariat of the Ministry of Education, Research & Religious Affairs/Directorate of European and International Affairs as National Authority and the corresponding National Agency that is the IKY (State Scholarship Foundation)
- For the Erasmus+/Youth programme, the General Secretariat for Youth and Lifelong Learning as National Authority and the corresponding National Agency that is INEDIVIM (Youth and Life Long Learning Foundation).

The evaluation is based on a methodology including: study of written material, design of questionnaires, survey and analysis of responses, quantitative as well as qualitative considerations. All material was analyzed and cross-referenced in order to respond to questions related to the five criteria that were described in the mid-term evaluation report guidelines.

The report thus includes five thematic areas of interest:

**A. Effectiveness of Erasmus+ implementation.** Effectiveness was addressed with reference to different educational sectors (higher education, secondary education, life-long learning, training etc.) and youth field issues (youth mobility, youth work, development of personal skills & competences etc.). Certain problems and obstacles to the implementation of specific objectives were pointed out and relevant proposals were made in order to address obstacles and to achieve fuller implementation. Problems most commonly traced include: human resources deficit, difficulties related to economic management, lack on the part of the beneficiaries (i.e. teachers, informal groups of young people, small organisations) of the skills necessary for dealing with the administrative and economic management and bureaucratic requirements, managing of digital platforms, demanding reporting requirements etc..

**B. Efficiency.** Evaluation was in general terms positive in areas that concerned the collaboration between different authorities and the synergies between different Erasmus+ actions. Certain issues emerged that were related to the administrative burden of beneficiaries, the deficit of human resources and the need for an increase of grants in order to counter-act the effect of the fiscal crisis particularly on student-beneficiaries.

**C. Relevance.** Most Erasmus+ actions are evaluated as relevant to the formal, non-formal and informal educational needs of contemporary youth, as these needs are determined by

the current socio-economic context on a European level. Relevance to the emergent refugee crisis in Greece was highlighted in many responses by informants and stakeholders. It seems that the Online Linguistic Support for Refugees has proved extremely relevant. Further Erasmus+ actions related to refugee students and populations in general should be planned and implemented.

**D. Internal and external coherence and complementarity.** Complementarity of many diverse actions under the umbrella of the Erasmus+ is evaluated as very positive as it creates added value in terms of promoting internationalization at a European level. The degree of coherence was also positively evaluated as KAs have discrete areas of intervention and do not overlap or contradict.

**E. European added value and sustainability**

The added value of the Erasmus+ programme is across the board acknowledged. Under the current socio-economic European context the sustainability of the Erasmus+ is of vital importance for the development of personal skills and competences, the raising of intercultural awareness and the sense of self-empowerment and self-esteem of young people, the implementation of European democratic policies as a whole.

Finally, this mid-term evaluation report includes a very substantial section of proposals and recommendations. These proposals address many different areas and components of the Erasmus+ programme. Proposals concern: communication and dissemination of information, strengthening the bonds between Erasmus+ goals and economic development, synergy between Erasmus+ actions and civic societal sectors, operation of the NAs, the human and fiscal resources and their allocation.

## 2. ERASMUS+ EVALUATION METHODOLOGY

### 2.1 EDUCATION AND TRAINING

The mid-term evaluation report of Erasmus+ in Greece was conducted in accordance with **the methodological guidelines and the five core evaluation criteria** provided by the European Commission.

To this end, an evaluation Committee was formed and assigned the role to prepare the National Report for Education and Training by analyzing the data which was collected (via both quantitative and qualitative research procedures) concluding with specific recommendations. **Members** of the aforementioned Committee are **executive and administrative staff** from both the European and International Affairs Directorate of the Hellenic Ministry of Education, Research and Religious Affairs and Erasmus+ National Agency/State Scholarship Foundation as well as four **(4) academics** (namely, Ioanna Laliotou, Deputy Dean of Public and International Relations of the University of Thessaly, Stylianos Patsikas, Professor of the Technological Higher Educational Institute of Piraeus, Argyris Kyridis, Professor of the Aristotle University of Thessaloniki and Dr Panagiotis Vidalis, member of the Governing Board of IKY). The Committee operated as an active group of experts, **coordinated by Vassiliki Makri**, Director of the European and International Affairs Directorate.

The evaluation procedure was based on the concept of an 'informed peer review', and on the project level it consisted of the following **four main stages**:

(1) **The preparatory stage**, which comprised a **desk study** of relevant documents, including:

- Programme guides and guidelines
- National Agency Work Programmes
- Yearly Reports
- Management Declarations
- Yearly Reports of Independent Audit Body (IAB)
- Applications overviews

(2) **The conduct of the stakeholders' survey.** In order to evaluate the Erasmus+ programme and its implementation in Greece, two research tools were used in the form of **written questionnaires**. The first questionnaire was sent to **460 key stakeholders, decision makers and beneficiaries** who participated in Erasmus+ programmes and consisted of closed and open questions<sup>1</sup>. Closed questions were in the form of a **Likert 5-grade scale**, and the open ones concerned proposals for improving the programme. Closed questions concerned the effectiveness, efficiency, relevance, coherence, sustainability and the overall evaluation of the programme. **The second data collection tool**<sup>2</sup> was also a questionnaire delivered in a written form, which included 12 open questions, which were an abridged form of the evaluation axes given as a model by the European Commission and was answered by a focus group consisting of 30 stakeholders.. For the data analysis, descriptive and inductive statistics were used for closed questions, while for the analysis of the open questions in both questionnaires the methodological tool of **Discourse Analysis**<sup>3</sup> was used.

The work plan was kept flexible enough to accommodate for circumstances in the given context. When needed, the coordinator facilitated the procedure by any appropriate means like mandate letters (i.e. by the Minister) or informal contacts.

(3) **The debriefing stage.** Several debriefing meetings and contacts of the Committee were held a. in order to assess the reliability and range of data collection, b. to discuss significant findings with a view to strengthening the quality of the collected data and c. to help interpret data which was collected from the field level stakeholders so as to include it in the draft report.

(4) **The synthesis stage.** The coordinator submitted the draft report to the Committee members for consultation. Comments were taken into account for the formulation of the final report including the full set of annexes. Special attention was paid to the utility of conclusions and feasibility of proposals.

## 2.2 YOUTH

The “National Report on the Implementation and Impact of the Erasmus+/Youth Programme” in Greece was jointly prepared by the National Authority-General Secretariat for Lifelong Learning & Youth and the National Agency-INEDIVIM.

INEDIVIM, as the main actor of the implementation of the programme for the youth sector, provided all necessary information and data that were used in order to draw a conclusion on the results achieved, at all levels, in recent years.

The National Authority concluded in the main findings following respectively the five evaluation criteria established by the Commission. This analysis was based on existing reports and documents as presented in Annex 10 - Desk study for Erasmus+Youth Section<sup>4</sup> and the collected data. Both actors, in close cooperation, taking into consideration all implementation issues, evaluated the impact of Erasmus+/Youth in Greece and provide suggestions for a future sustainable programme.

The overall evaluation process enabled National Authority to plan important national initiatives, focused on national needs.

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<sup>1</sup> Annex 4

<sup>2</sup> Annex 6

<sup>3</sup> Annex 9

<sup>4</sup> Annex 10

### 3. EVALUATION RESULTS

#### 3.1. EDUCATION AND TRAINING

##### 3.1.1. EFFECTIVENESS

**(Q1) To what extent have Erasmus+ and its predecessor programmes contributed to the realisation of the Erasmus+ specific objectives in your country? Are there differences across fields? Please provide, where relevant, your assessment for each of the specific objectives and provide evidence and examples where possible.**

In general for both actions KA1 and KA2, the number of projects contracted and finalized as well as the number of organizations involved in finalized projects have increased on a yearly basis.

Regarding KA1 we passed from 277 contracts (2014) to 310 (2015) and to 763 contracts in 2016. Respectively, the figures for finalized projects are 120 (43,22%) for 2014, 165 (54%) for 2015 and 304 (39,84%) for 2016. The organizations involved were 192 (2014), 326 (2015) and 652 (2016). Differences are observed, mainly, regarding the absence of higher education mobility in 2015 (while it was present in the previous year with 40 projects – 37 finalized, and again in 2016 with 43 projects, all of them finalized)<sup>5</sup>.

The same increasing trend per year can be observed regarding KA2 projects. From a total of 141 contracts in 2014, we passed to 155 in 2015 and to 303 in 2016. We have to note the positive performance indicator in relation to the number of 202 finalized projects (66,67% in 2016). The impressive success rate (352,08%) that presented Strategic Partnerships for Schools (KA 219), involving 48 applications that led to 169 contracts, is the reason for the total improvement that emerged in 2016<sup>6</sup>.

Most of the results of finalised projects were in line with the results expected at the application stage in terms of objectives reached, types of activities undertaken, types of intellectual outputs produced, types and volume of mobilities, dissemination and exploitation activities undertaken by beneficiaries<sup>7</sup>.

This is confirmed by the first data collection tool (coordinated by Prof. A. Kyridis) in which 460 participants provided detailed information. Regarding the sample of the research, 230 informants participated in an Erasmus+ programme in the field of School Education, 42 in the field of Higher Education, 148 in the field of Vocational Education and Training and 40 in the field of Adult Education. Furthermore, from the 460 informants of the research 409 had already participated at least one time in one of the Erasmus+ predecessor programmes (Erasmus, Leonardo da Vinci, Comenius, Grundtvig or other programmes). More than 98%<sup>8</sup> of the informants agreed that Erasmus+ projects contributed to the realisation of the Erasmus+ specific objectives. (Question 1 of the National Report on Implementation and Impact of Erasmus+).

Indicatively, we present some of the comments of the informants regarding the realisation of the objectives of Erasmus+.

- The implementation of Erasmus+ is to a great extent balanced with the objectives of the programme. However, interculturalism and internationalization are areas that need further strengthening.
- Erasmus+ contributes to the consolidation of European values through the cooperation of teachers and pupils from different countries.
- The Erasmus+ programme has, at its heart, two key priorities: contributing to youth unemployment and ensuring that young people complete their schooling, leaving their

<sup>5</sup> IKY (NA) Erasmus +, General statistics 2014, 2015, 2016.

<sup>6</sup> IKY (NA) Erasmus +, General statistics 2014, 2015, 2016.

<sup>7</sup> IKY (NA) Yearly report 2016.

<sup>8</sup> Annex 4, Annex 5, table 1

educational establishment qualified, skilled, optimistic and enthusiastic about their role as European citizens.

- Erasmus + provides the opportunity for education and training in a different and intercultural environment, multiplying the benefits of lifelong learning and empowering individuals at a personal and professional level.

#### Relevance to the labour market

As a general remark it should be noted that beneficiaries of all Erasmus+ actions and predecessor programmes report a considerable improvement of skills pertaining to current needs of the labour market.

Overall in the Higher Education sector, there is a significant impact at a personal level, especially for traineeships, as many students find a job abroad once their mobility period is over.<sup>9</sup>

That positive feedback refers especially to Higher Education students with special needs and students coming from a lower socio economic background. According to the feedback given from Mobility Consortia, the fact that graduates are more easily absorbed by the market is encouraging, although in most of the cases, the job offered is not in Greece<sup>10</sup>.

In the VET sector, beyond the acquisition of knowledge, skills, expertise and training that the individuals gained on their field, there was an increase in the networking and cooperation between organizations, the extraversion of organisations was strengthened and many projects had tangible benefits like ensuring a job position abroad for many participants that accepted professional proposals by the host organizations.

The strong emphasis on accreditation of skills and qualifications has attracted many VET schools, VET providers as well as enterprises. These newcomers to the programme constitute a favourable evolution taking also into account the high rates of unemployment, especially for the young people.

#### Quality, innovation, internationalization

In the School Sector former beneficiaries presented their inspiring experiences during info days and project management meetings organized by the NA. These presentations referred to quality aspects of implementation, impact at personal and institutional level and the lasting effect that European cooperation introduces to school practices and professional attitudes. More importantly, the positive influence of project implementation is reportedly acknowledged even by teachers who are initially reluctant, indifferent or even averse to European cooperation projects.

According to the relevant data, the impact on the sending organisations concerns internationalisation (45% of the participants strongly agreed on this) and the use of new teaching methods and good practices (63% of the participants strongly agreed on this)<sup>11</sup>.

In KA2 teachers report that pupils (especially those who participate in the transnational mobilities), either hosted in a foreign family or not, benefited greatly, particularly when the beneficiaries are small rural schools or schools from disadvantaged and deprived parts of the country<sup>12</sup>. In some cases, even, schools request to include more pupils in relevant activities than originally planned. Greek schools are increasingly interested to participate in Strategic Partnerships for the exchange of practices but they prefer to be involved as partners rather than coordinators. Regarding their objectives, projects have chosen to deal with topics about the “Integration of refugees” and “Migrants' issues”, which indicates high relevance with current societal priorities in Greece<sup>13</sup>.

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<sup>9</sup> IKY (NA) Yearly report 2015.

<sup>10</sup> IKY (NA) Yearly report 2016.

<sup>11</sup> IKY (NA) Yearly report 2015.

<sup>12</sup> IKY (NA) Yearly report 2015.

<sup>13</sup> IKY (NA) Yearly report 2016.

Schools have initiated partnerships over the e-twinning platform and they wish to continue with an Erasmus+ Strategic Partnership or after having gained experience with European cooperation over e-twinning they feel more confident in applying for a European project which includes physical mobility<sup>14</sup>.

Regarding Higher Education, the Greek HE Institutes consider the Erasmus+ Programme as an important tool for internationalisation and are eager to create links with renowned universities worldwide. International offices also report the enhancement of their curricula and the visibility of their institution abroad. IR (international relationships) offices express the opinion that international mobility will further enhance the internationalisation of their Institution<sup>15</sup>.

According to the data collection tool, in the field of education and training, the most frequently reported effect from programme participation at the level of the participating organisations is improved teaching competence and quality, through teacher mobility and Strategic Partnerships. There are also numerous examples of teachers and organisations within the adult education and higher education sectors introducing new teaching methods as a result of Strategic Partnerships or teacher mobilities. In addition, there has been a large increase in the percentage of staff on mobility who report that they have developed new teaching methods as a result of the mobility project.

#### Lifelong learning, dissemination of good practices

In the School Sector, participants in KA1 reported that the action has significantly contributed to the teaching staff intention to engage in continuous professional development. Participants also expressed their intention to stay in contact with the colleagues they have the training with, in order to continue collaborating.

In the field of Adult Education, with the experience from Grundtvig programme, many suggested that they should be provided with the appropriate funding to participate more often in such an activity, since adult education is an on-going process. The coexistence with participants from other countries gave them the opportunity to make new contacts and think about future cooperation projects. This experience also encouraged them to undertake a more active role at the home institution and activate other colleagues as well<sup>16</sup>. The intermediate and final reports of the Erasmus+ projects demonstrate a high rate of satisfaction deriving from the achievement of the objectives. More specifically, adult educators declared in their participant reports that they improved their qualifications in terms of teaching and, after the completion of the mobility, they felt ready to integrate good practices and new methods into daily activities. In the same line, the majority of Institutes that implement projects supported under KA2, have deliverables aiming at improving the offer of learning opportunities, which will be tailored to individual adult learners<sup>17</sup>.

It seems that the majority of participants (91,8%) were newcomers. Learning from good practices abroad, acquiring social, linguistic and cultural competences, increasing job satisfaction, making new contacts and familiarizing with formal and informal learning were among the most important personal and professional developments reported. Moreover, europass mobility recognition was raised by approximately 20% from year 2015 onwards, a fact which is really important for the Adult Education sector, where European recognition tools are not yet widespread.

#### Language learning

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<sup>14</sup> IKY (NA) Yearly report 2016.

<sup>15</sup> IKY (NA) Yearly report 2015.

<sup>16</sup> IKY (NA) Yearly report 2014.

<sup>17</sup> IKY (NA) Yearly report 2015.



In the School Sector the level of improvement of linguistic competences, exchanges of practices, strengthening of the European identity and transnational cooperating is highly appreciated by those involved in the projects<sup>18</sup>.

According to the data collection tool, in the field of education and training, in addition to improved language skills, the effect most frequently referred to is improved transversal skills for pupils, apprentices and students that participate in mobility projects. Moreover, organizations in the adult education sector also report that staff mobility and Strategic Partnerships have led to improved key competences among staff.

**(Q2) To what extent has the progress on the realisation of the specific objectives contributed to the realisation of the Erasmus+ general objectives (as listed in point B.2 in annex 3) in your country?**

In this regard, it is important to notice the contribution to the sustainability of the education's development through the experience gained from successful implementation of programmes. This affects directly the promotion of European values as well.

In the School sector, for instance, participants insist that the transnational character of the mobility activities –in terms of the cultural diversity of the participants in the activities– should be safeguarded so that the exchange of educational practices can be achieved. Participants believe that KA1 actions are an excellent way to enhance the European dimension of national schools and ask for their continuation. In Comenius programmes, already, schools appreciated the experience in European cooperation they acquired through school partnership projects since it provided them with a feeling of success in an important and difficult task which in turn enhanced their image.

**(Q3) To what extent have Erasmus+ actions influenced policy developments in the domains of education and training, youth and sport in your country? Which actions were most effective in doing so? Are there marked differences between different fields?**

The most important examples of the Erasmus+ influence regarding national policies in education and training are related to the VET and the Adult Education sectors.

The recent economic crisis that Greece faces has re-oriented the business and institutional profile of many public authorities and private organisations. The Erasmus+ Programme and the capabilities it provides offer new challenges and options that are seen as an answer to the sustainability, orientation and in several cases as a "window" for their internationalisation. Decision makers such as the Greek General Confederation of Labour (ΓΣΕΕ), the Manpower Agency of Greece (ΟΑΕΔ), the Hellenic Agency for Local Development and Local Government (ΕΕΤΑΑ), the Regional Prefectures, the National Organisation for the Certification of Qualifications and Vocational Guidance (ΕΟΠΠΕΠ), which play a central role in influencing national VET strategies, re-formulate their approaches based on the priorities of Erasmus+ and the outcomes that have derived from LdV projects (and planned accordingly in Erasmus+/VET). It is also noteworthy that the mainstreaming of results of the VET projects (mainly at this point from the Leonardo da Vinci programme) has urged certain key, central public authorities to re-orientate their operational framework and their business objectives in a way that embodies the priorities and objectives of Erasmus+<sup>19</sup>.

In the field of Adult Education, within the strategic plan of the national reform programme for Greece concerning education for 2014-2020, it was anticipated that ways of improving accessibility to lifelong learning, upskilling of competences and capacities to connect education and training with the labour market would be promoted<sup>20</sup>. Within this framework,

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<sup>18</sup> IKY (NA) Yearly report 2016.

<sup>19</sup> IKY (NA) Yearly report 2014.

<sup>20</sup> On relevant national policies, see S. Chatzichristou, European inventory on validation of non-formal and informal learning 2014, Country report: Greece, *European Commission, Adult Education and Training in Europe: Programmes to Raise Achievement in Basic Skills, Country report: Greece, 2015.*

European agenda for Adult Learning actions included a number of seminars and a Conference in Greece that were implemented by the General Secretariat for Life Long Learning, which comes under the Ministry of Education and acts as the executive authority for Life Long Learning in Greece. This is achieved in cooperation with local authorities, social partners and representatives of civil society. The target groups of the aforementioned actions were people with low qualifications and skills. They were supported on the (re-) integration in education / training/employment within a sustainable development framework with the local community involved. These developments are in line with the operational objectives of the Erasmus+ Programme. In addition, they have increased the number of institutions and actors involved in lifelong learning - especially in adult education - and their interest in European cooperation projects<sup>21</sup>.

According to the data collection tool, almost 60% of the informants believe that Erasmus+ functions as an effective tool for shaping national education and training policy<sup>22</sup>. However, an adequate percentage of the informants asked for more initiatives in order for this goal to be reached.

Indicatively, we present some of the comments of the informants regarding the above statement:

- The Programme could make a positive contribution to national policy-making (renewal, modernization) precisely because it facilitates and encourages trans-European cooperation, dialogue and the transfer of good practices.
- The study of European educational developments can help towards a better understanding of issues that concern education in a country by adding to the expertise and broadening the perception of practical issues and other factors that affect educational policies.
- There is room for further integration of the programme's implementation results.
- In theory, it should be an essential tool for policy-making at all levels, but reality is different. The state needs to further act on using the produced outcomes; The EC needs to review many of the criteria by which it evaluates proposals and allocates funds.

**(Q4) What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?**

In the School sector, the national policy context remains in accordance with the priorities set by the Erasmus+ programme in what concerns the offer of early childhood education to all children, the prevention of early school leaving, the emphasis on foreign language learning and the initial and continuous teacher education. The NA has cooperated very closely with the National Authority to work out solutions to problems that caused difficulties with the mobilities of the Primary school teachers and pupils. Moreover, matters pertaining to the insurance of pupils travelling abroad and the bank accounts kept by schools for the Erasmus+ grants have received the attention of the Ministry of Education so that the national context would become more conducive to the technical aspects of the programme's implementation<sup>23</sup>.

Regarding the VET Sector, the Ministry of Interior and Public Administration takes valuable input by the NA so as to accordingly inform public organisations about the programme and enable them (especially newcomers) to participate, i.e. by helping them with partner search databases, etc. Towards the enhancement of the attractiveness of VET, Greek Authorities have developed the National Implementation Plan of Apprenticeship.

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<sup>21</sup> IKY (NA) Yearly report 2014.

<sup>22</sup> Annex 4, Annex 5-table 3

<sup>23</sup> IKY (NA) Yearly report 2014.

**(Q5) Do you consider that certain actions of the programme are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?**

In the School Sector, the great majority of the participants (89%) select to attend structured courses and to a much lesser degree (7,5%) go on job shadowing activities. In job shadowing activities 74% of the participants report increased job satisfaction whereas this percentage goes down to 54% for participants in structured courses or training events. Moreover, when it comes to the good practices that participants have learnt abroad, structured courses/training events have been effective for 69% of the participants compared to 84% for participants in job shadowing activities and teaching assignments<sup>24</sup>. It seems that job shadowing activities and teaching assignments due to their more practical/hands-on orientation are more rewarding in terms of learning new methods/practices and create a more immediate effect on the trained teacher. It is also important to notice that 71% of the participants in all mobility activities report that they feel motivated to carry on developing their professional skills and almost all of them (97,7%) intend to participate in other Erasmus+ actions<sup>25</sup>.

**(Q7) Is the size of budget appropriate and proportionate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate in relation to their level of effectiveness and utility?**

Overall, no particular comments on the budget size and distribution are reported, with the exemption of the Higher Education Sector. Participants face problems mostly related to financial formalities.

Higher Education Institutions (HEIs) still face financial constraints due to the persisting crisis. The Youth unemployment rate is high, especially among skilled graduates who seek a job abroad. Middle income families find it difficult to finance their studies abroad. This situation is reflected in the increase of SMP (student mobility for placement) and a related decrease in SMS (student mobility for studies). Moreover, HEIs report that the demand for SMP grows higher every year and if there was more funding available, the number of SMP mobilities would be even higher. The same goes for staff mobility for teaching, as there are almost no other funding opportunities for teachers to go abroad for a teaching period<sup>26</sup>. Most HEIs believe grants received are not sufficient to cover VISA and residence permit costs incurred for participants. Therefore, one of their proposals was to adjust the grants and ensure an additional budget would be available to each participant in order to cover the above mentioned costs just as extra budget is available for travel costs<sup>27</sup>.

In the School and VET sector, during project implementation a lot of schools try to implement more mobilities than initially approved and ask for guidance on how this should be done in a way that is compatible with the context of the grant agreement.

On the other hand, regarding VET, strong positive feedback has been addressed to the NA about the unit cost budget structure, which allows the beneficiaries to concentrate on the quality of the actions approved, rather than get involved with complex bureaucratic rules and management. Still, there is also negative feedback, regarding the travel grant costs support especially by beneficiaries coming from outermost regions and islands<sup>28</sup>.

**(Q8) What challenges and difficulties do you encounter while implementing the various actions of Erasmus+? What changes would need to be introduced in Erasmus+ or its successor programme to remedy these?**

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<sup>24</sup> IKY (NA) Yearly report 2016.

<sup>25</sup> IKY (NA) Yearly report 2016.

<sup>26</sup> IKY (NA) Yearly report 2016.

<sup>27</sup> IKY (NA) Yearly report 2015.

<sup>28</sup> IKY (NA) Yearly report 2015.

According to the participants' experience and feedback most difficulties are related to bureaucratic constraints.

#### Administrative challenges

In School Partnerships, for instance, difficulties were reported with regard to the official documents necessary for teachers and pupils to justify the days travelling abroad for project meetings<sup>29</sup>. The procedures (application) for obtaining an Erasmus+ grant are sometimes judged too bureaucratic. Moreover, differences regarding the national legislative framework affect implementation in case we have revisions of budgets by project coordinators in StS projects. A concrete example of this concerns the number of teachers that should accompany pupils in teaching, training and learning activities<sup>30</sup>.

In the Higher education sector, bureaucratic problems due to different legal procedures in HEIs of partner countries, and high costs for visas which must be covered from participants themselves seem to create a burden both for HEIs and interested participants. Also, IR offices report many cancellations of students' mobility due to financial problems. Regarding KA203 beneficiaries, we receive many questions on the type of employment agreement to be used, as university staff is not always permanent staff. Bureaucratic constraints of the financial management of the projects are reported, regarding not only the coordinating institutions but also the partners. It is reported that applications are demanding and time-consuming, requiring technical skills that university professors do not always have<sup>31</sup>.

In Adult Education actions, massive information and terminology used in the Programme Guide are discouraging for (newcomers)<sup>32</sup>.

#### Other challenges

In the School Sector, the search for schools in which teachers can have a rewarding job shadowing or teaching experience remains difficult because interested host schools are much fewer compared to the seminars while interested teachers do not have any practical guidance on how, in practical terms, they can approach the schools and set up the training mobility.

In Higher Education, cases of misuse are reported regarding Erasmus+ traineeships, as some host organisations use the Erasmus+ Programme to cater for their regular needs. As a result, the number of hosted Erasmus+ students is much higher than the number of regular staff. Moreover, intermediary companies may impose severe terms to students, such as expensive fees in order to find them a traineeship position. It seems that there is a lack of regulation at EU level for the intermediary companies, as well as regarding the maximum number of Erasmus students per host organisation. The NA instructs all Greek HEIs to inform their students and responsible HEI staff accordingly so as to ensure that students choose a high quality traineeship<sup>33</sup>.

In the VET Sector, many applicants that are newcomers to the programme face a difficulty in finding host partners, since there is not a database for their potential programmes. Also, many applicants (for example vocational schools, agricultural associations) are not familiar with the terminology and the requirements of applications as well as in specific fields like the idea of a European Development Plan<sup>34</sup>. The presence of certain foreign intermediary organizations in mobility actions causes many problems in the quality of projects' implementation also absorbing most of the funding as they undertake not only the actions of matching trainees with the companies but also subsistence costs as well.

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<sup>29</sup> IKY (NA) Yearly report 2014.

<sup>30</sup> IKY (NA) Yearly report 2015.

<sup>31</sup> IKY (NA) Yearly report 2016.

<sup>32</sup> IKY (NA) Yearly reports 2015, 2016.

<sup>33</sup> IKY (NA) Yearly report 2016.

<sup>34</sup> IKY (NA) Yearly report 2015.

Negative feedback has been addressed from public organizations about the strict rule concerning the staff involved in the production of intellectual outputs. Public organizations in Greece, are not allowed to recruit personnel on their free will, since the recruitment procedure is centrally managed and approved by the Greek government. In some cases, this might lead to the result for the public organizations of not being able to occupy experts necessary in carrying out specific scientific work, with whom there is no prior employment relationship<sup>35</sup>.

In Adult Education, the lack of an official database (in the form of the European Training Data Base existed in LLP) for structured courses was assigned as a defect of KA1.

**(Q9) To what extent are the approaches and tools that are used for disseminating and exploiting the results of Erasmus+ and its predecessor programmes in your country effective? Where can you see the possibilities for improvements?**

Within the framework of dissemination practices, every organization that implements an Erasmus+ project is encouraged to send (regardless of the stage of implementation) material (photos, ppts, video, ebooks etc) from their activities and outputs. This material is uploaded on the NA pages on social media and web. Through this process the NA can indirectly evaluate the impact of the projects on people and organizations<sup>36</sup>.

In the VET sector, the placement in enterprises is the main priority for KA1 and KA2 projects and the NA works on developing partnerships and fostering cooperation between education and employment by i.e. organizing events with the participation of all the relevant parts.

Regarding the answers collected by the data collection tool, it is also obvious that the great majority of the informants (almost 90%) believe that Erasmus+ communication and dissemination actions are totally effective<sup>37</sup>. Indicatively, we present some of the comments of the informants regarding the above statement.

- IKY is making a very significant effort. I believe that information on the results of evaluating projects with a more rewarding character could be increased, as well as the possibility of easily finding partners from a certain reliable and well organized information point.
- Generally they are quite effective. The exact degree of effectiveness is largely dependent on the Agency implementing the communication and dissemination action.
- Typically, Erasmus+ dissemination actions are limited to local and rarely regional level. More initiatives can be taken at a regional level.
- It is suggested that a national portalis created where the information of each programme will be disseminated during or after its completion in order to act as an "example" for each interested person or institution.
- The dissemination of the project outcomes to schools and the wider community, through the social media (Facebook, YouTube, eTwinning, school sites, other sites and blogs, news portals, school e-learning platform) written publications, multiplier events, makes the programme known to the world, with the ultimate view of promoting a more positive attitude to the European Project, but mostly a holistic approach to quality education, which transcends borders and narrow-mindedness.

### 3.1.2. EFFICIENCY

**(Q10) To what extent is the system of cooperation and division of tasks between the Commission, Executive Agency, National Agencies, European Investment Fund, National Authorities, Independent Audit Bodies, and Erasmus+ Committee efficient and well-functioning from the point of view of your country? What are the areas for**

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<sup>35</sup> IKY (NA) Yearly report 2015.

<sup>36</sup> IKY (NA) Yearly report 2016.

<sup>37</sup> Annex 5, table 4

**possible improvement or simplification in the implementation of Erasmus+ or a successor programme?**

In general, collaborations among European and national authorities, educational institutions, youth organizations and other stakeholders are found to be efficient. European national authorities and agencies are in regular contact to discuss challenges and improve their practices. Synergies are enhanced through transnational meetings and staff training activities. From Greece's point of view, synergies are also sought on the national level through close collaboration between the National Authority and educational as well as administrative institutions that partake in the Erasmus+ actions.

One of the issues that have emerged during the last years and concern the cooperation between the European Commission and National Authorities at a European level is the quest on the part of the Greek National Authority for the opportunity to set national priorities in the process of evaluating applications and awards in conjunction to the European ones. The inclusion of national priorities has been introduced to the NA Erasmus+ Call 2017 but rating rules are not set, so it is difficult to implement this initiative. It is strongly believed that the conjunction between national and European priorities will increase synergies between programs and enhance the potential educational and social impact of Erasmus+ Actions.

**(Q11) To what extent has the integration of several programmes into Erasmus+ resulted in efficiency gains or losses for the implementation of the programme in your country, both at the level of the National Agency/ies and on the beneficiaries' and participants' level? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase efficiency?**

The integration of many programmes under the Erasmus+ is meant to enhance efficiency and to promote collaboration and synergies. It is not clear, based on the informants' responses to the questionnaire, that these goals have been achieved<sup>38</sup>. In some cases it seems that this integration has contributed to increased simplification of procedures the beneficiaries thus consolidating a more standardized work flow for the management and monitoring of beneficiaries by the National Agencies. There is still a lot of ground to be covered in order to benefit from the designed complementarity of different actions and programmes. This requires more specific and explicit strategic planning for internationalization on the part of academic and other educational institutions.

**(Q12) Do you consider that the implementation of certain actions of the programme is more efficient than others? Are there differences across fields? What good practices of these more efficient actions of the programme could be transferred to others?**

There seems to be a consensus on the part of the stakeholders that all experiential and collaborative actions are more efficient than others. Student and faculty/staff exchanges in H.E. seem to be extremely efficient. Long term institutional and administrative experience in students and faculty/staff exchanges is a contributing factor that enhances the efficiency of these particular actions. Stakeholders also stress the fact that actions that lead to the production of concrete intellectual products that are based on hands-on cooperation between people are the most efficient and noteworthy. School KA2 partnerships are also marked by a high degree of efficiency. KA1 actions involve the largest numbers of beneficiaries and are thus also marked by a high degree of efficiency. Informants across the different fields and contexts (schools, universities, companies etc.) seem to agree that programmes that promote the exchange of good practices and scholarly as well as educational experiences benefit the most from the envisioned educational goals<sup>39</sup>.

**(Q13) To what extent has the system of simplified grants resulted in a reduction of the administrative burden for National Agencies and programme beneficiaries and**

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<sup>38</sup> Annex 6, Annex 9

<sup>39</sup> Annex 6, Annex 9

**participants? Are there differences across actions or fields? What elements of the programme could be changed to further reduce the administrative burden, without unduly compromising its results and impact?**

Across the fields, sectors and actions, the majority of stakeholders report that the system of simplified grants and unit costs in general have resulted in considerable efficiency benefits for the participating organizations. However, there is still a lot of ground to be covered in terms of reducing bureaucratic obstacles. Further integration between state policies and legislation on the one hand and Erasmus+ actions and regulations on the other is desirable, especially in certain areas where discrepancies still produce problems and irregularities and require extra administrative involvement. Further expansion of the use of IT tools internally—i.e. processes of internal submission of students and faculty/staff mobility requests and applications etc.—would systematize implementation processes and save administrators from demanding “manual”/paper work. Possibly, a centrally designed planning would be helpful in this respect.

Informants often mentioned the need for a simpler implementation of management rules as well as management training. Project coordinators at schools in particular often mention that they are not prepared in order to undertake the task of administrative as well technical management and are, thus, overwhelmed by the requirements of their position<sup>40</sup>.

**(Q14) To what extent are the IT tools provided by the Commission adequate for the efficient management and implementation of the programme in your country? Do they answer your needs? Give specific examples where they can be improved. Is the set of IT tools appropriate or should it cover more/less elements of the programme implementation?**

As most informants responding to the questionnaire have argued, the degree of adequacy of the IT tools for the efficient management and implementation of the programme is satisfactory. The mobility tool regarding schools in particular is positively mentioned. Nevertheless, the NA as well as the institutions involved repeatedly mention malfunctions in the yearly report. More specifically, it is suggested that all applications on EPlusLink are in English so the NA has to undertake all translations. This causes delays and a great administrative workload. Also, certain changes in budget were not possible through the IT tools available which presented difficulties in relation to registering budget amendments. It is also mentioned that the Mobility Tool has occasionally been unstable. The NA mentions that although there are many relevant guides and books, NAs could be provided with checklist templates for monitoring purposes of the whole life-cycle concerning each category of action. Also, templates for amendments should be provided to the National Agency<sup>41</sup>.

**(Q15) To what extent is the level of human and financial resources that is available for the implementation of the programme in your country adequate? What steps did you take to optimise the efficiency of the resources deployed for the Erasmus+ implementation in your country?**

Human resources deficiency is often mentioned both in institutional reports as well as informants’ responses<sup>42</sup>. Several informants pointed out that at peak times, during application deadlines and application assessments—more staff is required. Especially on the part of educators it is stated that often the administrative burden of project coordination is counterproductive since it decreases the time spent on actual educational activities. One needs to take into consideration the fact that many educational institutions in Greece lack administrative personnel and in this sense all managerial tasks are undertaken in most cases

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<sup>40</sup> Annex 6, Annex 9

<sup>41</sup> NA Yearly Report 2016.

<sup>42</sup> NA Yearly Reports 2014-2016.

by educators themselves. Based on the above, it is clear that human resources need to be enriched, which is directly related to the need of an increase in financial resources.

Based on NA reports during the last years and despite the restraints imposed by the fiscal crisis new temporary staff was hired and relevant training processes followed<sup>43</sup>.

Regarding the issue of financial resources, there is an evidenced need for an increase in mobility grants for students as well as staff/faculty. The prolonged financial and economic crisis in Greece has resulted in an increased number of applications as members of the educational community seek more opportunities to enhance their international profile and competences. Despite the increased interest and demands potential beneficiaries are often deterred from materializing their participation since they do not have access to the necessary supplementary funds.

### 3.1.3. RELEVANCE

**(Q16) To what extent do the Erasmus+ objectives continue to address the needs or problems they are meant to solve? Are these needs or problems (still) relevant in the context of your country? Have the needs or problems evolved in such a way that the objectives of Erasmus+ or its successor programme need to be adjusted?**

**(Q17) To what extent are needs of different stakeholders and sectors addressed by the Erasmus+ objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? Is the Erasmus+ programme well known to the education and training, youth and sport communities? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this?**

According to the data collection tool, 97% of the informants believe that Erasmus + responds to the needs and challenges faced by target groups<sup>44</sup> and 87% of the sample stated that all target groups and sectors have access to Erasmus+<sup>45</sup>. Across all sectors, the Erasmus+ objectives are found highly relevant. Furthermore, informants across all sectors appreciate what they perceive as flexibility of the Erasmus+ objectives; if circumstances change, the objectives can change. At the same time, some organisations in the higher education sector find that the focus on key competences and skills is more relevant to the school sector than to higher education. Similarly, some adult education organisations and schools find the goal of innovation excellence too ambitious for what they are trying to achieve; to solve problems that are urgent and immediate.

It is interesting to assess relevance of Erasmus+ actions with respect to two specific areas, that is the persistent economic and refugee crisis in Greece.

Regarding the higher education sector, it should be noted that, due to the financial crisis, many Greek families face difficulties in contributing to the subsistence costs in the framework of student mobility for studies. On the other hand, we see that there is an ongoing increase in the mobility for traineeships, as Greek families see traineeships as a gateway for their children. In some HEIs this type of mobility is included in the strategy of the HEI for the professional development of their staff<sup>46</sup>.

Regarding Online Linguistic Support for Refugees, the NA underlined the importance for Greek HEIs to participate in this initiative, because Greece has received a very large number of refugees. As a result, 11 HEIs out of 37 took part in this action, mainly those close to places where refugee camps are located. The National Agency has requested 4.351 OLS licenses for refugees and 150 OLS licenses for operators in total. The beneficiaries cooperate

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<sup>43</sup> NA Yearly Report 2015.

<sup>44</sup> Annex 5, table 9

<sup>45</sup> Annex 5, table 10

<sup>46</sup> IKY (NA) Yearly report 2015.



with at least 20 different partner organisations all over the country, where the refugee camps are located and try to improve the cooperation between them in order to maximize the usage of licenses. Nevertheless, just a few are allocated from the beneficiaries to participants at the moment. The NA is trying to maximize the coordination between NGOs and Universities and to this end had a meeting with officers from the United Nations Refugee Agency (UNCHR) in Greece responsible for the education of refugees.

The main problems our beneficiaries face are the lack of coordination in camps or other hospitality structures, where the refugees are established. Furthermore, there is also a communication gap between our beneficiaries and other involved actors such as NGOs, Municipalities and other bodies. Another problem that our beneficiaries have mentioned is the lack of adequate facilities for refugees (internet connection, mobile devices etc) and the lack of interface in Arabic, Farci and Urdu in the OLS application, as many refugees do not speak English or their level of knowledge is rather poor. As a result, some beneficiaries report that although they have a significant number of licenses available, they have not allocated any license to refugees yet, mainly due to the lack of coordination between certain bodies (NGOs, Regions) close to the HEIs premises. In order to resolve this problem, HEIs have tried to get in touch with different bodies in order to allocate the available licenses.

Moreover, the Hellenic NA has received feedback from the beneficiaries that the assessment is very difficult for someone who has no previous experience with the language. Additionally, the level of courses does not encourage them to continue because it is very difficult even the one for beginners<sup>47</sup>.

### 3.1.4. INTERNAL AND EXTERNAL COHERENCE AND COMPLEMENTARITY

A questionnaire which included questions 18, 20, 21 was distributed to a selected group of 26 interviewees (11 from the Higher Education sector and 15 from the secondary education sector)<sup>48</sup>.

The opinions expressed through them are the following:

**(Q18) To what extent are the various actions that have been brought together in Erasmus+ coherent? Can you identify any existing or potential synergies between actions within Erasmus+? Can you identify any tensions, inconsistencies or overlaps between actions within Erasmus+?**

Twenty two (22) of them responded that the cohesion of the programme is very satisfactory. The existing and the potential synergies between actions within the Erasmus+ programme are grouped in the following:

#### Current Synergies

- There is a complementary synergy between actions KA1 and KA2, which is very useful for the programme, as both can feed each other providing benefits to the Erasmus+ programme.
- Erasmus+ programme enabled, through the mobility, the interconnection of all levels of education (Tertiary and secondary), with: a) the local authorities (Municipalities, Regional Authorities), b) Chambers and Enterprises, c) Industry and d) Central Administration (i.e. ministries, Prefectures), e) social partners aiming to promote know-how in the fields of interest of the involved parties.
- Using the Erasmus+ potential (mainly KA2), the tutors of the tertiary education partially reformed the curricula so as to create a common core per department, in order to promote the mobility from and to the collaborating Institutions.
- National Programmes have a complementarity, in order to fulfill the general needs of the domestic policy. Such a programme is “Mathitia” (“Apprenticeship”) which adjusts some of the Erasmus+ specific objectives to the domestic policy.

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<sup>47</sup> IKY (NA) Yearly report 2016.

<sup>48</sup> Annex 9

- Erasmus+ has supported various actions in tertiary education, vocational education and training, school education, adult and youth education. Its international dimension acts beyond the EU borders.

#### Possible Synergies

- Inclusion of the best practices of Erasmus+ in school activities (e.g. cultural, environmental, health education).
- Collaboration with UNESCO programmes and further strengthening of the synergies among the secondary education, the Universities and the Local Authorities.
- Combination of the three actions, KA2, Jean Monnet and Youth.
- KA2's ability to partially support research programmes (new researchers), through scholarships.
- Synergies in research with other European and/ or national programmes.
- Further synergy with the industry, for professional training.
- In exceptional cases possibility of payment, of eligible additional costs only, in excess of the scholarship. These "high cost cases" are related to barren routes mainly from the Greek islands (Examination of possible synergies with other European actions).

#### **(Q19) To what extent does Erasmus+ complement other national and international programmes available in your country? Can you identify any tensions, inconsistencies or overlaps with other programmes?**

Competitive EU research programmes or international cooperation programmes in specific areas launched by the GSRT (General Secretary of Research and Technology) or the National research programmes can be complementary to the Erasmus+ programme. The aforementioned programmes do not allow students mobility in general but permit only to doctoral candidates involved in the programme to move within the countries of the consortium. Here is the complementarity of the Erasmus+ programme.

Students mobility is only achieved through the Erasmus+ programme at the international level in all three levels of the tertiary education (degree, postgraduate, doctorate) and acts as a facilitator in the future creation of partnerships.

It also:

- Provides students with the international experience required by the programme.
- Acts complementarily to innovation and creativity in education.
- Strengthens equality between citizens and partners. Enhances the quality and efficiency of education as well as training.
- Links the education to the labour market by enhancing the mobility through internship.

#### **3.1.5. EUROPEAN ADDED VALUE AND SUSTAINABILITY**

#### **(Q20) To what extent Erasmus+ and its predecessor programmes produce effects that are additional to the effects that would have resulted from similar actions initiated only 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 value added?**

Twenty four (24) replies were received concerning the above mentioned question. At the overwhelming majority of 87%, the prevailing opinion is that the additional effects are satisfactory to a large extent. The analysis is as follows:

The majority believes that the accumulation of a large number of different programmes under the framework of Erasmus+ such as Lifelong Learning, Youth in Action, Erasmus Mundus, Tempus and cooperation programmes with industrialized countries in the field of Tertiary Education covers a very wide range of expected results. Their uniqueness and

complementarity result in giving to Erasmus+ programme a dominant position compared to similar programmes at national or regional level.

Erasmus+ in education and training in Greece:

- Provides an alternative for those who wish to get out of isolation and introversion through partnerships.
- Contributes significantly to strengthening social cohesion, intercultural awareness and tolerance of people regardless of race, religion and gender.

Mobility actions, such as students for study, teaching staff and students' internships, enhance the provision of joint education to students by offering double degrees after attending joint curricula courses in a unified European market, as well as the coexistence of young scientists in European workplaces. Such competences are not offered by other National Programmes.

Furthermore, Erasmus+ provides results related to European added value and sustainability and has the potential to promote the results of regional, national and European programmes to a wide range of stakeholders.

Erasmus+:

- provides the possibility of exchange, communication and interaction between institutions and educational systems of other countries (cultural exchanges, know-how and development of relations between the participants in the programme);
- ensures an easier recognition and a better understanding of skills, competences and qualifications within and outside national borders;
- supports the creation of flexible learning opportunities (needs - objectives) and
- encourages the internationalization of education and the enhancement of digital literacy.

It is an ongoing added value with the aim of improvement and development of countries in the fields of education, society, culture and entrepreneurship.

**(Q21) To what extent Erasmus+ will be able to absorb in an effective way the sharp increase in the budget that is foreseen in the coming years up to 2020 in your country? Could the programme use even higher budgets in an effective way? Do you see challenges to effectively use more money for particular actions or fields of the programme?**

Erasmus+ will be able to effectively absorb any sharp increase in the budget for the next few years up to 2020 in our country, according to the opinion of the majority of the respondents. A prerequisite for the absorption is the existence and / or creation of infrastructure mainly on the level of human resources, as the increase of the budget entails an increase in the administrative work load for both the national unit and the beneficiaries, thus increasing employment.

The absorption of the increased budget can be achieved by:

- The flexibility of the financial managers of European programmes;
- Increasing the amount of funding for the beneficiaries while, at the same time, increasing the incentives for students' mobility;
- Increasing the administrative and support staff of the International Relations Offices (IRO) with term contracts (employment growth);
- Publication of the programme, its actions and benefits, to potential beneficiaries;
- Funding more KA2 proposals with the participation of Educational Institutions of all levels that will adequately demonstrate their added value and promote innovation and good practices in relation to the country's needs and educational policy;
- Broadening of the Erasmus+ projects (alternative forms of mobility);
- Timely allocation of additional funds would lead to greater coverage of needs in all actions;
- Increasing the satisfaction of needs;
- Increasing the number of beneficiaries;

- Funding of national projects.

These projects will enhance the role of the programme, its impact on the market and society, as well as increase jobs and give to Erasmus+ a strategic character that will be able to become a key contributor to the European convergence and integration.

Using efficiently more financial resources for specific actions or areas of the programme is achieved by:

- Attracting as many qualitative proposals as possible from more and diverse institutions.
- Establishing procedures for the analysis, evaluation and planning of programmes implementation aimed at exploiting the Erasmus+ deliverables in the formulation of education and training policies at national level.
- More dissemination actions - actions of mobility and dissemination of results.
- Providing scholarships for postgraduate studies for more than 6 months, in addition to private existing ones.
- Funding for school twinning.
- Providing budget for teaching the language of the host country in elementary level.
- Possibly increase the budget for Erasmus+ grants for students as this will give the opportunity for mobilities to countries with higher GDP.

Therefore, the increase in the Erasmus+ programme budget will be easily and efficiently absorbed, according to the messages received by all the groups of potential participants.

## 3.2. YOUTH

### 3.2.1. EFFECTIVENESS

**(Q1) To what extent have Erasmus+ and its predecessor programmes contributed to the realization of the Erasmus+ specific objectives (as listed in point B.2 in annex 3) in your country? Are there differences across fields? Please provide, where relevant, your assessment for each of the specific objectives and provide evidence and examples where possible.**

Youth in Action, the predecessor programme of Erasmus+ / Youth, contributed to the realization of the Erasmus+ specific objectives and the Hellenic National Authority evaluates positively the fulfilment of its aims, especially during 2013, as it was the year with the largest number of submitted applications and granted projects.

This mainly occurred, because the NA reached its goals by raising awareness about the Programme through information activities and NA participation in many different events organized by NGO's, youth organizations, Universities and other relevant stakeholders. The fact that 2013 was the last year of Youth in Action Programme implementation, as well as the upcoming Greek Presidency events, were the main reasons of the increased participation in the Programme. The NA believes that this happened mainly due to the high recognition of the Youth in Action Programme, as the main provider of non-formal education opportunities to young people in Greece, but also due to the uncertainty, especially during the last trimester of the year, concerning the next Programme.

The main priorities under which most programmes were dealing with were the promotion of active citizenship, solidarity and tolerance among young people. 74% of the total number of the granted applications was granted under the first priority.

As far as it concerns the implementation of Erasmus + / Youth for the years 2014-2016, the situation can be described as follows:

2014, as the first year of implementation of Erasmus+ programme, was in general quite demanding year in terms of changes that occurred and mainly because of the transition from the previous programme to the new one. In Greece, more specifically, the transitional period was even more challenging, taking into consideration the change occurred

concerning the National Agency responsible for the implementation of the Programme in the field of Youth.

Furthermore, during 2015 the Programme did not operate in Greece, no projects were granted under 2015 Calls for Proposals, thus this year cannot be taken into consideration.

Nevertheless, as far as it concerns the realization of the specific objectives in our country, it can be considered mostly satisfying.

According to the number of projects that have been granted during 2014 and 2016, under the specific objective of improving the level of key competences and skills of young people, including those with fewer opportunities, it can be said that this objective has been covered satisfactorily (Annex 10). According to relevant data, during 2016, the indicative 2016's target of 1500 learners and 800 youth workers was largely fulfilled as the number achieved was 2549 learners and 987 youth workers respectively. The commitment rate for Key Action 1 mobility projects had been set to 85%, but according to the granted amounts that had been awarded during 2016 it reaches the percentage of 99.87%.

The feedback received from beneficiaries, in the monitoring meeting, was also positive concerning KA2 and KA3. In KA2 the projects granted in 2016 were 3, cross sectoral projects and they focused on youth entrepreneurship. It was also noticed that people involved find it difficult to implement transnational youth initiatives given the fact that the KA2 application is far more complicated. In the Youth in Action Programme the demand was higher. A measure of improvement could be the promotion of transnational activities.

Finally, in the framework of the 20 years celebration of EVS, a research was conducted with the aim of establishing the situation in Greece together with a SWOT analysis. According to the strengths, EVS opens up new horizons for young people, including young people with fewer opportunities, contributes to their self-empowerment, raises intercultural awareness, creates links and networks between organizations and increases the capacity to operate at EU level.

Between the weaknesses are stated the financial crisis in Greece, xenophobia and the absence of a recognized network at national level, which would provide guidance, better coordination and exchange of best practices in this specific area.

**(Q2) To what extent has the progress on the realization of the specific objectives contributed to the realization of the Erasmus+ general objectives (as listed in point B.2 in annex3) in your country?**

Through the different types of activities, monitoring meetings and the daily communication of the National Agency with beneficiaries, it was underlined that the Erasmus+ Programme has the capability of contributing to the policy framework of EU in the Youth field.

Erasmus+ provides a unique opportunity to raise the quality of youth work by equipping youth workers with knowledge, skills and competences and by developing new products and methods that can be applied in facilitating their daily work.

During 2016 all 3 Key Action' s granted projects had the priority of promoting entrepreneurship education and social entrepreneurship among young people and it is expected to create positive effects on the encouragement of entrepreneurship.

Through the participants reports submitted by beneficiaries, in the final report for Key Action 1 projects, it is underlined the added value of the Programme for participants in terms of personal development and for organizations in terms of exchanging practices and methods. The impact on young participants and youth workers is considerable due to the fact that working at EU level enhances on one hand the labor market opportunities and on the other hand the intercultural awareness and the sense of self-empowerment and self-esteem.

**(Q3) To what extent have Erasmus+ actions influenced policy developments in the domains of education and training, youth and sport in your country? Which actions**

**were most effective in doing so? Are there marked differences between different fields?**

Erasmus+ actions have influenced policy developments in the domain of Youth Work. The EVS action was the most effective as well as the KA1, mobility for youth workers. This pointed out for us a situation which has to be better organized, in a legal framework for youth workers, to give them more professional rights and a proper training. This is what we are trying to do at the moment by studying best practices all over Europe.

In the framework of government's policy reform on Youth, the General Secretariat for Lifelong Learning and Youth is working on drawing up a National Youth Strategy. With a view to integrating every distinct initiative into an integrated policy and co-ordinating the different actions for youth, we record youth programs and actions implemented by each Ministry. Most of these actions are planned within Erasmus +. This process will provide an overview of the policy axes and sub-sectors covered but also of those who need to be strengthened.

The National Strategy, incorporating the core principles of the European Youth Strategy, will be developed via consultation with the social partners and is expected to be completed by the end of 2017.

**(Q4) What specific approaches (such as co-financing, promotion or others) have you taken in order to try to enhance the effects of Erasmus+ in your country? To what extent have these approaches been effective? Can any particular points for improvement be identified?**

Regarding the multiplying effects of Erasmus+ in the field of Youth, the National Agency implements a strategic approach towards the beneficiaries in order to enhance the results of the Programme. The National Agency has planned the organization of national events and activities for the promotion of the Programme in key cities of the country. In each event/activity, the National Agency invites beneficiaries and ex- participants to make a speech in order to promote the results of the projects under Erasmus+. This initiative makes the audience, which are more or less local young people, get a practical and experiential approach of the participation in Erasmus+ and they feel more confident with the Programme. By engaging beneficiaries to National Agency's initiatives, the impact of the Programme and its results is enhanced in local level and young people are more willing to participate in projects.

Moreover, the National Agency, through the last years, in order to promote the effects of the Programme in multiple target groups, has cooperated with different stakeholders from different fields. In this perspective, the different target groups of these stakeholders become familiar with the Programme and the project results.

However, since centralization has been observed, actions to decentralize the program must be re-designed.

**(Q5) Do you consider that certain actions of the programme are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?**

Every Key Action has different objectives and priorities so it is not always easy to assess which one is more effective than the other. It is considered in general that Key Action 1 and Key Action 3 have more effects on individuals and Key Action 2 on organizations and structures involved.

Key Action 1 gives the opportunity to individuals to acquire skills and competences and long term mobilities (i.e. an EVS activity). On the other hand, youth exchanges can also have valuable learning effects on groups of young people even if the stay is shorter.

Key Action 2 has the ability, due to the duration of the project and the actors involved, to reach more individuals especially through products that are developed.

Key Action 3 is considered to give an added value to policy development and to promote the participation of young people in democratic life.

**(Q6) To what extent has the integration of several programmes into Erasmus+ made the programme more effective in your country? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase effectiveness?**

The integration of several programmes into Erasmus+ has created a new, stronger brand for the youth sector. From the logo to marketing and dissemination materials, the common image and name updated the positioning of the programme. We believe that the current structure is in the correct direction, as it unifies the different fields, it supports Europe's diversity and gives the possibility of engaging new actors, creating synergies and stimulating new forms of cooperation.

According to our experience, even if Erasmus+ is widely known and reached by different target groups and stakeholders, people tend to engage themselves in the fields they already feel comfortable with.

In this context, we foster our cooperation with the NA of IKY, responsible for the education field and we try to keep the message simple and immediate, so as to attract and engage more stakeholders from various fields and people from different backgrounds.

**(Q7) Is the size of the budget appropriate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate in relation to their level of effectiveness and utility?**

As far as it concerns the size of the budget, it can be said that it is appropriate for some Key Actions / Activities, in contradiction to some others.

To be more concrete, it is appropriate for Key Action 1 as a total but it is not distributed accordingly between this Action's activities.

During the last two years, the National Agency was challenged to deal with the allocated amount of Key Action 1, mainly because of the increased demand of projects under the activity of Mobility of Youth workers. The ceilings of the budget that have been established for each activity under Key Action 1 restrict the NA in order to cover the needs that arise in each one of them. At this point, it has to be taken into consideration that the applicants have different needs in each country.

In Greece, due to its geographical position mainly, many organizations cooperate with organizations from Partner Countries. The up to 25% percentage of Key Action's 1 budget that can be used for granting projects with Partner Countries is not enough for the Greek National Agency.

Considering the Greek reality, the same applies, for the available budget for Key Action 2 projects. The number of submitted projects is very high in relation with the number of the projects that can be granted according to the available budget. At this point it has also to be added that, due the scope of this Key Action and the number of activities and partners that can be included, as well as its long term duration, in order to achieve better and more concrete results, the applicants apply for high amounts of money, up to 450.000, 00 euros. We propose that the ceiling of the funding amount to be at the 25% of the total amount of funding for each round.

On the other hand, it is worth mentioning the fact that projects implemented under Key Action 2, in their vast majority, have very concrete results and intellectual outputs that can be used as tools and methods in different areas. Those results and outputs can be used for instance as measures to decrease unemployment rates, and this is a very considerable aspect.

Finally it has to be mentioned that in all three cases mentioned above, the projects that have been put in the reserve list, due to lack of available budget, are of very high quality. Most of them are achieving a score which exceeds 90/100.

**(Q8) What challenges and difficulties do you encounter while implementing the various actions of Erasmus+? What changes would need to be introduced in Erasmus+ or its successor programme to remedy these?**

In the youth field potential applicants and beneficiaries encounter difficulties mainly in managing the digital platforms and this applies especially to small organizations or groups of young people with no previous experience. Some of the reporting requirements are also too demanding and expertise is considered as prerequisite.

Concerning the application process, it is mentioned the difficulty to apply for Key Action 2, under the activity of transnational youth initiatives, because of the complicated questions in the form. In addition, there is a request from applicants and beneficiaries to simplify the applications forms, in all Key Actions, and to make them more user friendly and adapted to the youth field, especially for EVS activities (i.e. the contact details of the mentor of the project could be encoded in the application form). Another point to stress out is the question, in the application form, concerning the selection of participants in the Participant profile section: this question should be better adapted if the activity is an exchange of young people, a mobility of youth worker or an EVS activity.

The NA considers that the multiple submission and double funding tool should be further enhanced and developed in order to be more efficient. It would be advantaged also for the beneficiaries to further develop the functionality of mobility flows in the way there are encoded (import-export).

Concerning the accreditation process, an update of the accreditation application form is considered necessary in order to include fields for the Strategic EVS and the EVS Charter should also take into consideration this new activity. Moreover, in the KA110 application form, the questions concerning the dissemination of the EVS project results could be added in order to evaluate at this stage the actions taken by project promoters.

Finally, it should be wishful for EVS accredited organizations to receive an automatic reminder from the Platform when their accreditation expires. It would also be helpful the use of training videos in all the IT tools.

**(Q9) To what extent are the approaches and tools that are used for disseminating and exploiting the results of Erasmus+ and its predecessor programmes in your country effective? Where can you see the possibilities for improvements?**

Promotion of results through the channels of social media and website it is estimated as successful and effective.

In European level, the Dissemination Platform provides a well-developed pool of project results that can be exploited by numerous people of different backgrounds who are keen on learning about Erasmus+. In national level, the Hellenic National Agency provides through the website, a page only dedicated to best practice projects as well as results of Erasmus+ and Youth in Action projects. Provision of examples and best practices accompanied by support materials such as photos, videos, and presentations plays a significant role to people with no experience in order to be engaged to the Programme. Moreover, the abovementioned materials are disseminated through our social media where they can be reached by more than 10.000 people. Also, links from videos, interviews, photographs and results of projects which are posted to beneficiaries channels of communication, are further disseminated through National Agency's social media. National Agency intends to provide these results to national journalists, in a more structured way, both in electronic and digital forms.

Furthermore, the results of projects as well as young people's participation in the Programme is being enhanced by giving them space and time to story- tell their experience during our events and activities. Simple wording, catchy messages and videos and fancy stories are the key messages to attract more people.



### 3.2.2. EFFICIENCY

**(Q10) To what extent is the system of cooperation and division of tasks between the Commission, Executive Agency, National Agencies, European Investment Fund, National Authorities, Independent Audit Bodies, and Erasmus+ Committee efficient and well-functioning from the point of view of your country? What are the areas for possible improvement or simplification in the implementation of Erasmus+ or a successor programme?**

The National Authority estimates that the current role model is effective and the division of tasks between the different actors is successful.

We are working further on the cooperation between the two NAs regarding their operational connectivity and coordinated management of the programme. No doubt to this aim contributes the new Erasmus+ Group established, from 14 December 2016, with Coordinator the Secretary General of the General Secretariat for Lifelong Learning & Youth and members the Head of the Directorate for European & International Affairs of the Ministry of Education, the Head of the Directorate for Special Programs and International Scholarships of IKY, the Head of the Directorate for Youth & Lifelong Learning Programs of INEDIVIM, the Deputy Head of the Independent Department for International & European Relations of the Ministry of Education. This internal cooperation system proved to be well-operating in terms of exchanging information about all relevant matters on current implementation issues, as well as achieving synergies in order to overcome any difficulties encountered.

With reference to the IOB we are particularly pleased with their cooperation and thorough auditing process.

**(Q11) To what extent has the integration of several programmes into Erasmus+ resulted in efficiency gains or losses for the implementation of the programme in your country, both at the level of the National Agency/ies and on the beneficiaries' and participants' level? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase efficiency?**

The integration of several programmes into Erasmus+ has had a very positive impact on the implementation of the programme in Greece, for beneficiaries, participants and all stakeholders involved in the process. Although all changes need time in order to be accepted and fully adopted, the evolution of the programme is in the right direction, providing a space for cooperation and linking support to formal, non-formal and informal learning throughout the different fields of the programme.

Integration facilitates a better understanding for potential beneficiaries living in outside major urban cities.

**(Q12) Do you consider that the implementation of certain actions of the programme is more efficient than others? Are there differences across fields? What good practices of these more efficient actions of the programme could be transferred to others?**

In terms of efficiency, not so many differences are indicated concerning the implementation of Key Actions. It is to be highlighted that Key Action 2 demands increased expertise and is more difficult to implement. The involvement of foreign partners in the financial mechanism leads to further administrative burden.

**(Q13) To what extent has the system of simplified grants resulted in a reduction of the administrative burden for National Agencies and 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, without unduly compromising its results and impact?**

It is stated by potential applicants and beneficiaries that the contribution to unit costs for organizational support for youth exchanges and mobility of youth workers should be harmonized.

The introduction of the system of simplified grants and unit costs has led to benefits for the organizations: the calculations are done automatically and the chance of making errors is diminished. The NA also considers that the usage of unit costs for most of the categories has simplified the procedure.

Some beneficiaries consider that the presentation of the financial and contractual rules are hard to understand in terms of language and clarity. Especially for KA2 the drafting of the budget is difficult at application level.

**(Q14) To what extent are the IT tools provided by the Commission adequate for the efficient management and implementation of the programme in your country? Do they answer your needs? Give specific examples where they can be improved. Is the set of IT tools appropriate or should it cover more/less elements of the programme implementation?**

Using a scale from 1 to 10, we would score 9 to the IT tools provided by the Commission. The IT tools are adequate in order to facilitate the everyday needs and very helpful in reporting the data. Every user uses not only the reporting tools but also the communication tools in order to make more sufficient the communication with the Commission and the cooperation with other NAs. Something very helpful with the communication tools is that the questions and answers provided by the Commission are available to every user (even from other NAs) and many users may be interested in the same question (or answer).

As far as the reporting tools are concerned, they cover the full needs of the NA. BO reporting tool is available to everyone and creates with no special effort all the reports needed by the NA.

Also, the “quick reports” in EPlusLink provide the full data needed from users and the queries are available to all users. Very helpful is the document merge which eliminates the time to create multiple documents.

The only thing that may be improved is the “quick reports” editor in order to become more user friendly to users who are not familiar with sql queries although the wizard provided solves in most of the difficulties.

**(Q15) To what extent is the level of human and financial resources that is available for the implementation of the programme in your country adequate? What steps did you take to optimize the efficiency of the resources deployed for the Erasmus+ implementation in your country?**

INEDIVIM, in full cooperation with the National Authority, has taken all the necessary measures, in order to guarantee that the implementation of the programme is ensured, in terms of human and financial resources.

Relating to financial resources, the Greek Authorities, since 2016, taking into consideration the directions of the European Commission, have distributed the EU contribution to the management costs in the most effective way between the two NAs, following a complete budget plan with the financial requirements of the NAs, in order to ensure the proper implementation of the programme.

In addition to the EU funds, INEDIVIM, via the Ministry of Education, Research and Religious Affairs, covers an important amount for the operational costs of the NA, creating thus, a secure framework for the sound and fruitful implementation of the Work Plan each year.

Concerning human resources, it has to be mentioned that INEDIVIM considers people as the most important asset and the most valuable part of the organization. The choice of the right people to form the team of the NA is the most important factor leading to the smooth implementation of the programme.

This emphasis on having the right people on a long term basis, is demonstrated by the fact that most people recruited in the current NA have suitable professional experience, know-how, skills and qualifications, as they all used to work in the previous NA of the Youth in Action programme. Consequently, they have long term experience, they have participated in the staff trainings provided by the European Commission, in several training activities carried out by other NAs and in supervisory visits of the European Commission and the Independent Audit Body. Furthermore, they are familiar with the nature, the specific objectives and tools of the programme.

In this context, INEDIVIM, in order to ensure the business continuity of the programme and to fulfil its long term commitments, is planning to strengthen further the NA human resources by supporting the current employees that will remain at their posts, with new hired ones that will occupy key positions within the developing structure and will bring on the table proved expertise, experiences, networks, ideas, competencies and visions that only people that have worked on the field can bring (e.g. youth workers, youth coaches non-formal learning facilitators/trainers, youth related project coordinators and managers).

Furthermore an argument that strengthen the above mentioned vision is the fact that Greece is lacking on youth working history.

### 3.2.3. RELEVANCE

**(Q16) To what extent do the Erasmus+ objectives continue to address the needs or problems they are meant to solve? Are these needs or problems (still) relevant in the context of your country? Have the needs or problems evolved in such a way that the objectives of Erasmus+ or its successor programme need to be adjusted?**

The new ESC will give young unemployed people a new opportunity to get out of their situation and learn what means transnational mobility by acquiring new competences and skills which will help them in the job market. This kind of training will make them competitive even outside their country.

EVS instructed young people the meaning of volunteering and now they can get a step further. We would like to see that the volunteering or traineeship could still be organized in the EFTA countries.

We believe that the EVS was a very good tool for the young people but we need to expand with ESC our possibilities. With an organized mentoring and monitoring of the whole transnational and national mobility, which need to be emphasized, we will get better outcomes of the program.

**(Q17) To what extent are needs of different stakeholders and sectors addressed by the Erasmus+ objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? Is the Erasmus+ programme well known to the education and training, youth and sport communities? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this?**

In terms of the Programme objectives, Erasmus+ reaches a wide range of current needs at all fields. According to the target groups involved in the field of Youth, we can mention that slight improvements have been made in Erasmus+. Even if the Programme is widely known and reached by different target groups and stakeholders, they tend to engage themselves in the fields they feel comfortable with.

Training courses, on-line courses and useful tips can work as a starting point for exploring all the possibilities of Erasmus+. Cooperation between the National Agencies of all fields are cornerstone to the abovementioned success. Disseminating results of projects of all fields will have added value to the exploitation of the Programme by different involved

communities. By providing guidance and support to newcomers, this barrier can be overtaken.

#### **3.2.4. INTERNAL AND EXTERNAL COHERENCE AND SUSTAINABILITY**

**(Q18) To what extent are the various actions that have been brought together in Erasmus+ coherent? Can you identify any existing or potential synergies between actions within Erasmus+? Can you identify any tensions, inconsistencies or overlaps between actions within Erasmus+?**

Concerning KA1 and KA3 of Erasmus+ for the youth sector: the actions constitute the heart of Programme's strategy, providing a coherent and solid environment for the implementation of projects. No inconsistencies or overlaps are identified.

**(Q19) To what extent does Erasmus+ complement other national and international programmes available in your country? Can you identify any tensions, inconsistencies or overlaps with other programmes?**

Due to the considerable restriction of national funds in the youth sector over the last years, Erasmus+ Program constitutes one of the most prominent youth programmes implemented in Greece that enables the financing of youth projects.

#### **3.2.5. EUROPEAN ADDED VALUE AND SUSTAINABILITY**

**(Q20) To what extent Erasmus+ and its predecessor programmes produce effects that are additional to the effects that would have resulted from similar actions initiated only 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 value added?**

The Hellenic National Authority, in cooperation with the National Agency, works towards linking Erasmus+ Programme with the existing national youth actions and projects so as to multiply its effects and reach a wider audience for all implemented in the country programmes.

**(Q21) To what extent Erasmus+ will be able to absorb in an effective way the sharp increase in the budget that is foreseen in the coming years up to 2020 in your country? Could the programme use even higher budgets in an effective way? Do you see challenges to effectively use more money for particular actions or fields if the programme?**

Taking into consideration the increased demand that has been noticed in Greece during 2016 and the first two rounds of 2017, it is believed that the Greek National Agency will be in a position to absorb in an effective way the increase of the budget that is foreseen in the coming years.

The National Agency will also closely monitor the implementation of the granted projects in view to provide to the beneficiaries all the available information and tools, in order to maintain the high quality of their projects throughout their duration, and to deliver the desirable outcomes and results for further dissemination and exploitation of the Programme's results and to stress the opportunities that this Programme can provide to all young people.

With view to the situation as described under point (7), a big challenge for the National Agency is the absorption of the increased budget under Key Action 1 – European Voluntary Service. The National Agency grants per year almost all the projects that are submitted by the Greek accredited organizations under European Voluntary Service. There is still though

remaining amount which is transferred to other Actions, through Amendment to the respective Year's Declaration Agreement, in order to cover the increased needs of other Actions.

Considering the high priority given to this specific activity, alongside with the launch of the European Solidarity Corps initiative, the National Agency intends to give high priority on accrediting as EVS organizations and new organizations as possible. NA also envisages to deliver a number of information activities on the importance of EVS for the lives of young people.

## **4. CONCLUSIONS AND PROPOSALS**

### **4.1 CONCLUSIONS FOR ERASMUS+ EDUCATION, TRAINING AND YOUTH**

The mid-term evaluation report of Erasmus+ in Greece overall concludes that the programme is aligned to the current Greek needs while the objectives and strategic priorities mostly regarding individual outcomes such as development of skills and competences are met. Additionally, we found that the implementation of Erasmus+ is corresponding to the broader EU policy agenda regarding Education and Youth Sector. It is also noted a constant increase in the interest of the educational and youth organizations communities to participate both in qualitative and quantitative terms. In consequence, mobility has worked well, while the increase in demand indicates that a greater growth in EU budget funding will be efficiently absorbed. Erasmus+ has also been encourages stakeholders of the educational community to engage other public and private bodies in the different key actions and in this regard an even wider dissemination of the beneficiary's results is achieved. Accordingly for the participating institutions the objectives of gaining international experience and Europeanization were also met.

The National Authorities in cooperation with the National Agencies have worked towards limiting bureaucratic procedures and administrative burden in order to support participation, always within the national legislative context. Although, the integration of different predecessor programmes is perceived to have been a good development, it is reported from the stakeholders that the administrative burden remains high. It is also reported that experienced problems with the IT tools have been to a major extend tackled but more support and user friendly approaches and tools would be warmly welcomed.

Putting emphasis on the assistance of disadvantaged people from vulnerable social groups and the integration of refugees have to be the next generation focused priorities for both the mobility and partnership actions. In fact, it is hard to have a clear crystal view or assessment about the extent to which lower opportunity people have been reached and enhanced to participate in relevant key actions.

### **4.2 PROPOSALS FOR ERASMUS+ EDUCATION, TRAINING AND YOUTH**

Taking into account the aforementioned points we proceed with some further proposals:

#### **4.2.1 EDUCATION AND TRAINING**

- The NAU believes that the possibility of setting national priorities in the applications evaluation stage should be examined by the Commission. The Erasmus+ Guide for 2017 provides for the option to have national priorities in conjunction with the relevant European ones but as this option is not clearly interrelated with a certain rating, it is rather questionable whether projects orienting their outcomes to national priorities as well could be selected. The practice of LLP partnerships and Transfer of Innovation could be examined by the Commission as it has proved to lead to the approval of projects with a national impact as well.

- Given the changes in the programme guide concerning the strategic partnerships in the 2016 call and the complexity of the standard grant agreement formats, we would suggest the provision of different standard templates of agreements per sector and type of project with clear instructions about the dates of the reports submission, both for projects with the duration of two years, and for projects with duration between two to three years. Additionally, the provision of clear directions about the possible implications and penalties occurring from not spending the 70% of the pre-financing amount at the stage of interim report submission would be desirable and should be included in the grant agreement.

#### Proposals on Communication & Dissemination Strategy

- Annual campaigns, through which, best practices within Erasmus+ Programme will be sought and given visibility.
- Enhanced use of social media and audiovisual means of communication e.g. videos.
- Development of a national network of Erasmus+ organizations. Launch of an electronic platform and forum to be used by Erasmus+ organizations and those that are interested in collaborations.
- Intensification of the conferences held by the National Agency all over Greece.
- TV and radio coverage of Erasmus+ Programme focusing on youth.
- Strengthening the bonds with the rest National Agencies and foster common communication activities.

#### Proposals on the strengthening of the association with the economy and civil societal sectors

- Use of education and training as a clustering tool at national level. Organisation of sector and civil society-oriented conferences.
- The national strategy on economic development through sectors could be given prominence before each Call.

#### Proposals on National Agency Operation

- A Working Committee could be formed with the assigned role to report periodically on the necessary adaptations of national Law in view of rendering Erasmus+ provisions applicable, indicatively long-term pupil mobility within School Mobility Partnerships and subsequent recognition of students' learning outcomes.
- Development of an Erasmus+ national network and subsequent forum for policy-making and policy-implementation actors per sector that will contribute into rendering National Agency's Erasmus+ operation more effective in meeting the sector's and target groups' needs.

#### Proposals emerged from the research

- Project management rules may be dissuasive for organizations that are wholly compatible with Erasmus+ targeting but have no experience in implementing relevant projects.
- Greater flexibility in transferring amounts by category of mobility actions, should be examined regarding the EU legislation.
- The connection between Erasmus+ and the economy can be further strengthened depending on the education sector (vocational, tertiary, etc.). But it should not be the center around which the programmes will be planned and implemented. Strengthening the bond with civil society will be achieved by disseminating knowledge but also by increasing the number of bodies involved in implementing European programmes (more programmes to more than one organization).

## **4.2.2 YOUTH**

### Funding

- Increase flexibility in the distribution of funds between some Action's activities.
- Multiple submission and double funding tool should be further enhanced and developed in order to be more efficient.

- Simplify the Financial and Contractual Rules.  
IT Tools
- Facilitate the managing of digital platforms especially from small organizations or groups of young people with no previous experience. Some of the reporting requirements are too demanding and expertise is considered as prerequisite.
- “Quick Reports” editor to become more user friendly.

## ANNEXES



## ANNEX 1: EVALUATION QUESTIONS

### Effectiveness

(1) To what extent have Erasmus+ and its predecessor programmes contributed to the realisation of the Erasmus+ specific objectives (as listed in point B.2 in annex 3) in your country? Are there differences across fields? Please provide, where relevant, your assessment for each of the specific objectives and provide evidence and examples where possible.

(2) To what extent has the progress on the realisation of the specific objectives contributed to the realisation of the Erasmus+ general objectives (as listed in point B.2 in annex 3) in your country?

(3) To what extent have Erasmus+ actions influenced policy developments in the domains of education and training, youth and sport in your country? Which actions were most effective in doing so? Are there marked differences between different fields?

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

(5) Do you consider that certain actions of the programme are more effective than others? Are there differences across fields? What are the determining factors for making these actions of the programme more effective?

(6) To what extent has the integration of several programmes into Erasmus+ made the programme more effective in your country? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase effectiveness?

(7) Is the size of budget appropriate and proportionate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate in relation to their level of effectiveness and utility?

(8) What challenges and difficulties do you encounter while implementing the various actions of Erasmus+? What changes would need to be introduced in Erasmus+ or its successor programme to remedy these?

(9) To what extent are the approaches and tools that are used for disseminating and exploiting the results of Erasmus+ and its predecessor programmes in your country effective? Where can you see the possibilities for improvements?

## **Efficiency**

(10) To what extent is the system of cooperation and division of tasks between the Commission, Executive Agency, National Agencies, European Investment Fund, National Authorities, Independent Audit Bodies, and Erasmus+ Committee efficient and well-functioning from the point of view of your country? What are the areas for possible improvement or simplification in the implementation of Erasmus+ or a successor programme?

(11) To what extent has the integration of several programmes into Erasmus+ resulted in efficiency gains or losses for the implementation of the programme in your country, both at the level of the National Agency/ies and on the beneficiaries' and participants' level? Do you see scope for changes to the structure of Erasmus+ or its successor programme that could increase efficiency?

(12) Do you consider that the implementation of certain actions of the programme is more efficient than others? Are there differences across fields? What good practices of these more efficient actions of the programme could be transferred to others?

(13) To what extent has the system of simplified grants resulted in a reduction of the administrative burden for National Agencies and 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, without unduly compromising its results and impact?

(14) To what extent are the IT tools provided by the Commission adequate for the efficient management and implementation of the programme in your country? Do they answer your needs? Give specific examples where they can be improved. Is the set of IT tools appropriate or should it cover more/less elements of the programme implementation?

(15) To what extent is the level of human and financial resources that is available for the implementation of the programme in your country adequate? What steps did you take to optimise the efficiency of the resources deployed for the Erasmus+ implementation in your country?

## **Relevance**

(16) To what extent do the Erasmus+ objectives continue to address the needs or problems they are meant to solve? Are these needs or problems (still) relevant in the context of your country? Have the needs or problems evolved in such a way that the objectives of Erasmus+ or its successor programme need to be adjusted?

(17) To what extent are needs of different stakeholders and sectors addressed by the Erasmus+ objectives? How successful is the programme in attracting and reaching target audiences and groups within different fields of the programme's scope? Is the Erasmus+ programme well known to the education and training, youth and sport communities? In case some target groups are not sufficiently reached, what factors are limiting their access and what actions could be taken to remedy this?

### **Internal and external coherence and complementarity**

(18) To what extent are the various actions that have been brought together in Erasmus+ coherent? Can you identify any existing or potential synergies between actions within Erasmus+? Can you identify any tensions, inconsistencies or overlaps between actions within Erasmus+?

(19) To what extent does Erasmus+ complement other national and international programmes available in your country? Can you identify any tensions, inconsistencies or overlaps with other programmes?

### **European added value and sustainability**

(20) To what extent Erasmus+ and its predecessor programmes produce effects that are additional to the effects that would have resulted from similar actions initiated only 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 value added?

(21) To what extent Erasmus+ will be able to absorb in an effective way the sharp increase in the budget that is foreseen in the coming years up to 2020 in your country? Could the programme use even higher budgets in an effective way? Do you see challenges to effectively use more money for particular actions or fields of the programme?

## ANNEX 2: LIST OF DOCUMENTS

- Erasmus+ for Adult Education 2016
- Adult Education Call, NA, 2017
- Adult Education and Training in Europe: programmes to raise achievement in basic skills – country descriptions
- Erasmus+ for Higher Education 2016
- Higher Education Call, NA, 2017
- Erasmus+ for Schools 2016
- School Education Call, NA, 2017
- A practical guide for school leaders 2015
- Erasmus+ for VET 2016
- Vocational Education and Training Call, NA, 2017
- European inventory on validation of non-formal and informal learning 2014- country report Greece
- Regulation of the European Parliament and of the Council establishing “Erasmus+”: the Union programme for education, training, youth and sport and repealing decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC – 11 December 2013
- Erasmus+ Programme Guide, version 2 (2017)
- National Reports on the implementation and impact of Erasmus+ guidance note (Ref. Ares(2016)576506-02/02/2016)
- Yearly National Agency Report 2014
- Yearly National Agency Report 2015
- Yearly National Agency Report 2016
- Work Programme 2016 – Indicators
- Erasmus+ General Statistics 2014
- Erasmus+ General Statistics 2015
- Erasmus+ General Statistics 2016
- Erasmus+ Call 2014 – General statistics (awarded amounts)
- Erasmus+ Call 2015 – General statistics (contracted amounts)
- KA1 VET Cal 2014 - participants feedback
- KA1 AE Call 2014 - participants feedback
- KA1 HE Call 2014 - participants feedback
- List of Comenius Partnerships

## ANNEX 3: OBJECTIVES OF THE PROGRAMME

### General objective of the Programme

The Programme shall contribute to the achievement of:

- (a) the objectives of the Europe 2020 strategy, including the headline education target;
- (b) the objectives of the strategic framework for European cooperation in education and training ('ET 2020'), including the corresponding benchmarks;
- (c) the sustainable development of partner countries in the field of higher education;
- (d) the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018);
- (e) the objective of developing the European dimension in sport, in particular grassroots sport, in line with the Union work plan for sport; and
- (f) the promotion of European values in accordance with Article 2 of the Treaty on European Union.

### Specific objectives of the Programme

In line with the general objective of the Programme as specified in Article 4 (Regulation of the European Parliament and of the Council establishing "Erasmus+"), in particular the objectives of ET 2020, as well as in support of the sustainable development of partner countries in the field of higher education, the Programme shall pursue the following specific objectives:

- (a) to improve the level of key competences and skills, with particular regard to their relevance for the labour market and their contribution to a cohesive society, in particular through increased opportunities for learning mobility and through strengthened cooperation between the world of education and training and the world of work;
- (b) to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions, in particular through enhanced transnational cooperation between education and training providers and other stakeholders;
- (c) to promote the emergence and raise awareness of a European lifelong learning area designed to complement policy reforms at national level and to support the modernisation of education and training systems, in particular through enhanced policy cooperation, better use of Union transparency and recognition tools and the dissemination of good practices;
- (d) to enhance the international dimension of education and training, in particular through cooperation between Union and partner-country institutions in the field of VET and in higher education, by increasing the attractiveness of European higher education institutions and supporting the Union's external action, including its development objectives, through the promotion of mobility and cooperation between the Union and partner-country higher education institutions and targeted capacity-building in partner countries;
- (e) to improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness;
- (f) to promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide, as referred to in Article 10 (Regulation of the European Parliament and of the Council establishing "Erasmus+").

## ANNEX 4: 1ST COLLECTION DATA TOOL (LIKERT 5 –GRADE SCALE)



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ  
ΘΡΗΣΚΕΥΜΑΤΩΝ



Erasmus+

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ΙΔΡΥΜΑ ΚΡΑΤΙΚΩΝ ΥΠΟΤΡΟΦΙΩΝ  
(ΙΚΥ)  
ΔΙΕΥΘΥΝΣΗ ΕΙΔΙΚΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ ΔΙΕΘΝΩΝ  
ΥΠΟΤΡΟΦΙΩΝ  
ΤΜΗΜΑ ΠΡΟΓΡΑΜΜΑΤΩΝ ΕΥΡΩΠΑΪΚΗΣ ΕΝΩΣΗΣ

### ΦΟΡΜΑ ΕΝΔΙΑΜΕΣΗΣ ΑΞΙΟΛΟΓΗΣΗΣ

### ΠΡΟΓΡΑΜΜΑΤΟΣ ERASMUS+

*Σας παρακαλούμε να αφιερώσετε μερικά λεπτά για να απαντήσετε στα ακόλουθα ερωτήματα.*

*Θα συμβάλετε στην αξιολόγηση του Ευρωπαϊκού Προγράμματος Erasmus+, στη βελτίωση της λειτουργίας του, καθώς και στη διαμόρφωση μελλοντικής πολιτικής της Ευρωπαϊκής Ένωσης για τις δράσεις που αφορούν στη σχολική και ανώτατη εκπαίδευση, την επαγγελματική εκπαίδευση και κατάρτιση και την εκπαίδευση ενηλίκων.*

Όνομ/επώνυμο  
(προαιρετικά).....

Θέση/Ειδικότητα (προαιρετικά)  
.....

Φορέας  
(προαιρετικά).....

Στοιχεία επικοινωνίας (προαιρετικά)  
.....

**A. Συμμετέχω/είχα σε Erasmus+ σχέδιο που αφορά:**

α. Σχολική Εκπαίδευση

β. Ανώτατη Εκπαίδευση



Erasmus+

γ. Επαγγελματική Εκπαίδευση και Κατάρτιση

δ. Εκπαίδευση Ενηλίκων

**Β. Έχω συμμετάσχει σε προηγούμενα Προγράμματα όπως:**

α. Erasmus

β. Leonardo da Vinci

γ. Comenius

δ. Grundtvig

ε. Άλλο Πρόγραμμα:

**Γ. Ενδιάμεση Αξιολόγηση Προγράμματος Erasmus+**

**1. Παρακαλούμε σημειώσετε ανά κριτήριο αξιολόγησης (Αποτελεσματικότητα, Αποδοτικότητα, Συνάφεια, Συνοχή, Προστιθέμενη Αξία, Βιωσιμότητα):**

**1= Διαφωνώ απολύτως, 2 = Διαφωνώ, 3= Ούτε συμφωνώ ούτε διαφωνώ, 4= Συμφωνώ, 5= Συμφωνώ απολύτως**

| <b>ΑΠΟΤΕΛΕΣΜΑΤΙΚΟΤΗΤΑ</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Παρακαλούμε θερμά σημειώστε ένα μικρό λεκτικό σχόλιο που να δικαιολογεί την απάντησή σας</b> |
|---|----------|----------|----------|----------|----------|---|
| α. Η υλοποίηση του Erasmus+ συμβάλλει αποτελεσματικά στην επίτευξη των στόχων του προγράμματος.                             |          |          |          |          |          |   |
| β. Το Erasmus+ αποτελεί δίοδο για τη συμμετοχή στον ευρωπαϊκό διάλογο για τους τομείς εκπαίδευσης και κατάρτισης.           |          |          |          |          |          |   |
| γ. Το Erasmus+ λειτουργεί ως εργαλείο διαμόρφωσης της εθνικής πολιτικής εκπαίδευσης και κατάρτισης.                         |          |          |          |          |          |   |
| δ. Οι δράσεις επικοινωνίας και διάχυσης πληροφόρησης στο πλαίσιο του Erasmus+ είναι αποτελεσματικές.                        |          |          |          |          |          |   |
| <b>ΑΠΟΔΟΤΙΚΟΤΗΤΑ</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Παρακαλούμε θερμά σημειώστε ένα μικρό λεκτικό σχόλιο που να δικαιολογεί την απάντησή σας</b> |
| ε. Η συνεργασία με την Εθνική Μονάδα Erasmus+ / Ίδρυμα Κρατικών Υποτροφιών είναι αποδοτική.                                 |          |          |          |          |          |   |
| στ. Η χρηματοδότηση Erasmus+ ανταποκρίνεται στις ανάγκες των σχεδίων.   |          |          |          |          |          |   |
| ζ. Τα οφέλη της απλοποίησης των διαδικασιών και της μείωση της γραφειοκρατίας είναι ορατά.                                  |          |          |          |          |          |   |
| η. Τα εργαλεία πληροφορίας και επικοινωνίας είναι εύχρηστα (application form, mobility tool, Erasmus+ Project Results κ.α.) |          |          |          |          |          |   |

| <b>ΣΥΝΑΦΕΙΑ</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Παρακαλούμε θερμά σημειώστε ένα μικρό λεκτικό σχόλιο που να δικαιολογεί την απάντησή σας</b> |
|--|----------|----------|----------|----------|----------|---|
| θ. Το Erasmus+ ανταποκρίνεται στις ανάγκες και τις προκλήσεις που αντιμετωπίζουν οι ομάδες-στόχος (φοιτητές, ενήλικες καταρτιζόμενοι, εκπαιδευτές, πάροχοι εκπαίδευσης και κατάρτισης κ.α.). |          |          |          |          |          |   |
| ι. Όλοι οι κλάδοι έχουν πρόσβαση στο Erasmus+.   |          |          |          |          |          |   |
| <b>ΣΥΝΟΧΗ</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Παρακαλούμε θερμά σημειώστε ένα μικρό λεκτικό σχόλιο που να δικαιολογεί την απάντησή σας</b> |
| κ. Το Erasmus+ ανταποκρίνεται σε ανάγκες που δεν θα καλύπτονταν από άλλα εθνικά και ευρωπαϊκά προγράμματα.   |          |          |          |          |          |   |
| <b>ΒΙΩΣΙΜΟΤΗΤΑ</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>Παρακαλούμε θερμά σημειώστε ένα μικρό λεκτικό σχόλιο που να δικαιολογεί την απάντησή σας</b> |
| λ. Ο τρόπος υλοποίησης του Erasmus+ διασφαλίζει τη βιωσιμότητα και περαιτέρω ενίσχυση του προγράμματος.  |          |          |          |          |          |   |

**2. Ποια είναι η αξιολόγησή σας όσον αφορά στο Πρόγραμμα Erasmus+ εν γένει;**

| <b>Εξαιρετική</b> | <b>Πολύ καλή</b> | <b>Καλή</b> | <b>Μέτρια</b> | <b>Κακή</b> |
|-------------------|------------------|-------------|---------------|-------------|
|                   |                  |             |               |             |

**3. ΠΡΟΤΑΣΕΙΣ ΒΕΛΤΙΩΣΗΣ ΑΝΑΦΟΡΙΚΑ ΜΕ ΤΑ ΠΑΡΑΚΑΤΩ:**

|   |
|---|
| <b>A. ΚΑΝΟΝΕΣ ΔΙΑΧΕΙΡΙΣΗΣ ΣΧΕΔΙΩΝ</b>   |
|   |
|   |
| <b>B. ΣΥΝΕΡΓΑΣΙΑ ΜΕ ΤΗΝ ΕΘΝΙΚΗ ΜΟΝΑΔΑ ERASMUS+ / ΙΚΥ</b>  |
|   |
|   |
| <b>Γ. ΕΝΙΣΧΥΣΗ ΤΗΣ ΣΥΝΔΕΣΗΣ ΜΕ ΤΟΥΣ ΚΛΑΔΟΥΣ ΤΗΣ ΟΙΚΟΝΟΜΙΑΣ ΚΑΙ ΤΗΝ ΚΟΙΝΩΝΙΑ ΤΩΝ ΠΟΛΙΤΩΝ</b>   |
|   |
|   |
| <b>Δ. ΣΥΝΔΕΣΗ ΠΑΡΑΔΟΤΕΩΝ ΤΩΝ ERASMUS+ ΣΧΕΔΙΩΝ ΜΕ ΤΙΣ ΠΟΛΙΤΙΚΕΣ ΕΚΠΑΙΔΕΥΣΗΣ ΚΑΙ ΚΑΤΑΡΤΙΣΗΣ ΣΕ ΕΘΝΙΚΟ ΕΠΙΠΕΔΟ ΜΕ ΣΤΟΧΟ ΤΗΝ ΑΞΙΟΠΟΙΗΣΗ ΤΟΥΣ.</b> |



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**4. ΑΛΛΕΣ ΠΡΟΤΑΣΕΙΣ:**

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**Ευχαριστούμε!**

## ANNEX 5: FINDINGS OF THE 1ST COLLECTION DATA TOOL (LIKERT 5 – GRADE SCALE)

Regarding the sample of the research, 230 informants participated in an Erasmus+ programme in the field of School Education, 42 in the field of Higher Education, 148 in the field of Vocational Education and Training and 40 in the field of Adult Education. Furthermore, from the 460 informants of the research 409 had already participated at least one time in one of the Erasmus + predecessor programmes (Erasmus, Leonardo da Vinci, Comenius, Grundtvig or other programme).

### **Effectiveness**

More than 98%<sup>49</sup> of the informants agree that Erasmus+ projects contributed to the realization of the Erasmus+ specific objectives. (Question 1 of the National Report on Implementation and Impact of Erasmus +).

More specifically, regarding the improvement of key competences and skills, in the field of education and training, in addition to improved language skills, the effect most frequently referred to is improved transversal skills for pupils, apprentices and students that participate in mobility projects. Moreover, organizations in the adult education sector also report that staff mobility and Strategic Partnerships have led to improved key competences among staff.

On the other hand, regarding the quality improvements fostered by the participation in the programmes, In the field of education and training, the most frequently reported effect from programme participation at the level of the participating organisations is improved teaching competence and quality, through teacher mobility and Strategic Partnerships. There are also numerous examples of teachers and organisations introducing new teaching methods as a result of Strategic Partnerships or teacher mobility, within the school, adult education and higher education sectors. There has been a large increase in the percentage of staff on mobility who report that they have developed new teaching methods as a result of the mobility project.

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<sup>49</sup> See Annex, Table 1.

Indicatively, we present some of the comments of the informant regarding the realization of the objectives of Erasmus +.

- *the implementation of Erasmus + is to a great extent balanced with the objectives of the program. However, interculturalism and internationalization are areas that need further strengthening.*
- *Erasmus + contributes to the consolidation of European values through the cooperation of teachers and pupils from different countries.*
- *The Erasmus+ programme has, at its heart, two key priorities: fighting levels of youth unemployment and ensuring that young people complete their schooling, leaving their educational establishment qualified, skilled, optimistic and enthusiastic about their role as European citizens.*
- *Erasmus + provides the opportunity for education and training in a different and intercultural environment, multiplying the benefits of lifelong learning and empowering individuals at a personal and professional level.*

Regarding the statement that supports that the Erasmus + represents a way to participate in the European debate on education and training sectors, almost the 95% of the informants seem to agree or strongly agree<sup>50</sup> (relevant to the Question 20 of the National Report on Implementation and Impact of Erasmus +). Indicatively, we present some of the comments of the informants regarding the above statement.

- *The focused exchange of views and the development of tools by transnational partners facilitating participation in learning are evidence of the contribution of Erasmus +.*
- *Erasmus + creates the conditions for a wider understanding of the European framework within which policy decisions are made to contribute to the understanding of common terminology and concepts.*
- *The interaction and the European added value of Erasmus + is the best practice for a European dialogue in education.*

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<sup>50</sup> See Annex, Table 2.

Almost the 60% of the informants of the research believe that Erasmus + functions as an effective tool for shaping national education and training policy<sup>51</sup> (relevant to the Question 3 of the National Report on Implementation and Impact of Erasmus +). However, an adequate percentage of the informants seems to disagree with the pre mentioned statement.

Indicatively, we present some of the comments of the informants regarding the above statement.

- *The Program could make a positive contribution to national policy-making (renewal, modernization) precisely because it facilitates and encourages trans-European cooperation, dialogue and the transfer of good practices.*
- *The study of European educational developments can help to a better understanding of issues that concern education in a country by adding to the expertise and broadening the perception of practical issues and other factors that affect educational policies.*
- *There is room for further integration of the program's implementation results.*
- *In theory, it should be an essential tool for policy-making at all levels, but reality is different.*

*Regarding the answers of the research subjects it is also obvious that the great majority of the informants (almost 90%) believe that Erasmus + communication and dissemination actions are totally effective<sup>52</sup> (relevant to the Question 9 of the National Report on Implementation and Impact of Erasmus +). Indicatively, we present some of the comments of the informants regarding the above statement.*

- *IKY is making a very significant effort. I believe that information on the results of evaluating projects with a more rewarding character could be increased, as well as the possibility of easily finding partners from a certain reliable and well organized information point.*

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<sup>51</sup> See Annex, Table 3.

<sup>52</sup> See Annex, Table 4.

- *Generally they are quite effective. The exact degree of effectiveness is largely dependent on the Agency implementing the communication and dissemination actions.*
- *Typically, Erasmus + dissemination actions are limited to local and rarely regional level. More initiatives can be taken at national, regional and local level for the capitalization and valorization of results of the Erasmus+ projects.*
- *It is suggested to create a digital space / site where the information of each program will be disseminated during or after its completion in order to act as "example" for each interested person or institution.*
- *The dissemination of the project outcomes to schools and the wider community, through the social media (facebook, youtube, etwinning, school sites, other sites and blogs, news portals, school e-learning platform) written publications, multiplier events, makes the programme known to the world, with the ultimate view of promoting a more positive attitude to the European Project, but mostly a holistic approach to quality education, which transcends borders and narrow-mindedness.*

### **Efficiency**

Regarding the cooperation between the institutions implementing the various programs and the Greek National Agency (IKY), the 95% of the informants believe that is more than efficient (relevant to the Questions 10 & 11 of the National Report on Implementation and Impact of Erasmus +)<sup>53</sup>. Indicatively, we present some of the comments of the informants regarding the above statement.

- *Cooperation with the national unit is one of the benefits of the program. Direct communication helps and resolves any problem that has occurred.*
- *The cooperation with the National Agency is good and efficient.*

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<sup>53</sup> See Annex, Table 5.

- *Communication with our National Agency has been constructive and illuminating, in terms of the management of funds and implementation of the project.*
- *Cooperation with the National Agency is excellent. The same is the technical support.*
- *My personal experience allows me to consider the support and cooperation with IKY as profitable as possible. A climate of support has been created which has ensured excellent cooperation.*

Furthermore, almost the 85% of the informants support that Erasmus + funding responds to the needs of the projects (relevant to the Question 7 of the National Report on Implementation and Impact of Erasmus +)<sup>54</sup>. According to the informants the total budget for decentralised actions is adequate. However, within some sectors, the funding for certain actions are inadequate. The current system for distribution of funds is perceived of as fairly rigid, and funding that could benefit participants sometimes go unused. Overall, the distribution of funds across KA1 and KA2 is considered appropriate. Most participants agree that the cornerstone of the programme should continue to be mobility, and that although KA2 projects are welcome additions to the programme, the bulk of the funding should remain apportioned to KA1.

According to the views of the informants only 9.1% of them believe that the benefits of the simplified procedures which are reducing bureaucracy are not adequate (relevant to the Question 13 of the National Report on Implementation and Impact of Erasmus +)<sup>55</sup>. More specifically, across fields, sectors and actions, all the informants report that the system of simplified grants and unit costs in general have resulted in considerable efficiency benefits for the participating organisations. However, a number of the applying organisations find the presentation of the financial provisions hard to penetrate, both in terms of language and clarity, and spend much time on deciphering them. Indicatively, we present some of the

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<sup>54</sup> See Annex, Table 6.

<sup>55</sup> See Annex, Table 7.

comments of the informants regarding the simplified procedures of Erasmus + and the elimination of bureaucracy.

- *As far as bureaucracy is concerned, I think it is a great obstacle for any program whether it is implemented at national or European level. Particularly the preparation of the documents could be done online, enclosing in a form / application all the documents needed directly in the IKY and from there the approval to be communicated to the competent Department of Primary Education.*
- *Bureaucracy has not been diminished enough and there are quite a few tricky points.*

Regarding the communication and information tools used by Erasmus + (application form, mobility tool, Erasmus + Project Results etc.), the 83.1% of the informants believe that are quite easy to use<sup>56</sup>. Bellow we present some of the comments of the informants concerning the information and communication tools of Erasmus +.

- *The tools are definitely easy to use. The application form is too large without leaving room for self-action of the applicants.*
- *Apart from the application (lengthy, too detailed, with many points to be repeated) the other tools are quite easy to use.*
- *The format and structure of the information tools are easy to use and efficient.*
- *The Mobility Tool is an excellent tool that ensures immediate communication and clarity between the parties especially on the budget section.*

### **Relevance**

The 97% of the informants believe that Erasmus + responds to the needs and challenges faced by target groups (relevant to the Question 16 of the National

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<sup>56</sup> See Annex, Table 8.

Report on Implementation and Impact of Erasmus +)<sup>57</sup> and the 87% of the sample stated that all target groups and sectors have access to Erasmus + (relevant to the Question 17 of the National Report on Implementation and Impact of Erasmus +)<sup>58</sup>. Across all sectors, the Erasmus+ objectives are found highly relevant. Further, informants across all sectors appreciate what they perceive as the flexibility of the Erasmus+ objectives; if circumstances change, the objectives can change. At the same time, some organisations in the higher education sector find that the focus on key competences and skills is more relevant to the school sector than to higher education. Similarly, some adult education organisations and schools find the goal of innovation excellence too ambitious for what they are trying to achieve; to solve problems that are close and immediate.

### **Sustainability & Coherence**

Regarding issues of sustainability and coherence only the 0.2% of the informants believe that Erasmus + does not respond to needs that would not be covered by other national and European programs<sup>59</sup> and only the 0.6% of the informants believe that the implementation of Erasmus + does not ensure the sustainability and further strengthening of the program<sup>60</sup>.

### **Overall Assessment**

From the 460 informants of this research the 0.4% believes that the implementation of Erasmus + is concerned bad or average, the 2.6 % believes that the implementation is good, the 39.8% very good and the 57.2% of the informants believe that the implementation of Erasmus + is of an excellent level.

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<sup>57</sup> See Annex, Table 9.

<sup>58</sup> See Annex, Table 10.

<sup>59</sup> See Annex, Table 11.

<sup>60</sup> See Annex, Table 12.



## Proposals

### a) Proposals regarding the Project Management Rules

- *Stricter rules on evaluation procedures.*
- *Project management rules may be dissuasive for organizations that are wholly compatible with Erasmus + targeting but have no experience in implementing relevant projects.*
- *Greater flexibility in transferring amounts by category of mobility actions.*

### b) Proposals regarding the cooperation with the National Agency

- *Electronic real-time communication platform and forum for participants to exchange practices and views.*
- *More regular briefings, even remotely.*
- *The cooperation with the National Agency has improved a lot compared to the past. The site could be more user-friendly and timely informed.*
- *IKY could further enhance the program's actions by setting up brochures or texts on the trends in the EU. Greater diffusion of good practices by sending messages that can lead to useful internet links.*

### c) Proposals regarding the strengthening of the association with the economy and civil societal sectors

- *Depending on the orientation of a project (social or economic), the involvement of representatives of the relevant economic sector or civil society in the partnership scheme (as regular or affiliated partners) could be positively assessed.*
- *Strengthening the connection between ERASMUS + and the economy can be stepped up depending on the education sector (vocational, tertiary, etc.). But it should not be the center around which the programs will be planned and implemented. Strengthening the bond with civil society will be achieved by disseminating knowledge but also by increasing the number of bodies*

*involved in implementing European programs (more programs to more than one organization).*

- *Organization of meetings with guests from companies (branches of the economy) and non-governmental organizations.*
- *Ensuring the legal framework and informing employers employing graduates with apprenticeship to implement it in part abroad.*
- *Linking education to the labor market by enhancing mobility for internship.*

d) Proposals regarding the connection of erasmus + deliverables with education and training policies at a national level.

- *It would be beneficial if the National Agency implemented workshops for the exchange of results between and beyond the stakeholders, in order to have multiplied conclusions of exploitation.*
- *The National Agency could inform the competent bodies (Ministry of Education, social partners, etc.) on a yearly basis about the products of the implemented projects that meet certain quality criteria. At one annual meeting, representatives of the selected partnerships could present their proposals and discuss the possibilities for exploitation and further concerted actions that should be launched in the future.*
- *Establishing a Deliverables Assessment Team to select and award them as the best of each year, and then to be promoted to National Public Bodies for Integration.*
- *They could be delivered to the Institution of Educational Policy (IEP) to make the appropriate use of them in education and training policies.*

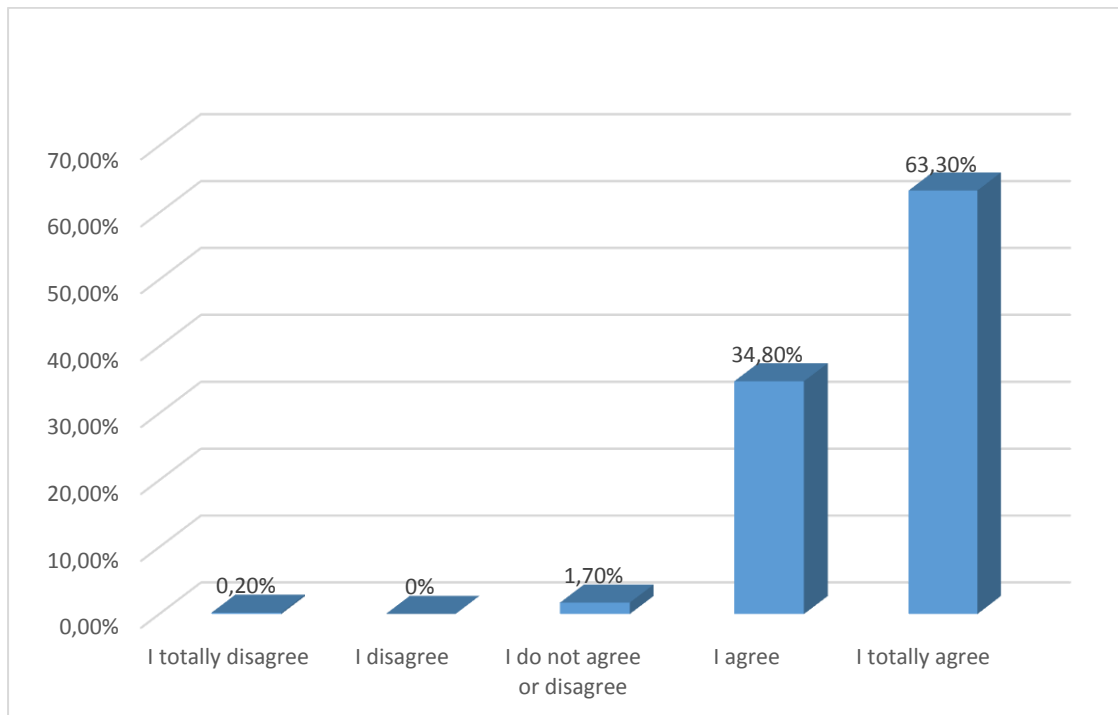
e) General proposals

- *Provide better, more accurate and complete information from National Agency officials.*

- *It is necessary to set up a counseling bureau in the National Agency to provide assistance and guidance to teachers for the proper preparation of the application.*
- *Pedagogical workshops could take place after the end of the diffusion programme for teachers throughout the country, but also transnational workshops with representatives from other countries.*
- *It would be very good to have a database of all educational institutions and mainly industries intending to cooperate with educational institutions in the implementation of ERASMUS +.*

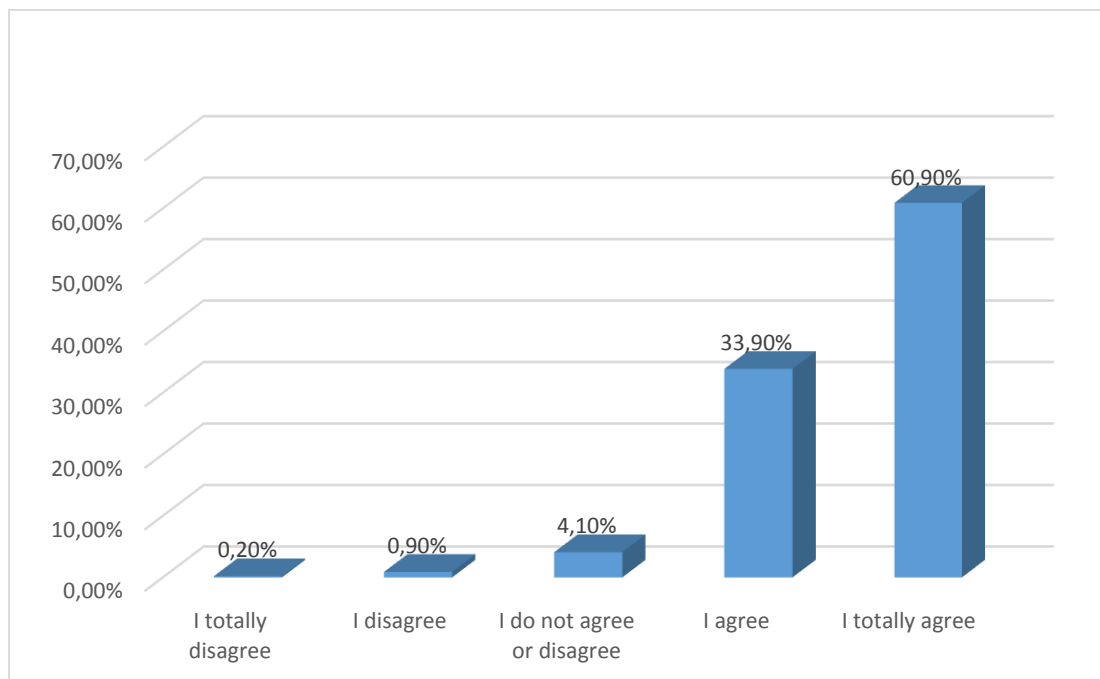
**Table 1. The implementation of Erasmus + contributes effectively to the achievement of the objectives of the program.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 0          | 0            |
| I do not agree or disagree | 8          | 1,7          |
| I agree                    | 160        | 34,8         |
| I totally agree            | 291        | 63,3         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



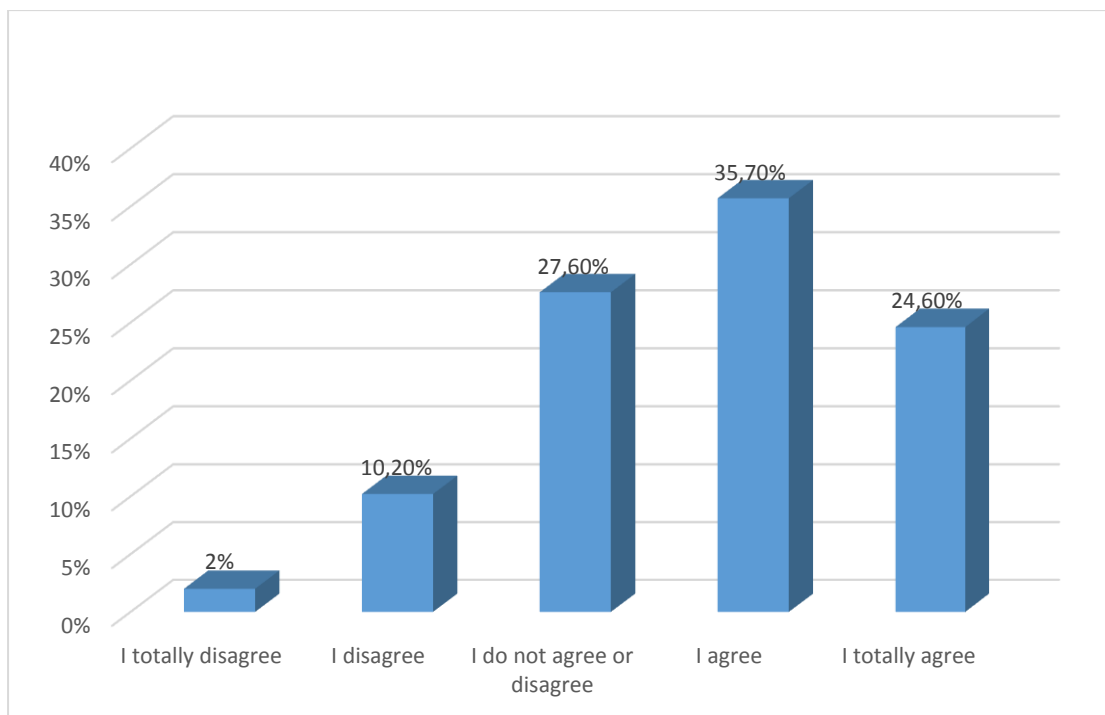
**Table 2. Erasmus + represents a way to participate in the European debate on education and training sectors.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 4          | 0,9          |
| I do not agree or disagree | 19         | 4,1          |
| I agree                    | 156        | 33,9         |
| I totally agree            | 280        | 60,9         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



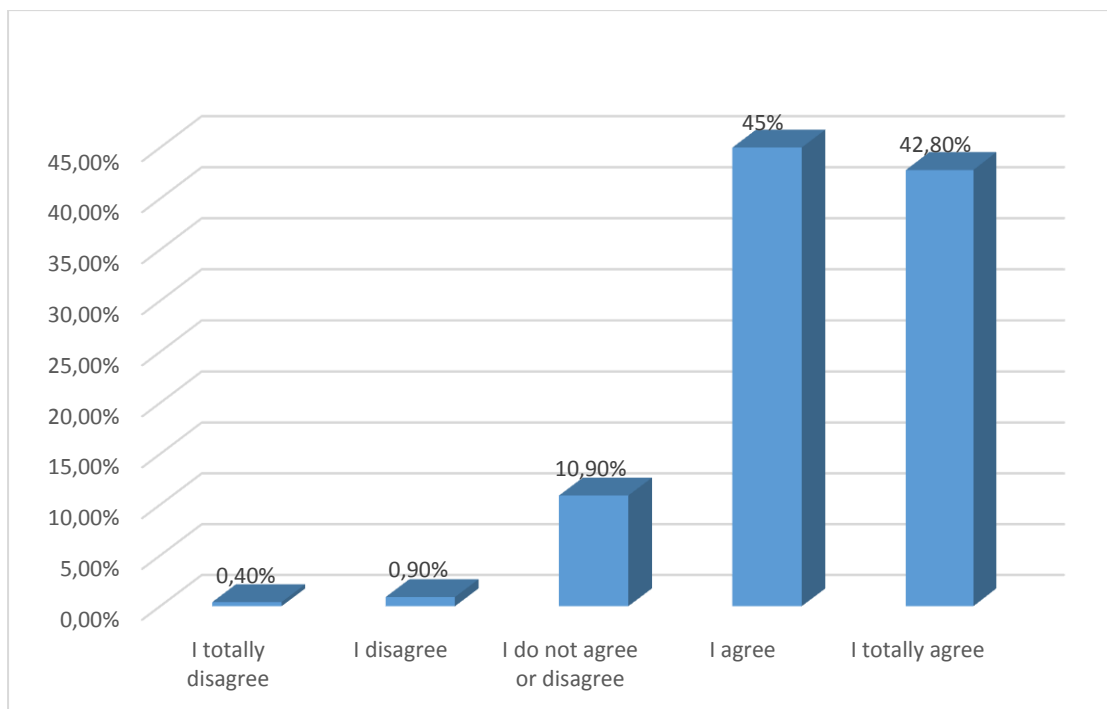
**Table 3. Erasmus + functions as a tool for shaping national education and training policy.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 9          | 2,0          |
| I disagree                 | 47         | 10,2         |
| I do not agree or disagree | 127        | 27,6         |
| I agree                    | 164        | 35,7         |
| I totally agree            | 113        | 24,6         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



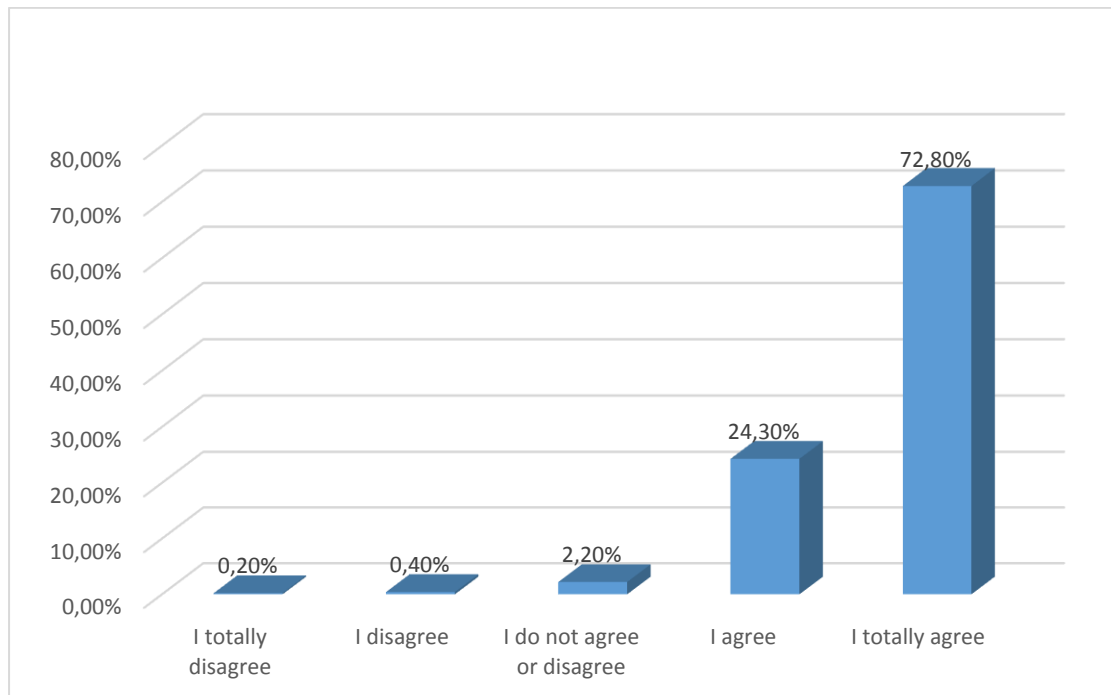
**Table 4. Erasmus + communication and dissemination actions are effective.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 2          | 0,4          |
| I disagree                 | 4          | 0,9          |
| I do not agree or disagree | 50         | 10,9         |
| I agree                    | 207        | 45,0         |
| I totally agree            | 197        | 42,8         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



**Table 5. Cooperation with the Erasmus + National Agency / State Scholarship Foundation (IKY) is effective.**

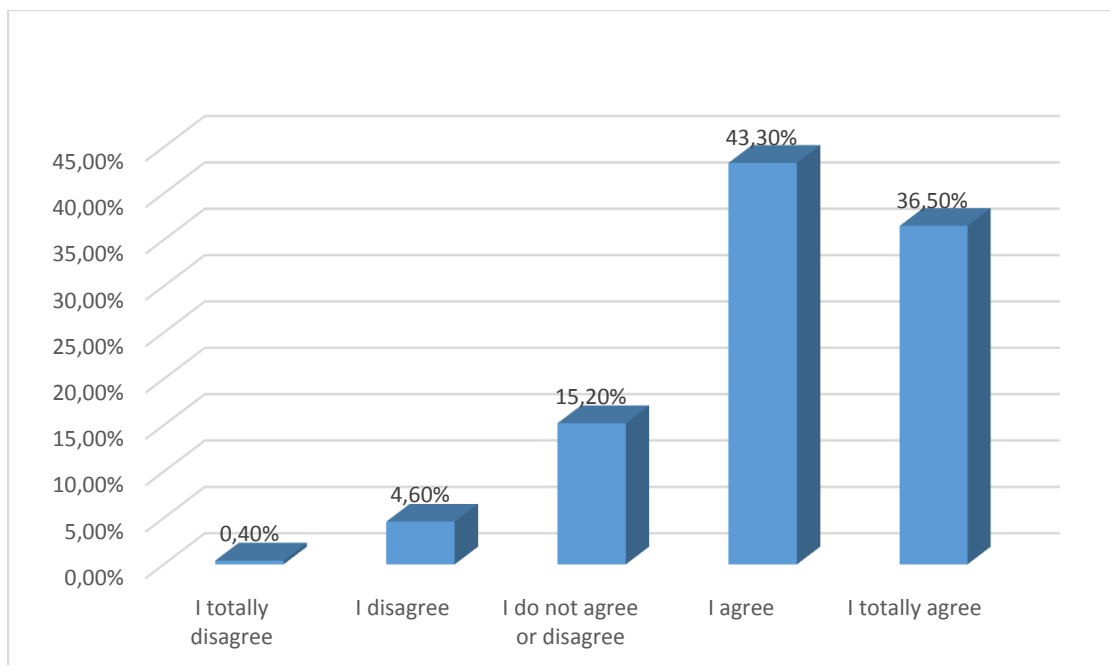
|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 2          | 0,4          |
| I do not agree or disagree | 10         | 2,2          |
| I agree                    | 112        | 24,3         |
| I totally agree            | 335        | 72,8         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |





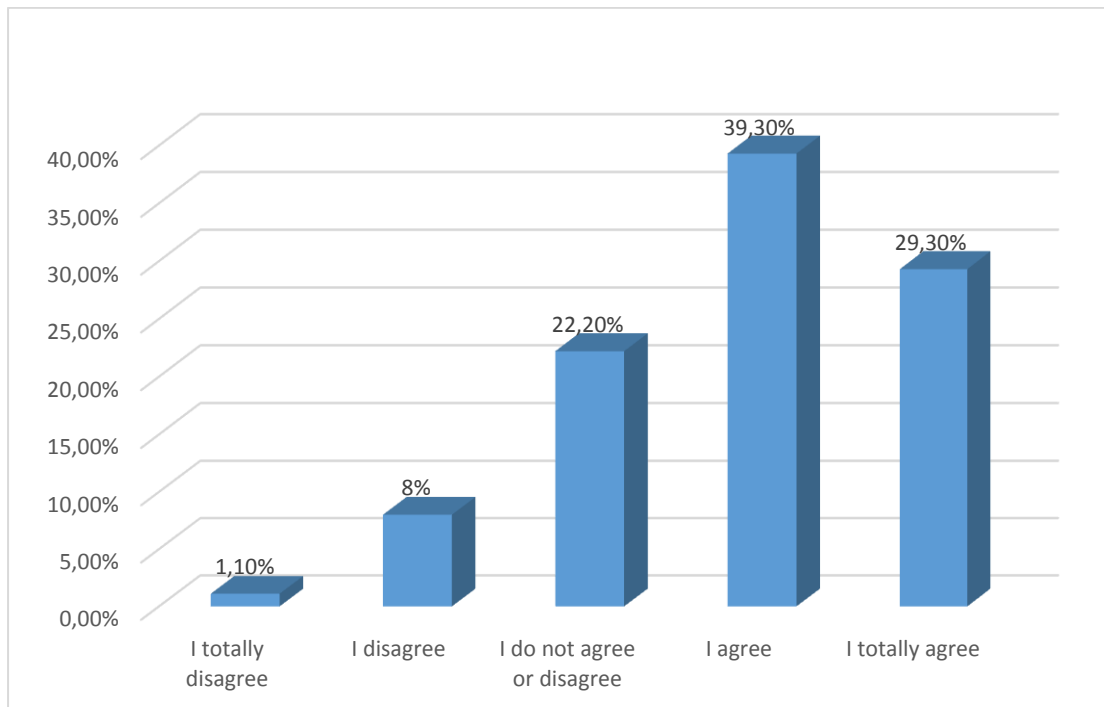
**Table 6. Erasmus + funding responds to the needs of the projects.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 2          | 0,4          |
| I disagree                 | 21         | 4,6          |
| I do not agree or disagree | 70         | 15,2         |
| I agree                    | 199        | 43,3         |
| I totally agree            | 168        | 36,5         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



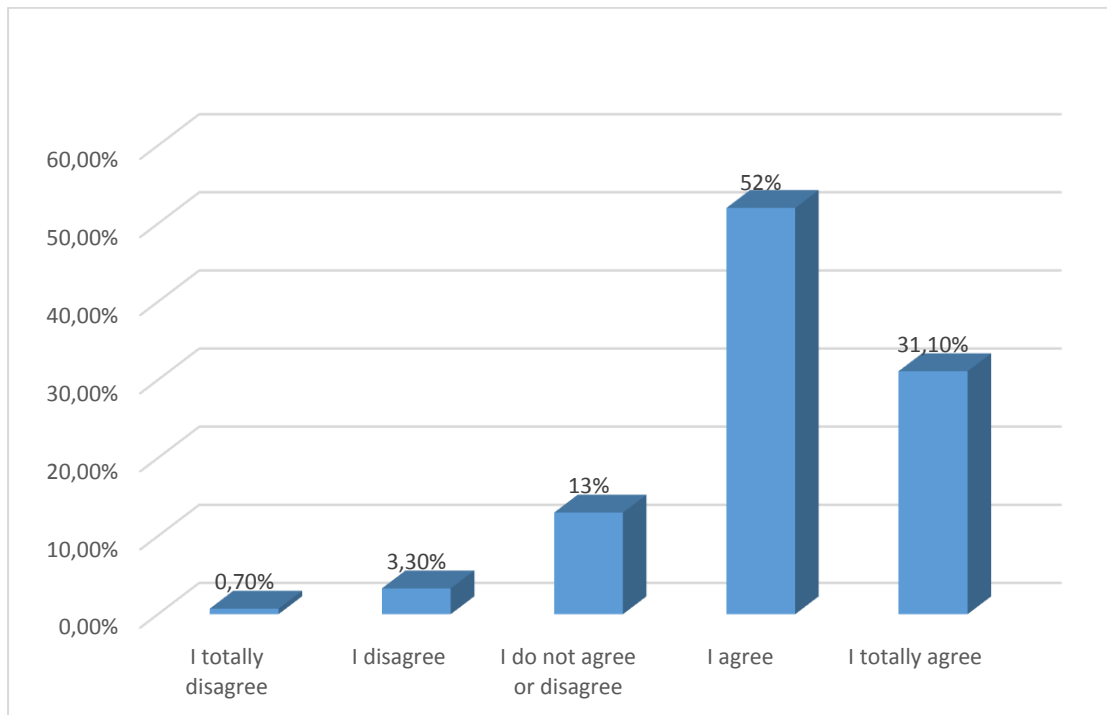
**Table 7. The benefits of the simplified procedures and the reduction of bureaucracy are visible.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 5          | 1,1          |
| I disagree                 | 37         | 8,0          |
| I do not agree or disagree | 102        | 22,2         |
| I agree                    | 181        | 39,3         |
| I totally agree            | 135        | 29,3         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



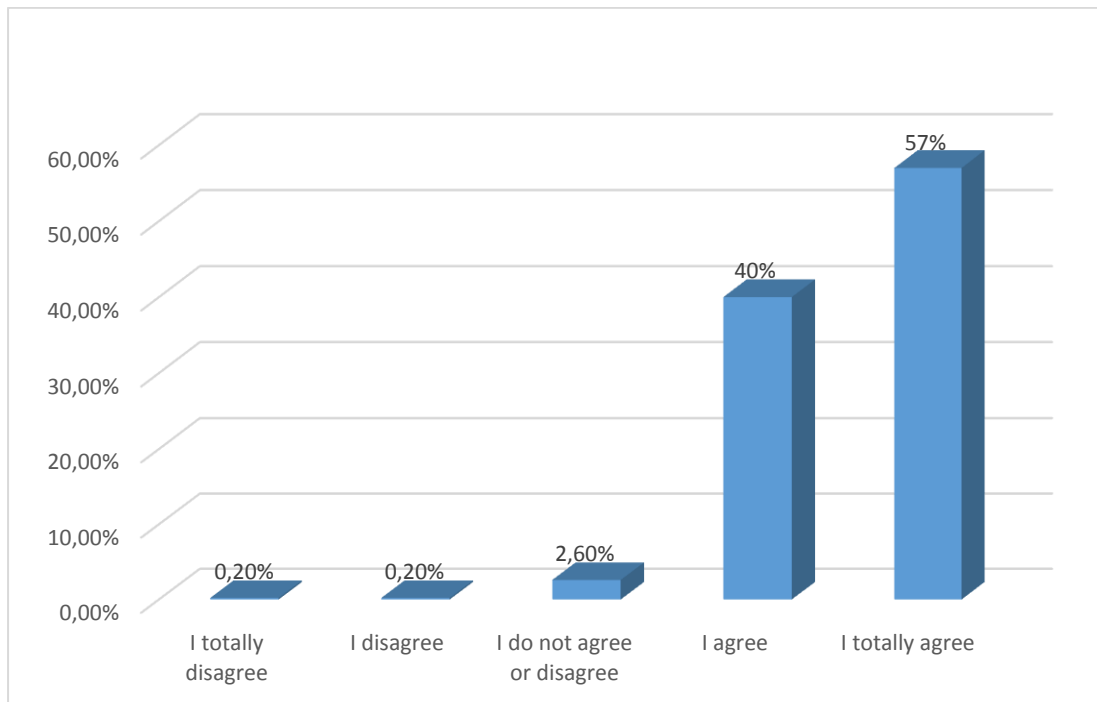
**Table 8. Information and communication tools are easy to use (application form, mobility tool, Erasmus + Project Results etc.).**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 3          | 0,7          |
| I disagree                 | 15         | 3,3          |
| I do not agree or disagree | 60         | 13,0         |
| I agree                    | 239        | 52,0         |
| I totally agree            | 143        | 31,1         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



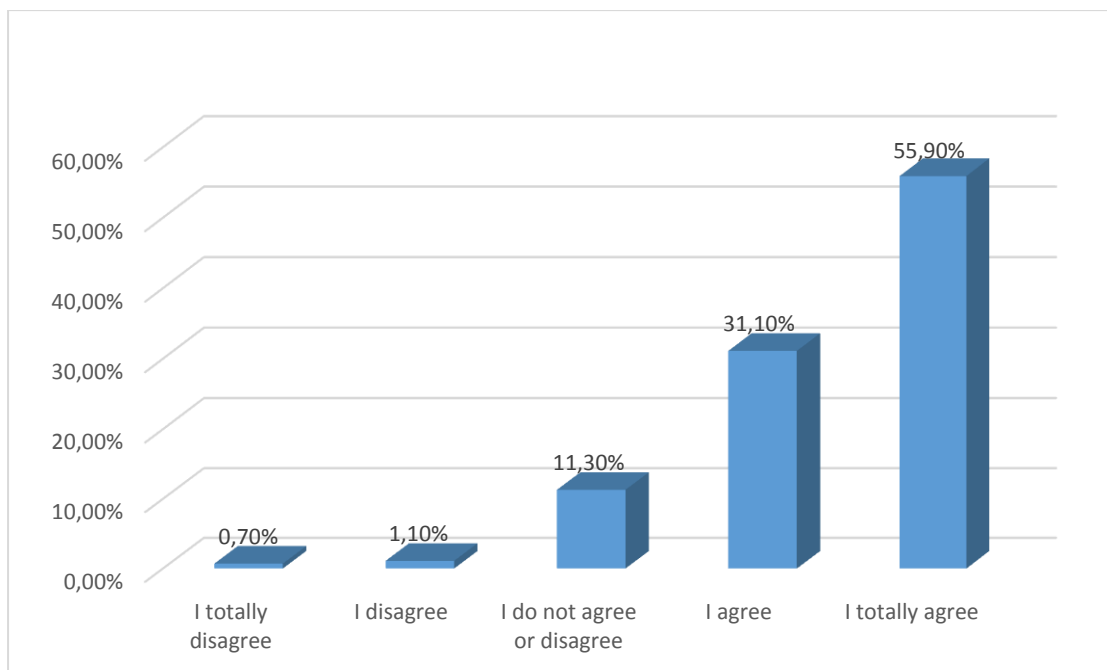
**Table 9. Erasmus + responds to the needs and challenges faced by target groups (students, adult learners, trainers, education and training providers, etc.).**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 1          | 0,2          |
| I do not agree or disagree | 12         | 2,6          |
| I agree                    | 184        | 40,0         |
| I totally agree            | 262        | 57,0         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



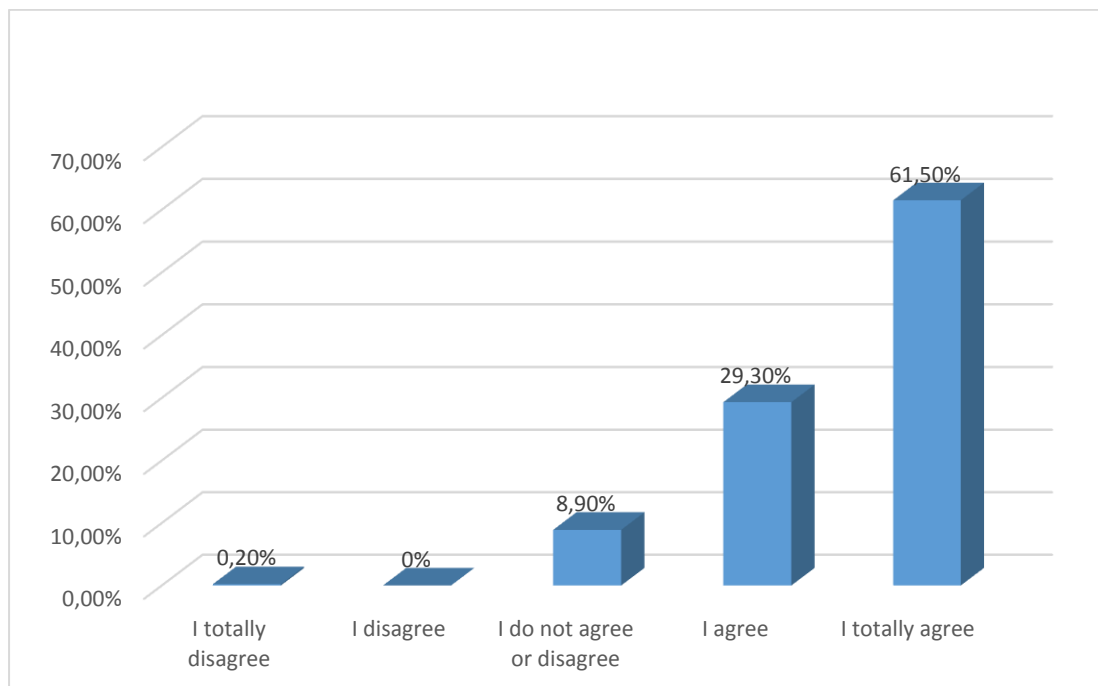
**Table 10. All branches / sectors have access to Erasmus +.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 3          | 0,7          |
| I disagree                 | 5          | 1,1          |
| I do not agree or disagree | 52         | 11,3         |
| I agree                    | 143        | 31,1         |
| I totally agree            | 257        | 55,9         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



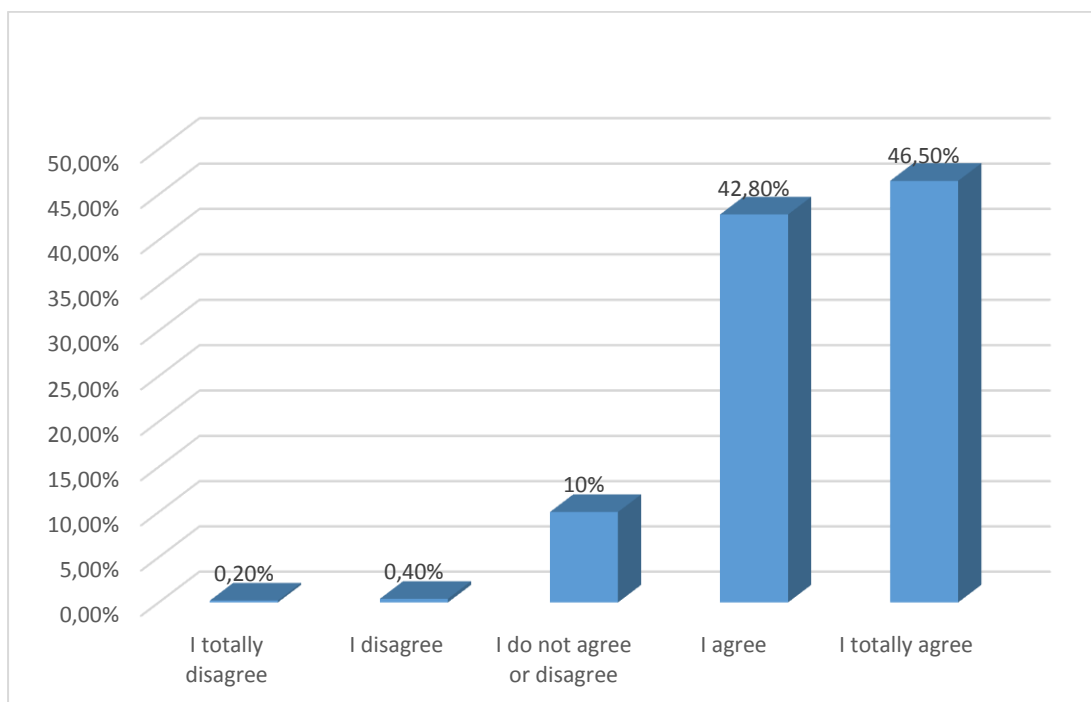
**Table 11. Erasmus + responds to needs that would not be covered by other national and European programs.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 0          | 0            |
| I do not agree or disagree | 41         | 8,9          |
| I agree                    | 135        | 29,3         |
| I totally agree            | 283        | 61,5         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



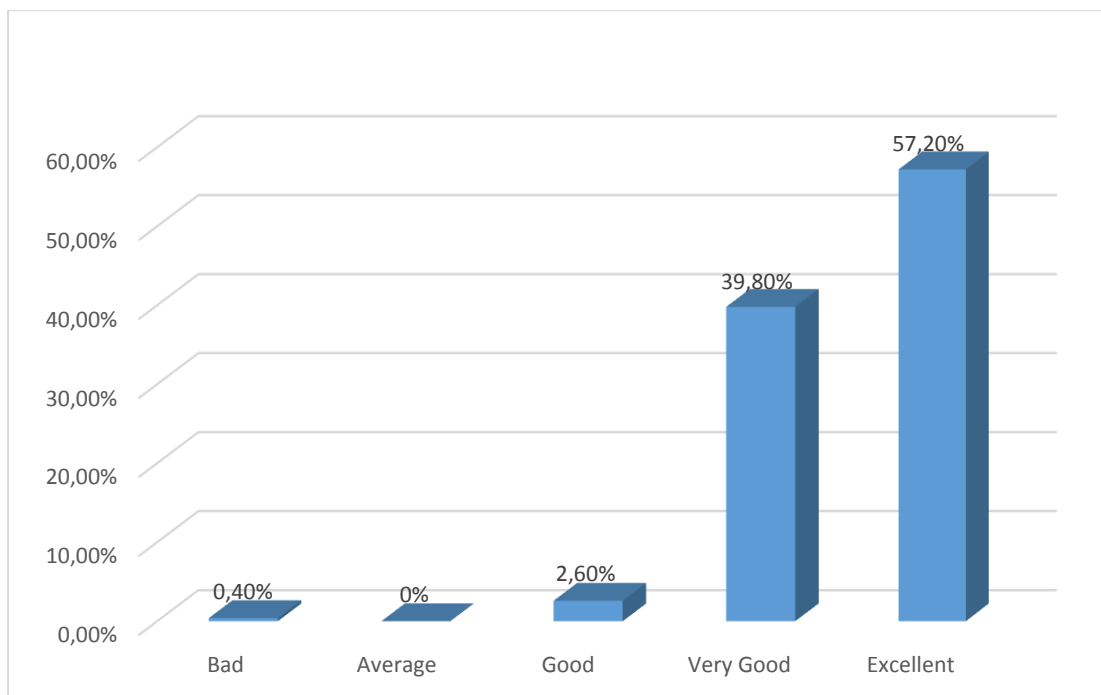
**Table 12. The implementation of Erasmus + ensures the sustainability and further strengthening of the program.**

|                            | <b>n</b>   | <b>%</b>     |
|----------------------------|------------|--------------|
| I totally disagree         | 1          | 0,2          |
| I disagree                 | 2          | 0,4          |
| I do not agree or disagree | 46         | 10,0         |
| I agree                    | 197        | 42,8         |
| I totally agree            | 214        | 46,5         |
| <b>Total</b>               | <b>460</b> | <b>100,0</b> |



**Table 13. What is your assessment of the Erasmus + Program in general?**

|              | <b>n</b>   | <b>%</b>     |
|--------------|------------|--------------|
| Bad          | 2          | 0,4          |
| Average      | 0          | 0            |
| Good         | 12         | 2,6          |
| Very Good    | 183        | 39,8         |
| Excellent    | 263        | 57,2         |
| <b>Total</b> | <b>460</b> | <b>100,0</b> |





## ANNEX 6: 2ND DATA COLLECTION TOOL

Φορέας: .....

Ιδιότητα – Θέση: .....

### 1. Αποτελεσματικότητα

1.1. Σε ποιο βαθμό έχουν οι δράσεις των προγραμμάτων Erasmus + συμβάλει στην υλοποίηση των ειδικών στόχων<sup>61</sup> του Erasmus + στη χώρα μας; Και πως οι δράσεις αυτές επηρέασαν τις εφαρμοσμένες πολιτικές στα πεδία της εκπαίδευσης και της κατάρτισης;

1.2. Θεωρείτε ότι ορισμένες ενέργειες/δράσεις του προγράμματος είναι πιο αποτελεσματικές από άλλες; Και σε πιο βαθμό η αποτελεσματικότητα αυτή των δράσεων επηρεάστηκε, θετικά ή αρνητικά, από την ενσωμάτωση διάφορων προγραμμάτων<sup>62</sup> υπό τη σκέπη του Erasmus +;

<sup>61</sup> **Ειδικοί Στόχοι Erasmus +:** α) βελτίωση βασικών δεξιοτήτων, ιδίως σε σχέση με την αγορά εργασίας και την κοινωνική συνοχή, β) ενθάρρυνση της βελτίωσης της ποιότητας, της καινοτομίας και της διεθνοποίησης σε όλα τα επίπεδα εκπαίδευσης και κατάρτισης, γ) προώθηση της ευρωπαϊκής δια βίου μάθησης, με τη διάδοση καλών πρακτικών, δ) ενίσχυση της διεθνούς διάστασης της εκπαίδευσης και κατάρτισης, αύξηση της ελκυστικότητας των ευρωπαϊκών ιδρυμάτων ανώτατης εκπαίδευσης, ε) βελτίωση της διδασκαλίας και γνώσης ξένων γλωσσών, προώθηση της διαπολιτισμικής επίγνωσης.

<sup>62</sup> Τα προγράμματα που ενσωματώθηκαν στην νέα δομή του Erasmus + είναι τα ακόλουθα: Δια Βίου Μάθηση, Νεολαία σε Δράση, Erasmus Mundus, Tempus, Alfa, Edulink, Προγράμματα συνεργασίας με βιομηχανικές χώρες στο πεδίο της ανώτατης εκπαίδευσης.

1.3. Κατά πόσο θεωρείτε αποτελεσματικά, τα εργαλεία διάχυσης και αξιοποίησης των αποτελεσμάτων του Erasmus+;

1.4. Πιστεύετε ότι ο καταμερισμός του προϋπολογισμού αναμεσά στις δράσεις του Erasmus + είναι ορθολογικός και επαρκής;

1.5. Ποιες δυσκολίες αντιμετωπίσατε κατά τη διάρκεια υλοποίησης των δράσεων στα πλαίσια του Erasmus+;

1.6. Σε ποιο βαθμό η ενσωμάτωση πολλών προγραμμάτων στο πρόγραμμα Erasmus + κατέστησε το πρόγραμμα πιο αποτελεσματικό στη χώρα μας; Θεωρείτε ότι υπάρχουν περιθώρια για αλλαγές στη δομή του Erasmus + που θα μπορούσαν να αυξήσουν την αποτελεσματικότητα του προγράμματος;

## 2. Αποδοτικότητα<sup>63</sup>

2.1. Σε ποιο βαθμό το σύστημα συνεργασίας και καταμερισμού των καθηκόντων μεταξύ της Ευρωπαϊκής Επιτροπής, των Εθνικών Μονάδων, του Ευρωπαϊκού Ταμείου Επενδύσεων και των ανεξάρτητων ελεγκτικών φορών, κρίνεται αποδοτικό και λειτουργικό;

<sup>63</sup> Η έννοια της αποδοτικότητας έχει δύο βασικά χαρακτηριστικά: α) παραγωγή του ίδιου προϊόντος με λιγότερους πόρους και β) παραγωγή προϊόντος μεγαλύτερης αξίας με ίδιους πόρους.

2.2. Θεωρείτε ότι η υλοποίηση ορισμένων δράσεων του Προγράμματος είναι πιο αποδοτική από άλλες;

2.3. Σε ποιο βαθμό το σύστημα απλουστευμένων επιχορηγήσεων είχε ως αποτέλεσμα τη μείωση του διοικητικού φόρτου για τις εθνικές μονάδες και τους δικαιούχους; Και σε ποιο βαθμό επαρκούν τα εργαλεία πληροφορικής (IT tools) που παρέχει η Επιτροπή στην αποτελεσματική διαχείριση και εφαρμογή του προγράμματος;

2.4. Σε ποιο βαθμό είναι επαρκές το επίπεδο των διατιθέμενων ανθρώπινων και οικονομικών πόρων για την εφαρμογή του προγράμματος στη χώρα μας;

### 3. Συνάφεια

Σε ποιο βαθμό οι στόχοι Erasmus + εξακολουθούν να ανταποκρίνονται στις ανάγκες και τα προβλήματα που αντιμετωπίζει η χώρα μας; Και σε ποιο βαθμό αντιμετωπίζονται οι ανάγκες των διαφορετικών φορέων (Stakeholders) και τομέων από τους στόχους του Erasmus +;

### 4. Εσωτερική και εξωτερική συνοχή και συμπληρωματικότητα

Σε ποιο βαθμό είναι οι διάφορες Δράσεις που έχουν συγκεντρωθεί υπό το Erasmus + συνεκτικές; Μπορείτε να εντοπίσετε τυχόν υφιστάμενες ή πιθανές συνέργειες μεταξύ δράσεων στο πλαίσιο του Erasmus + ή ακόμα και άλλων ευρωπαϊκών ή εθνικών προγραμμάτων;

## 5. Ευρωπαϊκή προστιθέμενη αξία και βιωσιμότητα

5.1. Σε ποιο βαθμό το πρόγραμμα Erasmus + παράγει αποτελέσματα τα οποία είναι επιπλέον των αποτελεσμάτων που θα προέκυπταν από παρόμοια προγράμματα σε εθνικό ή έστω περιφερειακό επίπεδο;

5.2. Σε ποιο βαθμό το Erasmus+ θα είναι σε θέση να απορροφήσει με αποτελεσματικό τρόπο την απότομη αύξηση του προϋπολογισμού που προβλέπεται για τα επόμενα χρόνια μέχρι το 2020 στη χώρα μας; Θα μπορούσε το πρόγραμμα να χρησιμοποιήσει ακόμη υψηλότερους προϋπολογισμούς με αποτελεσματικό τρόπο; Διαβλέπετε προκλήσεις ως προς την αποτελεσματική χρήση περισσότερων χρημάτων για συγκεκριμένες δράσεις ή τομείς του προγράμματος;

## ANNEX 7: MANDATE LETTER



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ  
ΘΡΗΣΚΕΥΜΑΤΩΝ

-----  
ΑΥΤΟΤΕΛΗΣ ΔΙΕΥΘΥΝΣΗ ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ  
ΔΙΕΘΝΩΝ ΘΕΜΑΤΩΝ  
ΤΜΗΜΑ ΕΥΡΩΠΑΪΚΩΝ ΚΑΙ ΔΙΕΘΝΩΝ  
ΠΡΟΓΡΑΜΜΑΤΩΝ

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Ταχ. Δ/ση: Ανδρέα Παπανδρέου 37  
Τ.Κ. – Πόλη: 151 80 Μαρούσι  
Ιστοσελίδα: <http://www.minedu.gov.gr>  
Πληροφορίες: Μ. Δακωρώνια  
Τηλ.: 210344-3183, 2477  
E-mail: [programs@minedu.gov.gr](mailto:programs@minedu.gov.gr)

ΕΞ. ΕΠΕΙΓΟΝ - ΠΡΟΘΕΣΜΙΑ

Μαρούσι, 06-06 - 2017  
Αρ. πρωτ.: 94310/Η1

**ΠΡΟΣ:**

**Πίνακας αποδεκτών**

(Με ηλεκτρονικό ταχυδρομείο)

**ΚΟΙΝ.:**

Ίδρυμα Κρατικών Υποτροφιών,  
Υπόψη κ. Φώτη

Αθανασόπουλου

Email: [fatheo@iky.gr](mailto:fatheo@iky.gr),

Κ. Ειρήνης Ντρούτσα

Email: [edroutsas@iky.gr](mailto:edroutsas@iky.gr)

**Θέμα: Ενδιάμεση έκθεση αξιολόγησης του Προγράμματος Erasmus+ - Αποστολή ερωτηματολογίου**

Σύμφωνα με τον **Κανονισμό αριθ. 1288/2013 του Erasmus+**, τα κράτη μέλη της Ε.Ε. είναι υποχρεωμένα να αποστείλουν στην Ευρωπαϊκή Επιτροπή έως τις **30 Ιουνίου 2017** τις Ενδιάμεσες Εθνικές Εκθέσεις αξιολόγησης του εν λόγω Προγράμματος για τη χρονική περίοδο 2014-2017.

Κατόπιν τούτου, η **πρωτογενής διερεύνηση των απόψεων των ίδιων των εμπλεκομένων φορέων** όσον αφορά την υλοποίηση, αποτελεσματικότητα, αποδοτικότητα, συνέπεια, συνοχή και συμπληρωματικότητα, ευρωπαϊκή προστιθέμενη αξία και βιωσιμότητα του Erasmus+ στην Ελλάδα θεωρείται **αναγκαία**. Δεδομένης της σημασίας και της σπουδαιότητας σύνταξης της Έκθεσης Αξιολόγησης του Προγράμματος Erasmus+ για την Ελλάδα και την Ευρώπη αποστέλλουμε προς συμπλήρωση σχετικό ερωτηματολόγιο και παρακαλούμε τους αποδέκτες να απαντήσουν στα πεδία του εν λόγω ερωτηματολογίου έως και την **Παρασκευή 09 Ιουνίου** προωθώντας τις απαντήσεις τους στην ηλεκτρονική διεύθυνση του ΥΠ.Π.Ε.Θ. [programs@minedu.gov.gr](mailto:programs@minedu.gov.gr).

Η συλλογή, επεξεργασία και αξιοποίηση των εν λόγω στοιχείων θα συμβάλλει στη σύνταξη από την Εθνική Αρχή (Υπουργείο Παιδείας, Έρευνας και Θρησκευμάτων) της τελικής Ενδιάμεσης Εθνικής Έκθεσης του Erasmus+ 2017.

**Συνημμένα:**

Ερωτηματολόγιο έξι(6) σελίδες

**Ο ΥΠΟΥΡΓΟΣ**

**ΚΩΝΣΤΑΝΤΙΝΟΣ ΓΑΒΡΟΓΛΟΥ**

**Εσωτερική διανομή:**

1. Γραφείο Υπουργού
2. Γραφείο Γενικού Γραμματέα
3. Αυτοτελής Διεύθυνση Ευρωπαϊκών και Διεθνών Θεμάτων –  
Τμήμα Ευρωπαϊκών και Διεθνών Προγραμμάτων



## ANNEX 8: LIST OF RESPONDENTS

1. Γυμνάσιο Θρακομακεδόνων
2. Γενικό Λύκειο Διαπολιτισμικής Εκπαίδευσης Σαπών
3. 1ο ΠΕΚ Αθήνας
4. 4<sup>ο</sup> Δημοτικό Σχολείο Γλυφάδας
5. 3ο ΓΥΜΝΑΣΙΟ ΕΛΕΥΣΙΝΑΣ
6. Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Ανατολικής Αττικής
7. 3ο ΓΥΜΝΑΣΙΟ ΠΕΡΙΣΤΕΡΙΟΥ
8. 6<sup>ο</sup> Δημοτικό Σχολείο Αιγάλεω
9. Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης ΕΚΠΑ
10. Ειδικό Δημοτικό Σχολείο Ιδρύματος Αγωγής Ανηλίκων Βόλου
11. 1<sup>ο</sup> Ειδικό Δημοτικό Σχολείο Κορυδαλλού
12. 1ο Εργαστηριακό Κέντρο Αλεξανδρούπολης
13. 1ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΠΑΛΛΗΝΗΣ
14. 2ο ΕΠΑΛ Σιβιτανιδείου Σχολή Τεχνών και Επαγγελματών
15. 1ο ΕΠΑΛ Πρέβεζας
16. Εθνικό Ινστιτούτο Εργασίας & Ανθρώπινου Δυναμικού (Ε.Ι.Ε.Α.Δ.)
17. ΕΚ Σίνδου
18. Εμπειρογνώμονας
19. 4<sup>ο</sup> Δημοτικό Σχολείο Γλυφάδας
20. ΙΜΕ ΓΣΒΕΕ
21. ΟΑΕΔ
22. ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ
23. ΠΑΝΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
24. ΙΟΝΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ
25. ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΙΓΑΙΟΥ
26. ΤΕΙ ΑΘΗΝΑΣ
27. ΤΕΙ ΠΕΛΟΠΟΝΝΗΣΟΥ
28. ΤΕΙ ΚΕΝΤΡΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ
29. ΤΕΙ ΣΤΕΡΕΑΣ ΕΛΛΑΔΑΣ
30. ΑΣΠΑΙΤΕ

## ANNEX 9: DISCOURSE ANALYSIS

In view of increasing efficiency and effectiveness of the survey targeting the Erasmus+ beneficiaries, it was rendered necessary to unite similar questions, prioritize among them and omit some of them.

Within this framework, each evaluation question provided by the European Commission was ranked on a 3-point scale from high to low priority depending on their impact on the overall national assessment of the Erasmus+ Programme. All “high priority” questions were to be answered, “medium priority” questions could be answered, while low priority questions could be omitted. Four questions were ranked “low priority” and are therefore not answered in this report. These are questions 4, 10, 11 and 19. All high and medium priority questions have been answered.

### **Effectiveness**

**To what extent are the actions of the Erasmus+ programmes contributing to the realization of the specific Erasmus+ objectives in our country? And how did these actions affect applied policies in the fields of education and training? (Questions 1, 2 & 3 of the National Report on Implementation and Impact of Erasmus+).**

The majority of the informants agree that Erasmus+ projects contributed to the realization of the Erasmus+ specific objectives in Greece. More specifically, regarding the improvement of key competences and skills, in the field of education and training, in addition to improved language skills, the effect most frequently referred to is improved transversal skills for pupils, apprentices and students that participate in mobility projects. Moreover, organizations in the adult education sector also report that staff mobility and Strategic Partnerships have led to improved key competences among staff.

On the other hand, regarding the quality improvements fostered by the participation in the programmes, in the field of education and training, the most frequently reported effect from programme participation at the level of participating organisations is improved teaching competence and quality, through teacher mobility and Strategic Partnerships. There are, also, numerous examples of teachers and organisations introducing new teaching methods as a result of Strategic Partnerships or teacher mobility, within the

school, adult education and higher education sectors. According to one HEI there has been a large increase in the percentage of staff on mobility who report that they have developed new teaching methods as a result of the mobility project.

Furthermore, there is a consensus among the informants that there is a satisfactory degree of overlap and alignment between Greek and EU goals within both the educational field field. Within the field of education and training in general, Greek and EU policy development is closely connected, e.g. Greece and the EU both participate in the Bologna process, which has greatly affected the development of Greek and EU educational policy in higher education. However, the informants bring up actions they believe have a particular potential for affecting policy development. For instance, they believe that for education and training, KA3 projects have the greatest potential to affect policy-making. The informants also consider KA1 mobility actions important to influencing policy. Within the VET sector for instance, apprentice and teacher mobility has improved the understanding of various countries' systems and created a need for recognition of foreign VET curriculum and qualifications.. Such recognition will enhance mobility stay in another country. These processes lead to further alignment of education and training systems.

Indicatively, we present some of the comments of the informants regarding the realization of the objectives of Erasmus+, and how did Erasmus+ actions affect applied policies.

- *With regard to improving innovation, internationalization, dissemination of good practices, strengthening the international dimension and intercultural awareness, there is a significant contribution.*
- *Regarding whether the programmes affected applied national education policies, I have a doubt. They were certainly very influential with regard to the micro level of the school community, where the project was implemented. If they succeeded in becoming a wider national level in the sense of an applied educational policy, this has been achieved at a very limited rate.*
- *We believe that the goals have been implemented to a large extent.*
- *With regard to our school, there has been a great improvement in the teaching and learning of foreign languages, the promotion of intercultural awareness and the promotion of European lifelong learning through the dissemination of good practices.*

- *The actions of the programmes have clearly contributed to improving quality, innovation and internationalization, lifelong learning and the development of interest in foreign language learning, since the actions of the new Erasmus emphasize not only to mobility but also to the dissemination of knowledge and activities across the educational community and focus the interest of students and teachers on reflection and the development of critical thinking.*
- *Programmes of Erasmus+ have contributed to the greatest extent in achieving the specific objectives of the Erasmus+. The exchange of good practices contributes to the progress of our education system and to the better training of our pupils and teachers alike. Through these programmes, we become active European citizens and we are more easily aware of educational opportunities abroad.*

**Do you consider that certain actions of the programme are more effective than others?**

**And**

**to what extent has the integration of several programmes into Erasmus+ made the programme more effective in your country? (Questions 5 & 6 of the National Report on Implementation and Impact of Erasmus +).**

There is no substantial evidence that supports a claim that some actions are more effective than others in influencing policy-developments. Based on the analysis of the replies, there is little evidence to indicate that certain actions are more effective than others. Although mobility is considered to have an effect primarily on the individuals that participate in a mobility project, the informants believe that such projects over time can have a broader effect at both institutional and national level. The importance of Strategic Partnerships is valued by the majority of informants. Informants emphasize the effects at the institutional level in particular. They argue that Strategic Partnerships can affect quality, content and innovation by giving organizations an opportunity to work goal-oriented, structured and with a long-term perspective with other organizations.

Regarding the integration of several programmes into Erasmus+, it is not too early to draw substantiated conclusions about whether the integration has made the programme more effective, especially if we interpret the term “effect” in the strict statistical sense. However, informants see several positive developments that have the potential to increase effectiveness.

Indicatively, we present some of the comments of the informants regarding the above questions.

- *I believe that all actions were equally effective. The incorporation of various programmes under the umbrella of Erasmus+ has a positive impact on the effectiveness of the actions.*
- *The integration of various programmes under the Erasmus+ was a positive step. The fragmentation of an institution that has a common and unified reference framework created problems and hindered horizontal mobility among its individual programmes.*
- *The KA1 actions aim at involving all the teachers of a school unit, so that the procedures of the proposal and evaluation become a common case of a larger number of colleagues.*
- *We think it is wiser and more functional that all programmes concerning our further education to lie under the umbrella of Erasmus+.*
- *Strategic partnerships play a decisive role in the development and transfer of know-how from relevant bodies and in the implementation of innovative practices and joint initiatives that promote cooperation and exchange of experience at European level.*
- *I think that the opportunity of collaboration between different sectors which target different age groups brings about very good features and innovative combinations in formal, formal and informal education in the wider context of lifelong learning (increase of flexibility).*
- *The programme is broad enough and depending on the target group and those involved, some actions are more effective than others. In school education, the key action is mobility that, if properly designed and structured, provides an effective impact both at the individual level and in the wider school and social environment. Also those actions involving school partnerships with the local community are particularly suited to achieving social cohesion and harmonizing the school with the economy and the labor market.*
- *Teacher mobility is very important to get in touch with the pedagogical programmes of other countries and to exchange experiences with the aim of using them to improve educational practices in their own country. School partnerships are just as important to bringing together pupils with educational practices as well as discussing with peers from other countries and sharing their experiences.*

**To what extent are the approaches and tools that are used for disseminating and exploiting the results of Erasmus+ in your country effective? (Question 9 of the National Report on Implementation and Impact of Erasmus +).**

Regarding the tools that are used for disseminating and exploiting the results of Erasmus+ in Greece, the majority of the interviewees believe that are effective. However many of them are suggesting some crucial improvements. Indicatively, we present some of the comments of the informants regarding the above question.

- *Communication and dissemination of information within Erasmus+ is effective and functional for the implementation of the Programme, since support and information from the National Agency (IKY) is direct, accurate and reliable on any issue.*
- *Dissemination and exploitation tools for Erasmus + results are very effective. They make a decisive contribution to the quality of projects, transparency, respect for the principles of equality and the recognition of good practices.*
- *I consider more effective the tools that schools use across Europe, for example, the eTwinning platform, as hundreds of teachers are navigating every day.*
- *Dissemination and exploitation of Erasmus+ results are effective but not as it should. Perhaps it needs more visibility and better use.*
- *I consider them effective in terms of dissemination. However, the use of the results of the programme, I believe, should be linked to our country and other institutions responsible for the educational structures.*
- *I would describe as moderately effective the tools for the dissemination and exploitation of Erasmus + results, because I believe that valuable actions have been taken without their results being firstly known to the public and then valorized..*

**Is the size of budget appropriate and proportionate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate? (Question 7 of the National Report on Implementation and Impact of Erasmus+).**

According to the informants the distribution of funds across KA1 and KA2 is considered appropriate. Most informants agree that the cornerstone of the programme should continue to be mobility, and that although KA2 and KA3 are welcome additions to the programme, the bulk of the funding should remain apportioned to KA1. Indicatively, we present some of the comments of the informants regarding the above questions.

- *It is rational to a large extent, but not quite, because there are enormous cost differences from country to country.*
- *They are rationally distributed and appropriate.*
- *We believe that because of the limited distribution of budget on KA2 projects there is limited number of schools that can participate in KA2 multibeneficiary projects and especially in Special Schools that should have a higher priority in their participation in Erasmus + Programmes.*
- *An increase in the KA1 budget would contribute to the overall objective of the Programme to increase the number students and staff participates to mobility.*
- *The distribution is adequate. However, it can be taken into account that there is no compensation for teachers working during the writing and implementation of the proposals.*
- *In no case is it sufficient for mobility actions, given the large increase in the number of students interested in mobility for studies or internships.*

**What challenges and difficulties do you encounter while implementing the various actions of Erasmus+? (Question 8 of the National Report on Implementation and Impact of Erasmus+).**

From the majority of interviewees comes a request to simplify application forms and processes in order to increase access for newcomers target groups. Furthermore, the call for more efficient administrative processes is especially strong from the higher education sector, while there is a general call for further digitalisation and improvements to existing technical/digital tools. Indicatively, we present some of the comments of the informants regarding the above question.

- *In general, we have not encountered particular difficulties during the implementation of Erasmus+ actions. Perhaps the greatest difficulty lies in bureaucratic reasons since the Erasmus + project implementation regulations often conflict with the rules and requirements of the Administration at national, regional and local level.*
- *Another element often seen as an obstacle is the management of the package of travel services and subsistence services of Erasmus+ participants coming from remote areas.*

- *The biggest difficulty we encountered in implementing Erasmus+ actions has to do with the administrative process that discourages teachers and students in order to be able to move or participate in any action.*
- *The internal procedures of public agencies, in terms of assignments, travel, and general costs, are extremely complex, causing difficulties.*
- *Especially with regard to Erasmus+ / KA1, we have problems in attracting a large number of students from collaborating foreign universities for studies.*

## **Efficiency**

**Do you consider that the implementation of certain actions of the programme is more efficient than others? (Question 12 of the National Report on Implementation and Impact of Erasmus+).**

Regarding the efficiency of certain actions, the informants mentioned many interesting examples. Many of them could not be categorized so we present indicatively some of the comments of the informants regarding the above question.

- *All experiential and collaborative actions are more efficient than others as well as student exchanges.*
- *We believe that communication and exchange of good practices between partners will always be constructive, but the production of a common intellectual product is the most efficient action of the programme.*
- *For strategic school partnerships KA2, the efficiency is more than certain.*
- *All actions are efficient. But some, like the KA1 actions, benefit a larger number of people.*
- *KA 1 on mobility projects for students (Studies and Practice) and Higher Education Staff is the most efficient.*
- *All actions are cost effective. Surely more effective are actions that bring together partners and exchange ideas and good practices.*
- *I consider as very important and efficient the actions that disseminate good practices and the results of the programme. These effects may have the prospect of applying good practice on a larger scale within the education system.*
- *We believe that all the actions of the Programme have a high degree of efficiency.*



- *KA2 actions are clearly better than KA1 actions. They can deliver better results and highlight good practices through synergies between partners from different contexts (schools, universities, companies, etc.). In addition, I believe that KA2 actions can bring with their effects a greater impact among the actors involved.*

**To what extent has the system of simplified grants resulted in a reduction of the administrative burden for National Agencies and programme beneficiaries and participants? And to what extent are the IT tools provided by the Commission adequate for the efficient management and implementation of the programme in your country? (Questions 13 & 14 of the National Report on Implementation and Impact of Erasmus +).**

Across fields, sectors and actions, the majority of informants report that the system of simplified grants and unit costs in general have resulted in considerable efficiency benefits for the participating organizations. However, a number of the applying organisations find the presentation of the financial provisions hard to penetrate, both in terms of language and clarity.

Regarding the degree of adequacy of the IT tools for the efficient management and implementation of the programme, the informants seem to be satisfied mostly from the adequacy of mobility tool.

Indicatively, we present some of the comments of the informants regarding the above question.

- *At the level of recording the school mobility, the mobility tool is satisfactory.*
- *I have to note that there is still a great administrative burden for the coordinator, who has to spend many hours of work to accomplish it.*
- *The simplified grant scheme has resulted in a reduction in the administrative burden for national units and beneficiaries, but there is room for improvement, notably with respect to the management rules.*
- *Simplifying procedures greatly facilitates the beneficiaries and hence the National Units. Beneficiaries and, above all, school units from which I have experience, do not have enough staff to deal with a huge amount of management and technical details.*

- *IT platforms are absolutely necessary and effective for transparent and easy project management.*
- *I believe that the simplified grant scheme has made it easier for national units and beneficiaries to do so. IT tools are adequate.*
- *Surely the simplification of grants has indeed resulted in a reduction of the workload, but there is room for further improvement. IT tools need improvement and better functionality.*

**To what extent is the level of human and financial resources that is available for the implementation of the programme in your country adequate? (Question 15 of the National Report on Implementation and Impact of Erasmus +).**

Indicatively, we present some of the comments of the informants regarding the above question.

- *Perhaps more human resources and more specialized would bring better results in the implementation of the programme. As well as an increase in financial resources, it would certainly give increased and better efficiency.*
- *Human and financial resources are insufficient to fully support the programme. It is necessary to increase the available resources and to strengthen the human resources involved in the implementation of the programme in our country in order to ensure proper management and to strengthen its quality dimension. This is all the more urgent given the importance of the programme for students and staff in our country, its great popularity and the reciprocal benefits to the stakeholders and society.*
- *It may be necessary to increase the human resources as the number of persons and entities participating in the programme are increasing.*
- *The level of human and financial resources available is to a considerable extent sufficient, but it would be better to have more human resources available for the publicity of the programme and the training of beneficiaries.*

## **Relevance**

**To what extent do the Erasmus+ objectives continue to address the needs or problems they are meant to solve in your country? And to what extent are needs of different**

**stakeholders and sectors addressed by the Erasmus+ objectives? (Questions 16 & 17 of the National Report on Implementation and Impact of Erasmus+).**

Across all levels, the Erasmus+ objectives are found highly relevant. Further, informants across all levels appreciate what they perceive as the flexibility of the Erasmus+ objectives; if circumstances change, the objectives can change. At the same time, within the education and training field, certain objectives are perceived as more relevant in some sectors than in others. For example, some organisations in the higher education sector find that the focus on key competences and skills is more relevant to the school sector than to higher education. In general, the different stakeholders and sectors that we interviewed experienced the Erasmus+ objectives as very relevant to their needs.

Indicatively, we present some of the comments of the informants regarding the above question.

- *The Erasmus+ objectives meet the needs and problems facing our country to a very large extent and this also applies to the needs of different stakeholders and sectors.*
- *The objectives of Erasmus+ still meet the needs and problems facing our country. Our participation in a united European environment with almost identical training needs, since everyone is working towards a common labour market, means that there must be a common central planning, as is the case with the Erasmus+ programme.*
- *I think the programme's logic is in line with the needs of our country. Unfortunately, Greece is lagging behind in the field of Special Needs Education and Training and perhaps we should place more emphasis there.*
- *The Erasmus+ objectives contribute to strengthening the link among education, economy and civil society. From this perspective, the needs of different actors and sectors are considerably addressed.*
- *The main problems our country faces today are related to or come from the current economic crisis. Erasmus+ objectives partly contribute to tackling unemployment as the Programme enables young people to be engaged in traineeships, work based learning, training programmes, etc..*
- *The Erasmus+ framework allows freedom for each stakeholder to argue and support a project that will deal with some of its particular needs with the only limitation to include it in one of the horizontal or sectoral axes which, as they are so broad they cover all the needs that an organization may have.*

## **Internal and external coherence and complementarity**

**To what extent are the various actions that have been brought together in Erasmus+ coherent? Can you identify any existing or potential synergies between actions within Erasmus+? (Question 18 of the National Report on Implementation and Impact of Erasmus+).**

Informants point out positive synergies between various KA1, KA2 and KA3 actions, and have experienced that projects can build on each other. Simpler actions can be used to build more complex projects over time, and many informants emphasize the positive aspects of this complementarity.

Indicatively, we present some of the comments of the informants regarding the above question.

- *All actions of the Programme have a common ground: mobility and exchanges within the Programme. Erasmus actions are highly coherent with each other. In my view, they are directly linked to the needs and objectives of modern education and training programmes aimed at European cohesion.*
- *I think it is at present coherent. For example, universities could cooperate and with other educational institutions like schools in order to promote expertise and specialized knowledge.*
- *I think the actions are not so coherent at the moment. As synergies between all educational bodies and at different levels of education, synergies could be created between KA2 actions, Jean Monet action and Youth action. One might think of many different combinations of goals involving the involvement of Educational Institutions and institutions from all levels of Education.*
- *The various actions under the Erasmus+ are coherent, particularly with regard to students mobility (undergraduate or postgraduate level), or even preparing mobility for internship in a foreign institution relevant to the subject of their studies.*
- *In our opinion, the various actions are considered to be coherent, as it has been possible to connect various sectors of Education (secondary, higher) with Local Authorities (Municipalities, Chambers, Enterprises) and with Central Administration Bodies (Ministries, Regions etc).*

- *Possible synergies could be achieved with UNESCO programmes, Universities, Ministries, Local Government, etc.*
- *The various actions under the Erasmus+ are coherent. Through these programmes actions in the fields of higher / tertiary education, vocational education and training, school education, adult education and youth (including its international dimension) have been supported. These programmes promote synergies and fruitful interaction in the various fields of education, training and youth, encouraging new forms of cooperation.*

### **European added value and sustainability**

**To what extent Erasmus+ and its predecessor programmes produce effects that are additional to the effects that would have resulted from similar actions initiated only at regional or national levels in your country? (Question 20 of the National Report on Implementation and Impact of Erasmus+).**

According to informants, the Erasmus+ Programme offers results at a wider European and international level. It helps to unravel the traditional objectives of programmes at national level. It helps to enhance acceptance of diversity, recognition of common points and different perspectives. Erasmus+ has a strong international dimension (i.e. co-operation with partner countries), particularly in the areas of education and training. This programme ensures easier recognition and better understanding of skills and qualifications, both within and outside national borders, in all education and training subsystems and in the labour market, regardless of whether they have been acquired through formal education or training or other teachers Experiences (e.g. work experience, volunteering, online education). It also encourages the internationalization of education, greater use of digital learning, and supports the creation of flexible learning opportunities according to the needs and objectives of learners.

Indicatively, we present some of the comments of the informants regarding the above question.

- *The results produced by the Erasmus+ programme are certainly multiplied compared to those produced at national level, because of the opportunity provided through the programme for exchange and acquaintance with the institutions and educational*

*systems of other countries. This event provides the opportunity for cultural exchanges, exchange of know-how, developing relationships with people participating in the programme from other countries.*

- *The results produced through the ERASMUS + programme are not just more than any other regional or national programme but, in our opinion, irreplaceable, as it is possible to develop stable cooperation on education, training and research beyond national boundaries by increasing the chances of innovation, scientific progress and sustainable development.*
- *The various programmes under Erasmus+ with priorities as LLP, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink, cover a very wide range expected results that leaves little room for additional results from similar programmes at national or regional level.*
- *The Erasmus+ programme produces results, which are incomparably more extensive than the corresponding national or regional ones. There is no comparison between European and regional or national.*

**To what extent Erasmus+ will be able to absorb in an effective way the sharp increase in the budget that is foreseen in the coming years up to 2020 in your country? Could the programme use even higher budgets in an effective way? Do you see challenges to effectively use more money for particular actions or fields of the programme? (Question 21 of the National Report on Implementation and Impact of Erasmus +).**

According to informants, the spectacular increase in interest from possible participants (persons and institutions) over the past few years confirms the possibility of effective absorption of higher budgets, it would be best for this generous budget to share rationally with as many partners as possible, of course, with standards of quality assessment.

Indicatively, we present some of the comments of the informants regarding the above question.

- In Greece, the timely allocation of additional funds would lead to greater coverage of needs in all actions, and of course the satisfactory absorption of funds.
- They also could provide funds for infrastructure, which is still missing from many schools. This logistical infrastructure can help with the objectives of the programme, but also later should improve the facilities of the school unit that developed the programme.

- To provide funding to the National Agency/IKY for the preparation of national plans to be linked with the sectors of the economy and civil society, combined with the results of the mobility of the Erasmus+ programme.
- Setting up procedures for the analysis, evaluation and planning of the implementation of programmes aimed at exploiting the Erasmus+ deliverables in the formulation of education and training policies at national level.
- Tax relief measures for companies that accept students for internships.
- In order to achieve greater absorption, it is a prerequisite to attract as many qualitative suggestions as possible from more and more different bodies.

## **ANNEX 10: DESK STUDY FOR ERASMUS+ YOUTH SECTOR**

- NA Yearly Report - 2016
- Work Programme – 2016
- EPO12 – Financial Reports
- EPO18 – Strategic Partnerships-Overview Table
- EPO13 – KA1-Overview Table
- EPO45 – Application above Tresholds
- A1 – Activity Report 2013