



Mid-term evaluation Erasmus+

Country: Belgium (Flemish Community)

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1/ Executive summary

The Flemish Government, is the National Authority responsible for the implementation of the Erasmus+ programme in the Flemish Community of Belgium, and, for this mid-term evaluation, has outsourced the collection, analysis and interpretation of the necessary data to IDEA Consult. A combination of research methods and techniques has been used for this study, notably document analysis, analysis of data from the EU-survey, an online survey, interviews with participants, a focus group with policy makers and a focus group with the National Agency staff. The standard evaluation questions put forward by the European Commission have been answered on the basis of data triangulation using these various sources.

In addition to the standard evaluation questions, the Flemish government requested information on the internationalisation activities of organisations whose application was refused, as well as organisations that belong to the target group but have not submitted an application in the context of the programme.

In this report, the conclusions with regards to the standard evaluation questions are centred on the main evaluation criteria, namely effectiveness, efficiency, relevance and coherence and are summarised here.

With regards to the evaluation questions on efficiency, a first conclusion is that Key Action 1 of the programme (KA1 - individual learning mobility) is effective overall. In all fields, the level of key competences and skills of staff and/or students, trainees and apprentices seems to have improved. Secondly, the programme seems to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions. The effectiveness of KA1 at this institutional level seems to have increased due to the institutional approach towards overall mobility. For KA1 in Flanders, the available budget clearly does not suffice to cover the demand in the fields of school education, adult education and higher education. The VET field in Flanders appears to be difficult to reach and underspending has occurred. This is related to Erasmus+'s general programme challenge towards reaching the world of work. According to stakeholders from this field, Erasmus+ is too strongly perceived as an education-only programme.

With regards to KA2 (cooperation for innovation and good practices) in Flanders, although considered as essential for a systemic impact by all actors, its effectiveness seems to be limited at this moment. This is, among others, is due to budgetary constraints, to the fact that the cooperation projects for innovation and good practices under Erasmus+ have become too daunting and large scale as compared to the options that were available under the various programmes of the previous Lifelong Learning Programme (LLP) and to the evolution of Erasmus+ towards a decentralised application procedure, which has in turn reduced the opportunities for Flemish organisations.

In general, the direct impact of the LLP/Erasmus+ programme on policy reform and modernisation at the national level remains limited according to Flemish policy makers. When investigating the contribution of the programme to the achievement of the objectives of the Europe 2020 Strategy and the objectives of the Strategic Framework for European Cooperation in Education and Training (ET 2020) in Flanders, we noted that the only benchmark that refers to a directly anticipated effect of Erasmus+ ('At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad') is not actually monitored in Flanders.

Although our study shows that the Erasmus+ programme is well known to the education and training community in Flanders, some target audiences and groups appear difficult to reach. In addition to the indicated world of work, other groups include students/trainees from disadvantaged backgrounds, students/trainees with disabilities, staff from special education, adult/working students, small organisations, staff in pre- and primary education and part-time arts education. Factors limiting access appeared to be, in descending order of importance: the administrative burden (mainly related to the application procedure), the financial burden, the extra workload (related to the application procedure, and especially for staff related to the teaching work that has to be caught up afterwards), the lack of interest and initiator within the organisation, the uncertainty about the validation of foreign learning effects/experiences (for students), lack of information, and finally language barriers.

Providing information and support are the most straightforward approaches to remedying factors limiting access to, and enhancing the effects of, the programme. The support that can be offered at institutional level differs amongst the Flemish educational institutions in the different fields. All higher education institutions have dedicated staff for internationalisation projects who are designated to offer support during all stages of the projects. In school education, adult education and VET, we see that only larger schools/institutions can invest the time and resources needed. In Flanders, external support is mainly provided by the National Agency Epos. Epos is well-known and generally considered as highly effective by participating organisations. The international contact

seminars organised by the various national agencies are also considered very effective in facilitating contact between potential international partners. Furthermore, the preparatory visits were an important instrument in preparing an application. Actors regret that this is no longer possible with Erasmus+ funding.

The specific actions on dissemination that have been developed at the European and national level are not considered very effective by most actors in the field, especially as often only those that are already interested are reached. Moreover, the Erasmus+ 'Project results platform' is hampered by its lack of user-friendliness. Dissemination and exchange of experiences at the level of a school/organisation seems to be a more powerful way to convince other students/trainees/staff members to participate in Erasmus+.

Epos has limited room for other activities in parallel to the management of their core business. Epos expects that the targeting of new groups and increased budgets in specific actions will bring about more additional work for the implementation, as this cannot currently be covered with the existing staff. An additional difficulty hindering the planning of the growth is that Epos is not informed in a timely manner about the final budget for the coming year.

From the point of view of Epos the system of cooperation and division of tasks between all actors involved is clear, however the communication has room for improvement. Concerning the communication with the Commission and Executive Agency, there are too many different communication platforms and channels, making it unclear which questions have already been asked and answered and where the actual information can be found. A general implementation issue is the relatively late availability of instructions and tools.

The system of simplified grants is generally perceived as an improvement in terms of administrative burden. Progress can however still be made with regards to transparency and realism as well as the definition of the grant amounts (e.g. differences between countries do not always seem logical). Other elements of the programme that could be changed to further reduce the administrative burden for beneficiaries/participants are the administration requiring paper versions and signatures, the E-form and the application for a PIC-code. In general, the administrative burden is strongly related to the functioning of the IT tools. The different stakeholders agree that the ideas behind the tools are generally good, but that it is time to consolidate them and improve their user-friendliness instead of developing new ones. Currently the tools do not communicate sufficiently amongst each other and are not useful as an actual management tool for Epos.

According to Flemish policy actors the needs that the Erasmus+ objectives address are still relevant. However, new societal problems are emerging (e.g. the refugee crisis, radicalization, terrorist attacks in Europe, influence of 'fake news', etc.), which should be integrated and lead to a better balance between the economic and the societal objectives of Erasmus+ or its successor programme.

With regards to internal coherence, the conclusion of this mid-term evaluation is that the integration of the several programmes into Erasmus+ has not been a success until now. However, a positive aspect remains that Erasmus+ sounds more familiar to many people, the downside being that through the integration primary education and VET actors don't recognize themselves under this title. With regards to efficiency, the integration is a two-sided story. Standardisation and digitalisation was necessary, and has definitely led to efficiency gains at the European level. This was, however, not always the case for the NA and the beneficiaries.

As for external coherence with other international programmes, stakeholders point at possible synergies with other European programmes such as Horizon 2020, ESF, Creative Europe and Europe for Citizens. External coherence with national programmes predominantly shows complementarities, as the national programmes deliberately target different groups and objectives than those under Erasmus+.

A considerable share of non-participating organisations in Erasmus+ do, however, develop other internationalisation activities, such as intercultural activities, international study days or conferences, as well as welcoming events for foreign students or trainees. Next to Epos there are many other organisations that help schools/organisations in developing their internationalisation policy. For example, 'Alden Biesen – Castle Europe' and 'Europe House Ryckevelde' are the most well-known and highly valued support organisations for schools. In higher education, 'Flanders Knowledge Area' plays an important role.

In the final chapter of this report, some suggestions for improvement to Erasmus+ and for a further programme are presented.

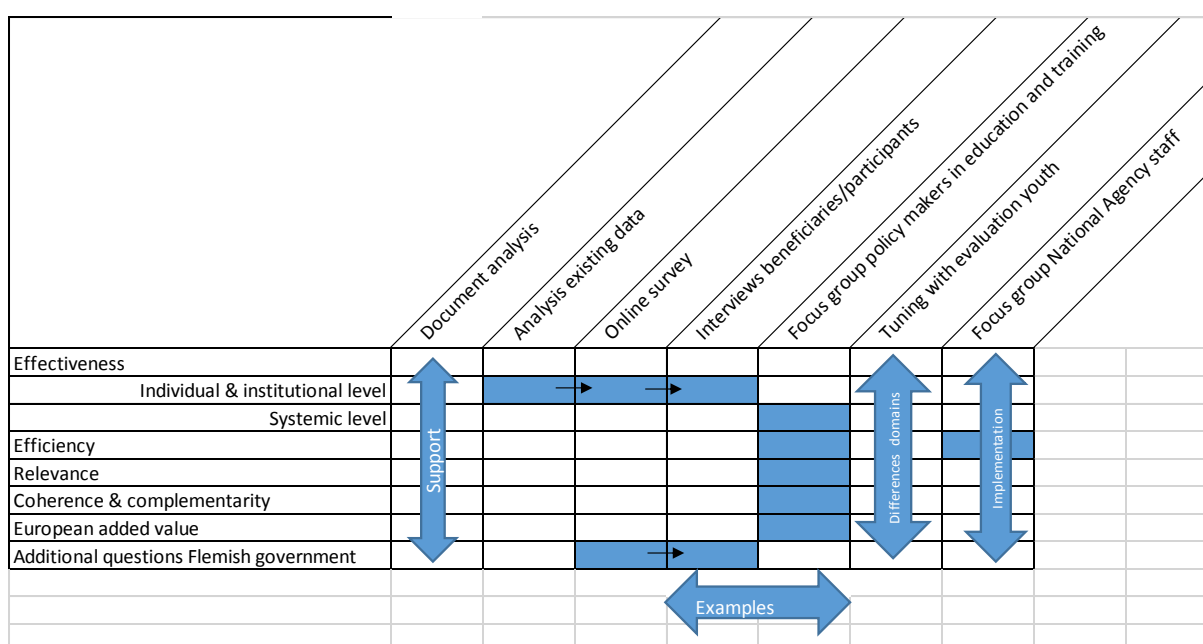
2/ Methodology for the preparation of the national report

The Flemish Government, the National Authority for the implementation of the Erasmus+ programme in the Flemish Community of Belgium, has outsourced the collection, analysis and interpretation of the data necessary for this mid-term evaluation to IDEA Consult.

A combination of research methods and techniques has been used for this study. Data triangulation from these different sources has enabled us to answer the standard evaluation questions put forward by the European Commission (for an overview, see Figure 1.)

In addition to the standard evaluation questions, the Flemish government requested information on the internationalisation activities of organisations whose application was refused as well as organisations that belong to the target group but have not submitted an application in the context of the programme.

Figure 1: Combination of research methods and techniques



Source: IDEA Consult

2.1 Document analysis

We used document analysis to support all stages of the study. Throughout the study, additional relevant documents and literature were collected and analysed using a common analysis framework based on the standard evaluation questions.

The full list of references can be found in Annex 1.

2.2 Analysis existing data

Analysis of the existing data was the first step in answering the evaluation questions on effectiveness at the individual and institutional level.

2.2.1 Erasmus Plus database (EPL)

The Erasmus Plus database is a database developed by the European Commission for the management of the project lifecycle of decentralised actions. The National Agencies have access to this database for monitoring and project follow-up.

During the point in time at which this evaluation¹ has been carried out, the database contained 1124 “observations” for the Flemish Community (period January 2014 – January 2017). More specifically, there were:

- 756 validated organisations, which included:
 - o 110 organisations related to projects that were finalised,
 - o 277 organisations related to projects in follow-up (project is currently ongoing),
 - o 38 organisations related to project proposals that were rejected due to eligibility reasons,
 - o 239 organisations related to project proposals that were eligible but did not score sufficiently on the minimum requirement for the content section of the proposal and
 - o 92 organisations related to project proposals that met the minimum requirements for the content section of their proposal, but scored too low to obtain financing.
- 368 organisations which still needed to be validated by the National Agency (NA) Epos. These organisations have registered via URF (the unique registration facility) and it still need to be checked if they were entitled to participate in Erasmus+. These organisations are not necessarily all project applicants; possible partner organisations can be in this list as well.

Of the 756 validated organisations, there were 515 unique organisations (PIC-codes). This means that some organisations were related to several different projects (this project could be in a stage of finalisation, in follow-up or could have been rejected).

2.2.2 EU-survey data

The Lifelong Learning Platform (LLP) annually organises an Erasmus+ survey², which serves as a yearly evaluation of the implementation of the Erasmus+ programme. The survey aims to provide decision-makers with feedback from the programme’s direct beneficiaries on what works and what could be improved. The survey collects feedback on application procedures, relations with the national and European agencies, financial rules and reporting processes.

The survey is open to all participants of Erasmus+ and is related to the Key Action 1 “Learning mobility of individuals” (KA1).

For the purpose of this evaluation we used the information collected in 2014, 2015 and 2016, which included 13,875 respondents in total. A more detailed breakdown of the sample and the results of our analyses are found in Annex 2.

2.3 Online survey

We developed an online survey for beneficiaries and participants to investigate the evaluation questions that could not be sufficiently answered on the basis of the existing data. The survey mainly consisted of closed questions, supplemented by some open questions. For participants, the focus was on effectiveness on the individual level. For beneficiaries, we mainly developed questions on effectiveness on an institutional level and added the additional questions from the Flemish Government. In order to be able to answer the questions of the latter, a control group of non-participating organisations was included.

Details on the sampling are found in Annex 3.

The survey was sent out with a reminder after one week. For the non-participating organisations, a second reminder was sent, however the response rate remained comparably low in this group (see Table 1).

¹ Data extracted on 10/01/2017. The EPL database started in 2014.

² <http://llplatform.eu/what-we-do/erasmus-survey/>

Table 1: Response rates for the online survey

Sample			Response rate
Participants	Staff	1,765 ³	608 (34.4%)
	Students/trainees	5,874 ⁴	1,198 (20.4%)
Beneficiaries	Participating organisations	303 ⁵	114 (37.6%)
Control group	Non-participating organisations	753 ⁶	101 (13.4%), of which SE: 60 VET: 21 AE: 12 Undefined: 8

Source: IDEA Consult

The complete output of these surveys are found in Annexes 4, 5, 6 and 7.

A further analysis of the outcomes and effects at individual and institutional level, using the same format as the analysis of the EU-survey data can be found in Annex 8.

In the interpretation of the survey results it has to be kept in mind that a certain positivity bias may be present in the answers due to our sampling strategy. In the group of participants/beneficiaries we contacted individuals that indicated that they were willing to participate in further studies regarding the Erasmus+ programme. For the control group it can be assumed that respondents only answered the survey if they already had a certain positive attitude towards the subject of internationalisation.

2.4 Interviews participants

We conducted 12 telephone interviews with participants who indicated in the survey that they were willing to be contacted in order to obtain a thorough understanding of their experiences, motives and opinions and to collect information on concrete examples and good practices.

More information on the characteristics of these participants can be found in Annex 9.

2.5 Focus group policy makers in education and training

A focus group with Flemish policy makers in the field of education and training (incl. the management of the National Agency) was organised on March 15th 2017 in order to gain thorough insights on their systemic perspective. The aim of this focus group was to answer the questions on effectiveness at a systemic level and also to reflect on the evaluation questions of efficiency, relevance, coherence and complementarity as well as EU-added value.

³ In total there is a sample of 1770 staff members but there were 5 invalid email addresses detected by the online survey tool

⁴ In total there is a sample of 5901 students/trainees but there were 27 invalid email addresses detected by the online survey tool

⁵ In total, 326 organisations were identified as Erasmus+ applicants. For 23 of these organisations, the online survey tool indicated that their email information is not correct (anymore).

⁶ Contains information from organisations who applied for Erasmus+ but were rejected and from the control group of non-participating organisations.

The full list of anticipated participants can be found in Annex 10. It should be noted that some important stakeholders could not participate in this focus group and were contacted by telephone or provided written input after the fact.

2.6 Exchanges with youth domain evaluation

We had regular contacts with the evaluation team of the youth domain and exchanged the draft versions of the evaluation reports. Key similarities and differences are reported in the blue boxes throughout this report.

2.7 Focus group National Agency staff

We organised a focus group with the staff of the Flemish National Agency 'Epos vzw' on February 21st 2017 in order to investigate the implementation perspective that runs throughout all evaluation questions. A special focus was placed on the evaluation questions related to the efficiency criterion.

2.8 Timeline

The fieldwork for this study was conducted between December 2016 and April 2017.

3/ Answers to standard questions

The answers to the standard questions are organised around the main evaluation criteria: effectiveness, efficiency, relevance and coherence. It should be noted that not all evaluation questions are answered separately.

In the last paragraph of this chapter the additional questions of the Flemish Government about the non-participating organisations are discussed.

3.1 Effectiveness

3.1.1 Distribution of funds across actions and fields

Box 1: Evaluation questions on budget

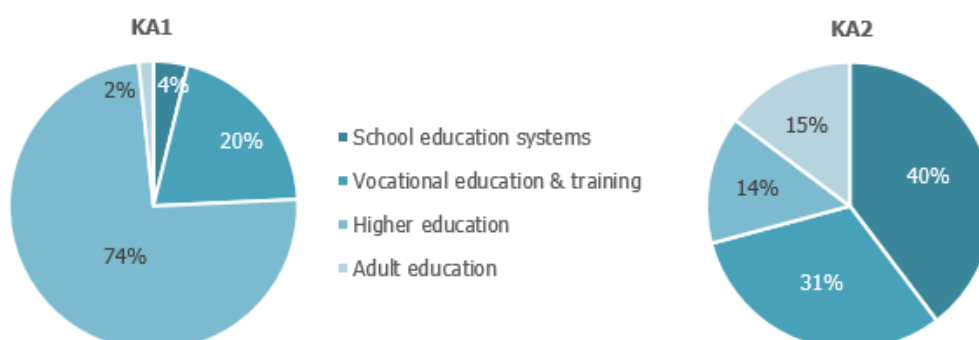
- EQ7. Is the size of budget appropriate and proportionate to what Erasmus+ is set out to achieve? Is the distribution of funds across the programme's fields and actions appropriate in relation to their level of effectiveness and utility?
- EQ21. To what extent Erasmus+ will be able to absorb in an effective 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?

The tables in Annex 11 show the evolution of the awarded amounts and the scope of the Flemish Erasmus+ Programme in terms of projects (submitted and awarded), participants, activities and organisations for KA1 (Key Action 1) and KA2 (Key Action 2) for the years 2014, 2015 and 2016.

In the fields where students/trainees as well as staff mobility are funded, notably vocational education and training (VET) and higher education (HE), the budget for KA1 exceeds the budget for KA2. In the fields where only staff mobility is funded, the budget for KA2 exceeds that for KA1.

Figure 2 illustrates the budgetary weight of different fields of education and training in KA1 and KA2 projects. It indicates that 74% of the total KA1 amount is awarded to projects in higher education and 20% to VET. Less than 5% goes to school education and adult education. This is in sharp contrast to KA2 projects, where 40% of the awarded amount goes to school education and merely 14% is awarded to higher education.

Figure 2: Proportion of total awarded amount according to different fields of education and training (yearly average 2014-2016)



Source: Erasmus+ Programme Annual Report 2014, 2015 & 2016 - Statistical Annex

In the analysis below, KA1 and KA2 are discussed separately.

Key Action 1 - Individual learning mobility

The data show that success rates in KA1 are high in the field of higher education (100%) and in VET (around 80%), and markedly lower for KA1 projects targeting school education (between 59 and 68%) and adult education (evolving from 45 to 72%). This is easily explained by the fact that all Flemish universities and university colleges have an Erasmus+ Charter for Higher Education. In addition, also the VET Mobility Charter is becoming more common in the Flemish region.

In the fields of school education and adult education, the number of submitted and awarded project dropped between 2014 and 2016 and consequently the average grant amount increased. In these fields, the available budget clearly does not suffice to cover the demand. In 2016 e.g., the NA could only reward all school education projects that reached the quality thresholds after budget reallocation from other key actions and/or fields. This is also the case in adult education. Without transfers of unspent budget left in other fields or key actions, only three adult education projects would have been funded in 2016. Furthermore, stakeholders fear that funds are spent on projects that have no link with Flemish adult education, as European associations located in Brussels are also entitled to submit projects. Even though the number of European institutions submitting a project is still very limited, stakeholders ask for a link with the Flemish adult education field when applications from European associations in Brussels are assessed (Epos, 2016).

The VET field is growing and is the only field with a higher number of awarded projects and more organisations involved in 2016 than in 2014. At the level of projects and participants, we see an increase in almost 50%. However, these figures hide the fact that this field seems difficult to reach. 2016 was the third year in a row during which underspending occurred in the area of mobility in vocational education and training. One of the explanations for this problem, mentioned by a policy actor from the VET field, is that since Erasmus+ continuing VET trainees from the public employment agency are no longer eligible for this kind of funding, while they did previously participate in the Leonardo Da Vinci programme. In 2016 the NA decided to launch a second selection round for VET, which resulted in a nearly 100% budget allocation.

Despite the vast amount awarded to higher education institutions for KA1 projects, some institutions complain that they do not get enough funding to give a grant to each student that qualifies for participation. The number of zero grant students almost doubled from 1.17% in 2014 to 2.27% in 2015. In 2016, the NA even received a few complaints from parents whose son or daughter did not receive a grant for their Erasmus+ student mobility.

As a conclusion it can be stated that in KA1, the programme will be able to make use of even higher budgets in an effective way. This will mainly apply for the school education, adult education and higher education fields, but not for the VET field.

Key Action 2 - Cooperation for innovation and good practices

The data show that the success rate in KA2 is much lower than in KA1 across all fields (ranging from 10% to 39%). This is clearly due to a lack of resources, rather than to a lack of quality. The NA can only finance a limited number of KA2 projects. On a yearly basis and across all fields, only 4.2 KA2 projects have been awarded in the period from 2014-2016, while an average of 19 projects has been submitted. The size of the awarded projects is relatively large, with an average budget of 253,575€. The reserve list counts a substantial number of qualitative projects (Annual report Epos 2016). In the EPL database in Flanders there are 92 organisations (from a total of 756) that reached the quality threshold but were not funded due to a lack of resources.

Conclusion: in KA2, the programme will be able to use even higher budgets across all fields in an effective way.

The lack of resources for KA2 is also observed in the evaluation of the youth domain.

Also in the youth domain, there are some key actions and sub-actions where an increase in the budget could effectively be absorbed (group exchanges, KA2 and KA3) and some others where this will be more challenging (European Voluntary Service projects).

3.1.2 Outcomes and effects at the individual and at the institutional level

Box 2: Evaluation question on the Erasmus+ specific objectives

EQ1. 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.

In this paragraph we discuss the relevant outcomes and effects for each of the Erasmus+ specific objectives at individual level (staff and students/trainees) and at institutional level, as reported in the EU-survey (2014-2016) and in the online survey (2017). In Annexes 2 and 8 the relevant items of both surveys are clustered per objective. Below, we summarize the most important observations per objective.

In general, participants in Erasmus+ are highly satisfied with their participation in the programme. Our survey shows that on average ca. 96% of participating staff, students and trainees in the different fields are overall highly satisfied (Annex 4, Table 41). This was also the case for the LLP programme (European Commission, 2011). On average, approximately 85% of the participants would consider participating in Erasmus+ again. However, the enthusiasm is lower in the VET field (75% of the trainees and 74% of staff) as well as in the field of adult education (77%) (Annex 4, Table 41). At the institutional level on average 87% of participating organisations state that there is a high chance that they would consider participating again (Annex 5, Table 42).

Objective (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.

This objective is mainly targeted at the individual level.

Staff

Participating in Erasmus+ has improved the competences of staff. Staff, on average, (strongly) agree that Erasmus+ mobility has reinforced or extended their professional network or built up new contacts. This is significantly higher for higher education staff than for adult education staff. There is also a positive effect on the improvement of knowledge on the subject taught or in the professional area. This is significantly lower for VET staff than for adult education staff. School education and VET staff on average agree to strongly agree that they have developed interpersonal and social competences due to their participation to Erasmus+. The lowest development is measured with respect to the improvement of competences in the use of ICT tools, where a large share of the staff members indicated that they were neutral towards this (Annex 2, Table 2). Results of the online survey confirm that in terms of improving key competences and skills staff members have, to a large extent, developed competences linked to their professional profiles (Annex 8, Table 43).

With respect to the effect of Erasmus+ mobility on opportunities for professional and career development, staff indicate on average to be rather neutral towards these (Annex 2, Table 3). Results of the online survey indicate that staff perceive that Erasmus+ participation does offer broader opportunities for professional and career development to staff members. The perception is slightly higher for school education than for higher education, adult education and VET (Annex 8, Table 48). Staff strongly agree that their management skills have improved thanks to the Erasmus+ programme, particularly their interpersonal and social competencies (Annex 2, Table 2). As an example of this case, in the interviews we met a teacher who has become a school director, partly due to the skills she acquired by coordinating LLP/Erasmus+ projects.

Students, trainees and apprentices

Trainees do not (strongly) experience a strengthened cooperation between the world of education and training and the world of work. VET trainees weakly agree that the cooperation intensified between their educational institution and the organisation of their internship after Erasmus+. However, higher education students rather disagreed that such cooperation had been intensified by their stay abroad (Annex 8, Table 47).

Students and trainees on average agree that the Erasmus+ experience has increased their learning performance especially with respect to planning and organising tasks and activities. The observed effects with respect to (1) analytical skills, (2) expressing themselves creatively and (3) cooperation in teams are significantly larger for VET trainees than for higher education trainees and students. The effects on problem-solving skills are similar between VET and higher education trainees. VET trainees also (largely) agree that they improved their technical/professional skills and competences (Annex 2, Table 4). When asked directly about the effects of Erasmus+ experience on learning performance at school, students and trainees feel rather neutral about this and higher education students even slightly disagree with this issue (Annex 8, Table 44). This is probably related to the misalignments between foreign and home programmes (see 3.1.7).

VET and higher education trainees as well as higher education students on average agree that the mobility experience has enhanced their employability and improved their career prospects with respect to: (1) chances to get a new or better job, (2) clearer idea about their professional career aspirations and goals, (3) better opportunities for internships or jobs in home country and (4) more capable of taking on high responsibility tasks in their work after their stay abroad. This was explicitly confirmed by the qualitative data we collected, where some trainees even found a job in their Erasmus+ company. As could be expected, the effects are significantly lower for higher education students than for the VET and higher education trainees. Students and trainees on average agree that the stay abroad has changed the way they see future work with respect to: (1) working abroad at some point in the future and (2) working in an international context. These changes are significantly stronger for higher education students than for the trainees in higher education and VET (Annex 2, Table 5).

Trainees in VET and higher education also, on average, agree that through their participation to Erasmus+ they have learned to develop an idea and put it into practice. The experience is slightly more neutral for higher education students (Annex 2, Table 6). On average, students and trainees reported that they developed a higher sense of entrepreneurship and an even higher sense of initiative through their stay abroad. Interestingly, higher education students and trainees' entrepreneurship increased more than that of VET trainees while VET trainees experience a somewhat stronger sense of initiative than higher education students and trainees after their Erasmus+ experience (Annex 8, Table 45).

Students and trainees on average agree to strongly agree that the Erasmus+ mobility experience has increased their self-empowerment and self-esteem measured by: (1) planning and carrying out their learning independently, (2) being more confident and convinced about their abilities, (3) knowing better their strengths and weaknesses and (4) being more able to adapt to and act in new situations. The increase for (1), (2) and (3) is significantly larger for the trainees than for the higher education students, while there are no significant differences between traineeships and higher education students with respect to (4) (Annex 2, Table 7).

There is a small, but positive influence observed of Erasmus+ mobility on a more active participation to society in terms of (1) reported intention to participate more actively in social and political life of their community and (2) higher interest in knowing what happens in the world on a daily basis. There are significant differences across fields, with higher education trainees reporting the lowest effect of Erasmus+ mobility on participation to society (Annex 2, Table 8).

A majority of students and trainees report that their foreign stay has increased their future learning mobility to a large extent. About ¼ find their future learning mobility to be affected only to a limited extent. On average, there are slightly more VET and higher education trainees that experience a positive effect on their future learning mobility (about 80%) than HE students (74%).

Objective (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.

This objective is mainly targeted at the institutional level, directly, and through outcomes at individual staff level.

Individual level

A large share of the staff across the different fields strongly agree that the Erasmus+ mobility experience has increased their job satisfaction. The perceived increase is similar for school education, VET and higher education staff but significantly lower for adult education staff. They also agree that the experiences have refreshed their attitude towards teaching. There is however a significant difference (at 5% level) between school education and adult education (Annex 2, Table 12).

School education, VET and higher education staff on average rather agree that due to the mobility experience they experimented and developed new learning practices or teaching methods. The perceived influence is significantly larger for school education staff than for VET and higher education staff (Annex 2, Table 9). In fact, staff agree that Erasmus+ participation leads to delivering work of higher quality to students. This effect is observed to be stronger amongst adult education staff (Annex 8, Table 52).

Staff agree that their awareness of new methods of assessing/giving credit for skills or competences acquired in school/informal learning context have increased (Annex 2, Table 10).

The staff report that they have also shared their own knowledge and skills with students and/or other persons and this occurs significantly more among the higher education staff members than in the other fields (Annex 2, Table 11).

In addition, Erasmus+ has increased staff's reported opportunities for learning mobility. On average, staff agree that their mobility period through Erasmus+ has stimulated them to take part in future (formal/non-formal) education or training and this stronger for school education and adult education staff than for VET and higher education staff (Annex 8, Table 46).

A large share of staff also agree that Erasmus+ mobility has increased opportunities for future learning mobility, both for themselves and for other colleagues. There are no notable differences between staff across different fields. Furthermore, staff report that their mobility through Erasmus+ has stimulated them to actively support colleagues with their learning mobility (Annex 8, Table 49). A majority of the higher education staff agrees that they have contributed to increasing the quality and quantity of student or staff mobility to and from the sending institution due to their Erasmus+ mobility. This was also supported by qualitative data from the interviews.

Institutional level

Staff members were also questioned about the impact of their participation in Erasmus+ on the sending organisations. More specifically, they were asked if their Erasmus+ has already led to changes or if they expect it will lead to changes in the future. The largest effect on the home institution was expected to be concerning the use of new teaching methods and good practices. There are significant differences observed across fields, where the expected effect on the use of new teaching methods and good practices was larger among school education and adult education staff. VET and higher education staff indicated more frequently that their participation in Erasmus+ would lead to new/increased cooperation with partner institutes/organisations as compared to school education and adult education staff and there are significant differences across fields. No significant differences were observed across fields with respect to effects on the introduction of new teaching subjects. Amongst higher education staff the expectations related to a stronger involvement of their institution/enterprise in curriculum development was rather neutral (Annex 2, Table 14).

Several small positive effects of the Erasmus+ programme were reported regarding quality improvements within the organisation. Organisations rather agree that Erasmus+ has resulted in a better alignment between the educational programme and the individual needs of both students and staff (Annex 8, Table 53). Furthermore, organisations rather agree that the Erasmus+ programme has contributed to a more modern dynamic, committed and professional environment through more attention to the use of IT based methods and work formats and the use of Erasmus+ experiences for shaping the professionalization policy at institutional level (Annex 8, Table 54).

In school education, up to 77% of the mobile staff have received formal recognition for their satisfactory completion of activities related to the programme. Specifically, for adult education staff this was 59% and for VET staff 49%. For school education and adult education staff, a course specific certificate was most common while for VET staff a Europass mobility document was issued. 90% of the staff indicated that their mobility was informally recognized by the management. In less than 10% of the cases, the mobility was not recognized at all by the sending institution (VET, 8%; school education, 7% and adult education, 4%).

There is a considerable reported positive effect of Erasmus+ on a more active participation of organisations in social and political life in their community. On average, organisations rather agree that the Erasmus+ programme helped them reach the desired effects of social and political life in their community. Although 44% of organisations did not experience higher participation thanks to Erasmus+, 42% of organisations did partake in more active participation and another 14% made plans for more active participation in social and political life because of their Erasmus+ participation (Annex 8, Figure 7).

Objective (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.

This objective is mainly targeted towards the systemic level and is thoroughly discussed in paragraph 3.1.3.

The EU-survey gives some indication of the awareness of the European lifelong learning area at individual level, where a large share of the staff in school education, higher education and adult education strongly agree that they learned from the good practices applied abroad due to their Erasmus+ mobility experience. The effect is significantly lower for the higher education staff than for school education and adult education staff (1% level). Participation in Erasmus+ has also (1) increased awareness of new methods of assessing and giving credits for skills or competences acquired in school/informal learning context or VET school/training context and (2) upgraded their knowledge of education systems in other countries. This effect on the awareness of the European lifelong learning area is significantly larger for school education staff than for VET and adult education staff (Annex 2, Table 18).

Objective (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.

This objective is mainly targeted towards the institutional level. Organisations strongly agree that the Erasmus+ programme has increased their capacity to and professionalism in working at the EU/international level. Specifically, it has (1) increased the organisations' ability to better function in an international context, (2) improved the quality of the organisations' execution of EU/international projects and (3) contributed to a better international strategy (Annex 8, Table 56).

Organisations experience increased cooperation with partners from other countries thanks to the Erasmus+ programme. New cooperation's with foreign organisations have been established especially with organisations active as educational institutions (Annex 8, Figure 9). When asked about the effects of such cooperation's, a large majority of organisations find that both organisations reach positive results, which are otherwise impossible without the cooperation (Annex 8, Figure 10).

Staff members were also questioned about the impact of their participation in Erasmus+ on the sending organisations. More specifically, they were asked if their Erasmus+ has already led to changes or if they expect it will lead to changes in the future. School education, VET and adult education staff rather agree that their participation will lead to the introduction of changes in the organisation/management of their sending institution, while higher education staff take, on average, a more neutral position. Staff also rather agree that it will lead/has led to the internationalisation of their sending institution. (Expected) impacts on internationalisation of their institution are perceived as smaller by school education and adult education staff than staff in the other fields (significant differences across fields are observed) (Annex 2, Table 21).

Objective (e) To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness.

This objective is targeted at the individual and the institutional level.

Language skills

School education, higher education and adult education staff on average rather agree that their foreign language skills have improved thanks to the Erasmus+ mobility activity. The improvement is significantly lower for higher education staff compared to school education (significant difference at 5% level) (Annex 2, Table 22). Similar results were obtained from the online survey. The effect was even more pronounced, but no differences across

fields were observed (Annex 8, Table 57). The main foreign language used during the mobility activity for school education and VET was English, with 79% for both school education and VET. In school education, also Dutch is a frequently used language, as the Netherlands, our neighbouring country, offers the opportunity for same-language mobility, while in VET, French and German are more common (Annex 2, Table 23). 10% of the school education staff participated in a language course before or during the activity, while 6% of the VET staff did (Annex 2, Table 24). Only 2% of the VET staff indicated that their language skills did not improve during the mobility activity, while 6% of the school education staff indicated this lack of improvement (Annex 2, Figure 1).

The majority of students and trainees agreed that their language skills were improved during their stay abroad. Only 2-4% of the VET and higher education trainees and students indicated that they did not improve their language skills, though a share of the students/trainees indicated that they did not improve their language skills because they were already fluent (VET traineeship, 19%; higher education traineeship, 30%; higher education students, 18%) (Annex 2, Figure 2). The main language used during the mobility experiences is English. For VET and higher education trainees also Dutch and French are sometimes a main language (11%-12% French and 14-16% Dutch), while the higher education students more frequently had French (15%) and Spanish (12%) as a main language (Annex 2, Table 26). There is a large difference in the degree of advanced linguistic support taken to learn the main language used during the mobility experience. 60% of VET trainees indicated they had advanced linguistic support, while this was only 23% for the higher education trainees and 29% for the higher education students (Annex 2, Table 27).

Intercultural awareness

Thanks to the mobility activity the reported understanding and responsiveness to social, linguistic and cultural diversity for staff members have increased. These results are confirmed through the online survey. One interviewee reported that it was particularly the experience of being a linguistic minority themselves, that made teachers more sensitive to this issue. The increase in understanding and responsiveness is slightly smaller for higher education staff compared to school education, VET and adult education staff (Annex 8, Table 58). Staff also indicate that their mobility through Erasmus+ has enabled them to cooperate better in an intercultural context, where this effect is somewhat stronger for adult education staff as compared to other types. Also, the reported cultural awareness and expression have improved for school education and VET staff, with a slightly higher effect on the VET staff members (Annex 8, Table 59).

There is a positive result of Erasmus+ mobility on the reported intercultural awareness of students and trainees with respect to: (1) more tolerance towards other values and behaviour, (2) more open-mindedness and curiosity towards new challenges and (3) more able to cooperate with people from other backgrounds and cultures (Annex 2, Table 29).

As the relevant outcomes and effects for each of the Erasmus+ specific objectives at individual level and at institutional level in the education and training domain are different from those in the youth domain, a detailed comparison with regard to this evaluation question is difficult.

However, the importance of the programme for the development of foreign language skills, social skills and intercultural awareness for all target groups can be observed in both domains.

3.1.3 Outcomes and effects at the systemic level

At national level

Box 3: Evaluation questions on systemic effects at national level

EQ3. To what extent have Erasmus+ actions influenced policy developments in the domains of education and training in your country? Which actions were most effective in doing so? Are there marked differences between different fields?

See also objective (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.

According to Flemish policy makers in education and training, the European and international dimension in education has strengthened in the period from 2007-2016. The LLP/Erasmus+ programme has increased the awareness that other educational systems can be an interesting source of inspiration, and that international exchange can be enriching for individuals and institutions. There are however differences between fields.

In school education and adult education, the European dimension only recently began growing.

The European dimension is strongest in higher education. This field has the longest history of internationalization through Erasmus, which was strongly reinforced by the Bologna process - in which Flanders was a forerunner - since the mid 90's.

There has been close interaction between Flanders and Europe concerning international mobility in higher education- Specifically, the action plan 'Brains on the move' (2013) for mobility based on the 2020 goal that by 2020 20% of all students should graduate with an international study experience was developed by the Flemish minister of education at that time. This action plan is based on the Leuven Declaration (April 2009), which was strongly directed by the Flemish delegation. Policy actors in higher education declare that this partly has been made possible due to the good reputation that the Flemish higher education has built up through their experience as coordinator of international higher education projects under LLP.

Also, in VET and in the cooperation between the field of education and training and the field of work, policy reforms are often inspired by the European level. For example a consultation structure at the Flemish policy level between both domains has been installed, the European Quality Assurance Reference Framework for VET has been implemented, and so forth. One example related to LLP/Erasmus+ that can be highlighted is the fact that the Flemish NA, Epos, is jointly founded and controlled by both policy domains.

In general, however, the direct impact of the LLP/Erasmus+ programme on policy reform and modernisation at national level remains limited according to Flemish policy makers. There is an enhanced policy cooperation between Flanders and other countries, but not as a result of LLP/Erasmus+. Although a monthly meeting on internationalisation is organised with Epos by the department of education and training to exchange information and seek for opportunities to cooperate in order to internationalise all policy levels within the department (Epos, 2016), the results of LLP/Erasmus+ projects are seldom directly used as input for policy development. The impact is indirect, rather occurring through the institutional level. This might change as result of the KA3 projects, but it is too early to judge this.

The use of Union transparency and recognition tools in Flanders is variable. The instruments for higher education (ECTS and EQAR) are widely used, but mainly as a result of the Bologna process rather than LLP/Erasmus+. EQF has inspired the National Qualifications Framework. The use of ECVET and Europass remains limited.

The limited use of ECVET and Europass is line with the observations on the low use of Youthpass in the youth domain.

The dissemination of good practices to the level of policy making is a weak point in the Flemish system of education and training in general. This also applies to the results of LLP/Erasmus+ projects. The KA2 projects might have more impact, but again, it is too early to judge this.

At EU level

Box 4: Evaluation question on systemic effects at EU level

EQ2. 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?

The general objectives of the Erasmus+ Programme are defined in terms of contribution to the achievement of the objectives of the Europe 2020 Strategy and the objectives of the strategic framework for European cooperation in education and training (ET 2020).

The general objectives of Erasmus+ Youth in Action are defined in terms of contribution to the overall objectives of the renewed framework for European cooperation in the youth field (2010-2018). A comparison is therefore not relevant.

We collected the scores of the Flemish Community on the corresponding seven benchmarks in Annex 11.

Most of these benchmarks refer to effects on the level of pupils/students in school education or adult education. As Erasmus+ only targets staff in these fields, a possible contribution can only be indirect, through learning effects at the level of staff and institutions. Moreover, local education and training policy (which is little impacted by Erasmus+) and context factors also play a role.

The only benchmark that refers to a directly anticipated effect of Erasmus+ ('At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad') is unfortunately not monitored in Flanders.

With regards to the general objective of promotion of European values in accordance with Article 2 of the Treaty on the European Union, we can be a little more optimistic. For students/trainees, the data collected in the EU-survey shows that there is a small effect on the awareness of European projects and EU values due to Erasmus+ mobility in terms of (1) more interest in European topics, (2) feeling more European and (3) more awareness of social and political concepts like democracy, justice, equality, citizenship and civil rights. The effect on the development of European values is more neutral for higher education trainees than for VET trainees and higher education students (Annex 2, Table 19).

3.1.4 EU-added value

Box 5: Evaluation question on EU-added value

EQ20. 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?

During the focus group meeting Epos explained that EU-added value is explicitly sought in the selection process. E.g. in the application for professionalization activities under KA1, organisations have to indicate that international exchange is necessary as insufficient inspiration is found in the national context. For KA2 on the other hand, one fifth of the points are awarded on the content quality and the added value of the European partnership.

This approach seems to work. In our survey, a large majority of participating organisations (87%) (totally) agree that Erasmus+ helped achieve results that could not have been achieved with regional/national funding or programmes alone (Annex 6, item 29). Looking at differences across types of organisations, there are more VET organisations (96%) which attribute added value to Erasmus+. The majority of organisations (73%) indicate that cooperation with organisations established through Erasmus+ leads to positive joint effects which could not have been otherwise reached (Annex 6, items 16-17). Only about 7% of organisations mention positive effects that could have also been reached without cooperation.

Possibilities to increase the EU-added value are:

- Consideration of the reintroduction of the centralised management of the KA2 projects. The argument for this suggestion is further developed in section 3.1.5 below. Especially the Flemish higher education institutes see more added value in the centralised management compared to the new decentralised application procedure under Erasmus+ (VLHORA, 2017). It allowed the quality of the Flemish applications to stand out at the European level.
- Organisation of more international contact seminars and reintroduction of funding for preparatory visits. These are two forms of support have a strong EU-added value, which are insufficiently developed according to our respondents. The argument for this suggestion is further developed in section on 'providing support' in 3.1.8.

3.1.5 Differences in effectiveness across actions and fields

Box 6: Evaluation question on differences in effectiveness across actions and fields

EQ5. 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?

Key Action 1

Previous evaluations showed that KA1 is effective overall. A high quality of the mobility, and the impact thereof, was observed (2014 annual report). This is confirmed by our analysis, where most of the outcomes and effects that are anticipated at the individual and the institutional level are reported by the participants in the surveys. Moreover, these learning effects are enthusiastically endorsed by the participants that we interviewed.

The effectiveness of KA1 at the institutional level and the quality of mobility seems to have increased thanks to the institutional approach to mobility in the school, VET and adult education fields. At school level, VLOR⁷ observes that schools more explicitly invest in developing a vision on internationalisation, as a result of the 'European development plan' as one of the new conditions of Erasmus+ (VLOR, 2016). The EU-survey shows that around 70% of school education and adult education staff report a good link between the activity and European Development Plan (Annex 2, Table 36). Also our survey shows that Erasmus+ experiences are used for shaping the professionalization policy at institutional level and that thanks to Erasmus+, changes in management can be observed. It can be concluded that the influence of the programme on policy developments at institutional level has increased as the institution has to define a strategy based on its local needs showing how it will benefit from the individual staff and/or learner mobility.

With regards to the effectiveness at individual level we can observe some differences across fields.

It seems that for staff, the effect on outcomes such as improved competences, the development of new learning and teaching practices, improved language skills and responsiveness to social, linguistic and cultural diversity is higher in the fields of school education and adult education compared to higher education. This might be explained by the observation described in 3.1.3., that the European dimension is relatively new and limited in

⁷ The Flemish Education Council: the official advisory body on the education and training policy of the Flemish Community

these fields, thus, for those who do participate in international projects, a whole world opens. Staff in higher education are more accustomed to working in an international context, which might explain the slightly smaller reported learning effects. For students/trainees, the same hypothesis might hold true, where we see in the surveys that the learning effects for VET trainees on e.g. key competences and skills were slightly higher than for higher education students and trainees.

Key Action 2

At the moment of the evaluation there were no completed KA2 projects in Flanders.

The effectiveness of KA2 is severely limited by the budgetary constraints. However, from the few interviews we had with KA2 participants, the potential effects at institutional, but also at individual and systemic level can be considerable. Also, VLOR considers these essential for a systemic impact on school policy, school organisation and the quality of the education processes (VLOR, 2016).

The low success rates have a demotivating impact and form a risk to the further internationalisation process in education. For KA2 projects the NA received only seven applications in higher education in 2016, compared to 15 in 2014 and 21 in 2015. These feelings of demotivation also clearly show in the answers to the final open question in our organisation survey.

Also in the evaluation in the youth domain, KA2 projects are considered as a 'missed opportunity' from a policy point of view.

However, increasing the budget alone will not improve effectiveness.

According to actors in all fields, the cooperation projects for innovation and good practices under Erasmus+ have become too daunting and large scale compared to the options that were available under the various programmes of LLP. Other aspirations are that they are too academic, uniquely focused on professionalization of staff with more limited opportunities for student mobility, which seems to have reduced their effectiveness. In all fields, there is a demand for the reintroduction of short-term, small-scale and easily accessible exchange and cooperation options in two directions, in which also students can participate as were e.g. the intensive programmes and learning partnerships under LLP. Within LLP there was a clear, phased construction in mobility, which is missing in Erasmus+.

A final point of criticism on KA2 from the Flemish point of view concerns the evolution under Erasmus+ to a decentralised application procedure, based on a prior distribution of the budget between countries and regions. This reduced the opportunities of Flemish organisations, which are very active and develop high-quality projects, but are situated in a small region with a limited budget.

3.1.6 Attracting and reaching target audiences

Box 7: Evaluation questions on attracting and reaching target audiences

- EQ17. 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?
- EQ8. 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?

Our survey shows that the Erasmus+ programme is well known to the education and training community in Flanders. Even in the sample of non-participating organisations, 84% is familiar with Erasmus+ (Annex 7, item 7). However, one respondent stated that in the context of barriers to participation "our school is primary education, so Erasmus+ is not for us". This suggests that at least part of the target group does not really know the various possibilities within the programme. Almost 75% of participating staff report that most of their colleagues know Erasmus+. However, this percentage is markedly lower in the fields of VET (68% agree) and adult education (65% agree).

VLOR (VLOR, 2013, 2014, 2016), Epos (2016) and other stakeholders involved in this evaluation identified the following target audiences and groups as being difficult to reach:

- Students/trainees from disadvantaged backgrounds
- Students/trainees with disabilities and staff from special education
- Adult/working students
- Vocational education and training
- Small organisations
- Staff in pre- and primary education
- Part-time arts education

Actors in the field of adult education, and especially in informal and non-formal adult education, report that there are not enough realistic and tailored alternatives within Erasmus+ for adult learners because the focus is on long term mobility and on formal education which is difficult to combine with job and family obligations (VLOR, 2014, SOC). However, at the level of awarded and rejected projects, the NA observed in 2016 that there is an evolution towards a better balance between non-formal and formal adult education sectors (Epos, 2016).

Comparable criticism is formulated in the (continuing) vocational training field (VDAB, Syntra). From their perspective the programme is too uniform and not flexible enough. It still remains an initial VET field, hardly any continuing VET-staff applications are introduced. This is related to a more general challenge, notably reaching the world of work, and hampers the effectiveness of the programme in the field of VET and higher education traineeships. It also impacts KA2, where, e.g. knowledge alliances between higher education institutions and businesses prove to be difficult to set up. Although strengthening the cooperation between the world of education and training and the world of work already was a point of attention in LLP (see 2011 interim evaluation) and is emphasized as one of the key objectives of Erasmus+ this still proves to be difficult. This showed itself in different ways in the study, where our survey suggests limited effectiveness from the point of view of the trainees themselves only with regards to the anticipated strengthened cooperation between the world of education and training and the world of work. From the point of view of the NA, it is more difficult to communicate to companies, e.g. to find traineeships, compared to reaching all actors in formal education.

Possible actions to reach the world of work and stimulate companies/businesses to participate in Erasmus+ that were suggested include:

- Creation of platforms where actors can meet and where (international) traineeships can be found, e.g. through an online database, but even more through physical meetings, e.g. organise contact seminars with companies.
- Provision of a flexible and varied offer of internationalisation opportunities for companies, e.g. from short to long-term traineeships.

A more general approach to remedy the fact that some target audiences and groups are difficult to reach can be the creation of trajectories of international exchange ranging from short, approachable, same-language, collective exchanges to longer, more ambitious, foreign-language, individual mobility. This could be envisaged for both individuals and for institutions in all actions and field of the programme.

Parallel observations with regard to target audiences and groups that are difficult to reach are made in the evaluation in the youth domain. The programme is well known by the large national youth organisations, which also regularly participate. Difficult to reach target groups include young people with fewer opportunities and organisations that work with them, small and local groups and informal youth groups.

3.1.7 Factors limiting access

Box 8: Evaluation question on factors limiting access

EQ17. 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?

VLOR (VLOR, 2013, 2016) identified the following factors limiting access:

- Lack of time in some schools/organisations
- Lack of financial resources: insufficiently large grants require co-financing from individual beneficiaries
- Lack of trust from parents
- Physical barriers (e.g. in case of illness or disability)
- Social and cultural barriers
- Uncertainty about validation of learning results
- Administrative burden

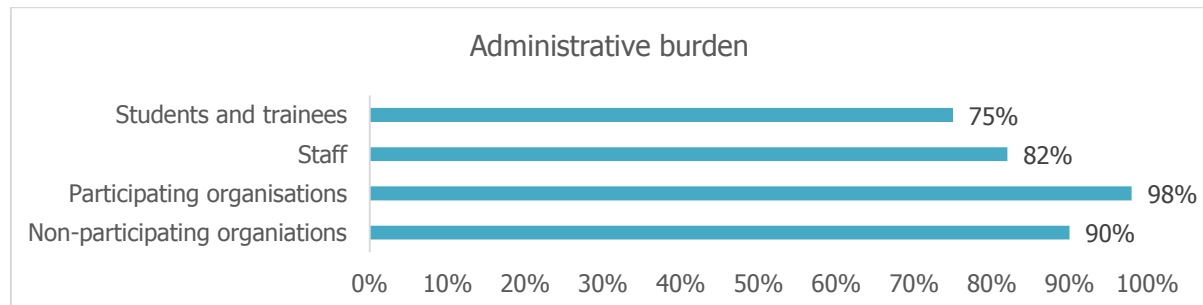
In the 2011 Interim Evaluation of LLP, also language was identified as one of the main barriers to participation.

In our survey, we empirically investigated the extent to which these factors are considered as obstacles to participation in Erasmus+ by the different target groups. The figures below show the share of respondents in the different target groups that report the particular factor to be a limiting or severe obstacle in participation. They are listed in order of importance, based on the general mean across all target groups.

The administrative burden

The administrative burden is considered by all target groups as the most important obstacle to participation.

Figure 3: Share of respondents reporting administrative burden as an obstacle in participation



Source: online survey

The qualitative information from the interviews and the open questions in our survey show that the administrative burden mainly results from the application of the project. It is the person within the organisation responsible for this who experiences that burden. The individual staff members we spoke to reported quasi no administrative burden because they had a colleague who dealt with it.

The administrative burden for higher education students mainly results from the paper work between the institutions involved (e.g. getting the right signatures on time).

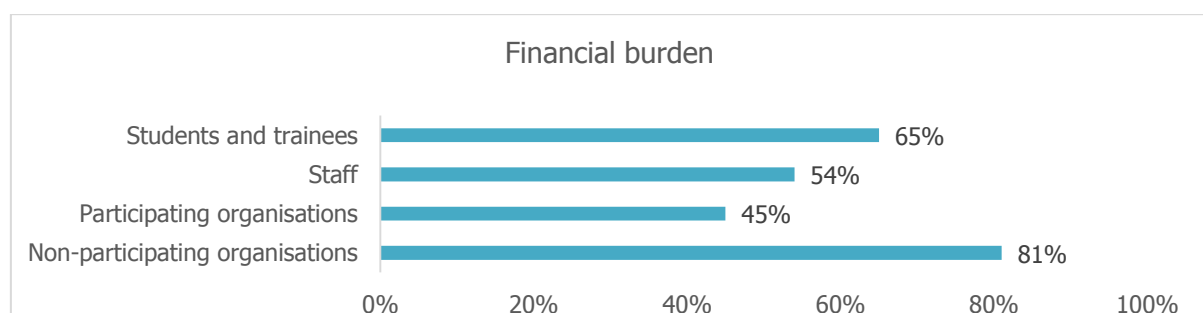
More details on administrative burden are described in section 3.2.3 of this report.

Also from the evaluation in the youth domain, the administrative burden appears to be a very important challenge for beneficiaries.

The financial burden

Mainly the non-participating organisations fear a financial burden.

Figure 4: Share of respondents reporting financial burden as an obstacle in participation



Source: online survey

In the group of participating organisations, more adult education organisations (64%) experience financial burden, as compared to about 45% for other types of organisations). One of our interviewees suggested a plausible explanation for this: in Flanders, the centres for adult education are fully financed on the basis of lesson times. This means that all other activities that staff undertake, weigh on the budget of the organisation.

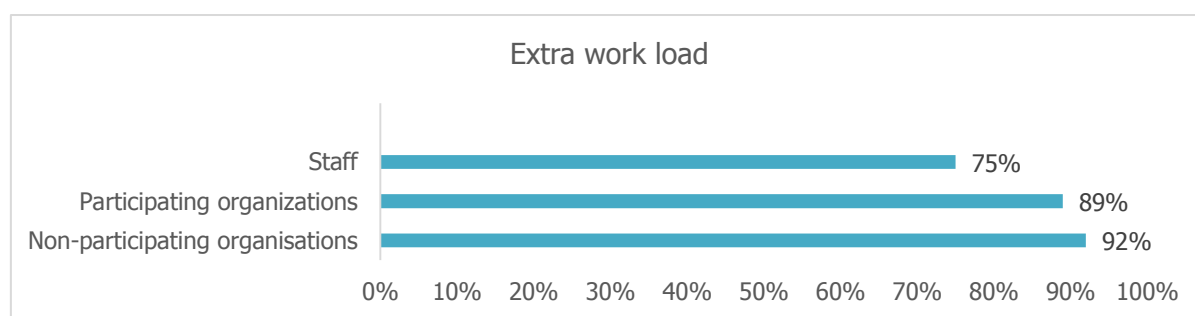
For students and trainees the EU-survey (Annex 2, Table 31) shows that 94% of the higher education students, 90% of the higher education trainees, and 81% of the VET received a grant through EU-funding. In the open questions in our survey mainly higher education students complained about the fact that their grant was poorly matched to the cost of living in their destination country. Consequently they see it as a clear barrier for students with less financial possibilities. This corroborates the findings from the Erasmus Impact study (2014), where even though the Erasmus+ student exchange in higher education is seen as a non-selective and inclusive mobility programme, a barrier is observed when additional financial resources are needed to compensate for the additional costs. For the trainees in our study the financial burden is less of an issue, as in many cases they receive remuneration for their work.

For staff mobility, the policy actors we spoke to explained that the funding covers about 70-80% of the real costs. In higher education, all institutions provide co-financing. This is however not possible for smaller schools and organisations in school education, as well as for adult education and VET.

The extra workload

The extra workload is mostly feared by non-participating organisations.

Figure 5: Share of respondents reporting extra work load as an obstacle in participation



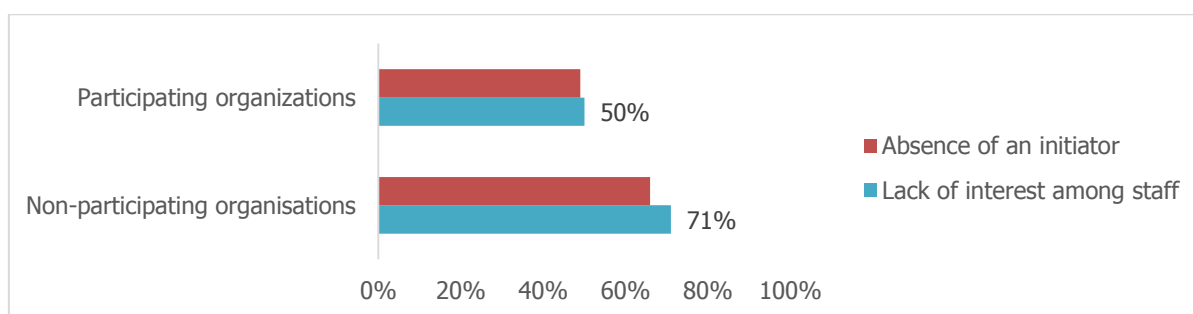
Source: online survey

Our qualitative data reveals that the extra workload mostly arises from the application procedure related to the project, as well as the fact that the courses that cannot be taught at their home institutions by participating staff during their mobility have to be caught up afterwards or voluntarily replaced by colleagues. This is the case in all fields.

Interest and initiator within the organisation

Organisations also see the lack of interest among staff and the absence of an initiator as important barriers. The latter is clearly related to the administrative burden and the workload associated with the application.

Figure 6: Share of organisations reporting lack of interest and initiator as an obstacle in participation



Source: online survey

Within the group of participating organisations remarkably less adult education organisations (21%) indicate lack of interest among educational staff to be an obstacle. With regards to the lack of an initiator within the organisation as an obstacle, remarkably less VET organisations (33%) report this as an obstacle to Erasmus+ participation.

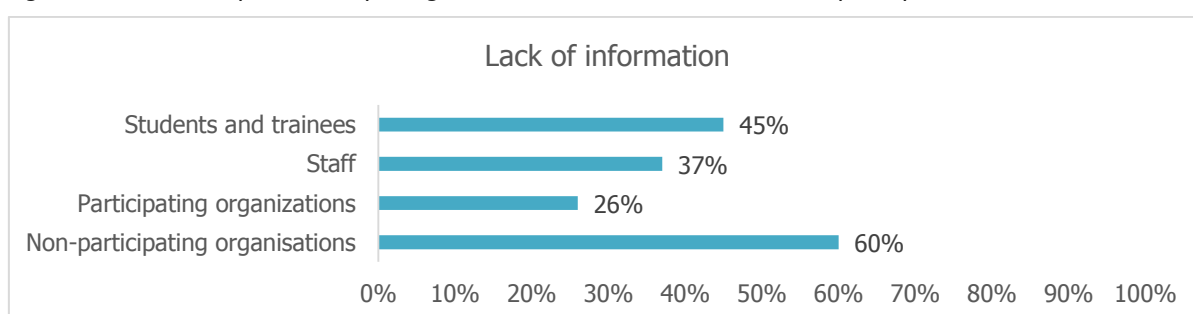
Uncertainty about the validation of foreign learning effects/experiences

The uncertainty about the validation of foreign learning effects/experiences is considered a barrier to participate by half of the students/trainees. This effect is larger for students (55%) than for trainees (37%).

The EU-survey gives more details on this topic for higher education students (Annex 2, Table 30). However, more than 92-96% of the higher education students indicated that ECTS credits were used/will be used in the learning agreement, only 32% of the higher education students indicated that they received information from the sending institution on how the grades awarded at the receiving institution would be converted upon return to their sending institution and 15% received the information upon return. 21% indicated that they did not check this information and 32% indicated that they did not receive information at all. 55% of the higher education students agree to strongly agree that the grade conversion process was transparent, 63% indicated that it was objective and 61% indicated that it was fair. This problem of clarity concerning grade conversion has been addressed by many students in the open question in our survey and in the interviews.

Lack of information

Figure 7: Share of respondents reporting lack of information as an obstacle in participation



Source: online survey

60% of the non-participating organisations report the lack of information as obstacle to participation, as compared to 26% of the participating organisations.

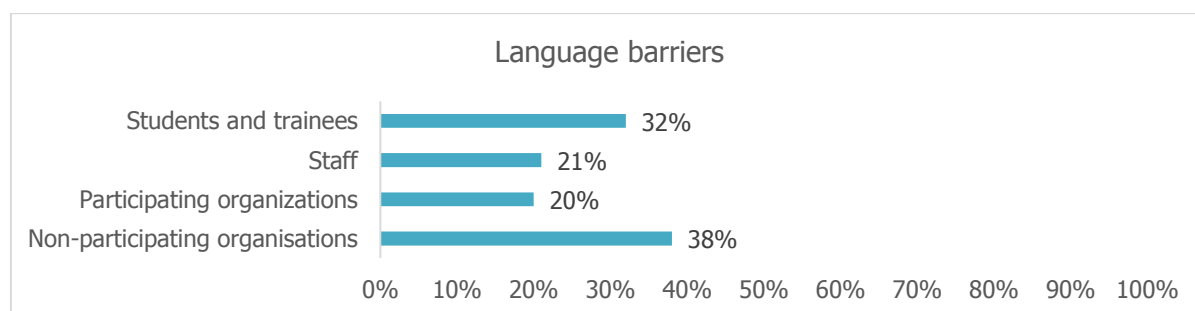
At the level of the individual participants more students and trainees report lack of information than staff. From the open questions in our survey we learn that they mainly complain about confusing and contradictory

information, in addition to the limited exchange of information and communication between the sending and receiving institution.

Language barriers

38% of the non-participating organisations report language barriers as obstacle to participation, as compared to 20% of the participating organisations.

Figure 8: Share of respondents reporting language barriers as an obstacle in participation



Source: online survey

At the level of the individual participants, more VET staff (44%) and trainees (53%) experience language barriers as an obstacle.

3.1.8 Approaches to enhance effects

Box 9: Evaluation question on approaches to enhance effects

EQ4. 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?

Providing information and support are the most straightforward approaches to remedy the factors limiting access and to enhance the effects of the programme.

Providing information

Different actors provide information on Erasmus+ in Flanders. The results of our survey show that most staff (67%) got to know Erasmus+ through colleagues in their school/educational institution/organisation (Annex 4, item 12). Most organisations communicate in a sufficient (64%) and clear (61%) way according to their staff. The prevalence of the organisation as prior source was somewhat more explicit for school education staff (62%) and higher education staff (72%) than for VET staff (53%) and adult education staff (55%). For VET staff in particular, other important sources are the communication of the Flemish government (21%, compared to 3% on average) and the website of Epos vzw (21%, compared to 5% on average). This might be related to the fact that for this field, extra efforts had to be undergone in order to increase the number of applications (see 3.1.1).

In the survey the staff were also asked to judge other aspects of the communication on Erasmus+. It appears that 67% of staff know whom they can turn to for questions related to the Erasmus+ programme in Flanders. A somewhat larger proportion of VET staff (79%) and smaller proportion of adult education staff (61%) know where to turn to. On average 58% of staff agree that there is sufficient information available on Erasmus+ in Flanders.

For students and trainees, the own institution appears to be the most important source of information. The majority of students (69%) got to know Erasmus+ through teachers in their school/educational institution/organisation. The second most important information source on Erasmus+ for students and trainees consists of students from their school/educational institution/organisation, which occurs to a larger extent for students (18%) than for trainees (Annex 5, item 13).

Providing support

Support at institutional level

Students and trainees were asked to report on the support for and promotion of European mobility activities by their institution. The results from the survey (Annex 5, items 10-11) show that:

- 70% of all students and trainees find that their organisation offers sufficient support for European mobility activities. When we compare different fields we observe that fewer VET trainees (66%) than higher education students (70%) and trainees (73%) judge that support from their organisation is sufficient.
- 67% of all students and trainees report that their organisation actively engages in the promotion of European mobility activities. Again, a smaller proportion of VET trainees (62%) than HE students (67%) and trainees (69%) find that there is active engagement in the promotion of mobility activities in their organisation.

The support for staff, students and trainees that is offered at an institutional level differs between the Flemish educational institutions in the different fields. This difference seems to be related to the relative size or scale of the organisation. All higher education institutions have dedicated staff for internationalisation projects, who offer support in all stages of the projects. In school education, adult education and VET, we see that only larger schools/institutions can invest time in it. In general, 84% of staff in our survey report that their organisation has a specific contact person for questions on Erasmus+ (Annex 4, item 21).

During our follow-up interviews, we identified some good practices in school and adult education, where a responsible person for internationalisation was created at the level of the school group or consortium. Also the NA sees the added value of support at this level. These good practices should be encouraged.

Consortia are an important tool for increasing the participation of some underrepresented organisations, where in 2015 only 15% of the approved projects involved organisations in pre- and primary education, while in 2016 this percentage has doubled (Epos, 2016). The possibility to apply with a consortium should be maintained.

By the NA Epos

From the survey results, we find that Epos is mentioned as support service by 87% of the participating organisations, 43% of the non-participating organisations and by 37% of staff. It is generally considered as highly effective (see Table 2).

Epos organises various activities to support applications: a.o. inspiration sessions, information days and writing sessions. The agency can also be contacted for individual advice. Moreover, Epos invested extra efforts to target audiences and groups that showed difficult to reach: pre- and primary school, VET, and adult education. In 2016 Epos launched a dedicated team 'internationalisation and cooperation'. The team focuses on inspiring, informing and counselling organisations to become active on an international level by using Erasmus+ or other European projects. The team organises cross-sectoral inspiration and information sessions per key action for each new call (Epos, 2016).

With respect to the effectiveness of this support, survey respondents in their follow-up interviews as well as other interviewees are positive about the responses given by Epos. There has also been a positive evolution in this respect, according to one of the interviewees: the website is more accessible and relevant, workshops are now organised to prepare for application writing, there is a first screening of applications by Epos with feedback, etc.

In the evaluation of the youth domain, we see that the youth NA Jint provides comparable support and is equally positively valued by the beneficiaries.

The international contact seminars organised by the various national agencies are considered very effective to get in touch with potential international partners. Also the preparatory visits were an important instrument in preparing an application. Actors regret that this is no longer possible with Erasmus+ funding. Reintroducing this possibility and increasing the number of international contact seminars, would be improvements with EU-added value (see also 3.1.4).

Support by other organisations

Box 10: Evaluation question on supporting services next to Epos

EQ24. Which supporting services next to Epos do schools/organisations invoke to help them develop their internationalisation policy (pedagogical support services, centres Alden Biesen and Ryckvelde,...). How do they judge their effectivity?

Next to Epos the following organisations provide support for schools and organisations in developing their internationalisation policy:

- Specifically for schools: The pedagogical support service of their educational network (intermediary organisations), when they need support in aspects of internationalisation related to school policy.
VLOR suggested to enable direct applications for mobility of support services in the field of education, independent of the school (VLOR, 2014). This is however still not possible, they still have to apply via a school.
- Alden Biesen – Castle Europe⁸: In collaboration with Epos, Castle Europe frequently organises study days and seminars on Erasmus+. The Europe team at Alden Biesen also offers telephone support and checks applications for organisations wishing to apply for a European project.
- Europe House Ryckvelde⁹: Europe House Ryckvelde translates difficult European themes into tailor-made information for students, youngsters and adults, and encourages people to participate through campaigns and projects. Embedded in the socio-cultural adult work in Flanders, Belgium, the organisation runs campaigns and various European projects. Schools and organisations in adult education may also appeal to Europe House Ryckvelde for information and support for their international projects.
- Also the EACEA (Education, Audiovisual and Culture Executive Agency of the European Commission) regularly organises information sessions.
- Flanders Knowledge Area¹⁰: The Agency for Mobility and Cooperation in Higher Education in Flanders organises fora and good practice workshops, coordinates a network of counselors, etc.
- VVOB, and also UNESCO, Unicef and other ngo's offer support for projects in development cooperation.
- In the area of Culture, Youth, Sports and Media, the European Desks of Creative Europe and Europe for Citizens, the European Association for the Education of Adults (EAEA) and VLEVA (Flanders-Europe connection) are supporting partners – next to the already mentioned Europe House Ryckvelde and Alden Biesen.
- In the fields of non-formal adult education and (continuing) vocational training, respectively the organisations Socius and VDAB and Syntra provide support.

According to the VLOR advising paper 2014, schools easily find their way to the support of Alden Biesen and Ryckvelde. Epos cooperates with these initiatives, though not in a structured manner. The NA is available to answer any questions they might have, but does not check the quality of the information distributed by these organisations. There are clear agreements with Alden Biesen and Ryckvelde on the focus of each in order to

⁸ <http://www.alden-biesen.be/en/europe-castle>

⁹ <http://www.europahuis.be/en>

¹⁰ <http://www.flandersknowledgearea.be/en/>

ensure complementarity. Alden Biesen and Ryckvelde support institutes in the substantiation of their proposal, the coaching goes broader and deeper than what is possible within Epos. Moreover, Epos also fulfils the evaluator and controller role and consequently needs to maintain its independent position in this (VLOR 2016).

With respect to the effectiveness of this support, Alden Biesen and Ryckvelde are reported to offer high quality support. This is confirmed in the survey results summarised in the table below.

EACEA and VVOB are known by a limited share of organisations, and quasi unknown by non-participating organisations.

Flanders Knowledge Area and the associations only work for higher education, where especially Flanders Knowledge Area is well-known and moderately valued.

Table 2: Identification and effectiveness of support services (survey results)

Supporting services	Identified by		Considered effective by	
	Participating organisations	Non-participating organisations	Participating organisations	Non-participating organisations
General				
Epos	87%	43%	84%	77%
Ryckvelde	51%	22%	92%	83%
Alden Biesen	21%	14%	77%	73%
School (group)	20%	22%	62%	58%
Pedagogical support service	17%	15%	44%	64%
Umbrella organisations	12%	15%	67%	50%
EACEA	6%	1%	NA	NA
VVOB	3%	1%	NA	NA
Only HE				
Flanders Knowledge Area	71.4%	NA	60%	NA
Association	28.6%	NA	50%	NA

Source: online survey

Next to these complementary support actions, an overview of other internationalisation initiatives and other financing channels is given in detail in section 3.4 on coherence.

Dissemination and exchange of experiences

Box 11: Evaluation question on dissemination

EQ9. 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?

In the 2010 Interim Evaluation of the LLP, insufficient dissemination of project results was observed. Although at European level and at national level, specific actions on dissemination are developed (see Epos, 2016), and already at design and implementation phase of the projects, organisations are asked to think carefully about

dissemination and exploitation activities, most actors in the field observe that these actions are not very effective: only the already interested organisations are reached.

The Erasmus+ 'Project results platform' is not considered as an effective dissemination tool, because it is not user friendly.

The same conclusion appears from the evaluation in the youth domain.

From the interviews we learned that dissemination and exchange of experiences at the level of the school/organisation does seem to be a powerful way to convince other students/trainees/staff members to participate. Some (VLOR, Socius) suggest to organise (together with Epos) discussion fora where schools/organisations can present their results and policy conclusions of participation to policy makers and stakeholders.

This points to the conclusion that interpersonal contacts, at the institutional level or between organisations (discussion fora) are more effective for dissemination and exchange of experiences than e.g. publications or websites. These forms of interaction should therefore be encouraged.

3.2 Efficiency

3.2.1 National Agency Epos: structure, processes and resources

The National Agency Epos is organised around two interacting teams: the team 'internationalisation and cooperation' and the team 'Flemish and European funds'.

The application process at the National Agency Epos consists of the following steps:

- Counselling for interested actors: inspiration and information sessions, writing sessions for applications. This is implemented by the team 'internationalisation and cooperation' of Epos.
- Administrative check of the applications by the team 'funds' of Epos.
- Quality check of the applications by external experts, organised by the two teams together. The team 'internationalisation and cooperation' takes care of the training of the experts, while the team 'funds' follows up on the specific files (e.g. whether more than one reading is necessary, etc.).
- Decision based on the consolidated score:
 - o Approved: the team 'funds' assigns a file manager to follow up on the project;
 - o On hold ('temporary reserve list'): no decision can be taken yet, it is not yet possible to assign funding to the project;
 - o Declined: the team 'internationalisation and cooperation' gives feedback to the applicants so that they can learn from the experience. Standard the feedback is given in writing, a face-to-face discussion with the team 'internationalisation and cooperation' is possible upon request.

The process is well-designed in order to avoid conflicts of interest (support and evaluation are separated, communication is never directly with the evaluators), to avoid overlaps between internal teams, and to encourage cooperation between internal teams where relevant.

For 2016 Epos vzw received an annual contribution to management costs of 866.496,30 euro from the European Commission (Delegation agreement 2016) and a fixed amount of 313.000 euro from the Flemish department of education and training as operating funds for the organisation of events, publications, external evaluators, and other expenses.

The National Agency cooperates with the national agencies of the other communities in Belgium for the reallocation of the budget. An intensive collaboration based on trust and mutual opportunities is necessary to get a result. With the French speaking National Agency, a cooperation was set up to reallocate the funding for the higher education activities with partner countries. Structured meetings are set up with both the youth agency and the person responsible for sport to cooperate and to assist each other where possible, etc. (source: National Agency Yearly Report 2016).

3.2.2 Division of tasks and communication

Box 12: Evaluation question on division of tasks and communication

EQ10. 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?

In the 2010 mid-term evaluation of LLP in Flanders, the division of tasks and responsibilities of the different actors was said to be insufficiently clear.

Today, the Epos staff reports that the different actors are known and it is clear for the National Agency how the tasks and responsibilities are divided between them. However, they argued in the focus group that communication is not sufficiently efficient and transparent.

The clearest link exists between the National Agency, the National Authorities and the European Commission. This triangle is the basis for the implementation of Erasmus+. The National Authorities are responsible towards the European Commission for the efficient implementation of the Erasmus+ programme. They assign the implementation to the National Agency and evaluate its functioning and results. On the other hand, there is a direct communication line between the National Agency and the European Commission and Executive Agency for the practical implementation.

Even though this triangle is clearly defined, there are concerns about the efficiency of communication with the European Commission and Executive Agency:

- There are different platforms and channels of communication (e.g. NAConnect, Yammer, Guide, Annex to the Guide) which hinders the efficient search for information or sharing of practices.
- The European Commission also uses emails to spread information more directly and faster (e.g. on adjustments in the processes, additional guidelines, etc.). This channel is perceived to bring about an indistinct growth in messages.
- Staff mobility strategies at the side of the European Commission are mentioned to hinder communication when knowledge/information is not sufficiently passed on internally.
- The fact that both DG EAC (programme manager) and DG Employment (VET and adult education policy unit) take initiatives in Erasmus+ leads to unclear priorities/tensions for the programme implementation.

Streamline the communication between the European Commission and the Executive Agency, and the NA is a clear area for possible improvement: limit/integrate the number of communication channels and provide unambiguous and timely information and instructions.

Also the European Investment Fund and the Erasmus+ Committee are considered important partners that shape the process, but there is no direct cooperation between them and the National Agency.

Finally, there is also cooperation and sharing of practices between the National Agencies. This cooperation has evolved from more informal meetings to more formal internal working groups at the European Commission to feed into the processes.

At national level, the National Agency Epos is also the agency for national or European programmes for internationalisation other than Erasmus+ (e.g. Europass, E-twinning, etc). The communication team that is currently starting up in Epos will work for the entire portfolio, according to the idea of a one-stop-shop for applicants and interested schools/organisations.

3.2.3 Efficient implementation: differences between actions, good practices and simplified grants

Box 13: Evaluation question on efficiency of implementation

EQ12. 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?

According to the National Agency Epos, efficiency is linked directly to the structure and processes of the agency, rather than to different fields or actions. In this sense, they do not perceive large differences in efficiency of implementation between the different fields or actions.

The National Agency Annual Report 2016 mentions issues with guidelines, instructions and tools that were not sufficiently ready to be implemented for use by the National Agency. This was worse in the KA2 actions than in the KA1 actions (e.g. late availability of instructions, documents, MT+ for KA2, etc.). In both cases, Epos developed its own set of lists based on the terms of reference, documents provided by the Commission, the annexes to the contracts and examples of good practice made by other national agencies. Each set consists of a procedure, a checklist, instructions for the members of staff and a number of templates.

One example of lack of clear instructions according to Epos, is the format of the progress report. The questionnaires for the regular (mandatory) checks do not define a minimum, so that large differences occur in implementation across National Agencies in Europe. This issue is particularly important for KA2, when partners in the same international project need to deliver different data to their National Agencies.

At the user side, actors from the 'smaller' fields (VET, AE) raised the concern that the different actions and their implementation seem to assume a uniformity that is not realistic. E.g. apprenticeships are organised in a different way from student mobility in higher education. The first requires more flexibility due to the large differences in the modalities of apprenticeships (e.g. type of company, sector, duration) while the latter is more uniform due to its scale and tradition of internalisation.

Overall, it is observed that all application procedures are concentrated in the period April-May to fit in with the academic year. It is suggested by one institute that for KA2 actions the link with the academic year is less strong, so that other deadlines could be envisaged in order to allow for more time to prepare high quality applications. This would make a difference in particular for smaller institutes who have less flexibility in terms of human resources.

Simplified grants

Box 14: Evaluation question on simplified grants and administrative burden

EQ13. 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?

The system of simplified grants, which based on unit contribution costs and more uniformity across actions, is generally perceived as an improvement in terms of administrative burden. It has resulted in a simplification compared to the LLP for most actions and groups.

Yet, there are differences across fields and actions.

The National Agency reports a substantial decrease of time needed to run the checks on the reports (from up to one week to about two hours). Also individual participants feel a decrease in reporting burden. But when institutes/beneficiaries are faced with too big differences between the contributions and the real cost, they often need to register also internally, to manage the project from the internal cost perspective. The latter is confirmed by the representative of the universities in the focus group.

For the individual actions in KA1 the decrease in administrative burden is confirmed, but for the actions in KA2, the previous registration system for strategic partnerships in LLP was easier (based on number and type of mobility only) than the current simplified reporting introduced in KA2 (where duration, role, modalities of the project play a role as well).

In terms of financing, the picture also depends on the different actions and fields:

- The grant amounts are perceived as too low, leading to a system of co-financing by the beneficiaries (NA Epos, Higher Education Institutes);
- For individuals, and in secondary schools, the funding is often perceived as sufficient (source: focus group, survey follow-up interviews);
- Actors also see skewed situations occurring. For example: for the same type of apprenticeship, two secondary school students receive the same (simplified) grant, but one has to occur real subsistence costs, while the other stays with a relative and has almost no costs.
- Also, to most of the stakeholders, it is not clear how the amounts are defined. Differences between countries do not always seem logical (e.g. Germany versus France). On the other hand, differences between living costs regions within countries are not sufficiently taken into account (e.g. Amsterdam city versus the rural areas of the Netherlands).

Even though the above summarises a number of critical thoughts on the simplified grants system, all stakeholders agree that it is the way forward to continue with this system – perhaps with more transparency and realism in terms of grant amounts.

As a concluding remark on the simplified grants, both the National Agency and one of the users in VET stress that simplification is important, but that it should not aspire more uniformity between fields and actions from the users' perspective.

(Other) administrative burden

At the side of the National Agency itself, Epos argues that managerial requirements are substantial and do not take into account the scale of the agency. A small national agency needs to meet the same managerial requirements than the large national agencies. Epos therefore suggests in its Yearly Report 2016 to introduce smaller administrative workload for smaller agencies. One example is the monthly reconciliation between the accounts and EPlusLink, which could be asked only quarterly for the smaller agencies.

Epos also observes that for users, the main administrative burden stems from administration that requires paper version and signatures. For example, higher education institutes have a large number of students engaging in mobility each year. For each of them, a learning agreement and possibly changes to the learning agreement, need to be signed by three parties (the sending and receiving institutes and the student), on paper and within time (see also in 3.1.7). These paper documents are also archived at the institute. If this process would be completely put online, it would become much more efficient and quick for all parties involved.

Similarly, the E-form is mentioned as point for improvement and simplification by almost all stakeholders (e.g. Syntra, Socius, Epos, focus groups, individual survey respondents, Vlhora). One aspect, as mentioned above, is the need for signatures and thus the necessity of paper versions in the process (scanning, mailing, archiving). Allowing for the option to work with a digital signature can mitigate this issue.

A number of sources and interviewees explicitly indicate that the PIC code forms a considerable barrier for participation, in particular when small businesses are involved. Applying for a PIC code is not straightforward and a digital signature is required, something small businesses (farms, bakeries, hair dressers, etc.) across Europe are not familiar with (cf. VLOR advising paper 2014, interview SYNTRA). On top, it is burdensome for all to fill in the application for the PIC-code.

One suggestion for decreasing this administrative burden is to use the available data from existing databases/sources to pre-fill the forms and only ask for new information (VLOR advising paper 2014, interview SYNTRA).

Finally, the higher education institutes find the questionnaire for students too long and in some cases unclear. It was observed that students do not always understand the questions due to the use of jargon or interpretation problems (e.g. with respect to equal treatment, also positive discrimination in terms of language was considered an 'unequal' treatment) or do not have the insight or information to answer them correctly (e.g. with respect to the recognition of ECTS credits).

3.2.4 Support for implementation: IT tools and resources

Box 15: Evaluation question on IT tools

EQ14. 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?

The IT tools available to support the National Agency are listed in Annex 12.

The tools are appreciated as support for the National Agency and in the communication with other partners (the European Commission, the applicants/beneficiaries and the other National Agencies). In the previous paragraph the tools and their functionality were mentioned as important aspects of (the lack of) implementation efficiency.

A number of new tools have been introduced for Erasmus+ and this brought along frequent updates in order to remove bugs or add new features. The National Agency insists on focusing now on the optimisation of the existing tools rather than on the development of new ones. The ideas behind the tools are generally good, it is time to consolidate and improve them. In that sense, many of the new tools are still considered 'work-in-progress' by the different stakeholders (e.g. the Mobility+Tool, OLS, etc.) and it is expected that the tools and the links between the tools will further improve.

An important development asked by the National Agency and other stakeholders, is to install communication lines between the different tools, to make the input of data more efficient (pre-filled forms for example), and, more importantly, to make them more accessible and relevant as monitoring tool for National Agencies (and beyond). For example drawing reports from the EPlusLink tool to feed into the yearly reports, should be enabled. With more flexibility it could also serve other policy needs, such as to feed the answers of the National Agency to questions of the Flemish Parliament with actual and recent data (in an efficient manner, i.e. without having to develop new queries or IT tools themselves). The National Agency refers to good practices of queries/tools in other National Agencies, although these are not easily transferred to/relevant in another local context.

Also with regards to user friendliness for both the primary beneficiaries and National Agencies, there is room for improvement. This is recognised in the Erasmus+ Programme Annual Report 2014 and by other sources. More specifically:

- The E-form is not user friendly (see 3.2.3).
- The Mobility+Tool is rather user friendly but the questions are too much oriented towards education and too much information is asked that could be recycled/pre-filled from other sources. More generally, this applies to all other procedures of implementation: flexibility and tailored solutions are needed for specific groups (e.g. take into account functionalities needed for specific subgroups like the apprenticeships, take into account different scales of fields and actions in the required data collection, etc.). A positive evolution from the perspective of the beneficiaries and participants is that all information on both their project and their mobility can be found in one tool, including guidelines.
- OLS is regarded positively in terms of its effect on language diversity by the Vlhora members, but validity of the test is questioned. According to the National Agency Yearly Report 2016, it is still considered a very complex tool in terms of how to handle it in the application form and how to embed the online training provision in the preparation of the participants. According to this report only a minority of higher education students say they took advantage of the linguistic support.
- As indicated before, the registration in the URF/PDM for obtaining the PIC code is regarded as (too) difficult, burdensome and not appropriate for e.g. small businesses.

Involving stakeholders/users from different fields and actions in the further refinement of these tools can be a way to improve the user friendliness.

Comparable remarks with regards to the lack of user-friendliness and integration of the IT-tools are made in the evaluation in the youth domain.

Box 16: Evaluation question on human and financial resources for implementation

EQ15. 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?

For 2016 Epos vzw received an annual contribution to management costs of € 866,496.30 (Delegation agreement 2016). The Flemish National Agency has 27 staff members.

The National Agency in Flanders is structured as a non-profit association with three founding members: VDAB, Syntra and the Flemish Government Department of Education and Training. In this constellation, Epos depends on these three funding partners in terms of human resources (hiring of new staff) and is influenced by the budget cuts that are imposed by the Flemish government. They co-finance the staff and provide housing and office equipment. Of the annual contribution by the European Commission, the largest part flows back to the founding partners to cover a share of the personnel cost. Although the contribution of the European Commissions increased, this increase did not flow back to the NA. Epos expects that this system will be changed soon by the Board of Directors so that additional capacity can become available. The Board of Directors agreed with Epos that there will be an annual review of the operating funds in the future, in function of the expected work in the coming year.

Together with the Board of Directors, Epos has taken steps to improve the use of resources in view of additional growth. However, in the past and probably still in the near future, the combination of the fixed operating funds and the contribution flowing back to the founding members, posed a challenge for Epos. Budget cuts at the funding partners have eventually led to a decrease in staff, when actually an increase was envisaged. In their Yearly Report 2016, Epos states:

"Since 2014, a policy of saving on human resources has been set in place, which makes it nearly impossible to recruit long-term staff. Combined with the long term absence of two members of staff and four members of staff leaving the national agency, including the director, 2016 has been a difficult year and the start-up of the new teams became extra challenging.

After long and difficult negotiations, Epos is allowed to recruit two staff members to strengthen the team 'Flemish and European funds' responsible for the project lifecycle management. This leaves the organisation as a whole, and the national agency in particular, mainly focussing on the management of the core business without much room for other activities."

Epos expects that the targeting of new groups and increased budgets in specific actions will bring about more additional work for the implementation than can currently be covered with the contribution. For example, they feel that expectations in terms of monitoring (evidence-based results, surveys of other target groups next to higher education and VET, the analysis of EU data) have increased with the implementation of Erasmus+. Additional tasks further concern the implementation of OLS, internationalisation in higher education, the VET charter. This will also require more resources in the future.

A difficulty in planning this growth, is that Epos is informed relatively late about the final budget for the coming year. For longer term planning, it would be helpful to fix the budgets for a longer period than one year, and to know the exact amount well in advance. Specifically in Belgium this process is further delayed because budgets are to be further distributed over the different regions.

A possible improvement in the implementation could be to develop long-term budgets and communicate them earlier, so that the NA can better anticipate on growth or new activities in their planning.

At the operational level, Epos took measures to improve efficiency of the available resources. A procedure manual was developed and introduced in 2016, ensuring a uniform approach to similar problems in the project life cycle and providing links to the IT-tools and other EC-documents.

3.3 Relevance

Box 17: Evaluation question on relevance

EQ16. 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?

Erasmus+ wants to address the following main challenges of today's world: employment, economic stability and growth, as well as the need to promote social, civic and intercultural competences, intercultural dialogue, democratic values and fundamental rights, social inclusion, non-discrimination and active citizenship, critical thinking and media literacy (ERASMUS+ Programme Guide).

These challenges were formulated in a period of economic crisis. This has focused attention on the economic challenges and has led to increased attention for VET, traineeships in higher education, and the relationship with the labour market in general. According to Flemish policy actors, these needs are still relevant.

However, other societal problems emerge (e.g. the refugee crisis, radicalization, the terrorist attacks in Europe, the influence of 'fake news'...) that directly impact the Flemish society. The Commission and the Council have jointly decided to adapt their policy cooperation in the fields of education and training (ET 2020) and youth to give priority attention to the implementation of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (17 March 2015).

According to Flemish policy actors, this should lead to a better balance between the economic and the societal objectives of Erasmus+ or its successor programme.

This should be reflected in the allocation of budgets across the various field of the programme. Translated to the Flemish context, this would for example imply that more attention should go adult education, and more specifically the socio-cultural adult work, for they have explicit statutory duties with regard to education, culture and community building.

Also in the evaluation in the youth domain, it is observed that participation in democratic life and active citizenship, intercultural dialogue, social inclusion and solidarity will become even more important issues in the coming years.

3.4 Coherence

3.4.1 Internal coherence: the integration of several programmes into Erasmus+

The expected advantages of the integration are (according to ERASMUS+ Programme Guide):

- Promoting synergies and cross-fertilisation throughout the fields of education, training and youth;
- Removing artificial boundaries between the various actions and project formats;
- Fostering new ideas;
- Attracting new actors from the world of work and civil society and
- Stimulating new forms of cooperation.

Box 18: Evaluation questions on the integration and internal coherence

- EQ6. 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?
- EQ11. 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?
- EQ18. 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+?

Although the various actions seem coherent and no real tensions, inconsistencies or overlaps have been reported, the evaluation shows that the integration up to now did not produce the anticipated results. E.g. there has been only one cross-sectional education-youth project, and the cooperation with the world of work also remains difficult (see 3.1.6). There is ad hoc cooperation between Epos and the NA in the youth field, but that was already the case under LLP.

Although a positive aspect is that Erasmus+ sounds more familiar to many people, the negative side of the integration is that e.g. primary education or VET actors don't recognize themselves in it.

This same 'alienation' is observed in the evaluation in the youth domain: also in that sector, some organisations do not recognise the possibilities of the integrated programme any more.

Actors observe that one of the consequences of broadening the Erasmus+ programme is that other DGs of the European Commission start using it as an ad hoc policy tool. Or otherwise stated: it creates more space to accommodate policy changes, which is overall not negatively valued by the Flemish policy actors.

A possible reason for the limited success of the integration is the fact that in the implementation, the programme remains structured according to the different fields, even at the level of the European Commission, and even for KA2. Epos complains that, while this should be the action with the strongest integration, the information at European level remains fragmented. Therefore, to make the integration a success, we rather see scope for changes in the structure of the implementation of the programme, than in the structure of the programme itself.

With regard to efficiency, the integration is a two-sided story. Standardisation and digitalisation were necessary, and have definitely led to efficiency gains at the European level. This is however not the case for the NA and the beneficiaries (see 3.2.3), who observe the need for more tailored implementation solutions for the different target groups.

Also the evaluation in the youth domain showed that some uniform tools are not sufficiently adapted to the practice and reality of the youth sector.

3.4.2 External coherence

Box 19: Evaluation questions on other national and international programmes

- EQ19. 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?
- EQ25. Additional question Flemish government: What other sources of financing do schools/organisations invoke to develop their internationalisation policy and activities?

At European level, strong complementarities are seen with the Bologna process in Higher Education and synergies are identified between different European programmes such as Horizon 2020 and ESF. The latter is mentioned by two different interviewees as an important channel, where more synergies can be sought. In socio-cultural adult work, other programmes are more appropriate, for example Creative Europe and Europe for Citizens. The focus group of policy stakeholders sees room for more cooperation and synergies between European programmes.

At national level, a number of initiatives exist that are implemented by Epos, as well as outside Epos. With respect to KA1, there are three other national initiatives at Epos which support learning mobility: Buurklassen ('neighbour classes'), Erabel and Intercom.

Buurklassen ('neighbour classes')

The programme "Buurklassen" of the Flemish government finances the exchange of classes between a Flemish school and a school from abroad (outside Belgium). Primary and secondary schools (including special education) can participate. Via Buurklassen, a Flemish school can collaborate a whole year with a school from one of the neighbouring countries of Belgium (The Netherlands, France, Germany, Luxembourg and the United Kingdom).

The exchange of classes is central in the project, but this cannot be the only project activity. The exchange has to be part of an educational project, developed together with the partner school.¹¹

In the period 2012-2016, there were 84 Buurklassen projects¹² in which 40 unique schools participated. Of these 40, 14 organisations are also registered in the Erasmus+ database (i.e. they have a PIC code). 5 are new to Epos (i.e. in follow-up), but 8 are related to rejected projects. This shows that there is only a small overlap of organisations between Buurklassen and Erasmus+. Epos confirms that the overlap is small because the target groups are complementary (Buurklassen targets pupils in primary and secondary education).

Erasmus Belgica (Erabel)¹³

Given the unique situation of the three language- and culture communities in Belgium, it is relevant for higher education students in Belgium to experience a mobility of the sort of Erasmus+ within the national borders. The first exchange of Erasmus Belgica dates back to the academic year 2004/2005. The aim of Erasmus Belgica is to offer students of higher education:

- the option to do part of their study in an acknowledged institute of another community in Belgium or to do an internship;
- the opportunity to obtain language and cultural experiences in another community in Belgium and
- the opportunity to adjust to another environment, another lifestyle and another mindset/mentality.

Erasmus Belgica offers the opportunity to engage in a study or trainee period of minimum 2 (for internship) or 3 (for studies) and maximum 12 months in another community. There are currently 21 higher education institutes (out of 22) via which students can apply for Erasmus Belgica.

¹¹ <https://www.epos-vlaanderen.be/nl/buurklassen-2016>

¹² 20 projects in 2012, 19 in 2013, 12 in 2014, 13 in 2015 and 20 in 2016.

¹³ <https://www.epos-vlaanderen.be/nl/erasmusbelgica>

Intercommunity collaboration for future language teachers (Intercom)

Via the Intercom programme, students in the second and third year of their bachelor education can attend teaching activities for minimum 5 credits at a partner higher education institute in another community. There are currently 9 university colleges (out of 16) participating in the intercom programme.

Epos manages the budget for the projects in Buurklassen and Erasmus Belgica, but has no operating funds related to these programmes.

At national level, the following programmes are not coordinated by Epos but also address internationalisation in education and training:

Europe classes at Alden Biesen

Pupils from 4 schools and as many EU member countries fraternise in the inspiring setting of the Grand Commandery Alden Biesen. For one week, they work together and study each other's political, social and economic viewpoints. Meanwhile they are honing their communication, social and cultural skills.

Summer schools and common educational programmes

Especially for higher education, the Flemish Government, through Flanders Knowledge Area, finances the organisation of summer schools ('Zomercampussen') and common educational programmes ('gezamenlijke opleidingen'). According to VLOR (VLOR, 2013), the Summer Schools are an important trigger for internationalisation.

Flanders Knowledge Area

The Flanders Knowledge Area has a number of subsidy programmes for mobility, of which one is clearly overlapping with the Epos programme: it is aimed at mobility outside Europe and is organised in a very similar way to Erasmus+. In the Epos focus group, it is mentioned that this leads to two different programmes and two separate application procedures for a very similar programme. In all other programmes, Epos sees that the work of Flanders Knowledge Area is complementary to theirs.

In the socio-cultural adult work sector, specific subsidy programmes are implemented by the Department of Culture, Youth, Sports and Media. Also here, complementarity is more common than overlap because the Flemish subsidies finance preparatory trajectories, prior to an Erasmus+ project.

Finally, the VLOR advising paper 2016 identifies the following other possible sources of financing for schools:

- Other EU directorates and agencies;
- The Council of Europe;
- VVOB (the Flemish Association for Development Cooperation and Technical Assistance);
- The Prince Filip fund of the King Baudouin Foundation for exchange between the communities in Belgium.

Our survey shows the following results for participating organisations concerning the use of these (and other) financing channels as support for international activities (Annex 6, item 26)¹⁴:

- The Prince Filip fund of the King Baudouin Foundation for exchange between the communities in Belgium: referred to by 25% of organisations;
- Sponsoring (e.g. from companies) (44%);
- VVOB (12%);
- Agencies of the European Union (15%);
- The Council of Europe is only rarely mentioned as an additional source for financing and
- 'Other' or 'new' channels including FWO, VLIR UOS, Province of West-Flanders and financial means from the university.

¹⁴ Differences across types of organisations could not be analysed due to the low number of observations per type.

Overall, the majority of the participating organisations (75%) find that these additional funds reinforce Erasmus+. On the other hand more than one fifth of the organisations (21%) find that the additional financial means are not related to Erasmus+ because the additional funds target a different group than Erasmus+ (Annex 6, item 27). These findings indicate both synergies and complementarities between Erasmus+ and other (national) financing sources. Most organisations (68%) see no evolution in the attribution of additional financial funds since they participate to Erasmus+, while 26% of organisations have experienced a (slight) increase in this attribution.

For non-participating organisations (Annex 7, item 4) we find:

- Agencies of European Union: 32%;
- Sponsoring: 20%;
- The Prince Filip fund of the King Baudouin Foundation for exchange between the communities in Belgium: 10%;
- Council of Europe: 7%;
- 'Other' or 'new' channels identified by non-participating organisations: internal funds.

In the VLOR advising paper 2016 it is stated that these other sources are still insufficiently known by the schools. There are opportunities for schools to cooperate in this field, develop common expertise and join forces in applications. They suggest to give Epos an intermediary role in order to improve the guidance towards and acquaintance with these channels.

In addition to these sources, survey respondents (participants) also mention a number of other sources for international (global) mobility in the context of development cooperation with partner countries:

- OECD-DAC programme;
- Priority countries programme (mobility with Brazil, Chile, Japan, Morocco, Mexico, Russia, Turkey, United States and South-Africa);
- China programme;

3.5 Internationalisation activities and policy of non-participating organisations

Box 20: Evaluation question on non-participating organisations

- EQ22. What internationalisation activities are developed by organisations whose application was rejected, and by organisations that belong to the target population but who have never applied within the Erasmus+ programme?
- EQ23. Do these organisations have an internationalisation policy as structural part of their school/organisation policy?

Mobility is only one of the methods for internationalisation. According to the VLOR advising paper 2016, other innovative methods can be developed:

- Include international competences in the curriculum (*in-depth knowledge and understanding of international issues, an appreciation of and ability to learn and work with people from diverse linguistic and cultural backgrounds, proficiency in a foreign language, and skills to function productively in an interdependent world community*);
- Actions to stimulate intercultural communication;
- Intercultural activities at school or within the organisation;
- The use of virtual communication tools (e.g. e-twinning);
- Collaboration with schools/organisations within the French or German speaking community in Belgium (or in border regions) and
- Receive visitors in the context of incoming mobility.

From the survey, we identified the following internationalisation activities developed by non-participating organisations¹⁵ (Annex 7, item 3):

¹⁵ Among the non-participating organisations, 60% did not yet apply for Erasmus+, 26% submitted an application that was rejected and finally 14% submitted an application that was still in process at the time of the survey.

- About one third of the non-participating organisations have participated in intercultural activities including for example actions to stimulate intercultural communication;
- About one third of the non-participating organisations take part in activities such as international study days, conferences, etc.;
- One quarter of the organisations have exchange programmes in place with international partner institutes for students and trainees, one fifth as a similar programme for staff;
- About one fifth of the non-participating organisations take part in international mobility activities by welcoming foreign students and trainees and
- Many of the non-participating organisations have established formal cooperation agreements with international partner organisations, i.e. with European partners (42% of organisations) and/or partners from outside Europe (12% of organisations).

These results show that a considerable share of organisations that have not (yet) participated in Erasmus+, do have other activities for internationalisation in place. A similar trend is seen in terms of internationalisation policy at these organisations. 35% of the non-participating organisations have an international policy as a structural element of the organisational policy and another 9% include it regularly as an item on the agenda (without being a structural part of the strategy). Still, 56% do not have an internationalisation policy.

In the follow-up interviews with participating organisations in the survey, a number of examples are given of organisations that continue their internationalisation actions after Erasmus+:

- KA2 VET project: After the initial project, and in another action within Erasmus+, the organisation will now act as receiving institute for an incoming mobility.
- KA1 Adult Education project: After a mobility project for 10 teachers, additional training in diversity was developed upon request of these mobile teachers because they had become more aware of the difficulties you face as a non-native speaker in teaching. Financing for this was sought at the level of the province.

4/ Conclusions and suggestions for improvement to Erasmus+ and for a future programme

In this final chapter, we summarise the conclusions of this mid-term evaluation of the Erasmus+ programme in the Flemish Community of Belgium. The conclusions are organised around the main evaluation criteria: effectiveness, efficiency, relevance and coherence.

In the boxes suggestions for improvement to Erasmus+ as well as suggestions for a future programme are presented. Most suggestions and recommendations are oriented toward the European Commission, however where this is not the case, it is explicitly stated.

The final paragraph summarises the answers to the additional questions of the Flemish government.

4.1 Effectiveness

Key Action 1 of the programme (KA1 - individual learning mobility) is effective overall at the individual and at the institutional level which confirms results of previous evaluations. In all fields, the level of key competences and skills of staff and/or students, trainees and apprentices seems to have improved. This impact at the individual level seems to be higher in those fields with a shorter history of internationalisation (school education, adult education and vocational education and training or VET). At institutional level, the programme seems to foster quality improvements, innovation excellence and internationalisation at the level of education and training institutions. The effectiveness of KA1 at the institutional level seems to have increased due to the institutional approach towards overall mobility. The programme influences policy developments at institutional level because the institution has to define a strategy, based on its local needs, showing how it will benefit from the individual staff and/or learner mobility. Participating organisations also observe a clear EU-added value: a large majority of the group we surveyed agrees that Erasmus+ helped achieve results that could not have been achieved with regional/national funding or programmes alone.

For KA1 in Flanders, the available budget clearly does not suffice to cover the demand in both the fields of school education and adult education. Particularly in the higher education field, some institutions complain that they do not receive enough funding. Although strongly emphasized by the European Commission, the VET field in Flanders appears to be difficult to reach; 2016 was the third year in a row during which underspending occurred in this field. This is related to Erasmus+'s general programme challenge in reaching the world of work. According to stakeholders from this field, Erasmus+ is too strongly perceived as an education-only programme, hindering the effectiveness in the VET-field, but also of e.g. higher education traineeships and knowledge alliances in Key Action 2 (KA2).

With regards to KA2 (cooperation for innovation and good practices) in Flanders, the conclusion is as follows: although considered as essential for a systemic impact on school policy, school organisation and the quality of the education processes by all actors, its effectiveness seems to be limited at this moment. On the one hand, this is due to budgetary constraints: the success rate in KA2 is low in all fields due to a lack of resources, rather than lack of quality. This clearly has a demotivating impact on the institutions. On the other hand, however, Flemish actors in all fields argue that increasing the budget alone will not improve effectiveness; they find that the cooperation projects for innovation and good practices under Erasmus+ have become too daunting and large scale compared to the options that were available under the various programmes of the previous Lifelong Learning Programme (LLP). A final point of criticism on KA2 from the Flemish point of view concerns the evolution under Erasmus+ to a decentralised application procedure, based on a prior distribution of the budget between countries and regions. This reduced the opportunities for Flemish organisations, which are and were very active but are situated in a small region.

In general, the direct impact of the LLP/Erasmus+ programme on policy reform and modernisation at national level (i.e. its effectiveness at systemic level) remains limited according to Flemish policy makers. When investigating the contribution of the programme to the achievement of the objectives of the Europe 2020 Strategy and the objectives of the Strategic Framework for European Cooperation in Education and Training (ET 2020) in Flanders, we noted that the only benchmark that refers to a directly anticipated effect of Erasmus+ ('At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad') is not monitored in Flanders.

Although our study shows that the Erasmus+ programme is well known to the education and training community in Flanders, some target audiences and groups appear difficult to reach. In addition to the indicated world of work, other groups include students/trainees from disadvantaged backgrounds, students/trainees with disabilities and staff from special education, adult/working students, small organisations, staff in pre- and primary education and part-time arts education.

We empirically investigated the extent to which a list of much raised factors limiting access are considered as obstacles to participation in Erasmus+. In order of importance, these factors include: the administrative burden (mainly related to the application procedure), the financial burden, the extra workload (related to the application procedure, and especially for staff related to the teaching work that has to be caught up afterwards), the lack of interest and initiator within the organisation, the uncertainty about the validation of foreign learning effects/experiences (for students), lack of information, and finally language barriers.

Providing information and support are the most straightforward approaches to remedying factors limiting access to, and enhancing the effects of, the programme. The support that can be offered at institutional level differs amongst the Flemish educational institutions in the different fields. This difference is related to the relative size and scale of the organisation. All higher education institutions have dedicated staff for internationalisation projects who are designated to offer support during all stages of the projects. In school education, adult education and VET, we see that only larger schools/institutions can invest the time and resources needed. For the same reason, consortia (in pre- and primary education) appear to be an important tool in increasing the participation of some underrepresented organisations. In Flanders, external support is mainly provided by the National Agency Epos. Epos is well-known and generally considered as highly effective by participating organisations. The international contact seminars organised by the various national agencies are also considered very effective in facilitating contact between potential international partners. Furthermore, the preparatory visits were an important instrument in preparing an application. Actors regret that this is no longer possible with Erasmus+ funding.

The specific actions on dissemination that are developed at European and national level are not considered very effective by most actors in the field as only those already interested are often reached. Moreover, the Erasmus+ 'Project results platform' is hampered by its lack of user-friendliness. Dissemination and exchange of experiences at the level of a school/organisation seems to be a more powerful way to convince other students/trainees/staff members to participate.

Box 21: Suggestions to improve effectiveness

- For KA1 in Flanders, the Erasmus+ programme would be able to use even higher budgets in an effective way. Notably the sharp increase in the budget that is foreseen in the coming years this will be especially effective for the school education, the adult education and the higher education fields. However, this can only be realised provided that the National Agency receives sufficient resources for the implementation of this growth, see Chapter 4.2.
- Effectively using the increasing budget will however be a challenge in the VET field. Possible actions to reach the world of work and stimulate companies/businesses to participate in Erasmus+ are:
 - o Create platforms where actors can meet and where (international) traineeships can be found, e.g. through an online database, physical meetings and contact seminars with companies
 - o Provide a flexible and varied offer of internationalisation opportunities for companies/businesses, e.g. from short to long-term traineeships
- For KA2 in Flanders, the programme will be able to use higher budgets in an effective way, in all fields (with the same restriction with regards to the implementation by the National Agency as for KA1). However, a higher budget alone will not suffice:
 - o Reintroduction of short-term, small-scale and easy accessible exchange and cooperation options is needed in two directions, in which also students can participate (as were e.g. the intensive programmes and learning partnerships under LLP)
 - o Consider the reintroduction of the centralised management of the KA2 projects
- Create trajectories of international exchange, from short, approachable, same-language, collective exchanges, to longer, more ambitious, foreign-language, individual mobility. This is valid for both individuals and for institutions in all actions and field of the programme.
- A recommendation for the Flemish government:
 - o Develop and publish an indicator to monitor the EU benchmark on mobility 'At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad'
- Larger organisations seem to be more effective in supporting participation in Erasmus+. The possibility to apply with a consortium should be maintained. Good practices in school and adult education at the level of the school group or consortium should be encouraged, where a responsible individual for internationalisation should be designated.
- Organise more international contact seminars and reintroduce funding for preparatory visits.
- Interpersonal contacts at the institutional level or between organisations (discussion fora) are more effective for dissemination and exchange of experiences. These should be encouraged.

4.2 Efficiency

The National Agency (NA) in Flanders, Epos, is structured as a non-profit association with three founding members: VDAB, Syntra and the Flemish Government Department of Education and Training. In this constellation, Epos depends on these three funding partners in terms of human resources (hiring of new staff) and is influenced by the budget cuts that are imposed on these partners by the government. This has led to a decrease in staff, where an increase was initially envisaged. Together with the Board of Directors, Epos has taken steps to improve the use of resources in view of additional growth by revising the system of personnel costs and fixed operating funds and developing a procedure manual. The organisation has limited room for other activities next to the management of the core business. Epos expects that the targeting of new groups and increased budgets in specific actions will bring about more additional work for the implementation than can currently be covered. An additional difficulty hindering the planning of the growth is that Epos is not informed in a timely manner about the final budget for the coming year.

From the point of view of the Flemish NA 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 is clear, but the communication is up for improvement. In particular concerning the communication between the Commission and Executive Agency, as well as the NA there are too many different communication platforms and channels, making it unclear which questions have already been

asked and answered and where the actual information can be found. A general implementation issue is the late availability of instructions and tools.

The system of simplified grants is generally perceived as an improvement in terms of administrative burden. It has resulted in a simplification compared to the LLP for the NA and for the beneficiaries. Progress can however still be made with regard to transparency and realism with regard to the definition of the grant amounts (e.g. differences between countries do not always seem logical).

Other elements of the programme that could be changed to further reduce the administrative burden for beneficiaries/participants are the administration requiring paper versions and signatures (e.g. the learning agreements in higher education), the E-form and the application for a PIC-code. In general, the administrative burden is strongly related to the functioning of the IT tools, which are often launched when they are still 'work-in-progress'. The different stakeholders agree that the ideas behind the tools are generally good, but that it is time to consolidate them and improve their user-friendliness instead of developing new ones. Currently the tools do not communicate sufficiently amongst each other. If this were the case, it would lower the administrative burden for the actors, and simultaneously be more useful as an actual management tool for the NA, making the input of data more worthwhile.

Box 22: Suggestions to improve efficiency

- A recommendation for the Board of Directors of Epos:
 - o Ensure that the increasing European contribution is optimally invested in the organisation's operation, so that the NA can implement the growth that is foreseen in the coming years.
- Develop long-term budgets and communicate them earlier, so that the NA can better anticipate on growth or new activities in their planning.
- Streamline the communication between the European Commission, the Executive Agency and the NA: limit/integrate the number of communication channels and provide unambiguous, timely information and instructions.
- Continue the system of simplified grants, however with more transparency and realism with regards to the definition of the grant amounts.
- Cut red tape by introducing digital signatures in all forms.
- In all efforts concerning efficiency (standardisation, simplification, etc.) keep in mind the differences between the actions and fields from the users perspective and allow for flexibility and tailored solutions for target audiences and groups that are more difficult to reach (e.g. small businesses).
- Consolidate the existing IT tools and improve their user-friendliness as opposed to developing new tools. Involve stakeholders in these efforts.
- Make sure the tools 'communicate' so that the data can be more efficiently put to use (e.g. offer feedback that is useful for monitoring, managing and reporting by the NA (and beyond), use data collected in the past to enable pre-filled forms, etc.).

4.3 Relevance

According to Flemish policy actors the needs that the Erasmus+ objectives address are still relevant. However, new societal problems are emerging (e.g. the refugee crisis, radicalization, terrorist attacks in Europe, influence of 'fake news', etc.), which should lead to a better balance between the economic and the societal objectives of Erasmus+ or its successor programme.

Box 23: Suggestion to improve relevance

- Create a better balance between the economic and the societal objectives of Erasmus+ or its successor programme to address emerging societal problems. Reflect this new balance in the allocation of budgets across the various fields of the programme.

4.4 Coherence

With regard to internal coherence, the conclusion of this mid-term evaluation is that the integration of the several programmes into Erasmus+ has not been a success until now.

The integration did not have the anticipated effects of promoting synergies throughout the fields of education, training and youth, removing artificial boundaries, fostering new ideas, attracting new actors from the world of work and civil society, etc.). For example there has been only one project on education-youth and the cooperation with the world of work also remains difficult. However, a positive aspect remains that Erasmus+ sounds more familiar to many people, the downside being that primary education and VET actors don't recognize themselves in under this title through the integration. A possible reason for the limited success of the integration lies in the implementation, where the programme has remained structured according to the different fields, even at the level of the European Commission. With regard to efficiency, the integration is a two-sided story. Standardisation and digitalisation was necessary, and has definitely led to efficiency gains at the European level. This was however not always the case for the NA and the beneficiaries, as we argued in the previous paragraph.

With regard to external coherence with other international programmes, stakeholders point at possible synergies with other European programmes such as Horizon 2020, ESF, Creative Europe and Europe for Citizens. With regard to external coherence with national programmes, predominantly complementarities are identified, as the national programmes deliberately target at different groups and objectives. Other possible sources of financing that participating organisations can use are shown to reinforce the Erasmus+ funding. The only true overlap is with one of the subsidy programmes for mobility of Flanders Knowledge Area (in higher education) that is aimed at mobility outside Europe and is organised in a very similar way to Erasmus+.

Box 24: Suggestions to improve coherence

- Reorganise the implementation structure of the programme at European level so that it reflects the spirit of the integration. This in turn would promote synergies and cross-fertilisation, removing artificial boundaries also in the implementation.
- Explore, stimulate and enable synergies between Erasmus+ and other European programmes, such as Horizon 2020, ESF, Creative Europe and Europe for Citizens.

4.5 Additional questions Flemish government

A considerable share of organisations whose application have been refused as well as of organisations that have never submitted an application (but are a part of the target group), do, however, develop other internationalisation activities, such as intercultural activities, international study days or conferences, as well as welcoming events for foreign students or trainees. Based on our sample we observed that half of the non-participating organisations in Erasmus+ do not have an internationalisation policy as structural part of their school/organisation policy in place. However, more than 30% do have an international policy, and another 9% include it regularly as an item on the agenda.

Next to Epos there are many other organisations that help schools/organisations in developing their internationalisation policy. For schools, 'Alden Biesen – Castle Europe' and 'Europe House Ryckvelde' are the most

well-known and highly valued support organisations. In higher education, 'Flanders Knowledge Area' plays an important role.

With regard to other possible sources of financing to develop internationalisation policy and activities, the following external sources are often mentioned: sponsoring, the Prince Filip fund of the King Baudouin Foundation and other agencies of the European Union. Also, internal funds are identified as often being used for internationalisation. In the VLOR advising paper 2016 it is stated that these other external sources are still insufficiently known to schools. There are opportunities for schools to cooperate, for example by developing common expertise and joining forces for applications. An intermediary role could be given to Epos in order to improve the guidance towards and acquaintance with these channels.



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Annex 2: Analysis EU-survey data

Below an overview is provided of the participants of Flemish organisations over the period 2014-2016 and per Key Action.

List of abbreviations used:

- SE: school education
- VET: vocational education and training
- HE: higher education

Table 1: Overview sample information EU-survey¹

Year	2014	2015	2016	Total
KA101 SE Staff	311	269	62	642
KA102 VET Staff	50	37	/	87
KA102 VET Trainees	806	459	30	1295
KA103 HE Staff	815	983	172	1970
KA103 HE Trainees	1152	1170	198	2520
KA103 HE Students	3055	3545	481	7081
KA104 AE Staff	104	158	18	280
Total	6293	6621	961	13875

Information on outcomes and effects at the individual level

As regards staff, youth workers and professionals involved in education, training and youth, and students/trainees, the mobility activities are expected to produce specific outcomes. Below an overview is provided of information about these specific outcomes which can be obtained by using the results of the EU survey. The EU survey is addressed to:

- the **staff of school education, vocational education and training, higher education and adult education** who participated to Erasmus+ **KA1** (learning mobility of individuals).
- the **trainees of vocational education and training and higher education and to students in higher education** who participated to Erasmus+ **KA1** (learning mobility of individuals).

Below a number of tables are included. The information in the tables concerns questions with the following answering scale: strongly agree (2), agree (1), neither agree nor disagree (0), rather disagree (-1), strongly disagree (-2). The table below provides an overview of the weighted means of the answers to these questions. The colour ranges should be interpreted as follows:

¹ There are some individuals who participated more than once to Erasmus+ KA1 over the three years.

	Average value between 1.2 and 2
	Average value between 0.4 and 1.2
	Average value between -0.4 and 0.4
	Average value between -1.2 and -0.4
	Average value between -2 and -1.2

Anova was used to test the significance between the means of the different groups.

Objective (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.

Table 2: Improved competences, linked to the professional profiles for staff (2014-2016)

		KA101 SE staff (n=642)	KA102 VET staff (n=87)	KA103 HE staff (n=1970)	KA104 AE staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Gained (sector-specific or) practical skills relevant for my current job and professional development	1,21	1,06	0,74	1,19	***
	Enhanced my organisational/management/leadership skills	0,74	0,97	0,46	0,50	***
	Reinforced or extended my professional network or built up new contacts	1,24	1,34	1.53	1,11	***
	Improved my competences in the use of Information and Communication Technology tools (e.g. computer, internet, virtual collaboration platforms, software, ICT devices, etc.)	0,49	0,34	-0.10	0,29	***
(2)	To improved my knowledge of the subject taught/of my professional area	1,20	1,03	/	1,26	*
(3)	Practical skills (e.g. planning and organising, project management, etc.)	0,90	1,07	/	/	*
	Analytical skills	0,60	0,69	/	/	Not significant
	Sense of initiative and entrepreneurship	0,78	0,98	/	/	*
	Learning to learn	1,00	0,76	/	/	**
	Interpersonal and social competences	1,32	1,34	/	/	Not significant
	Emotional skills (e.g. having more self-confidence, etc.)	0,83	0,79	/	/	Not significant

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...
 (2) Furthermore...
 (3) By participating in this Erasmus+ activity I have developed the following competences

Table 3: Results with respect to increase opportunities for professional and career development for staff (2014-2016)

		KA101 SE staff (n=642)	KA102 VET staff (n=87)	KA103 HE staff (n=1970)	KA104 AE staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
Ⓘ	Enhanced my employment and career opportunities	0,65	0,37	0,41	0,41	***

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...

Table 4: Results with respect to improved learning-performance for students and trainees (2014-2016)

		KA102 VET traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
Ⓘ	Think logically and draw conclusions (analytical skills)	1,11	0,96	0,50	***
	Find solutions in difficult or challenging contexts (problem-solving skills)	1,20	1,18	0,91	***
	Express myself creatively	1,19	0,76	0,63	***
	Use internet, social media and PCs, e.g. for my studies, work and personal activities	0,86	0,58	0,48	***
	Cooperate in teams	1,40	1,12	0,84	***
	Plan and organise tasks and activities	1,16	1,13	0,93	***
Ⓝ	Improved my technical/professional skills/competences	1,28	/	/	

Note: EU-Survey (1) Through my participation in this activity I have learned better how to...
 (2) After having taken part in this mobility activity I have...

Table 5: Results with respect to enhanced employability and improved career prospects for students and trainees (2014-2016)

		KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(3)	I believe that my chances to get a new or better job have increased	1,30	1,18	1,06	***
	I have a clearer idea about my professional career aspirations and goals	1,12	1,04	0,57	***
	I have better opportunities for internships or jobs in my home country	1,11	0,66	0,54	***
	I am better capable of taking over work tasks with high responsibility after my stay abroad	1,10	0,93	0,64	***
(4)	I can easily imagine working abroad at some point in the future	1,00	1,21	1,30	***
	I can easily imagine working in the country where I did my Erasmus+ in the future	0,78	0,87	0,74	***
	I would like to work in an international context	0,90	1,17	1,26	***

Note: EU-Survey (3) Thanks to this mobility experience
(4) How has the stay abroad changed the way you see your future work?

Table 6: Results with respect to increased sense of initiative and entrepreneurship for students and trainees (2014-2016)

		KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Develop an idea and put it into practice	1,00	0,91	0,64	***

Note: EU-Survey (1) Through my participation in this activity I have learned better how to...

Table 7: Results with respect to increased self-empowerment and self-esteem for students and trainees (2014-2016)

		KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Plan and carry out my learning independently	1,27	1,29	1,11	***
(2)	I am more confident and convinced of my abilities	1,26	1,25	1,14	***
	I know better my strengths and weaknesses	1,25	1,23	1,12	***
	I am more able to adapt to and act in new situations	1,30	1,31	1,33	Not significant
	I am more able to think and analyse information critically	1,10	0,95	0,71	***
	I am more able to reach decisions	1,06	0,75	0,59	***

Note: EU-Survey (1) Through my participation in this activity I have learned better how to...
(2) After having taken part in this mobility activity...

Table 8: Results with respect to a more active participation in society for students and trainees (2014-2016)

		KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(2)	I intend to participate more actively in social and political life of my community	0,65	0,50	0,65	***
	I am more interested in knowing what happens in the world daily	0,85	0,57	0,78	***

Note: survey (2) After having taken part in this mobility activity...

Objective (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.

Table 9: Increased ability to process change (for modernization and internationalization within the organisation) for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Experimented and developed new learning practices or teaching methods	1,23	0,78	0,63	/	***

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...

Table 10: Greater understanding of interconnections between formal and non-formal education, vocational training and labour market for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(2)	I have increased my awareness on new methods of assessing/giving credit for skills or competences acquired in school/informal learning context	1,26	1,13	/	1,17	Not significant

Note: EU-Survey (2) Furthermore...

Table 11: Improved quality of work and activities for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	I have shared my own knowledge and skills with students and/or other persons	1,07	/	/	1,10	Not significant
(2)	I have shared my own knowledge and skills with students and/or other persons	1,10	1,24	1,67	/	***

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...
(2) Furthermore...

Table 12: Results related to motivation and satisfaction in daily work for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	I have increased my job satisfaction	1,31	1,33	1,34	1,20	**
(2)	I have refreshed my attitude towards teaching	1,12	1,03	/	0,99	Not significant

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...
(2) Furthermore...

Table 13: Results related to mobility for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
(2)	I contributed to increasing the quality and quantity of student or staff mobility to and from my sending institution	/	/	1,14	/

Note: EU-Survey (2) Furthermore...

Table 14: Impact of staff participation to Erasmus+ on the sending organisation with respect to a more modern, dynamic, committed and professional environment inside the organisation (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1) for SE, VET and AE and (2) for HE	Will lead to the use of new teaching methods/practices/good practices at my sending institution	1,38	1,02	0,60	1,24	***
	Has led to the use of new teaching methods/practices/good practices at my sending institution	0,85	0,74	0,38	0,73	***
	Will lead to better motivation of learners in the subject I teach	1,10	0,98	/	0,93	**
	Has led to the introduction of new teaching subject(s)	0,60	0,49	/	0,59	Not significant
	Will lead to new/increased cooperation with the partner institution/organisation(s)	0,55	1,14	1,20	0,68	***
	Has led to new/increased cooperation with the partner institution/organisation(s)	0,24	0,87	0,97	0,40	***
	Will lead to stronger involvement of my institution/enterprise in curriculum development	/	/	0,46	/	
	Has led to stronger involvement of my institution/enterprise in curriculum development	/	/	0,28	/	

Note: (1) My participation in Erasmus+ had the following impact on my sending institution...

(2) My mobility period had the following impact on my sending institution/enterprise...

Table 15: Formal recognition for satisfactorily completed activities of the programme by staff

	KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Formal recognition	76,79%	49,43%	/	59,29%

Note: Have you received formal recognition for satisfactorily completed activities of the programme?

Table 16: Type of certificate by staff

	KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Course specific certificate	342	13	/	113
Europass mobility document	247	21	/	33
Other	20	9	/	20

Note: What type of certificate did you receive? Multiple responses are possible for SE

Table 17: Recognition by sending institution by staff

	KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Informal recognition by the management	90,50%	89,66%	/	89,64%
Not recognised at all	7,63%	8,05%	/	4,29%
Other	1,87%	2,30%	/	6,07%

Note: In what way will your mobility be recognized by your sending institution?

Objective (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.

Table 18: Broader understanding of practices, policies and systems in education, training or youth across countries for staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Learned from good practices abroad	1,42	/	1,21	1,42	***
(2)	Increased my awareness on new methods of assessing/giving credits for skills or competences acquired in school/informal learning context or VET school/training learning context	1,26	1,13	/	1,17	Not significant
	Upgraded my knowledge of school education/VET/adult education systems in other countries	1,40	1,07	/	0,90	***

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...
(2) Furthermore...

Table 19: Results with respect to better awareness of the European project and the EU values for students and trainees (2014-2016)

		KA102 VET traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(2)	I am more interested in European topics	0,83	0,44	0,67	***
	I feel more European	0,66	0,31	0,55	***
	I am more aware of social and political concepts like democracy, justice, equality, citizenship, civil rights	0,46	0,34	0,59	***

Note: EU-Survey (2) After having taken part in this mobility activity...

Objective (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.

Table 20: Satisfaction with E+ mobility staff

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
	How satisfied are you with your Erasmus+ mobility experience in general?	1,73	1,90	1,70	1,59	***

Table 21: Impact of staff participation to Erasmus+ on the sending organisation with respect to increased capacity and professionalism to work at EU/international level (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1) for SE, VET and AE and (2) for HE	Will lead to the introduction of changes in the organisation/management of my sending institution	0,86	0,70	0,14	0,78	***
	Has led to the introduction of changes in the organisations/management of my sending institution	0,35	0,42	0	0,29	***
	Will lead to internationalisation of my sending institution	0,91	1,21	1,09	0,93	***
	Has led to internationalisation of my sending institution	0,57	1,03	0,94	0,69	***

Note: (1) My participation in Erasmus+ had the following impact on my sending institution...

(2) My mobility period had the following impact on my sending institution/enterprise...

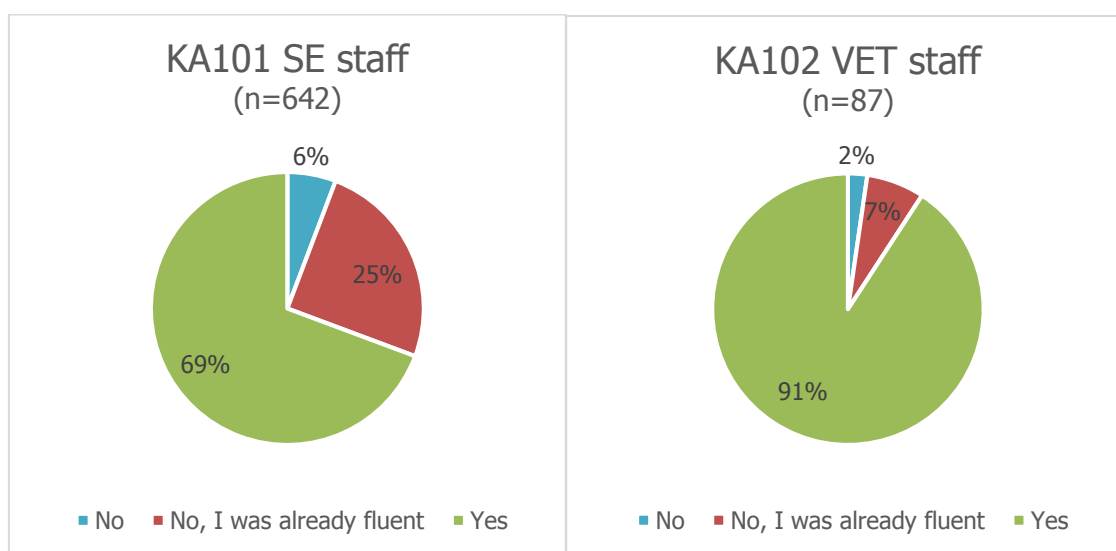
Objective (e) To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness.

Table 22: Results related to the improvement of foreign language skills by staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
☺	Improved my foreign language skills	0,81	/	0,73	0,83	Not significant

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...

Figure 1: Improvement of skills in the main foreign language used during the mobility activity by staff (2014-2016)



Note: EU-survey I believe I have improved my skills in the main foreign language used during the mobility activity

Table 23: What was the main language used during mobility activity?

	KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Dutch	100	1	/	/
English	506	69	/	/
Estonian	1	0	/	/
French	24	8	/	/
German	3	8	/	/
Italian	3	1	/	/
Spanish	5	0	/	/

Table 24: I followed a language course/training in this main language

	KA101 SE Staff (n=642)	KA102 VET staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Share	9,66%	5,75%	/	/

Table 25: Greater understanding and responsiveness to social, linguistic and cultural diversity by staff (2014-2016)

		KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)	Significant difference *** p<1% ** p<5% * p<10%
(1)	Increased my social, linguistic and/or cultural competences	1,11	1,14	0,98	1,14	***
(3)	Cultural awareness and expression	1,11	1,24	/	/	Not significant

Note: EU-Survey (1) Personal and professional development: thanks to this mobility activity I have...
(3) By participating in this Erasmus+ activity I have developed the following competences

Table 26: What was the main language used during mobility activity

Language	KA102 VET traineeship (n = 1295)	KA103 HE traineeship (n = 2520)	KA103 HE students (n=7081)
Armenian	1	0	0
Bulgarian	0	3	2
Catalan	0	0	16
Croatian	0	1	1
Czech	0	3	7
Danish	0	2	3

Dutch	180	410	169
English	826	1288	4100
Estonian	0	0	8
Finnish	0	5	8
French	148	295	1036
German	28	202	475
Greek	0	3	16
Hungarian	0	1	4
Irish	0	0	2
Italian	21	54	243
Maltese	1	0	1
Nauru	0	0	1
Norwegian	1	0	5
Polish	0	0	16
Portuguese	0	30	101
Romanian	22	7	5
Russian	0	1	3
Slovak	0	0	1
Slovenian	1	0	5
Spanish	65	182	813
Swedish	0	4	14
Turkish	1	28	23
Turkmen	0	1	2
Other	0	0	1

Note: EU-Survey What was the main language...

Figure 2: Improved of skills in this language during their stay abroad

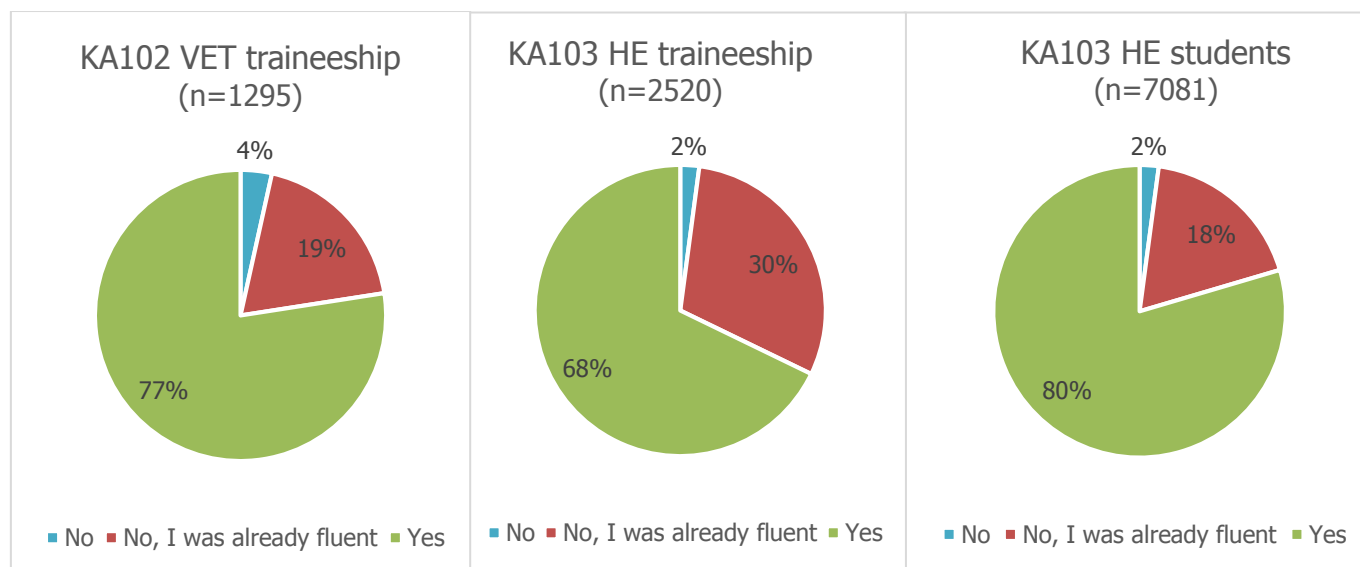


Table 27: Advanced linguistic support in learning this main language?

	KA102 VET traineeship (n = 1048)	KA103 HE traineeship (n = 1762)	KA103 HE students (n=5783)
Advanced linguistic support	60,02%	23,44%	28,69%

Table 28: While staying abroad, did you improve your competences in other languages...

	KA102 VET traineeship (n = 1295)	KA103 HE traineeship (n = 2520)	KA103 HE students (n=7081)
Improved competences	55,68%	57,30%	65,70%

Table 29: Results with respect to enhanced intercultural awareness by students and trainees (2014-2016)

		KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)	Significant difference *** p<1% ** p<5% * p<10%
(1)	See the values of different cultures	1,36	1,16	1,45	***
(2)	I am more tolerant towards other persons' values and behaviour	1,17	0,94	1,08	***
	I am more open-minded and curious about new challenges	1,35	1,27	1,36	***
	More able to cooperate with people from other backgrounds and cultures	1,25	1,07	1,16	***

Note: EU-Survey (1) Through my participation in this activity I have learned better how to...
(2) After having taken part in this mobility activity...

Other information

Table 30 Recognition process finalised

	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)
Finalised recognition process	64,9%	62,03%
On-going recognition process	28,5%	37,97%
No credits were foreseen in the learning agreement	6,7%	-

Figure 3: Overview recognition

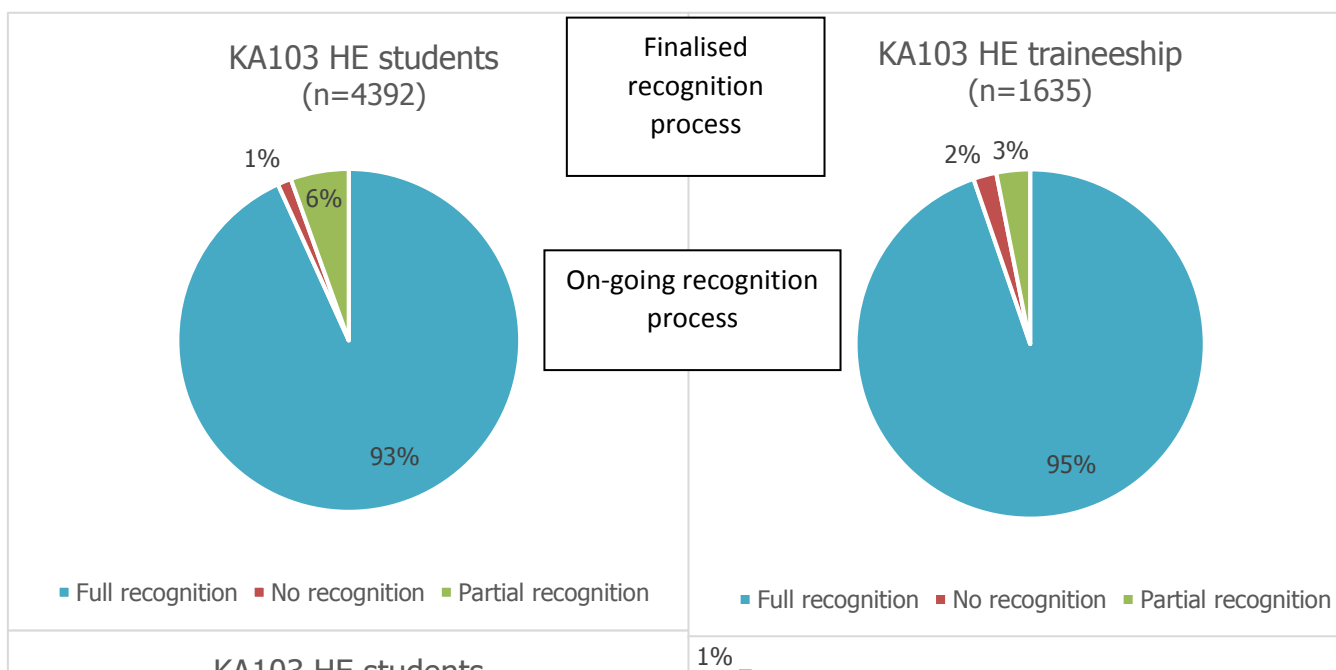


Table 31: Erasmus+ grant received from EU funding for students and trainees

	KA102 VET Traineeships (n=1295)	KA103 HE Traineeships (n=2520)	KA103 HE Students (n=7081)
E+ grant	80,87%	90,36%	94,03%

Table 32: On time payment of EU funding for students and trainees

	KA102 VET traineeship (n = 1023)
E+ grant payed on time	96,58%

Table 33: Other sources of funding of students and trainees

	KA102 VET Traineeship (n = 1265)	KA103 HE Traineeship (n = 2520)	KA103 HE Students (n=7081)
Other funding	26,64%	32,82%	30,80%

Table 34: Selection procedure fair and transparent according to students and trainees

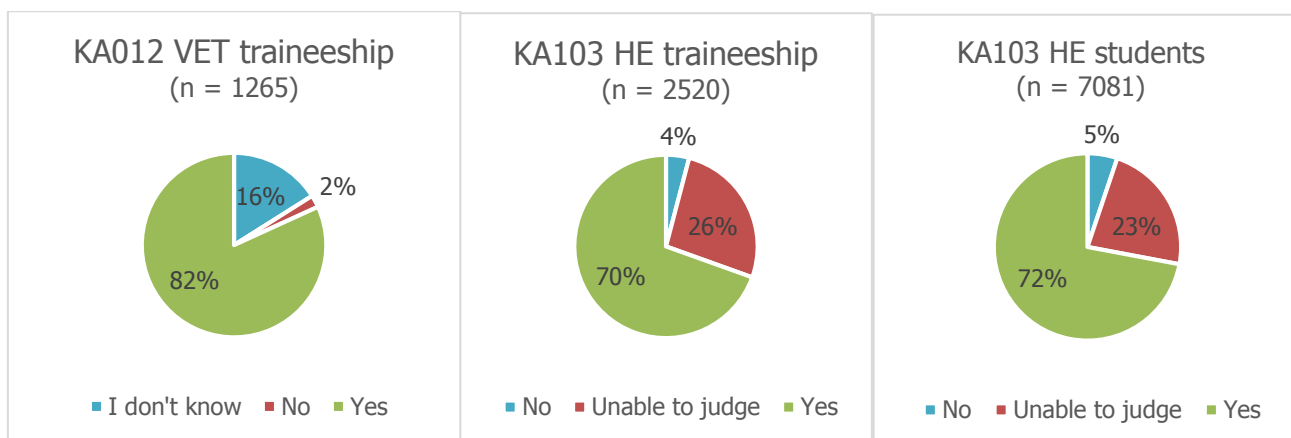
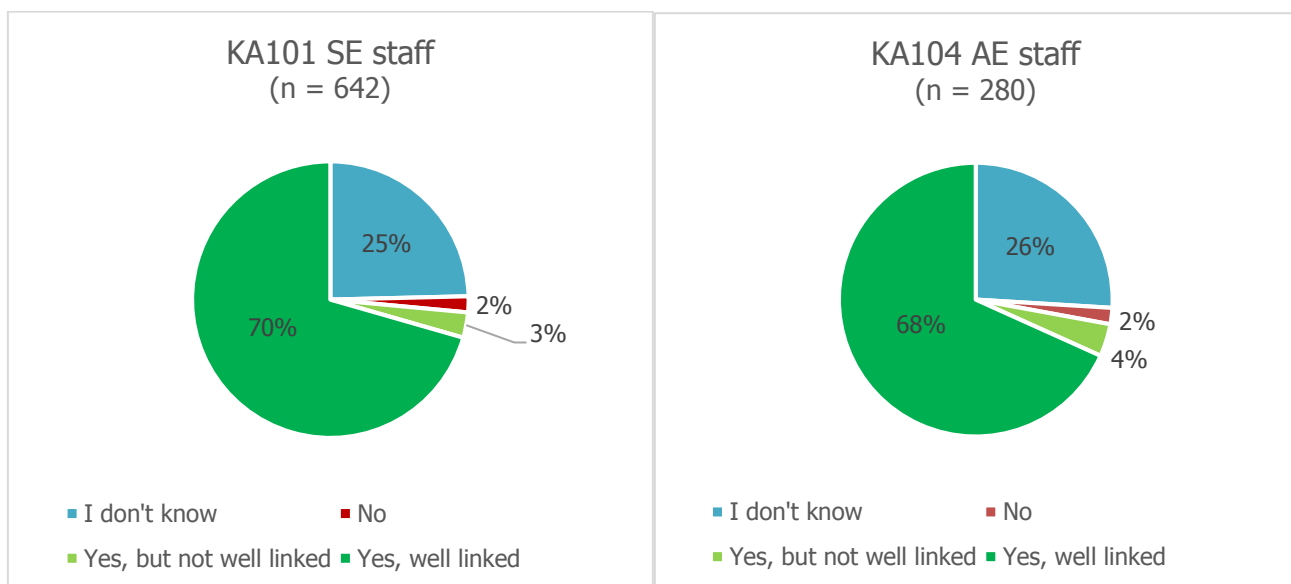


Table 35: Mobility agreement between the participant and the institution for staff

	KA101 SE Staff (n=642)	KA102 VET Staff (n=87)	KA103 HE Staff (n=1970)	KA104 AE Staff (n=280)
Mobility agreement	84,7%	88,5%	93,4%	80,7%

Note: Was a mobility agreement between you and your institution signed before the mobility?

Table 36: Link between activity and the European Development Plan of the home organisation for staff



Note: Was your activity linked to the European Development Plan of your home organisation

Annex 3: Sampling for the online survey

Sample of participating individuals

All individual participants of KA1 "Individual learning mobility" receive the option to answer to an online EU-survey about their experience with Erasmus+. Below an overview is provided of the number of respondents per KA, and the number of respondents per KA who indicated that they were willing to participate to further studies regarding the Erasmus+ programme.

As it concerns participants to the EU-survey over multiple years (2014-2016), it is possible that individuals participated more than once. In total, we had contact details of 1724 staff members and 5893 students and trainees who could be contacted for the individual survey.

Table 37: Overview of respondents of the EU-survey (2014, 2015 and 2016)

	Total (number of moves)	Total without duplicates (number of individuals)	Willingness to participate (1)	Valid email addresses
KA101 staff	642	537	467	466
KA102 staff	87	75	54	52
KA102 trainee	1295	1258	739	737
KA103 staff	1970	1398	1052	1051
KA103 trainee	2520	2494	1230	1225
KA103 student	7081	7040	3932	3912
KA104 staff	280	242	197	197
Total staff	2979	2252	1770	1765
Total students and trainees	10896	10792	5901	5874

Note: (1) I agree that my email address will be used later to contact me for further studies related to the content of this final report or regarding the Erasmus+ programme and EU issues.

Control group: sample of non-registered organisations

The control group of non-participating organisations consisted of:

- organisations that are registered in EPL, but have not yet received an Erasmus+ project, and
- a sample of non-registered organisations.

The sampling procedure for the latter group is explained below.

The total target population for the survey at the level of the organisations in Flanders concerns:

- Schools: 3680
- CVO (centre for adult education): 97
- CBE (centre for primary education): 13
- BuO (special education) primary: 200
- BuO secondary: 122
- DKO (part-time arts education): 168
- Higher education: 22
- Other: informal and non-formal education

Table 38 below provides an overview of different types of organisations which can participate to the Erasmus+ programme and the number of organisations which filed an application.

Table 38: Overview of organisation types, population and Erasmus+ participation

Types	Population	Erasmus+ applicants	To be validated	No Erasmus+ applicants (1)	Sample
Schools	3680	267	10	3403	340
CVO	97	22	3	72	25
CBE	13	1	0	12	12
BuO primary	200	8	0	192	40
BuO secondary	122	9	0	113	40
DKO	168	1	0	167	40
HE	22	22	0	0	0
Total		326²	15³		497

Note: (1) Possible control group

Table 39: Overview of primary education information

Primary education	Population	Erasmus+ participation ⁴	No Erasmus+ applications	Sample
Total	2612	72	2540	100

Table 40: Overview of secondary education information

Secondary education	Population	Erasmus+ participation ⁵	No Erasmus+ applications	Sample
ASO	254	61	193	60
GSO	326	29	297	80
KSO	20	5	15	15
BSO	167	47	120	40
TSO	172	51	121	40
HBO	6	1	5	5
No info	123	12	111	
Total	1068	205	863	240

² Not all Erasmus+ participants fall under the predefined categories in Table 38. In addition, there were some organisations for which no information on the type of organisation was available or for which the information was insufficient. Of these 326 organisations, the online survey tool indicated that 23 have invalid contact information.

³ There are in total 368 organisations in EPL which still need to be validated. There is no organization number available for these organisations, which makes it difficult to appoint them to a certain type of organization.

⁴ Including "the to be validated organisations"

⁵ Including "the to be validated organisations"

Annex 4: Output staff

Table 41: Global satisfaction and chance of participating (again) of staff and organisations according to type

	Staff					Organisations				
	KA101 SE	KA102 VET	KA103 HE	KA104 AE	Total	AE	HE	SE	VET	To
High global satisfaction	97%	100%	96%	91%	96%	100%	86%	94%	100%	96%
High chance of participating (again)	81%	74%	88%	77%	85%	87%	100%	79%	100%	87%

Source: IDEA consult on the basis of survey results

Mid-term evaluatie Erasmus+ (personeel)

Status:	Afgesloten	Panelgrootte:	1.765
Begindatum:	07-03-2017	Bounced:	51 (2,9%)
Einddatum:	21-03-2017	Geweigerd:	8 (0,5%)
Live:	15 dagen	Gedeeltelijk geantwoord:	52 (8,6%)
Vragen:	29	Afgedankt:	0 (0%)
Talen:	nl	Einde bereikt:	556 (91,4%)
		Totaal beantwoord:	608 (34,4%)

Filter uitgeschakeld!

Over uzelf

1. U bent...

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Man	263	<div></div>	43
Vrouw	345	<div></div>	57
Ander	0		0

Totaal aantal respondenten: 608

Vraag overgeslagen: 0

0% 20% 40% 60% 80%

2. In welk jaar bent u geboren?

(Iedere respondent kon één enkel open antwoord van maximum 255 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	604	<div></div>	99
Totaal aantal respondenten: 604 Vraag overgeslagen: 4			



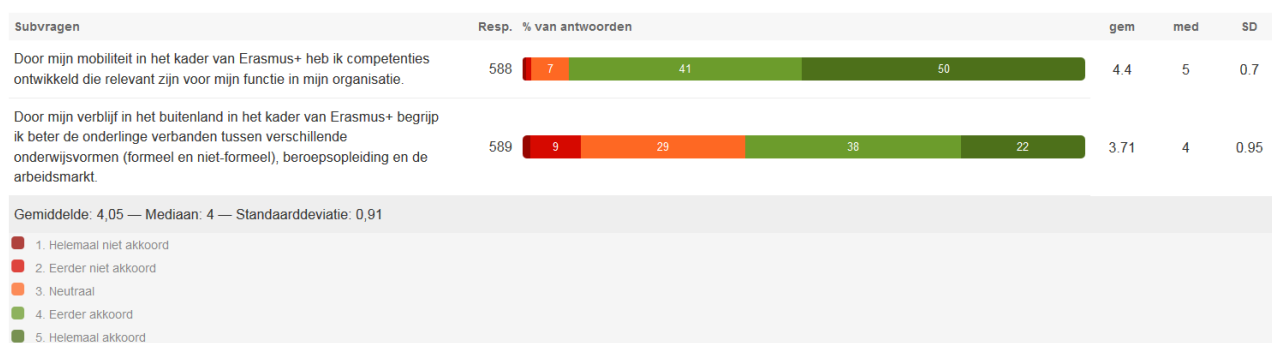
3. Ik werk in het

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

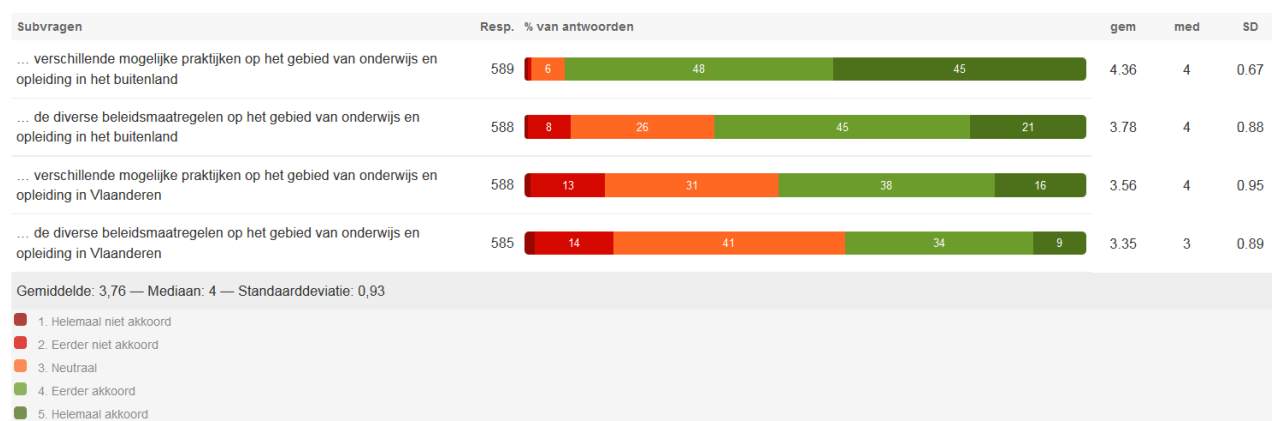
Antwoord	Totaal	% van antwoorden	%
Basisonderwijs	20	<div></div>	3
Buitengewoon basisonderwijs	5	<div></div>	1
Algemeen secundair onderwijs (ASO)	51	<div></div>	8
Beroepsonderwijs (BSO)	16	<div></div>	3
Technisch secundair onderwijs (TSO)	28	<div></div>	5
Kunstsecundair onderwijs (KSO)	1	<div></div>	0
Buitengewoon secundair onderwijs (BuSO)	1	<div></div>	0
Hoger beroepsonderwijs (HBO 5)	3	<div></div>	0
Hoger onderwijs	388	<div></div>	64
Volwassenenonderwijs	46	<div></div>	8
Deeltijds kunstonderwijs	4	<div></div>	1
Informele of non-formele volwasseneneducatie	9	<div></div>	1
Andere, namelijk:	36	<div></div>	6
Totaal aantal respondenten: 608 Vraag overgeslagen: 0			

Over effecten op kerncompetenties en vaardigheden

4. Geef aan in welke mate u akkoord gaat met onderstaande stellingen



5. Geef aan in welke mate u akkoord gaat met onderstaande stellingenDoor mijn verblijf in het buitenland in het kader van Erasmus+ heb ik een ruimer begrip van...



Over effecten op onderwijs- en opleidingsinstellingen

6. Geef aan in welke mate u akkoord gaat met onderstaande stellingDoor mijn mobiliteit in het kader van het Erasmus+ programma heb ik nieuwe initiatieven op het vlak van internationalisering binnen mijn instelling georganiseerd (of plan ik dat te doen).

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
1 Helemaal niet akkoord	12	<div></div>	2
2 Eerder niet akkoord	43	<div></div>	7
3 Neutraal	115	<div></div>	20
4 Eerder akkoord	195	<div></div>	33
5 Helemaal akkoord	221	<div></div>	38
Gemiddelde: 3,97 — Mediaan: 4			
Totaal aantal respondenten: 586		0% 20% 40% 60% 80%	
Vraag overgeslagen: 0			

7. Om welke initiatieven gaat het precies?

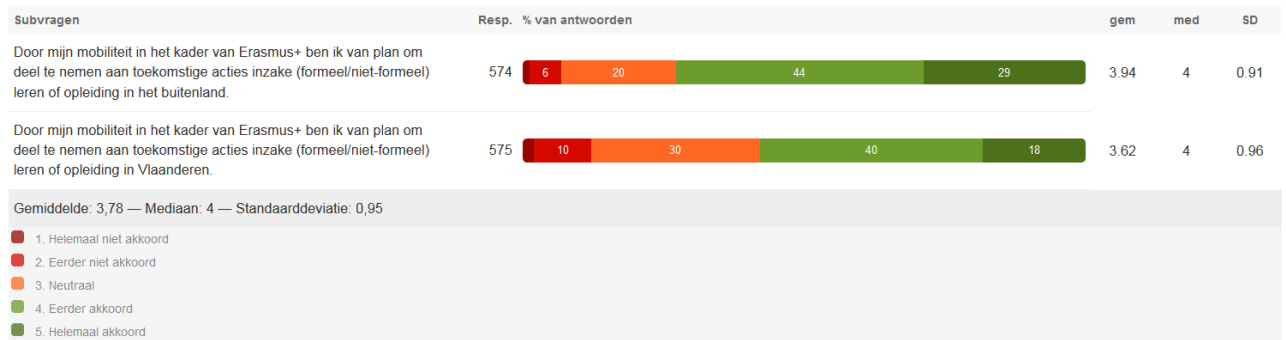
(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	388	<div></div>	64
Totaal aantal respondenten: 388		0% 20% 40% 60% 80%	
Vraag overgeslagen: 191			

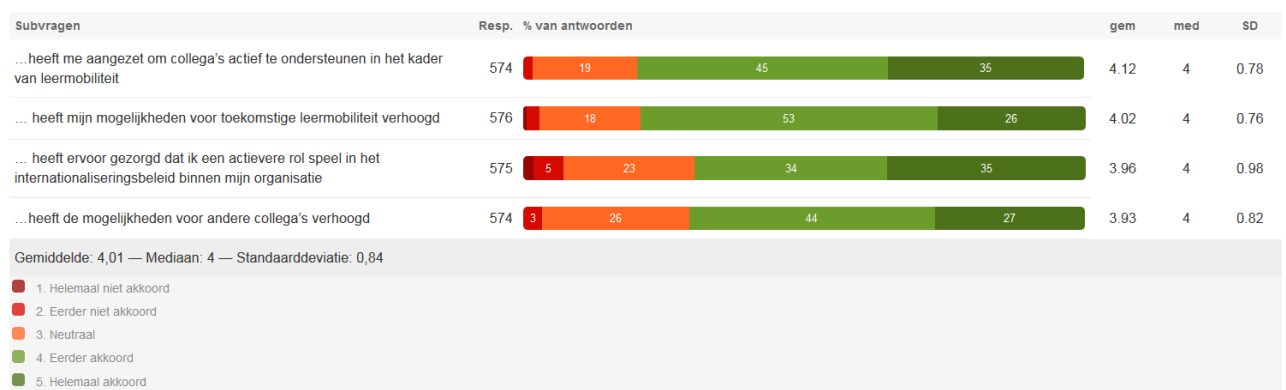


Over effecten op de internationale dimensie van onderwijs en opleiding

8. Geef aan in welke mate u akkoord gaat met onderstaande stellingen.



9. In welke mate gaat u akkoord met onderstaande stellingen? Mijn mobiliteit in het kader van Erasmus+...



10. Geef aan in welke mate u akkoord gaat met onderstaande stellingen.

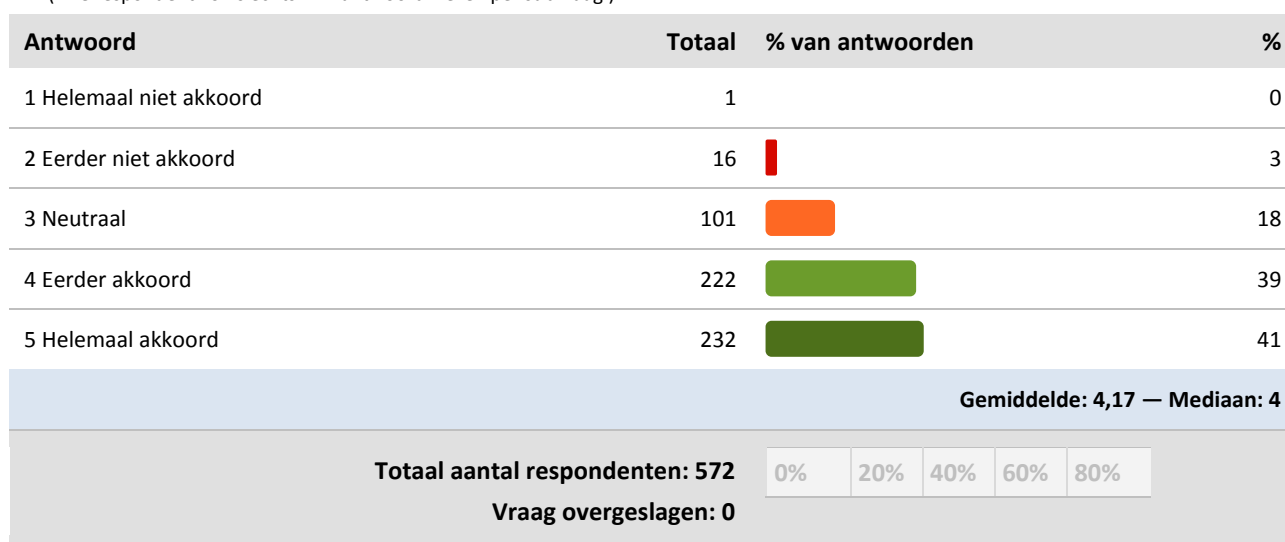


Over effecten op het onderwijzen en leren van talen

11. In welke mate gaat u akkoord met onderstaande stellingen? Door mijn mobiliteit in het kader van Erasmus+...










... heb ik meer begrip en sta ik meer open voor sociale, taalkundige en culturele verscheidenheid

(Elke respondent kon slechts ÉÉN antwoord kiezen per subvraag.)

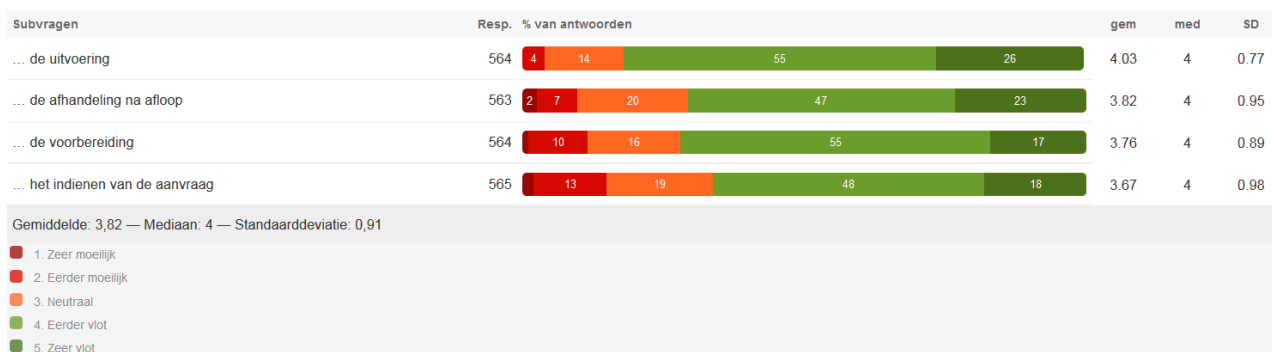


12. Via welk kanaal heeft u Erasmus+ leren kennen?

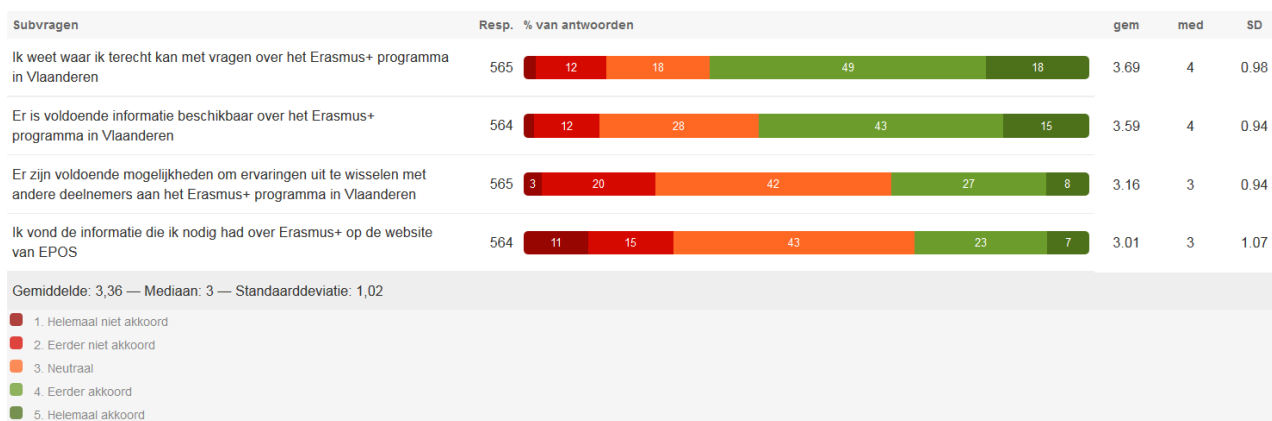
(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Via de website van EPOS vzw	26		5
Via de Europese programmawebste	13		2
Via de communicatie van de Vlaamse overheid	16		3
Via leerkrachten/docenten/collega's in mijn school/onderwijsinstelling/organisatie	382		67
Via leerkrachten/docenten/collega's uit andere scholen/onderwijsinstellingen/organisaties	28		5
Via de koepelorganisatie van mijn school/onderwijsinstelling/organisatie	60		11
Via de communicatie van de vakbond waarbij ik aangesloten ben	0		0
Via leerlingen/cursisten/studenten in mijn school/onderwijsinstelling/organisatie	6		1
Via vrienden	2		0
Via familie	2		0
Via een ander kanaal, namelijk:	31		5
Totaal aantal respondenten: 566			
Vraag overgeslagen: 0			

13. Hoe vlot verloopt de werking van Erasmus+ naar uw aanvoelen in Vlaanderen? Hoe verliepen onderstaande aspecten van het project?

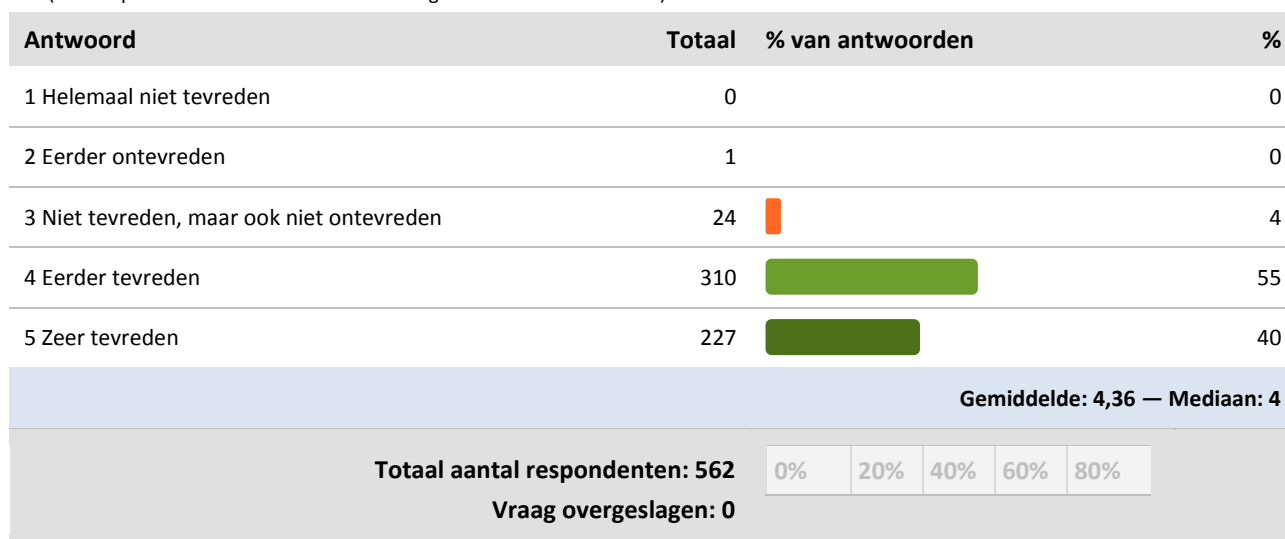


14. In welke mate gaat u akkoord over de volgende uitspraken m.b.t. de communicatie rond Erasmus+ in Vlaanderen?



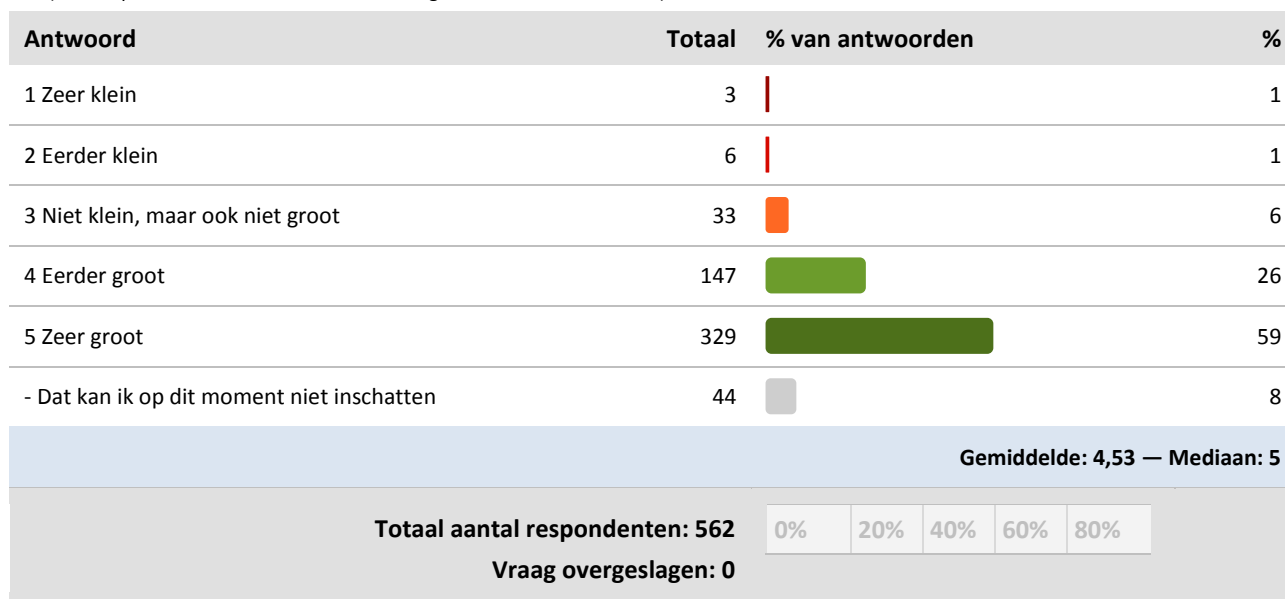
15. Hoe tevreden bent u globaal genomen over het Erasmus+ programma?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

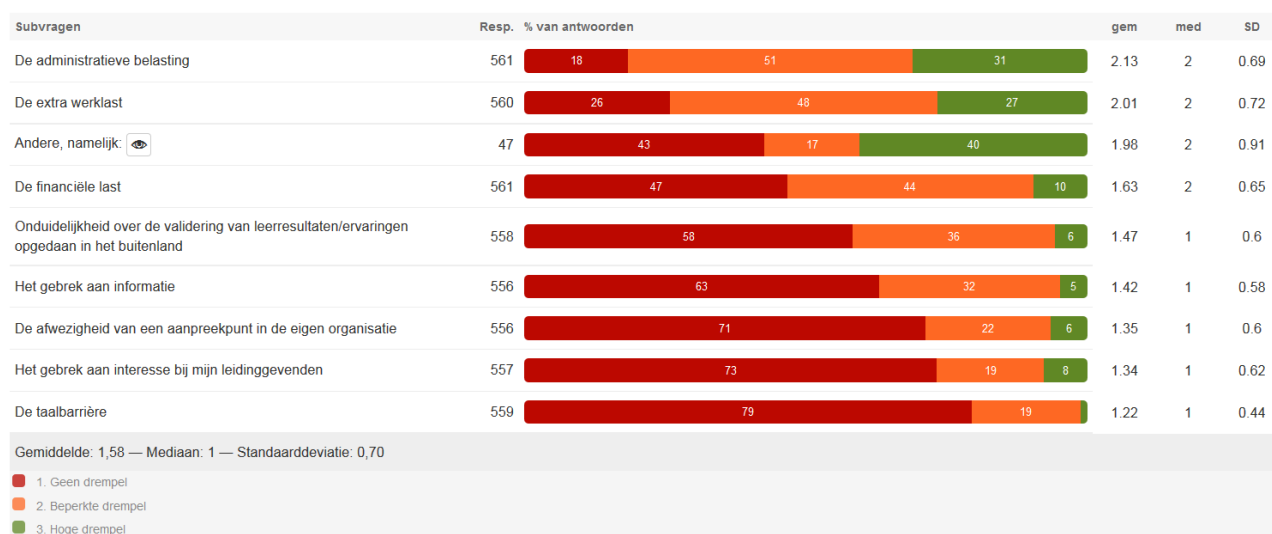


16. Hoe groot schat u de kans in om in de toekomst (opnieuw) een aanvraag in te dienen voor een Erasmus+ project?

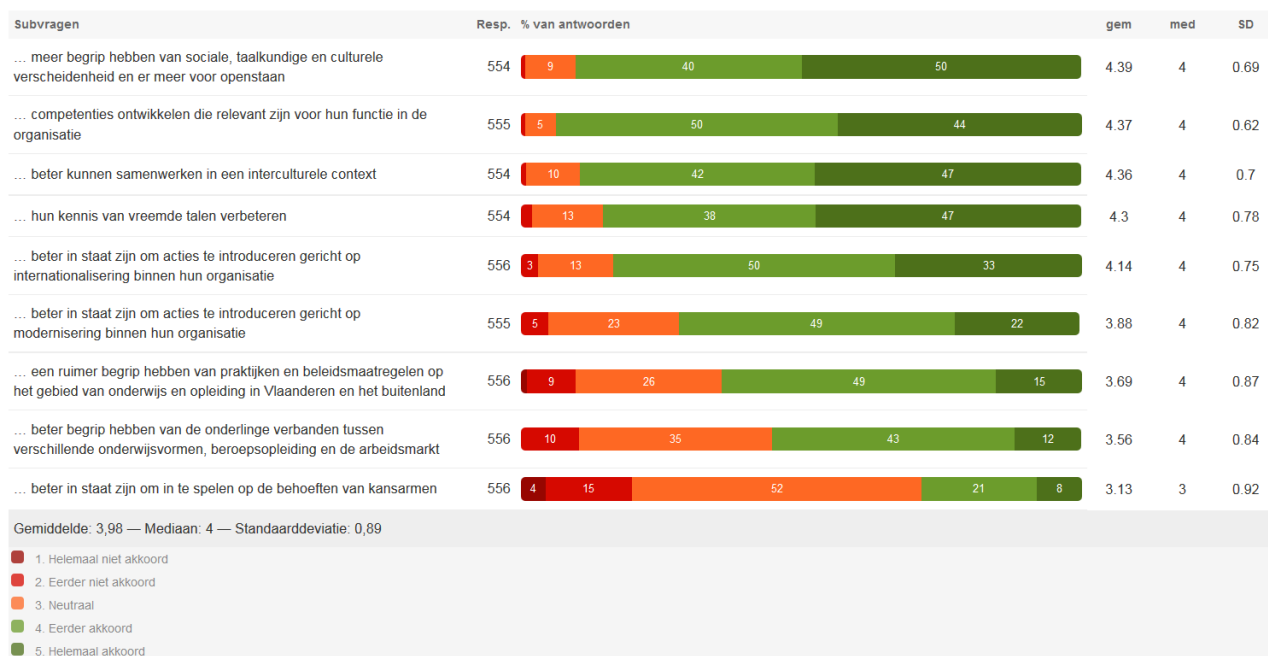
(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



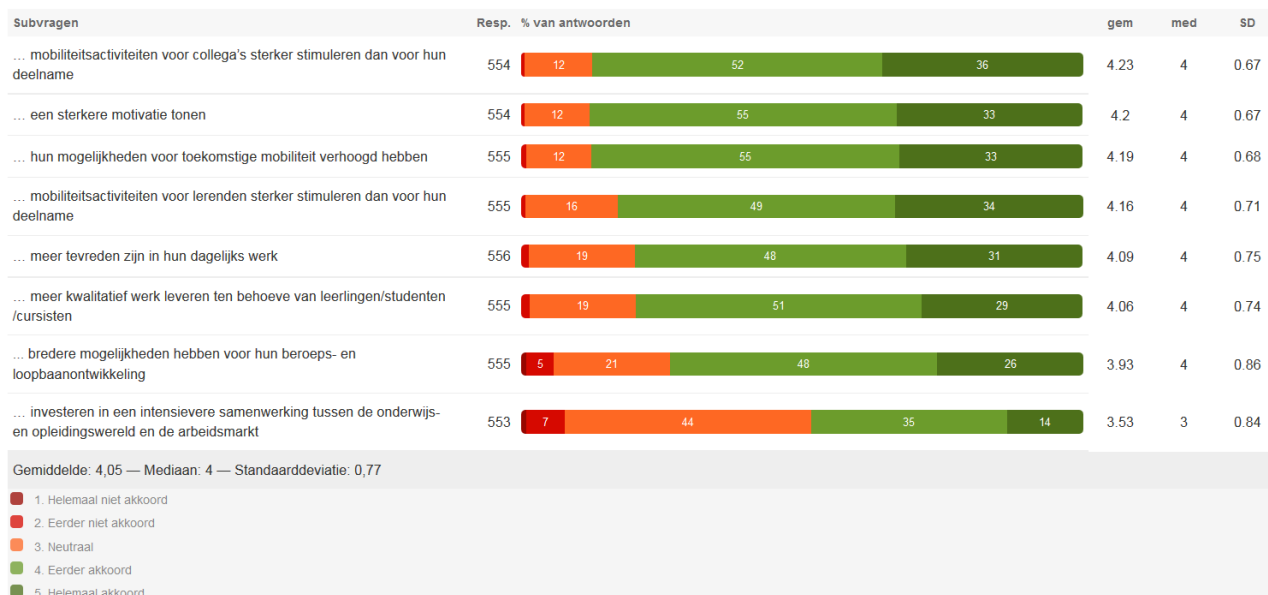
17. Welke van onderstaande factoren ervaart u als drempel om deel te nemen aan het Erasmus+ programma? Duid voor elke factor aan of u het als een geen drempel, beperkte drempel of hoge drempel ervaart.



18. Welke effecten heeft het Erasmus+ programma volgens u voor de competenties van leerkrachten/docenten/opleidingsverstrekkers? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken. Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...



19. Welke andere effecten heeft het Erasmus+ programma volgens u voor leerkrachten/docenten/opleidingsverstrekkers? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken. Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

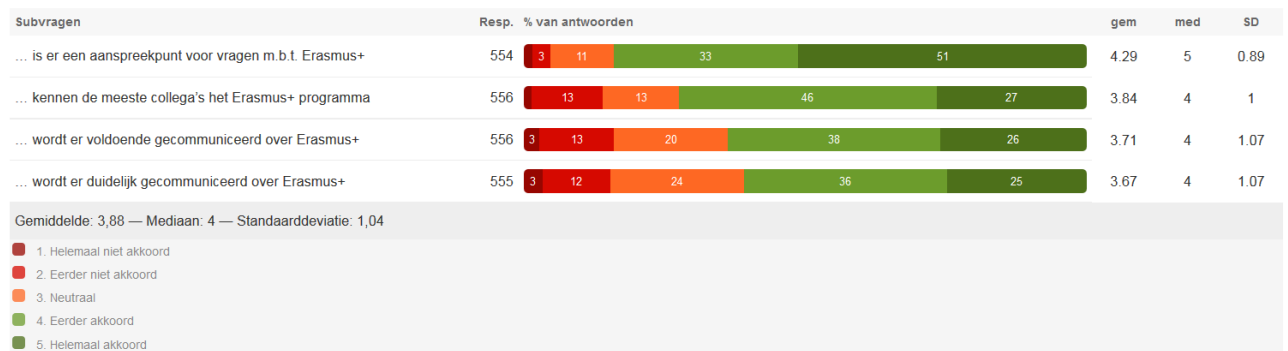


20. Welke effecten heeft het Erasmus+ programma volgens u voor leerlingen/stagiairs/studenten/cursisten? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken. Deelname aan Erasmus + zorgt ervoor dat leerlingen/stagiairs/studenten/cursisten...



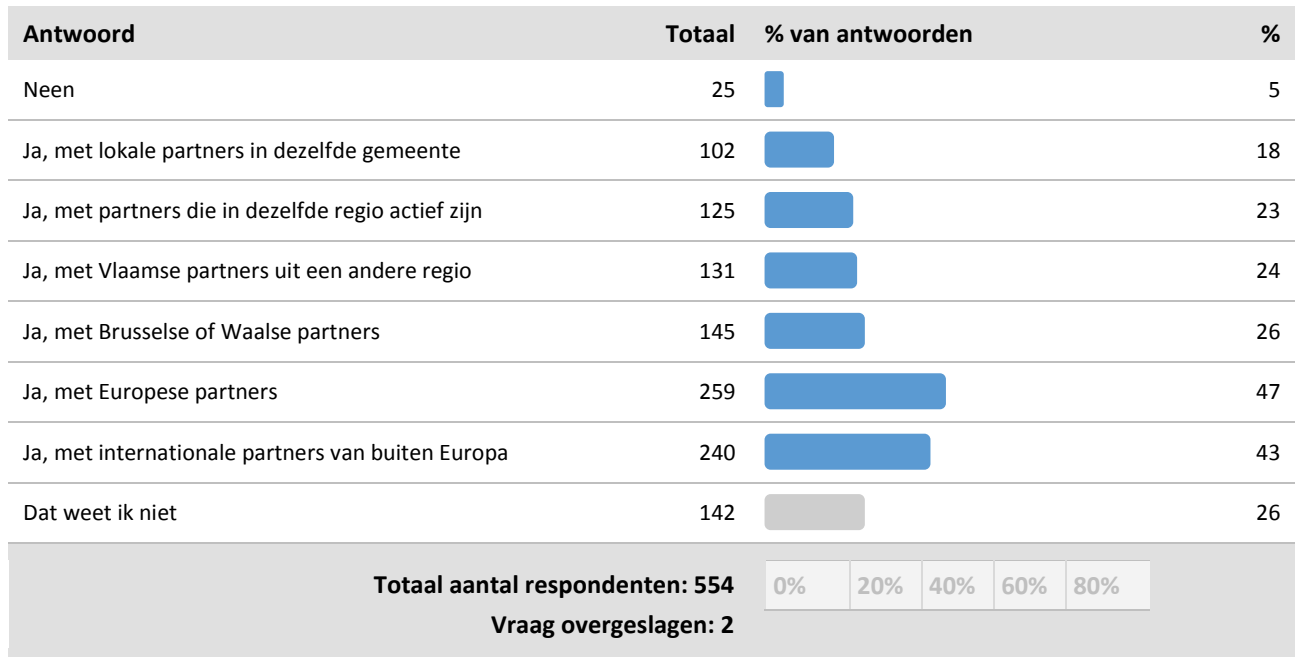
Over het internationaliseringsbeleid binnen de organisatie

21. Binnen mijn organisatie...

















22. Heeft uw organisatie formele samenwerkingsverbanden met partnerinstellingen buiten de werking van Erasmus+? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)



23. Welke andere internationaliseringsactiviteiten worden er binnen uw organisatie opgezet? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Geen	12		2
We ondernemen acties om interculturele communicatie te stimuleren	206		37
We zetten in op interculturele activiteiten	239		43
We gebruiken virtuele communicatietools (vb. e-twinning)	94		17
We werken samen met organisaties uit Franstalig of Duitstalig België (of in de grensregio's)	196		36
We nemen deel aan activiteiten zoals internationale studiedagen, conferenties etc.	370		67
We ontvangen bezoekers uit het buitenland in de context van inkomende mobiliteit via Erasmus+	392		71
We ontvangen bezoekers uit het buitenland in de context van inkomende mobiliteit via andere programma's	283		51
We nemen via Epos deel aan Erasmus Belgica	88		16
We zijn via Epos actief binnen het project Buurklassen van de Vlaamse overheid	7		1
We zijn via Epos actief binnen het intercommunautaire uitwisselingsprogramma voor toekomstige leerkrachten	24		4
We nemen via JINT deel aan het Youth in Action programma binnen Erasmus+	11		2
Andere programma's, namelijk:	43		8
Dat weet ik niet	75		14

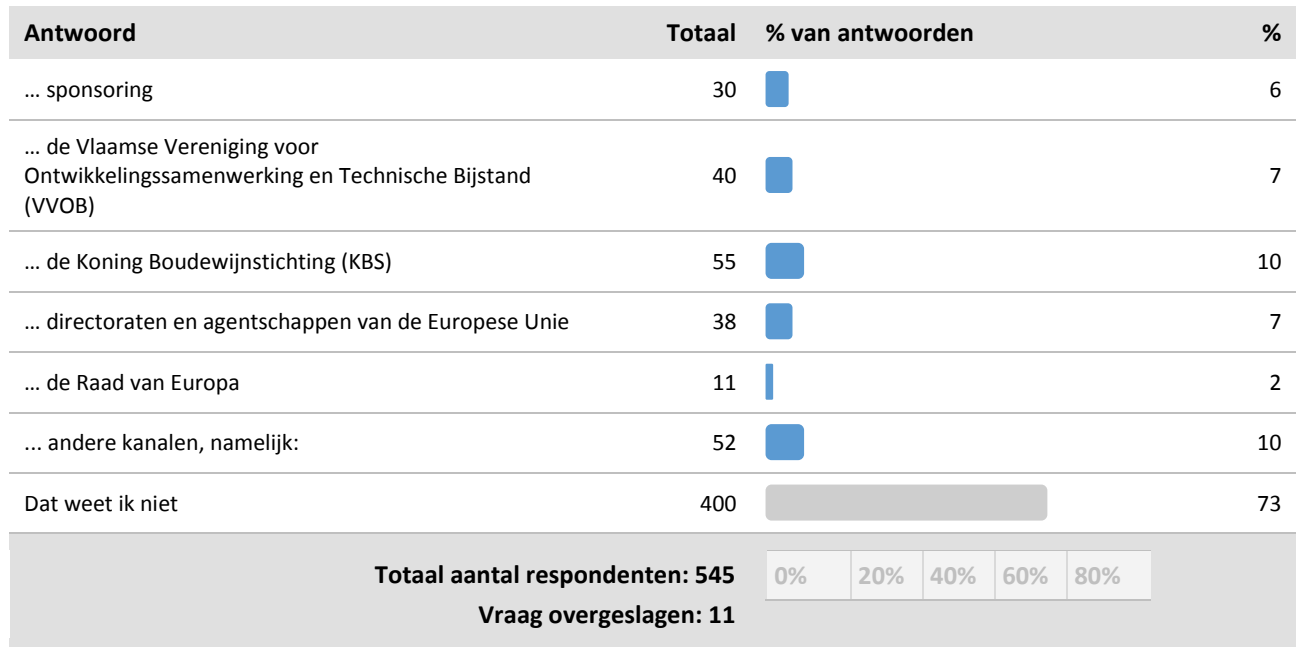
Totaal aantal respondenten: 552

Vraag overgeslagen: 4



24. Op welke bijkomende financieringskanalen of –programma's doet uw organisatie beroep om de internationale werking uit te bouwen? Op middelen verkregen via...

(Elke respondent kon MEERDERE antwoorden kiezen.)



25. Op welke ondersteunende diensten doet u beroep voor het uitwerken van het internationaliseringsinitiatieven? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
vzw EPOS	203	<div></div>	37
Koepelorganisatie	67	<div></div>	12
Scholengemeenschap	93	<div></div>	17
Pedagogische begeleidingsdienst	54	<div></div>	10
Centrum Alden Biesen	26	<div></div>	5
Centrum Ryckvelde	43	<div></div>	8
Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (VVOB)	43	<div></div>	8
Het Education, Audiovisual and Culture Executive Agency (EACEA)	16	<div></div>	3
Flanders Knowledge Area	50	<div></div>	9
Associatie	132	<div></div>	24
Andere dienstverleners, namelijk:	146	<div></div>	26
Totaal aantal respondenten: 556		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

26. Hoe beoordeelt u de doeltreffendheid van deze diensten?

Subvragen	Resp.	% van antwoorden	gem	med	SD
Centrum Ryckvelde	43	<div><div></div><div></div><div></div><div></div><div></div></div> <div>214037</div>	4.12	4	0.81
Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (VVOB)	41	<div><div></div><div></div><div></div><div></div><div></div></div> <div>206120</div>	4	4	0.62
Centrum Alden Biesen	26	<div><div></div><div></div><div></div><div></div><div></div></div> <div>236215</div>	3.92	4	0.62
Flanders Knowledge Area	50	<div><div></div><div></div><div></div><div></div><div></div></div> <div>246014</div>	3.86	4	0.66
vzw EPOS	200	<div><div></div><div></div><div></div><div></div><div></div></div> <div>265319</div>	3.85	4	0.79
Het Education, Audiovisual and Culture Executive Agency (EACEA)	16	<div><div></div><div></div><div></div><div></div><div></div></div> <div>38566</div>	3.69	4	0.58
Pedagogische begeleidingsdienst	53	<div><div></div><div></div><div></div><div></div><div></div></div> <div>636499</div>	3.62	4	0.73
Koepelorganisatie	66	<div><div></div><div></div><div></div><div></div><div></div></div> <div>47448</div>	3.58	4	0.65
Associatie	131	<div><div></div><div></div><div></div><div></div><div></div></div> <div>547398</div>	3.5	3	0.72
Scholengemeenschap	92	<div><div></div><div></div><div></div><div></div><div></div></div> <div>547415</div>	3.45	3	0.73
Gemiddelde: 3,72 — Mediaan: 4 — Standaarddeviatie: 0,76					
<div> <div></div> 1. Zeer laag <div></div> 2. Eerder laag <div></div> 3. Niet hoog, maar ook niet laag <div></div> 4. Vrij hoog <div></div> 5. Zeer hoog </div>					

Tot slot

27. Heeft u suggesties om de werking van het Erasmus+ programma in Vlaanderen te verbeteren? Zijn er bepaalde zaken die momenteel ontbreken? Ook andere aspecten m.b.t. deze thematiek die u graag deelt met de onderzoekers, kan u in onderstaande tekstbox vermelden.

(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	133	<div><div></div></div>	22
Totaal aantal respondenten: 133		0%20%40%60%80%	
Vraag overgeslagen: 423			



28. Bent u bereid om uw ervaring met Erasmus+ verder te bespreken tijdens een kort telefonisch gesprek met de onderzoekers?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	179	<div><div></div></div>	32
Neen	377	<div><div></div></div>	68

Totaal aantal respondenten: 556

Vraag overgeslagen: 0

0%

20%

40%

60%

80%

29. Op welk telefoonnummer kunnen zij u bereiken?

(Iedere respondent kon één enkel open antwoord van maximum 255 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	176	<div></div>	29
Totaal aantal respondenten: 176		<div><div>0%</div><div>20%</div><div>40%</div><div>60%</div><div>80%</div></div>	
Vraag overgeslagen: 0			

Annex 5: Output students/trainees

Table 42: Global satisfaction and chance of participating (again) of students according to type

Students				
	KA102 VET trainee	KA103 HE student	KA103 HE trainee	Total
High global satisfaction	94%	97%	96%	97%
High chance of participating again	75%	83%	83%	82%

Source: IDEA consult on the basis of survey results

Mid-term evaluatie Erasmus+ (lerenden)

Status:	Afgesloten	Panelgrootte:	5.874
Begindatum:	07-03-2017	Bounced:	597 (10,2%)
Einddatum:	21-03-2017	Geweigerd:	23 (0,4%)
Live:	15 dagen	Gedeeltelijk geantwoord:	177 (14,8%)
Vragen:	20	Afgedankt:	0 (0%)
Talen:	nl	Einde bereikt:	1.021 (85,2%)
		Totaal beantwoord:	1.198 (20,4%)

Filter uitgeschakeld!

Over uzelf

1. U bent...

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Man	425	<div></div>	35
Vrouw	771	<div></div>	64
Ander	2		0
Totaal aantal respondenten: 1198		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

2. In welk jaar bent u geboren?

(Iedere respondent kon één enkel open antwoord van maximum 255 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	1198	<div></div>	100

Totaal aantal respondenten: 1198

Vraag overgeslagen: 0

0%

20%

40%

60%

80%



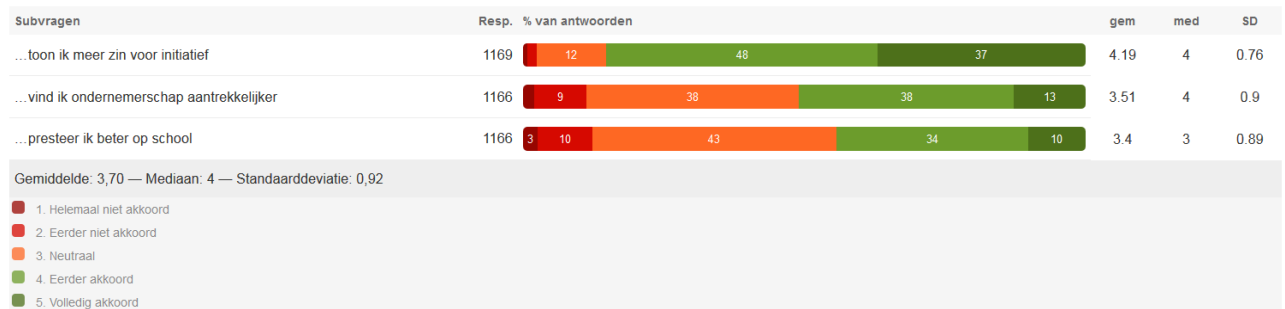
3. Duid aan welke van onderstaande situaties op u van toepassing zijn. (Indien geen van deze situaties op u van toepassing is, hoeft u niets aan te vinken)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ik zit in TSO/BSO of volg een beroepsgerichte opleiding	84	<div><div></div></div>	23
Ik combineer mijn studies met werk en/of gezin	62	<div><div></div></div>	17
Ik heb recht op een studiebeurs/studietoelage van de Vlaamse overheid	202	<div><div></div></div>	56
Ik heb een functiebeperking	26	<div><div></div></div>	7
Totaal aantal respondenten: 358		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 840			

Over de effecten van uw deelname aan Erasmus+

4. In welke mate gaat u akkoord met onderstaande uitspraken? Door mijn verblijf in het buitenland in het kader van Erasmus+...



5. Welke concrete acties heeft u reeds ondernomen/plant u te ondernemen die uw zin voor initiatief en interesse in ondernemerschap aantonen?

(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	606		51

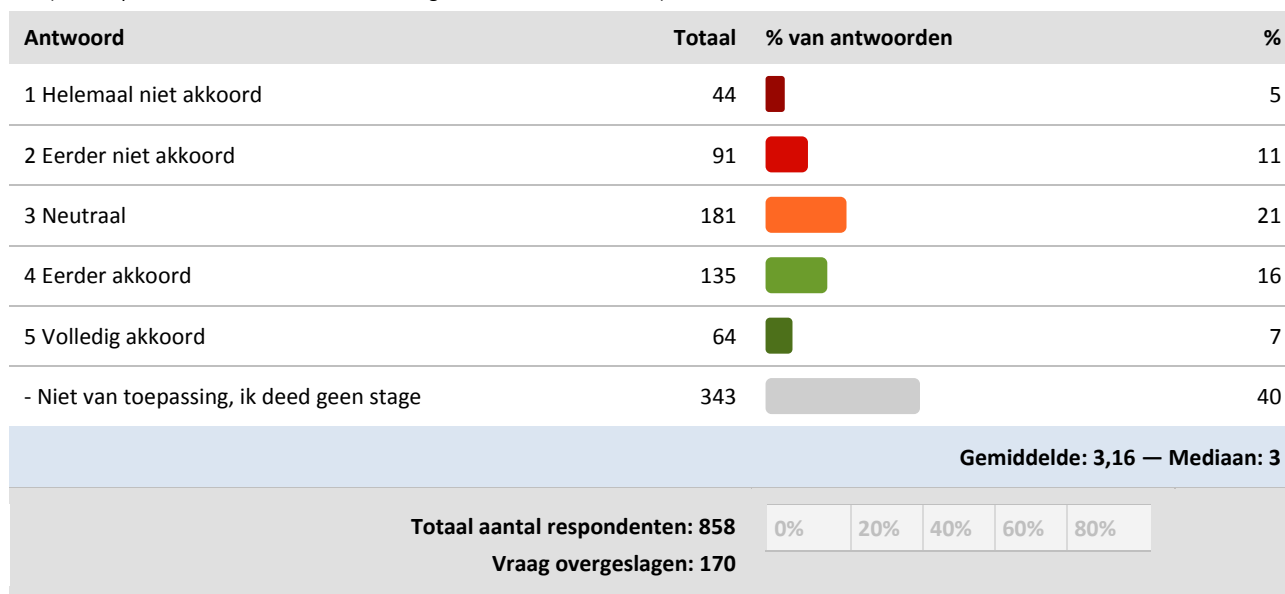
Totaal aantal respondenten: 606
Vraag overgeslagen: 447

0% 20% 40% 60% 80%

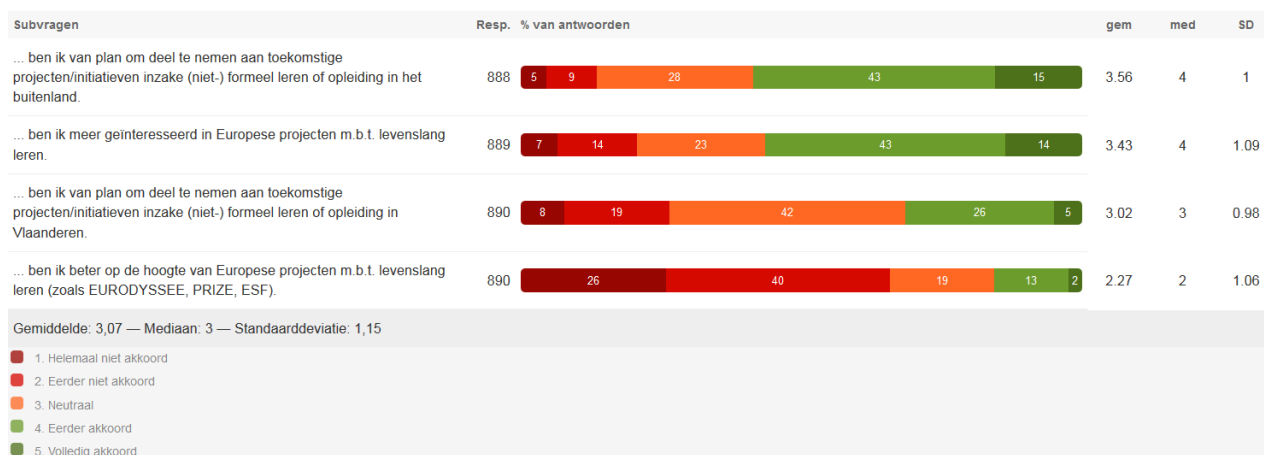


6. In welke mate gaat u akkoord met de volgende stelling: Mijn verblijf in het buitenland in het kader van Erasmus+ zorgde voor een intensievere samenwerking tussen mijn onderwijsinstelling en de organisatie waar ik mijn stage deed.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

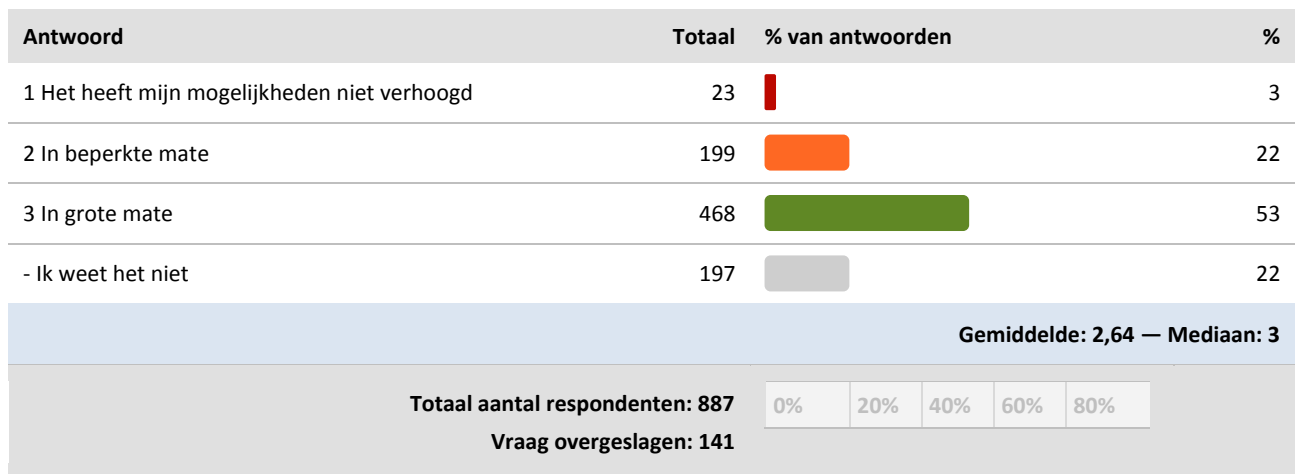


7. Door mijn verblijf in het buitenland in het kader van Erasmus+



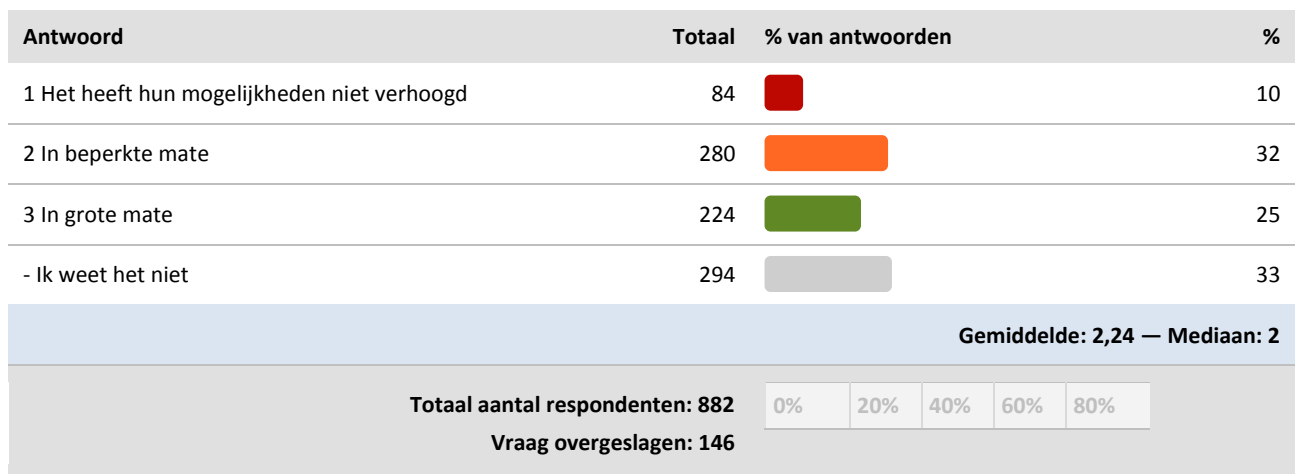
8. In welke mate heeft uw verblijf in het buitenland in het kader van Erasmus+ uw mogelijkheden voor toekomstige leermobilititeit verhoogd?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



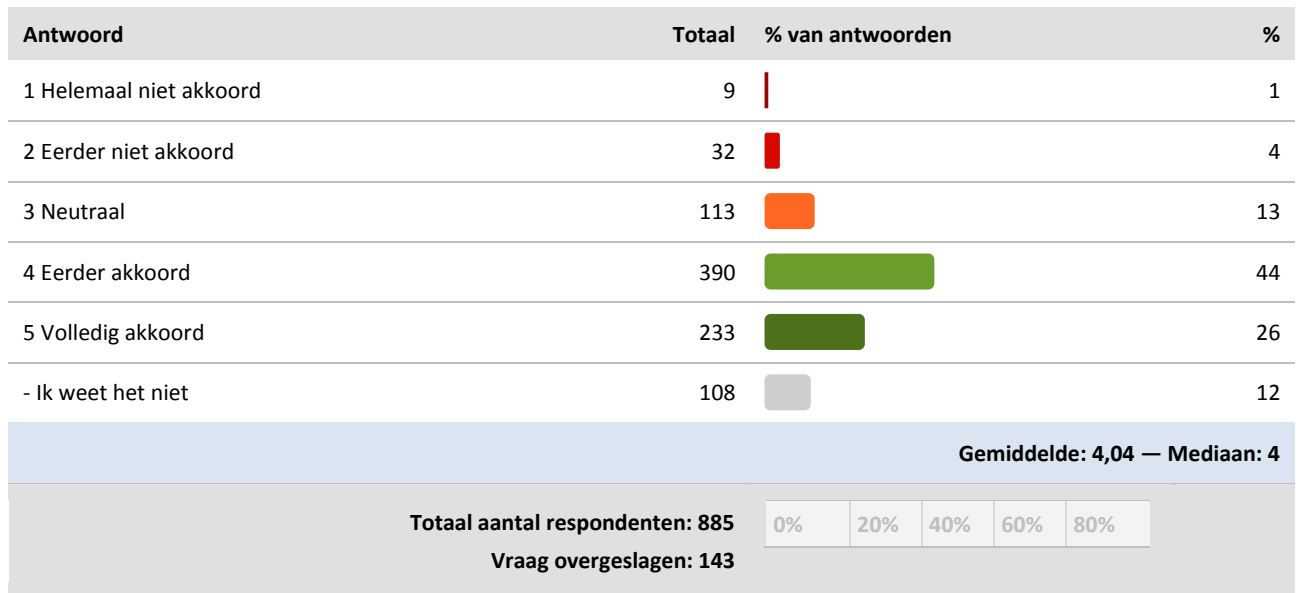
9. In welke mate heeft uw verblijf in het buitenland in het kader van Erasmus+ mogelijkheden voor andere leerlingen/studenten/stagiairs/cursisten verhoogd?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



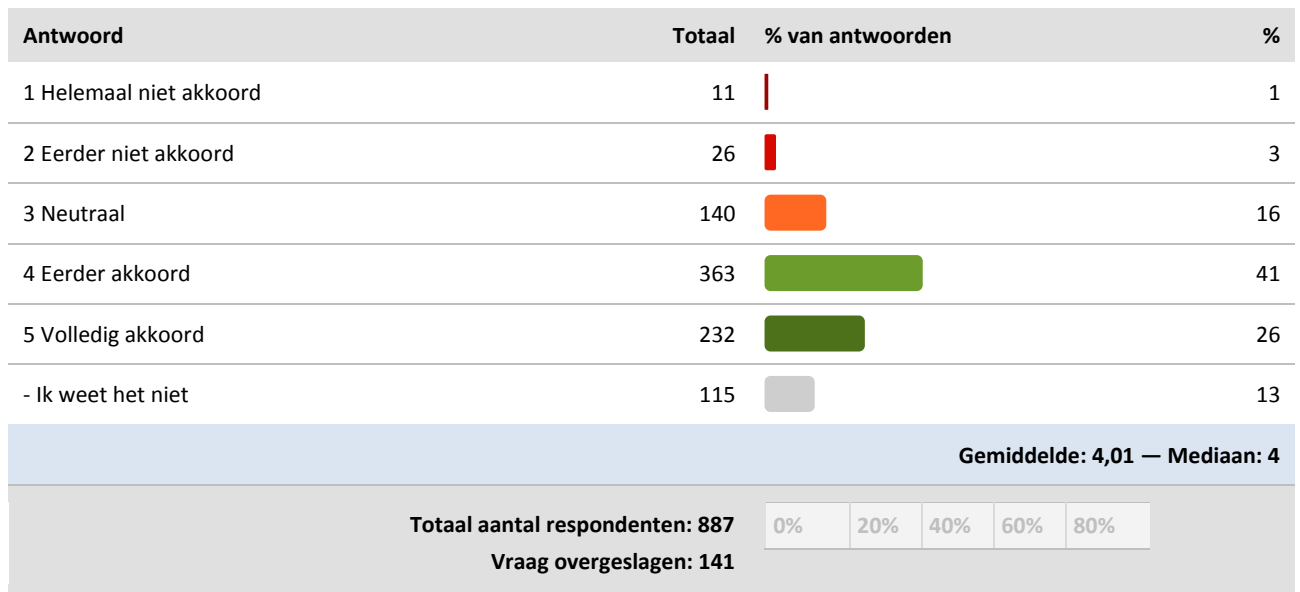
10. Mijn organisatie biedt voldoende steun voor Europese mobiliteitsactiviteiten

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



11. Mijn organisatie zet actief in op het bevorderen van Europese mobiliteitsactiviteiten

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



13. Via welk kanaal heeft u Erasmus+ leren kennen?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Via de website van EPOS vzw	2		0
Via de Europese programmawebste	6		1
Via communicatie van de Vlaamse overheid	9		1
Via leerkrachten/docenten/lesgevers in mijn school/onderwijsinstelling/organisatie	613		69
Via leerlingen/cursisten/studenten in mijn school/onderwijsinstelling/organisatie	132		15
Via vrienden	67		8
Via familie	35		4
Via een ander kanaal, nl.	21		2
Totaal aantal respondenten: 885		0% 20% 40% 60% 80%	
Vraag overgeslagen: 137			

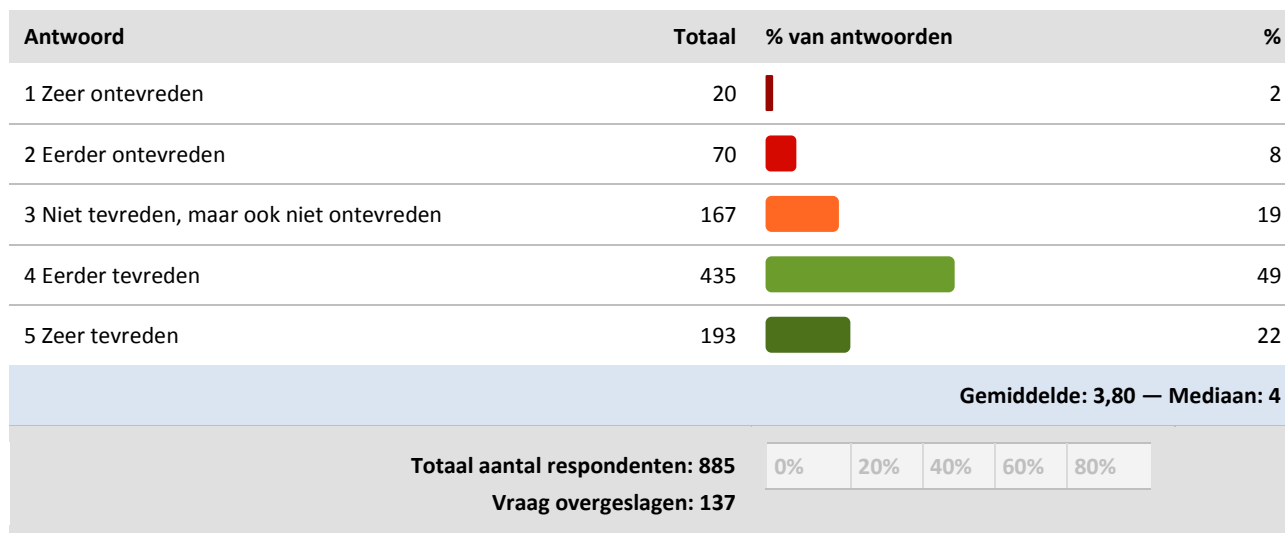
14. Hoe tevreden bent u in het algemeen over het Erasmus+ programma?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

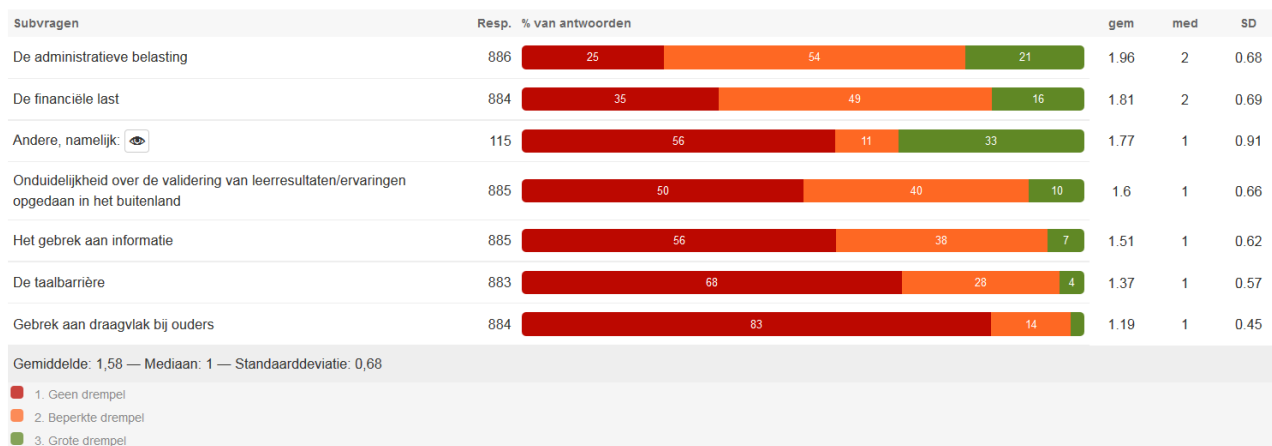
Antwoord	Totaal	% van antwoorden	%
1 Zeer ontevreden	5		1
2 Eerder ontevreden	5		1
3 Niet tevreden, maar ook niet ontevreden	18		2
4 Eerder tevreden	367		41
5 Zeer tevreden	491		55
Gemiddelde: 4,51 — Mediaan: 5			
Totaal aantal respondenten: 886		0% 20% 40% 60% 80%	
Vraag overgeslagen: 136			

15. Hoe tevreden bent u over de communicatie, begeleiding en ondersteuning vanuit uw eigen organisatie?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

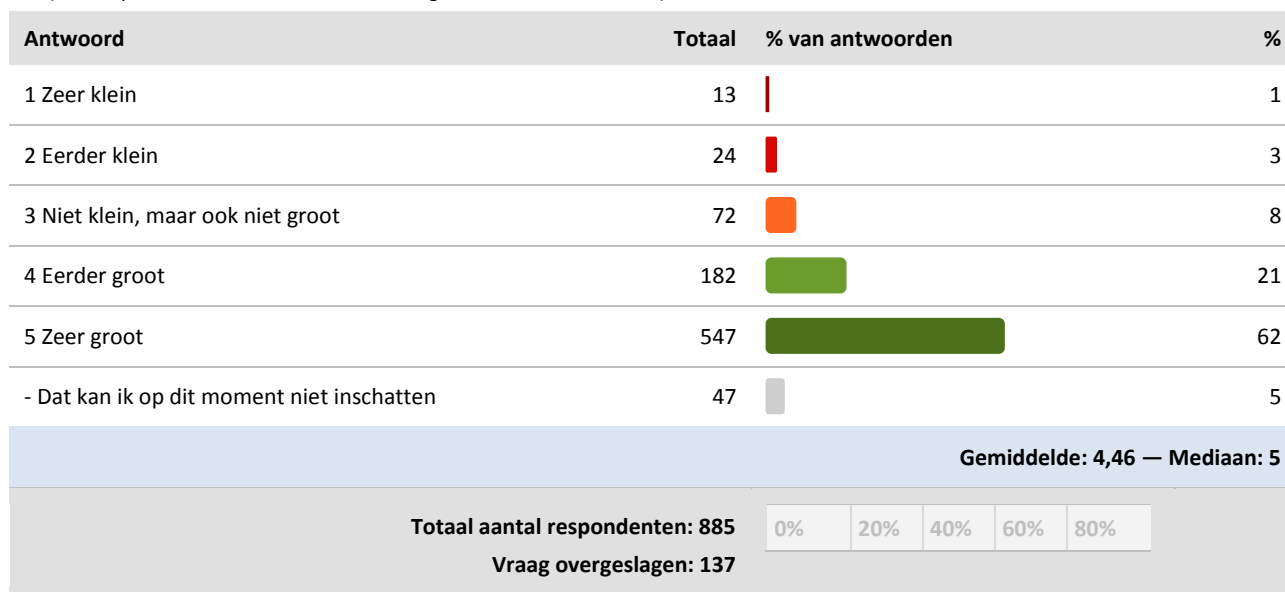


16. Welke van onderstaande factoren ervaarde u als drempel bij uw deelname aan het Erasmus+ programma? Duid voor elke factor aan of u het als een beperkte drempel, grote drempel of geen drempel hebt ervaren.



17. Hoe groot schat u de kans in dat u opnieuw een aanvraag zou indienen in het kader van Erasmus+ project als u daartoe de kans had?

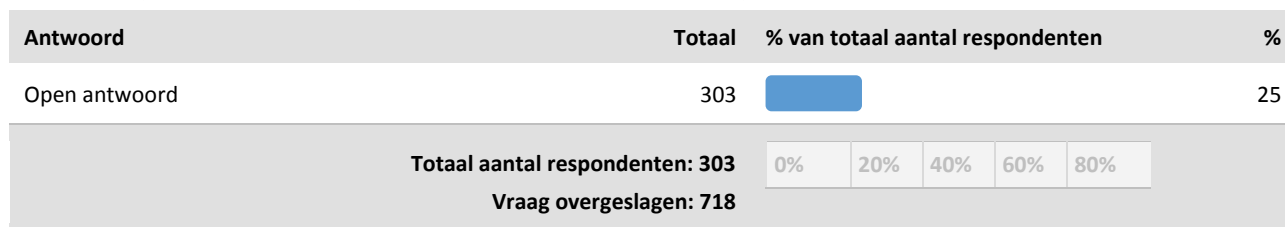
(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



Tot slot

18. Heeft u suggesties om de werking van het Erasmus+ programma in Vlaanderen te verbeteren? Ook andere opmerkingen rond deze thematiek die u graag deelt met de onderzoekers, kan u in onderstaande tekstbox vermelden.

(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)



19. Bent u bereid om uw ervaring met Erasmus+ verder te bespreken tijdens een kort telefonisch gesprek met de onderzoekers?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	279	<div><div></div></div>	27
Neen	742	<div><div></div></div>	73
Totaal aantal respondenten: 1021		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

20. Op welk telefoonnummer kunnen zij u bereiken?

(Iedere respondent kon één enkel open antwoord van maximum 255 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	269	<div><div></div></div>	22
Totaal aantal respondenten: 269		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

Annex 6: Output participating organisations

Mid-term evaluatie Erasmus+ (deelnemende organisaties)

Status:	Afgesloten	Panelgrootte:	303
Begindatum:	07-03-2017	Bounced:	7 (2,3%)
Einddatum:	21-03-2017	Geweigerd:	2 (0,7%)
Live:	15 dagen	Gedeeltelijk geantwoord:	11 (9,6%)
Vragen:	37	Afgedankt:	0 (0%)
Talen:	nl	Einde bereikt:	103 (90,4%)
		Totaal beantwoord:	114 (37,6%)

Filter uitgeschakeld!

Achtergrondinformatie

1. Op welk niveau heeft uw organisatie een project uitgevoerd in het kader van Erasmus+? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Basisonderwijs	21	<div><div></div></div>	18
Buitengewoon basisonderwijs	4	<div><div></div></div>	4
Algemeen secundair onderwijs (ASO)	26	<div><div></div></div>	23
Beroepsonderwijs (BSO)	31	<div><div></div></div>	27
Technisch secundair onderwijs (TSO)	31	<div><div></div></div>	27
Kunstsecundair onderwijs (KSO)	1	<div><div></div></div>	1
Buitengewoon secundair onderwijs (BuSO)	3	<div><div></div></div>	3
Hoger beroepsonderwijs (HBO 5)	2	<div><div></div></div>	2
Hoger onderwijs	9	<div><div></div></div>	8
Volwassenenonderwijs	16	<div><div></div></div>	14
Deeltijds kunstonderwijs	0	<div><div></div></div>	0
Informele of non-formele volwasseneneducatie	7	<div><div></div></div>	6
Totaal aantal respondenten: 114		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

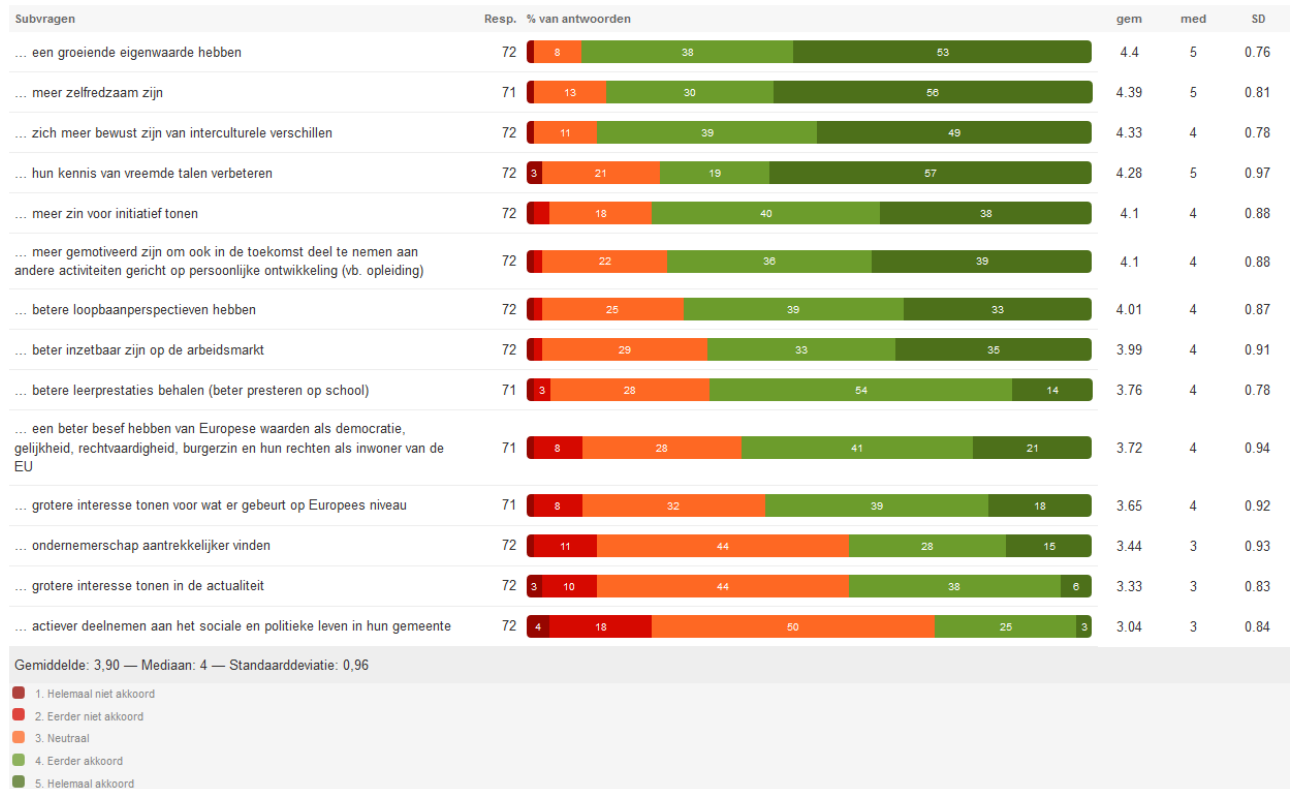
2. Mijn organisatie heeft binnen Erasmus+ deelgenomen aan (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
KA1	79	<div><div></div></div>	69
KA2	59	<div><div></div></div>	52
Totaal aantal respondenten: 114		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

Effecten van het Erasmus+ programma

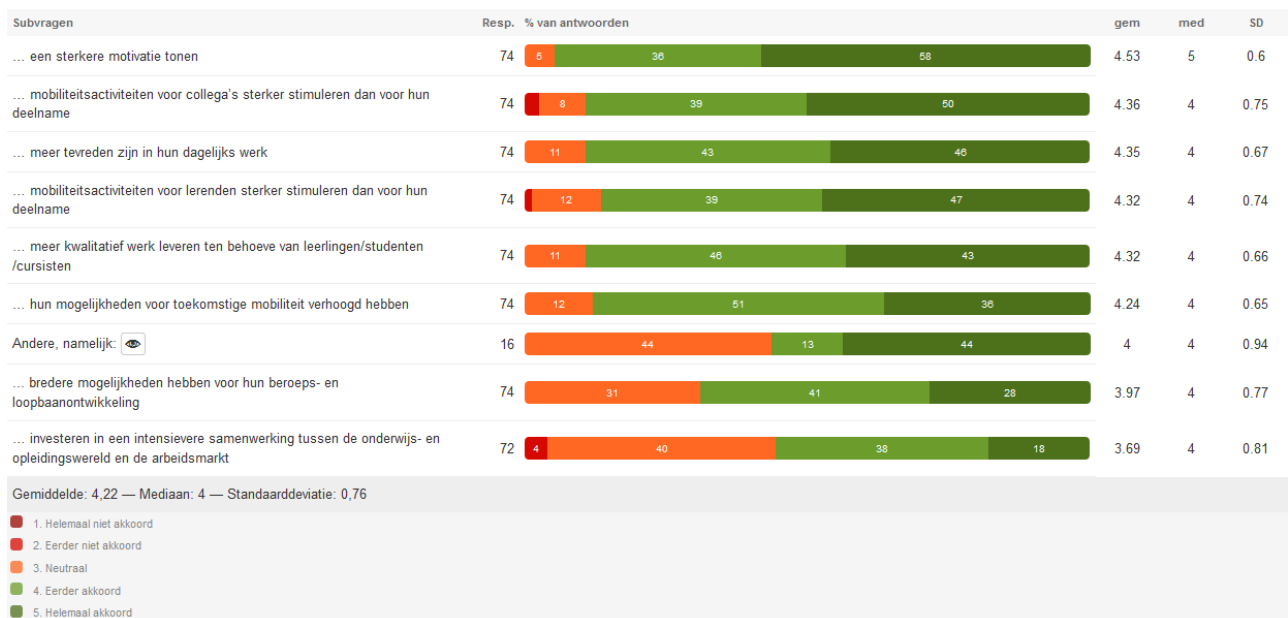
3. Welke effecten heeft het Erasmus+ programma volgens u voor leerlingen/stagiairs/studenten/cursisten? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken Deelname aan Erasmus+ zorgt ervoor dat leerlingen/stagiairs/studenten/cursisten ...



4. Welke effecten heeft het Erasmus+ programma volgens u voor de competenties van leerkrachten/docenten/opleidingsverstrekkers? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken. Deelname aan Erasmus+ zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

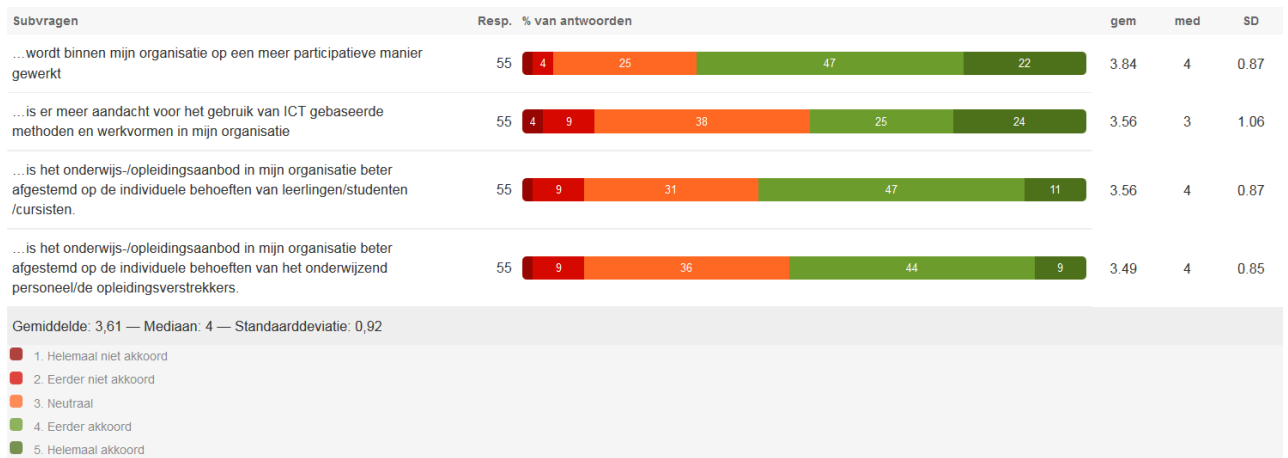


5. Welke andere effecten heeft het Erasmus+ programma volgens u voor leerkrachten/docenten/opleidingsverstrekkers? Duid aan in welke mate u akkoord gaat met onderstaande uitspraken. Deelname aan Erasmus+ zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...



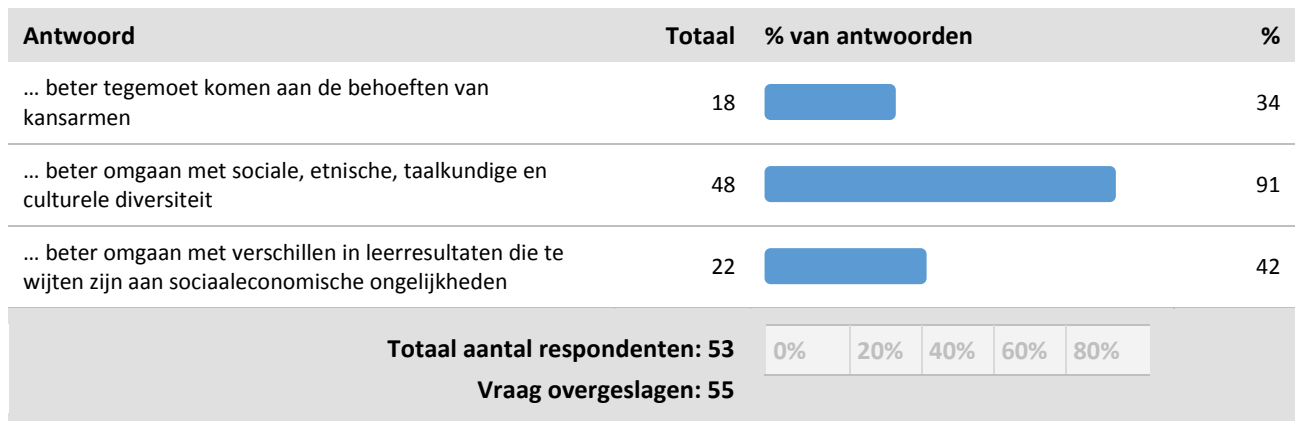
Doelgroepen van Erasmus+

6. Geef aan in welke mate u akkoord gaat met de volgende uitspraken. Dankzij het Erasmus+ programma...



7. Welke uitspraken zijn volgens u van toepassing op het Erasmus+ programma? (Meerdere antwoorden mogelijk) Het Erasmus+ programma zorgt ervoor dat we...

(Elke respondent kon MEERDERE antwoorden kiezen.)



8. Heeft het Erasmus+ programma een invloed gehad op de procedures van erkenning en validering van competenties (EVC) in uw organisatie?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja, het heeft tot de introductie van nieuwe procedures geleid	14	<div><div></div></div>	25
Ja, bestaande procedures werden verbeterd	9	<div><div></div></div>	16
Neen, bestaande procedures werden er niet door beïnvloed	17	<div><div></div></div>	30
Er zijn in mijn organisatie geen formele procedures om competenties te erkennen en te valideren	16	<div><div></div></div>	29
Totaal aantal respondenten: 56		0% 20% 40% 60% 80%	
Vraag overgeslagen: 52			

9. Geef aan in welke mate u akkoord gaat met de volgende uitspraak. Deelname aan het Erasmus+ programma draagt bij tot het behalen van het Europees Talenlabel voor excellentie in taalverwerving en –onderwijs.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
1 Helemaal niet akkoord	4	<div><div></div></div>	8
2 Eerder niet akkoord	3	<div><div></div></div>	6
3 Neutraal	12	<div><div></div></div>	23
4 Eerder akkoord	14	<div><div></div></div>	27
5 Volledig akkoord	6	<div><div></div></div>	12
- Ik ken het Europees Talenlabel niet	13	<div><div></div></div>	25
Gemiddelde: 3,38 — Mediaan: 3,50			
Totaal aantal respondenten: 52		0% 20% 40% 60% 80%	
Vraag overgeslagen: 55			

10. Heeft deelname aan Erasmus+ geleid tot een meer actieve participatie van uw organisatie aan het sociale en politieke leven in de buurt?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	23	<div><div></div></div>	42
Neen	24	<div><div></div></div>	44
Nog niet, maar het staat op de agenda	8	<div><div></div></div>	15
Totaal aantal respondenten: 55		0% 20% 40% 60% 80%	
Vraag overgeslagen: 52			

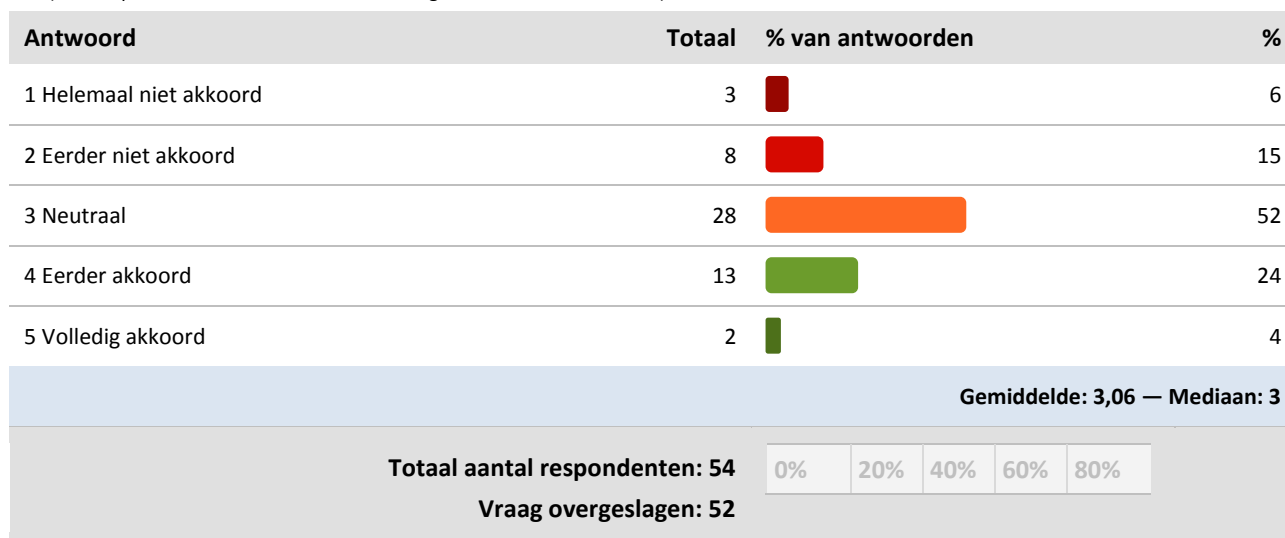
11. Geef aan in welke mate u akkoord gaat met de volgende uitspraak. Het Erasmus+ programma helpt mijn organisatie om de gewenste effecten van deze initiatieven in de buurt te realiseren.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
1 Helemaal niet akkoord	0		0
2 Eerder niet akkoord	1	<div><div></div></div>	4
3 Neutraal	11	<div><div></div></div>	48
4 Eerder akkoord	8	<div><div></div></div>	35
5 Volledig akkoord	3	<div><div></div></div>	13
Gemiddelde: 3,57 — Mediaan: 3			
Totaal aantal respondenten: 23		0% 20% 40% 60% 80%	
Vraag overgeslagen: 83			

12. Geef aan in welke mate u akkoord gaat met de volgende uitspraak. Erasmus+ projecten zijn een manier om de lokale en regionale economie te ondersteunen. Met lokale economie bedoelen we zowel het concurrentievermogen als de werkgelegenheid.

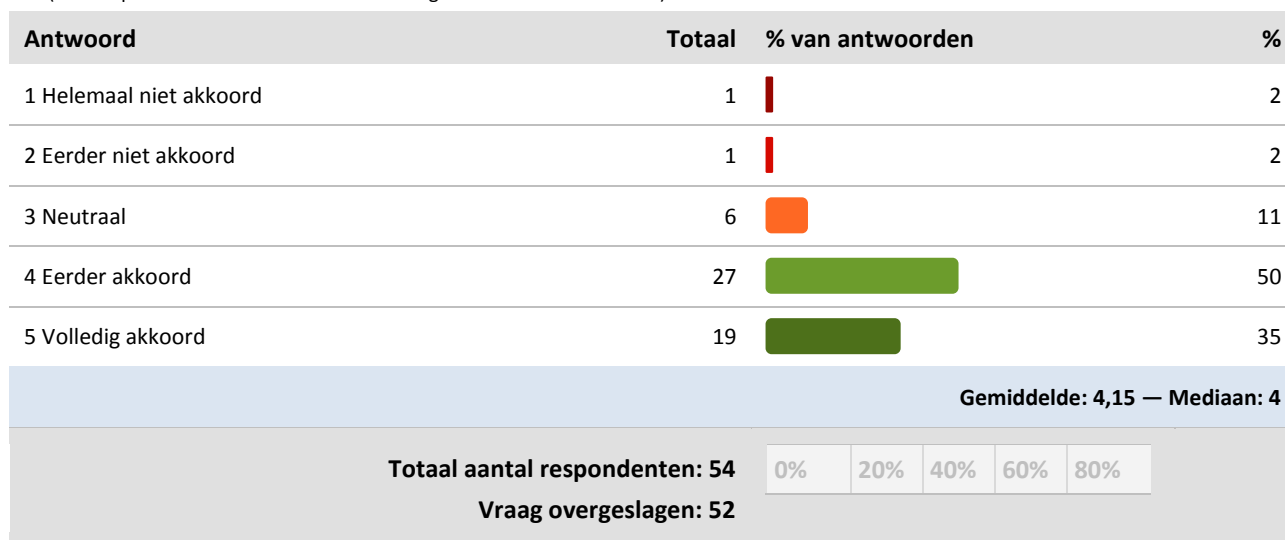
(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



Dynamiek, professionaliteit en betrokkenheid binnen uw organisatie

13. Geef aan in welke mate u akkoord gaat met de volgende uitspraak Dankzij deelname aan Erasmus+ worden in mijn organisatie goede praktijken en nieuwe methoden gemakkelijker ingezet in de dagelijkse werking.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



14. Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in Vlaanderen? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Neen	14	<div></div>	26
Ja, tussen mijn organisatie en (een) organisatie(s) actief in onderwijs of opleiding	34	<div></div>	63
Ja, tussen mijn organisatie en (een) organisatie(s) actief in andere beleidsdomeinen (jeugd/sport)	6	<div></div>	11
Ja, tussen mijn organisatie en (een) onderneming(en) in de arbeidsmarkt (vb. voor stageplaatsen)	16	<div></div>	30
Ja, met andere organisaties, namelijk:	6	<div></div>	11
Totaal aantal respondenten: 54		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 52			







15. Waartoe leidt de samenwerking in het kader van het Erasmus+ programma?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Beide organisaties kunnen positieve resultaten realiseren die afzonderlijk niet mogelijk zijn	25	<div></div>	62
De samenwerking heeft een positieve invloed op beide organisaties, maar genereert enkel resultaten die ook zonder de samenwerking behaald kunnen worden	3	<div></div>	8
De uitvoering van het Erasmus+ project heeft geen merkbare resultaten voortgebracht	1	<div></div>	2
Dat kan ik in deze fase van het project nog niet inschatten	11	<div></div>	28
Totaal aantal respondenten: 40		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 66			





16. Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in het buitenland? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Neen	9		17
Ja, tussen mijn organisatie en (een) organisatie(s) actief in onderwijs of opleiding	39		72
Ja, tussen mijn organisatie en (een) organisatie(s) actief in andere beleidsdomeinen (jeugd/sport)	3		6
Ja, tussen mijn organisatie en (een) onderneming(en) in de arbeidsmarkt (vb. voor stageplaatsen)	11		20
Ja, met andere organisaties, namelijk:	4		7
Totaal aantal respondenten: 54			
Vraag overgeslagen: 52			

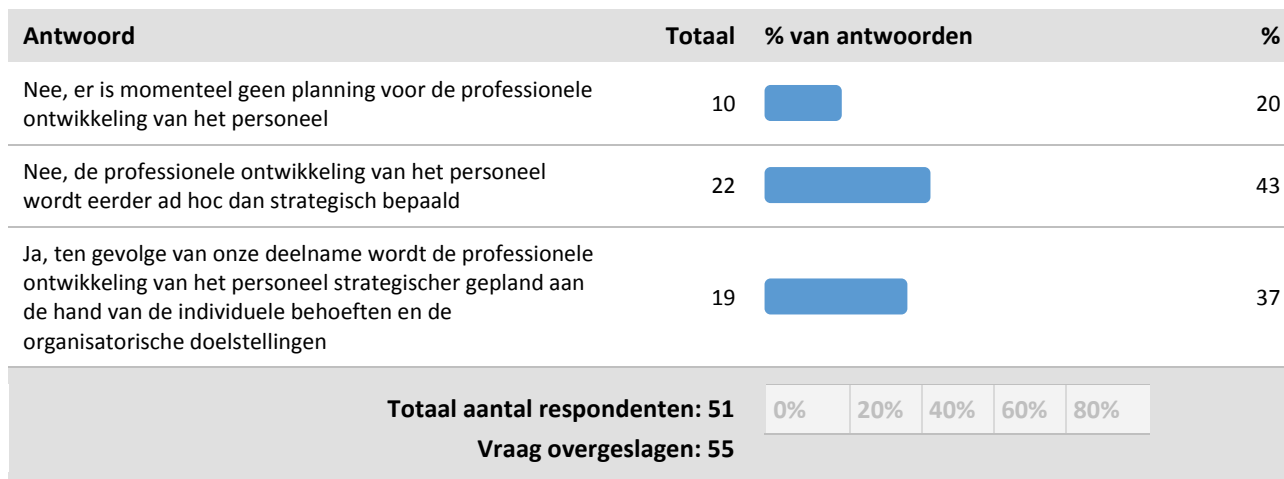
17. Waartoe leidt die samenwerking in het kader van het Erasmus+ programma?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Beide organisaties kunnen positieve resultaten realiseren die afzonderlijk niet mogelijk zijn	33		73
De samenwerking heeft een positieve invloed op beide organisaties, maar genereert enkel resultaten die ook zonder de samenwerking behaald kunnen worden	3		7
De uitvoering van het Erasmus+ project heeft geen merkbare resultaten voortgebracht	0		0
Dat kan ik in deze fase van het project nog niet inschatten	9		20
Totaal aantal respondenten: 45			
Vraag overgeslagen: 61			

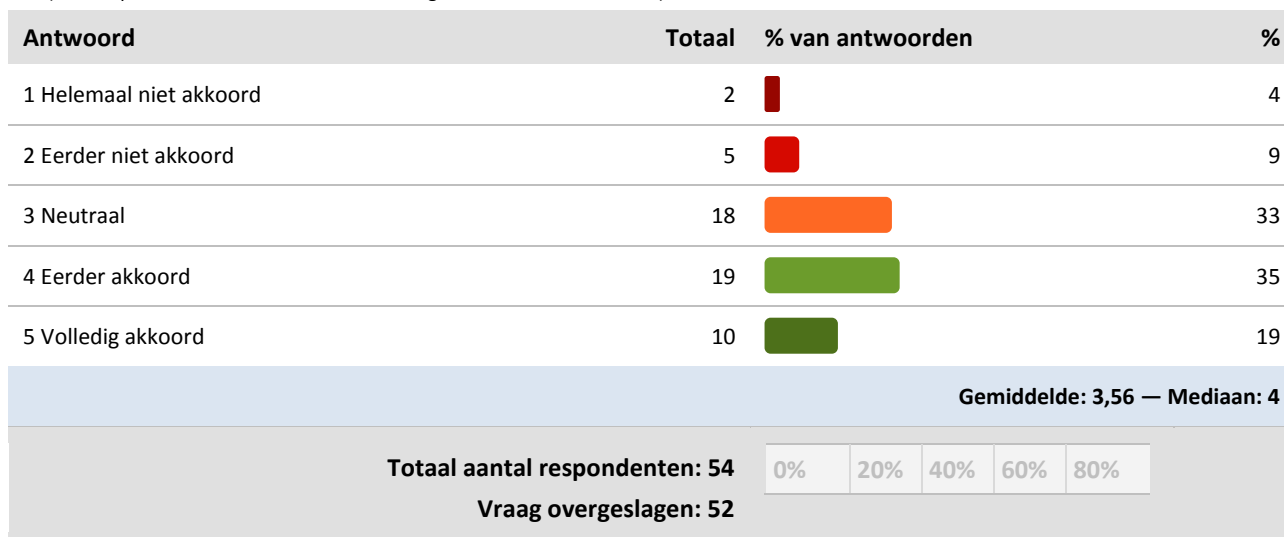
18. Heeft deelname aan Erasmus+ bijgedragen aan een meer strategische planning van de beroepsontwikkeling van het personeel? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)



19. Geef aan in welke mate u akkoord gaat met de volgende uitspraak De ervaringen opgedaan tijdens de deelname aan Erasmus+ worden als bron gebruikt bij het vormgeven van het professionaliseringsbeleid en –aanbod van de organisatie.

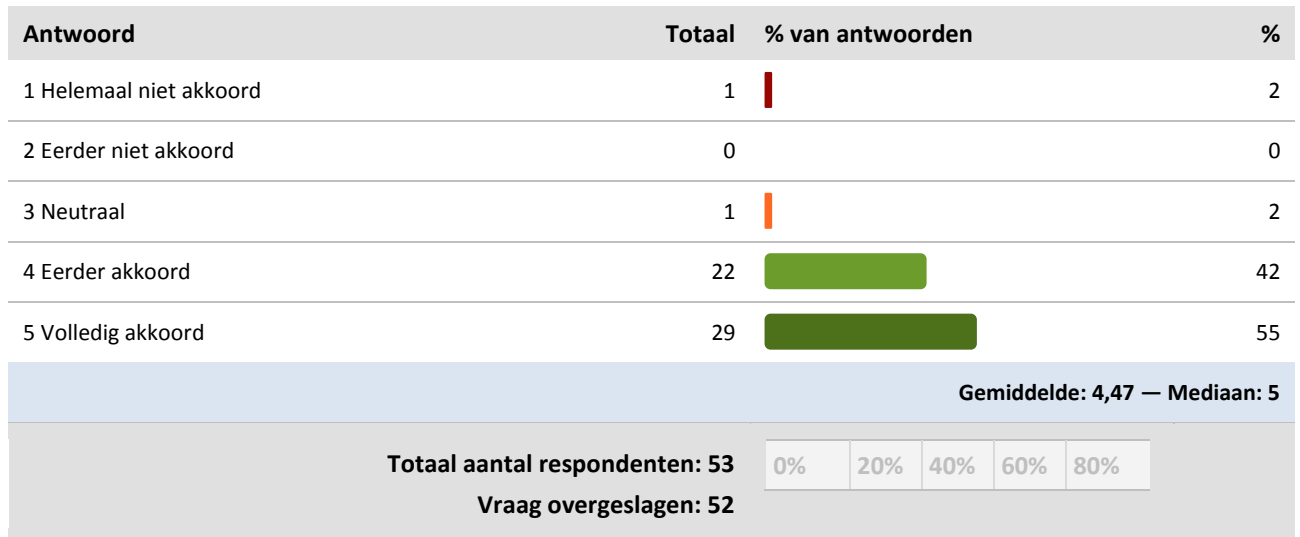
(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



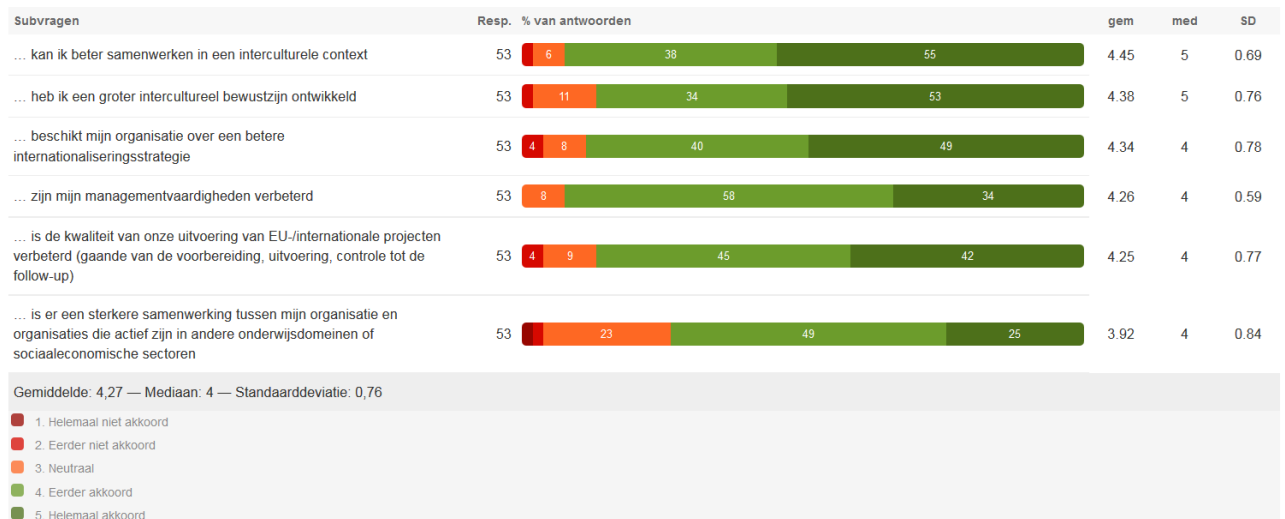
Functioneren op EU-/internationaal niveau binnen uw organisatie

20. Geef aan in welke mate u akkoord gaat met de volgende uitspraak Het Erasmus+ programma verhoogt het vermogen binnen mijn organisatie om beter te functioneren in een internationale context.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



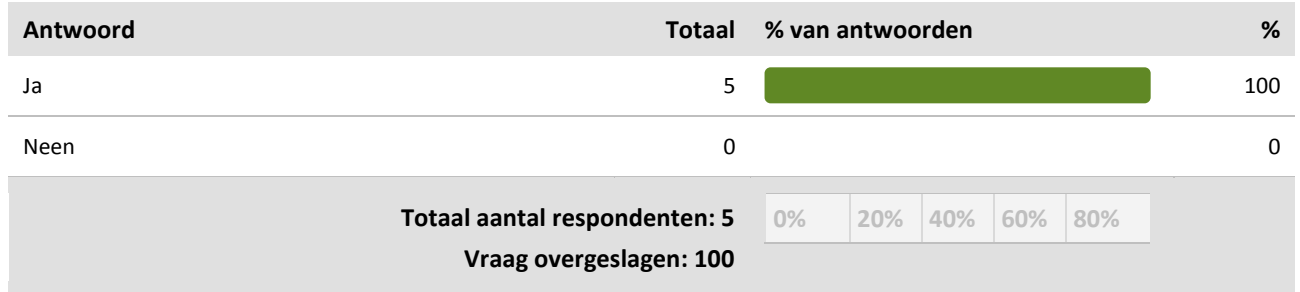
21. Hoe stelt het Erasmus+ programma u beter in staat om te functioneren in een internationale context? Duid aan in welke mate u akkoord met de volgende uitspraken Dankzij het Erasmus+ programma...



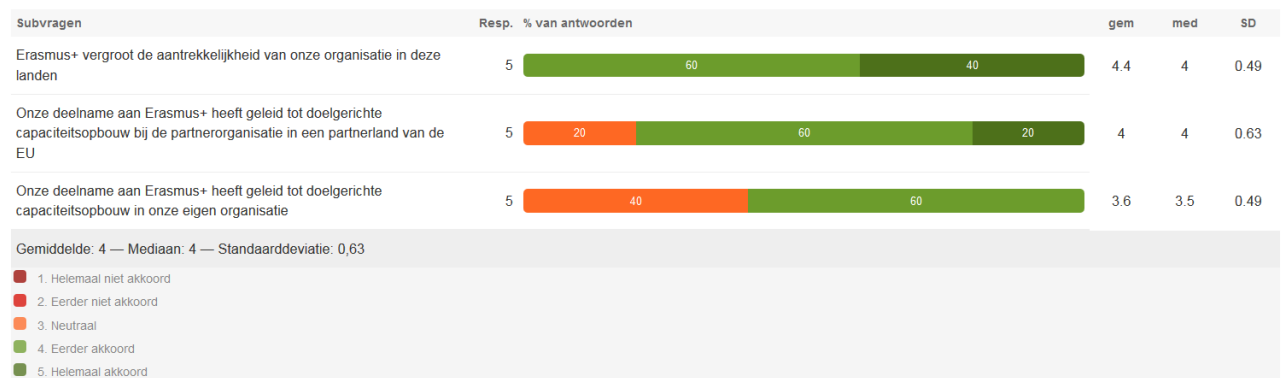
Samenwerking met partnerlanden

22. Heeft Erasmus+ geleid tot samenwerking met partnerlanden van de EU?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



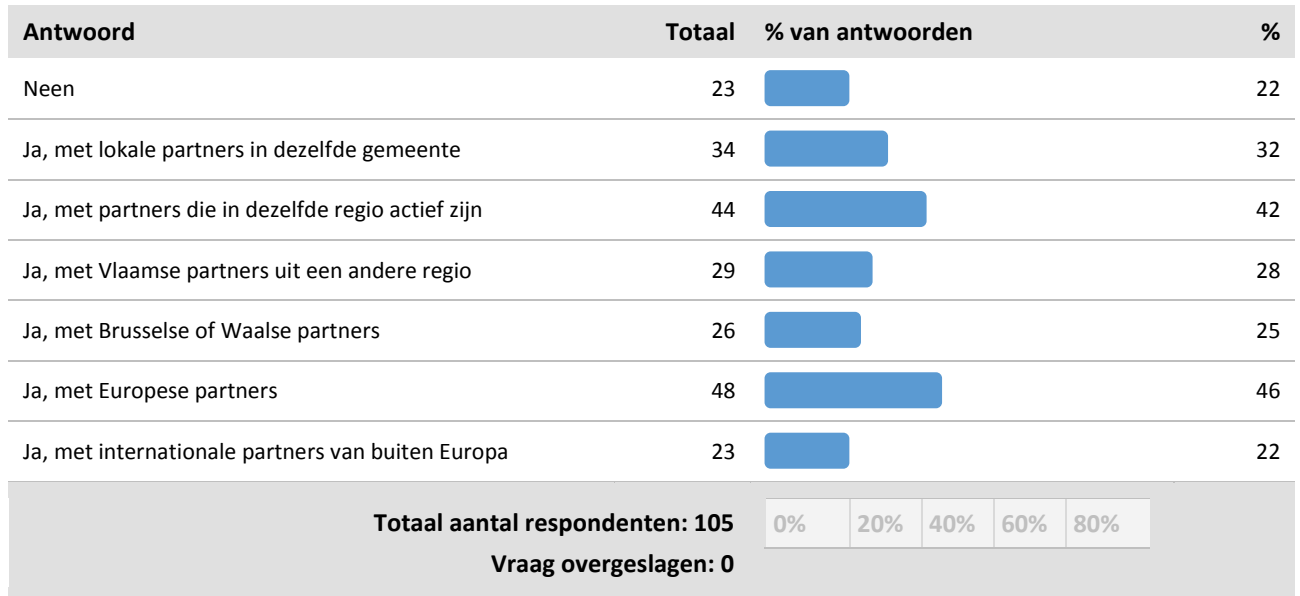
23. Geef aan in welke mate u akkoord gaat met de volgende uitspraken



Internationalisering buiten Erasmus+

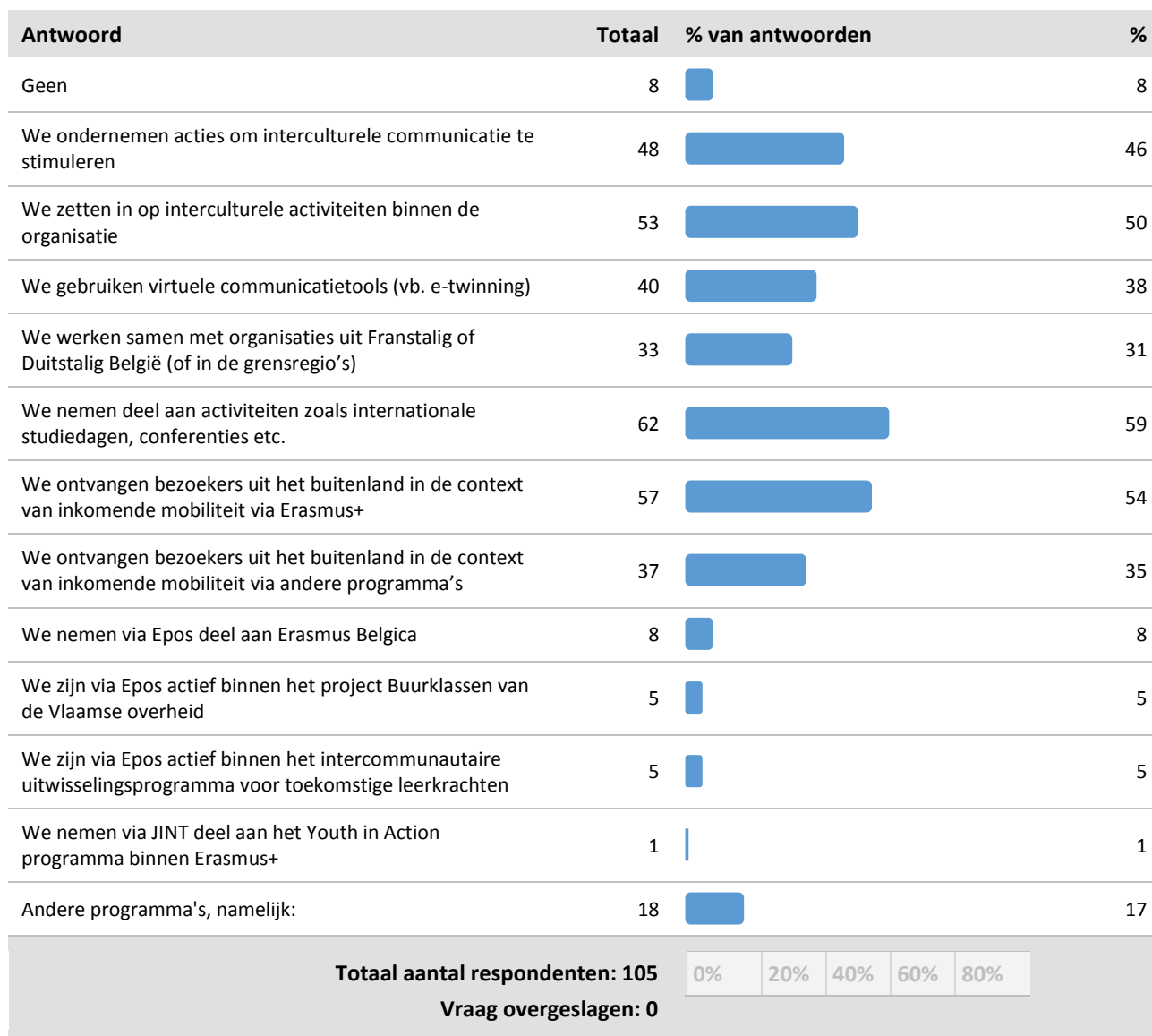
24. Heeft uw organisatie formele samenwerkingsverbanden met partnerorganisaties buiten de werking van Erasmus+? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)



25. Welke andere internationaliseringsactiviteiten worden er binnen uw organisatie opgezet? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)



26. Op welke bijkomende financieringskanalen of –programma's doet uw organisatie beroep om de internationale werking uit te bouwen? (Meerdere antwoorden mogelijk) Op middelen verkregen via...

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
... sponsoring	21	<div><div></div></div>	44
... de Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (VVOB)	6	<div><div></div></div>	12
... de Koning Boudewijnstichting (KBS)	12	<div><div></div></div>	25
... directoraten en agentschappen van de Europese Unie	7	<div><div></div></div>	15
... de Raad van Europa	0		0
... andere kanalen, namelijk:	24	<div><div></div></div>	50
Totaal aantal respondenten: 48		0% 20% 40% 60% 80%	
Vraag overgeslagen: 57			

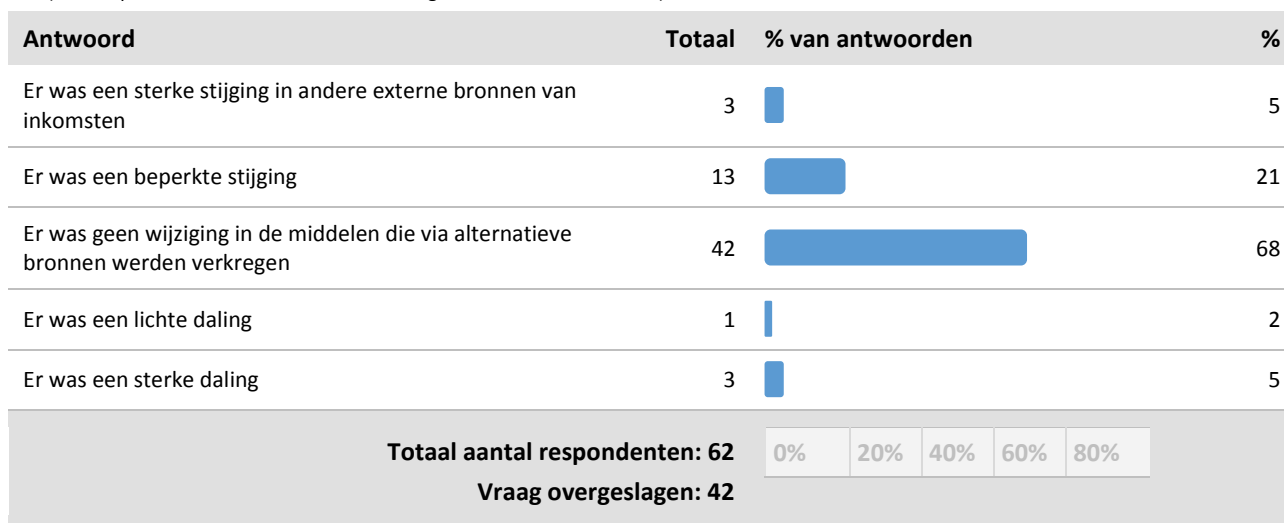
27. In welke mate is Erasmus+ complementair aan deze andere financieringskanalen of –programma's?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ze versterken elkaar	46	<div><div></div></div>	75
Ze overlappen elkaar	2	<div><div></div></div>	3
Ze sluiten elkaar uit, omdat ... (vul aan)	13	<div><div></div></div>	21
Totaal aantal respondenten: 61		0% 20% 40% 60% 80%	
Vraag overgeslagen: 43			

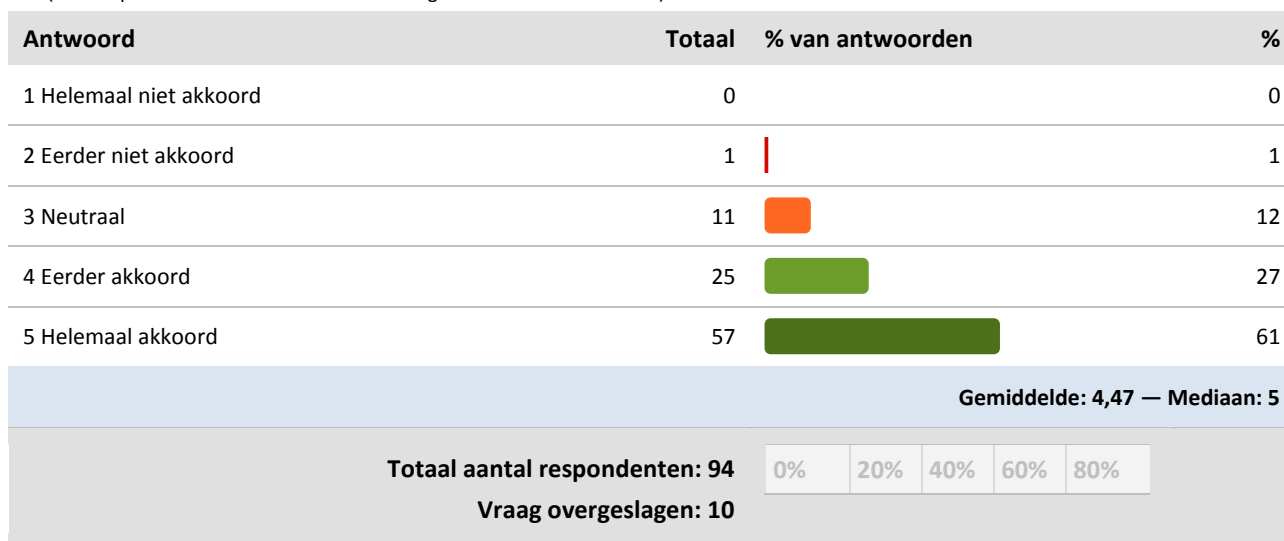
28. Hoe is de toewijzing van deze alternatieve financieringsbronnen geëvolueerd sinds uw organisatie deelneemt aan Erasmus+?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



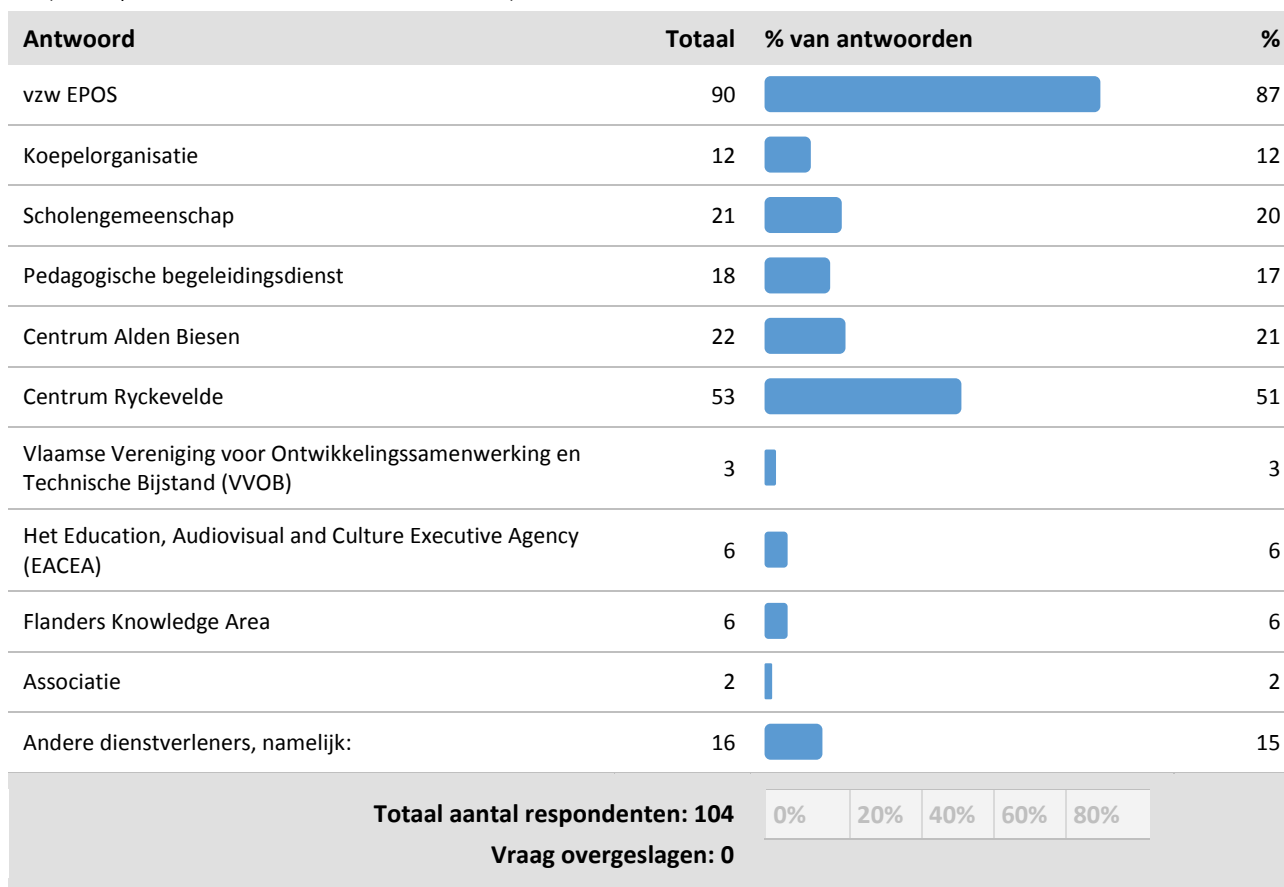
29. Geef aan in welke mate u akkoord gaat met de volgende uitspraken Dankzij Erasmus+ hebben we resultaten behaald die we nooit hadden kunnen bereiken met deze financieringskanalen of – programma's alleen.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

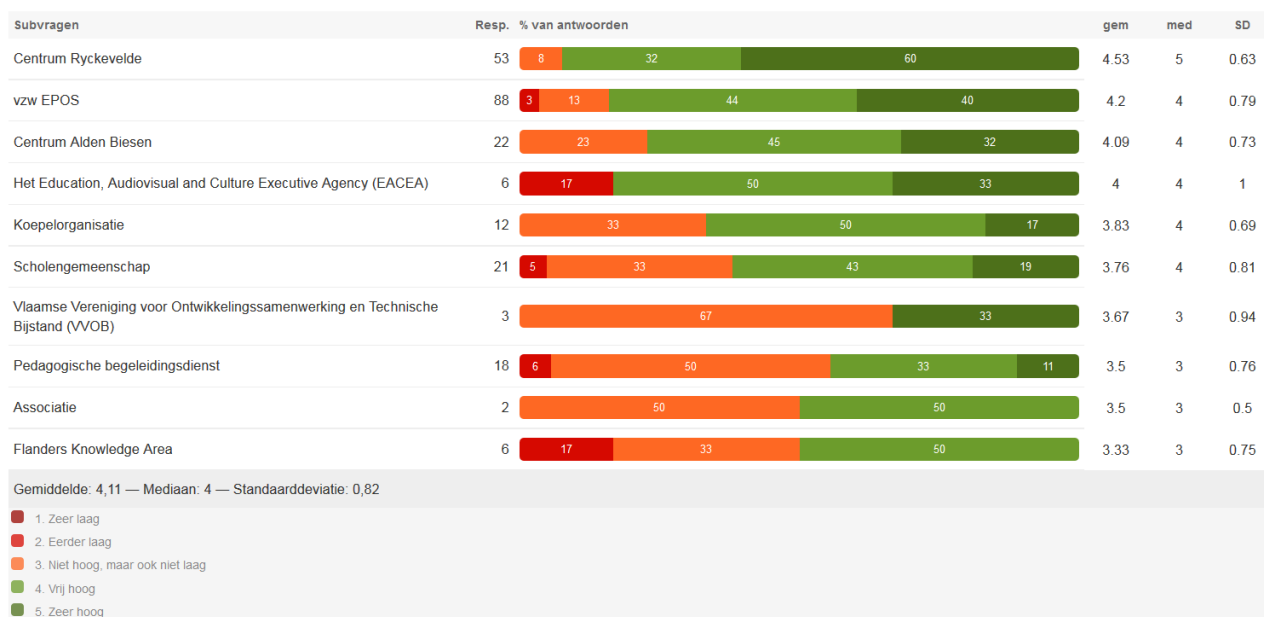


30. Op welke (externe) ondersteunende diensten doet uw organisatie beroep voor het uitwerken van het internationaliseringsbeleid? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)



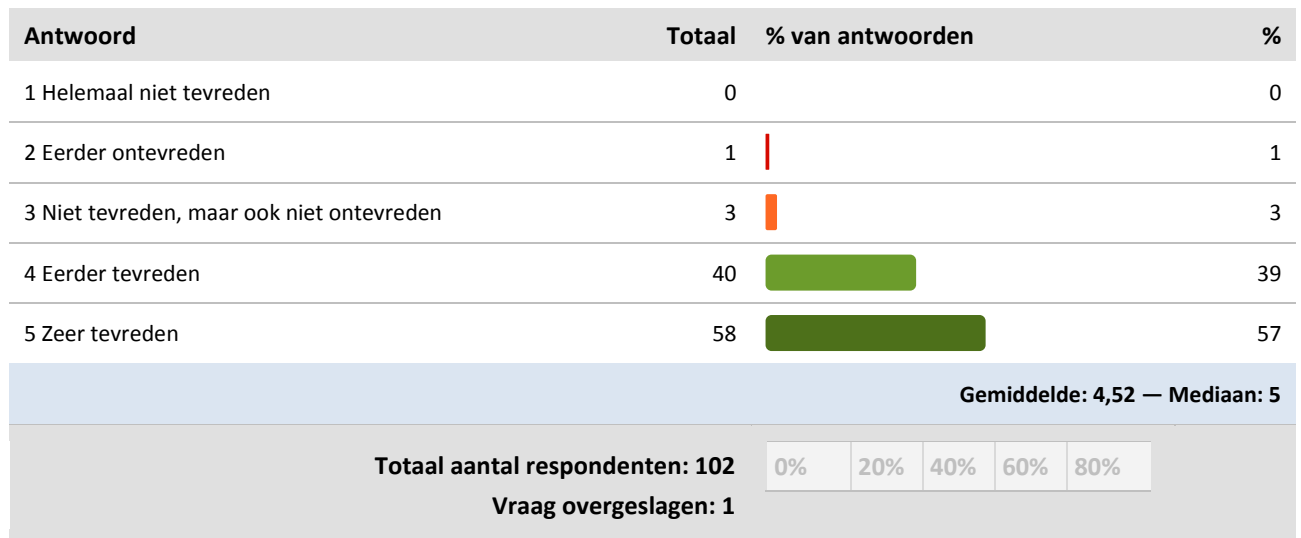
31. Hoe beoordeelt u de doeltreffendheid van deze diensten?



Tevredenheid over Erasmus+

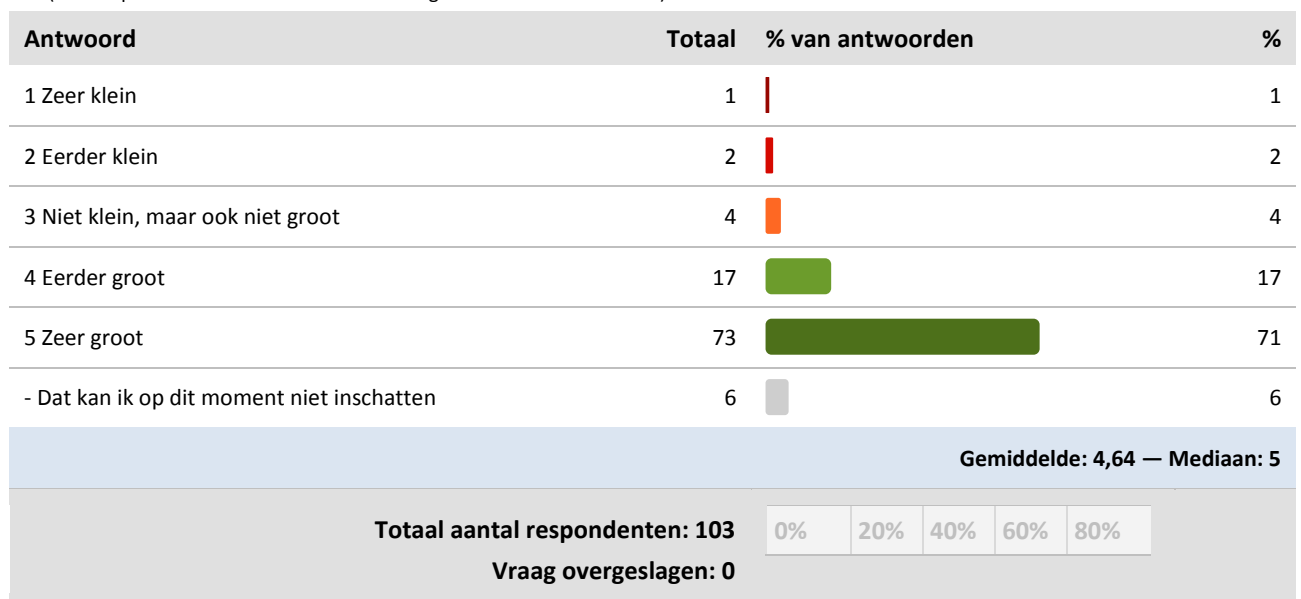
32. Hoe tevreden bent u globaal genomen over het Erasmus+ programma?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

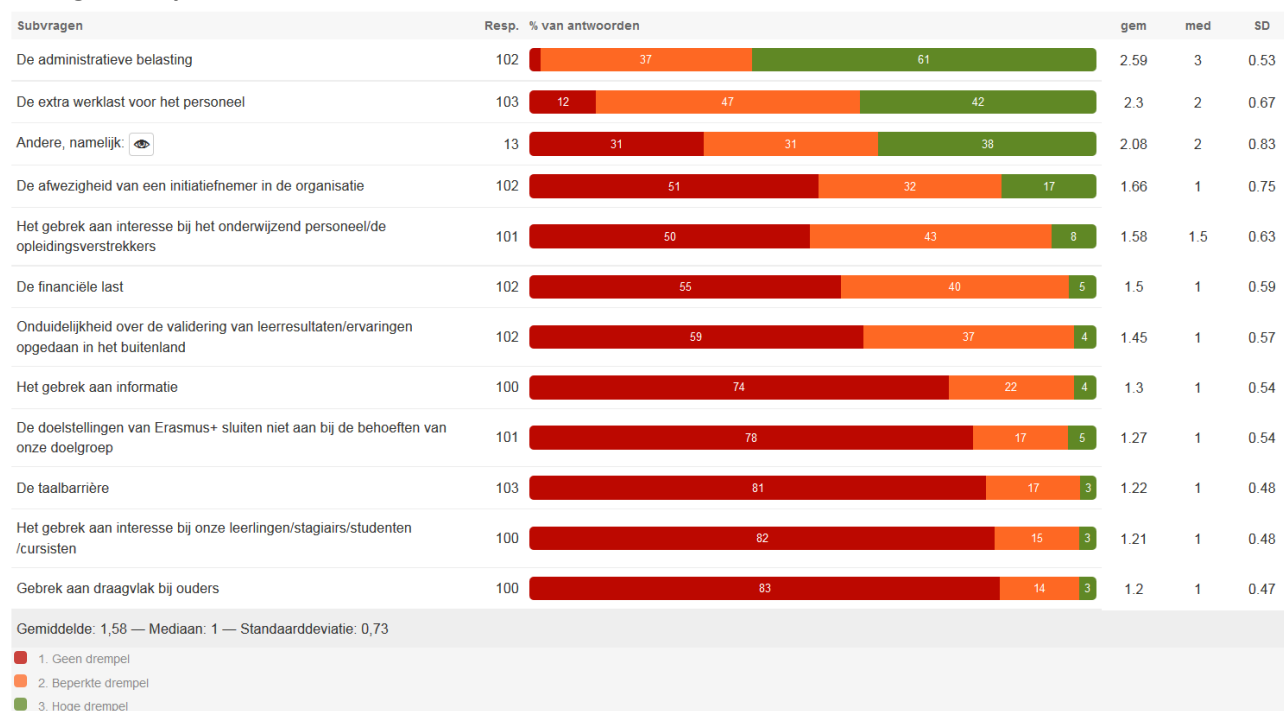


33. Hoe groot schat u de kans in om in de toekomst (opnieuw) een aanvraag in te dienen voor een Erasmus+ project?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



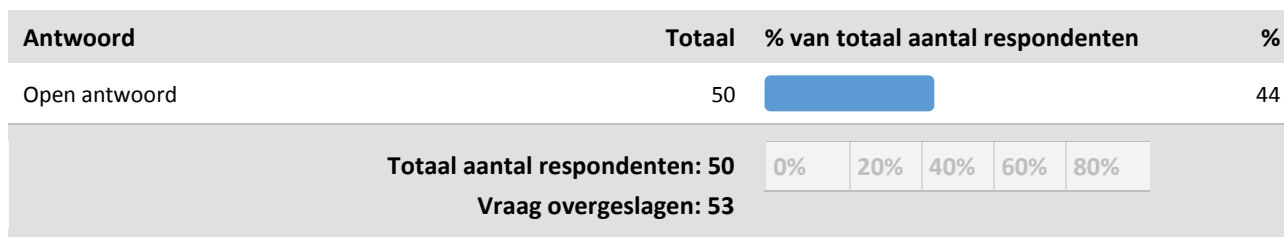
34. Welke van onderstaande factoren ervaart u als drempel om deel te nemen aan het Erasmus+ programma? Duid voor elke factor aan of u het als een geen drempel, beperkte drempel of hoge drempel ervaart.



Tot slot

35. Heeft u suggesties om de werking van het Erasmus+ programma in Vlaanderen te verbeteren? Ook andere opmerkingen rond deze thematiek die u graag deelt met de onderzoekers, kan u in onderstaande tekstbox vermelden.

(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)



36. Bent u bereid om uw ervaring met Erasmus+ verder te bespreken tijdens een kort telefonisch gesprek met de onderzoekers?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	67	<div><div></div></div>	65
Neen	36	<div><div></div></div>	35
Totaal aantal respondenten: 103		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

37. Op welk telefoonnummer kunnen zij u bereiken?

(Iedere respondent kon één enkel open antwoord van maximum 255 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	64	<div><div></div></div>	56
Totaal aantal respondenten: 64		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

Annex 7: Output non-participating organisations

Mid-term evaluatie Erasmus+ (niet deelnemende organisaties)





Status:	Afgesloten	Panelgrootte:	753
Begindatum:	09-03-2017	Bounced:	22 (2,9%)
Einddatum:	31-03-2017	Geweigerd:	12 (1,6%)
Live:	23 dagen	Gedeeltelijk geantwoord:	33 (32,7%)
Vragen:	15	Afgedankt:	0 (0%)
Talen:	nl	Einde bereikt:	68 (67,3%)
		Totaal beantwoord:	101 (13,4%)

Filter uitgeschakeld!

Aandacht voor internationalisering

1. Heeft uw organisatie een internationaliseringsbeleid als structureel onderdeel van het school-/organisatiebeleid?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	35		35
Neen	57		56
Nog niet, maar het staat op de agenda	9		9
Totaal aantal respondenten: 101			
Vraag overgeslagen: 0			





2. Heeft uw organisatie formele samenwerkingsverbanden met partnerorganisaties? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Neen	28	<div></div>	28
Ja, met lokale partners in dezelfde gemeente	34	<div></div>	34
Ja, met partners die in dezelfde regio actief zijn	38	<div></div>	38
Ja, met Vlaamse partners uit een andere regio	20	<div></div>	20
Ja, met Brusselse of Waalse partners	9	<div></div>	9
Ja, met Europese partners	42	<div></div>	42
Ja, met internationale partners van buiten Europa	12	<div></div>	12
Totaal aantal respondenten: 101		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

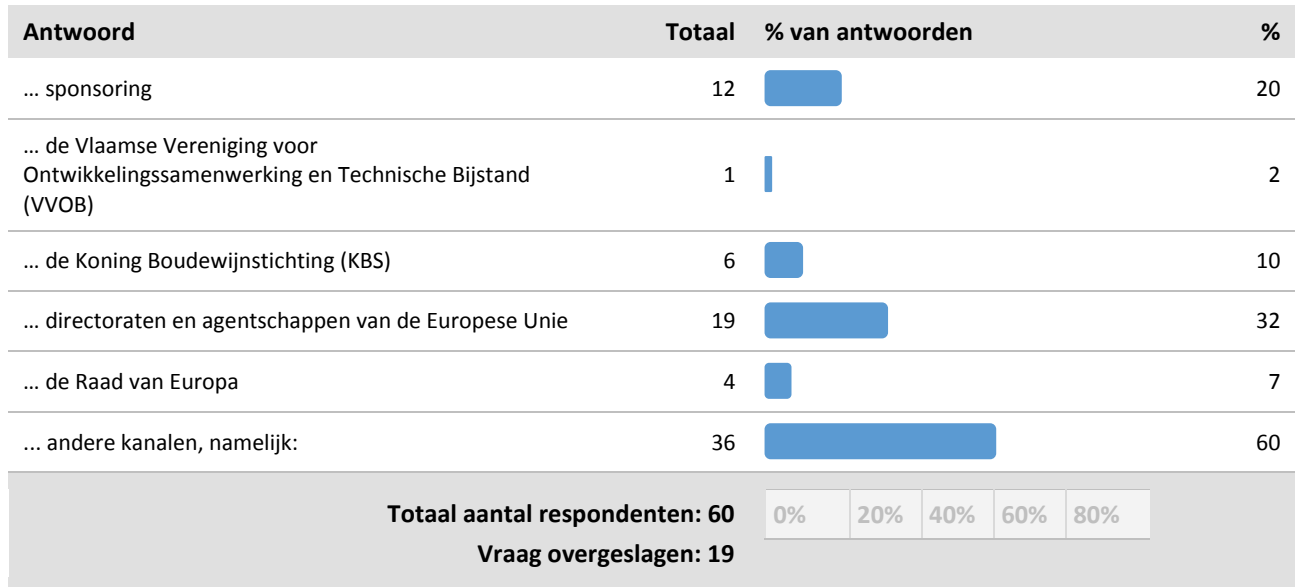
3. Welke internationaliseringsactiviteiten worden er binnen uw organisatie opgezet? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Geen	8		13
We ondernemen acties om interculturele communicatie te stimuleren	23		38
We zetten in op interculturele activiteiten binnen de organisatie	22		36
We gebruiken virtuele communicatietools (vb. e-twinning)	9		15
We werken samen met organisaties uit Franstalig of Duitstalig België (of in de grensregio's)	12		20
We ontvangen leerlingen/studenten/cursisten/stagiairs uit het buitenland (binnenkomende mobiliteit)	16		26
Onze organisatie heeft internationale partnerinstellingen zodat leerlingen/stagiairs/studenten/cursisten kunnen deelnemen aan uitwisselingsprogramma's	16		26
Onze organisatie heeft internationale partnerinstellingen zodat leerkrachten/docenten/opleidingsverstrekkers kunnen deelnemen aan uitwisselingsprogramma's	12		20
We nemen deel aan activiteiten zoals internationale studiedagen, conferenties etc.	21		34
We nemen via Epos deel aan Erasmus Belgica	6		10
We zijn via Epos actief binnen het project Buurklassen van de Vlaamse overheid	3		5
We zijn via Epos actief binnen het intercommunautaire uitwisselingsprogramma voor toekomstige leerkrachten	0		0
We nemen via JINT deel aan het Youth in Action programma binnen Erasmus+	3		5
Andere programma's, namelijk:	15		25
Totaal aantal respondenten: 61		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 24			

4. Op welke financieringskanalen doet uw organisatie beroep om de internationale werking uit te bouwen? (Meerdere antwoorden mogelijk) Op middelen verkregen via...

(Elke respondent kon MEERDERE antwoorden kiezen.)

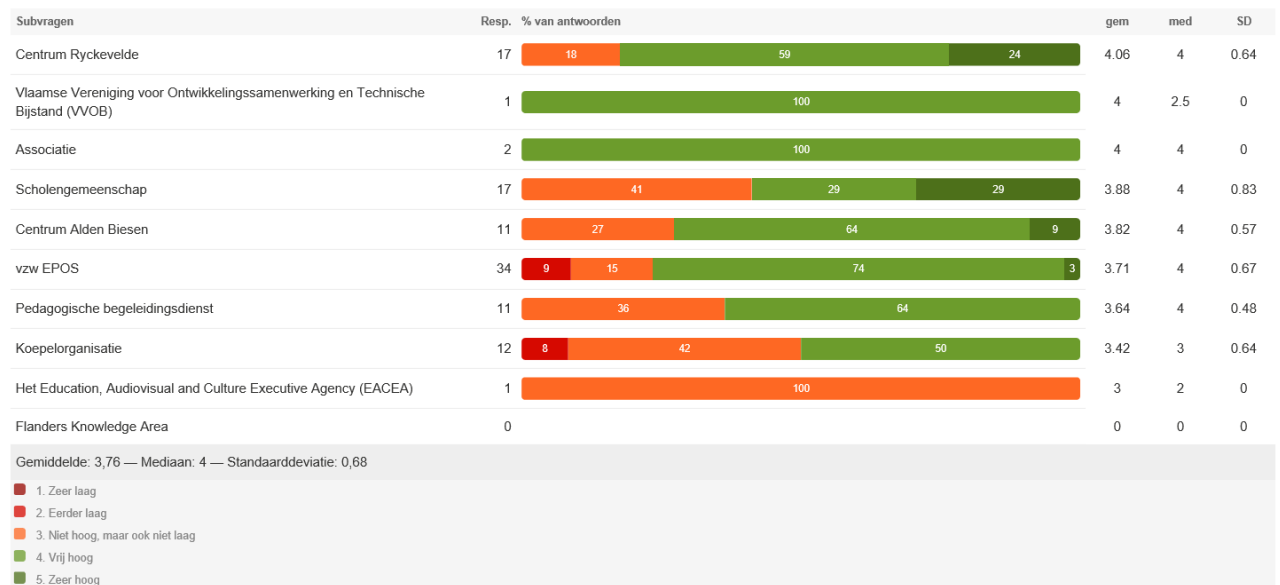


5. Op welke (externe) ondersteunende diensten doet uw organisatie beroep voor het uitwerken van het internationaliseringsbeleid? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
vzw EPOS	34	<div></div>	43
Koepelorganisatie	12	<div></div>	15
Scholengemeenschap	17	<div></div>	22
Pedagogische begeleidingsdienst	12	<div></div>	15
Centrum Alden Biesen	11	<div></div>	14
Centrum Ryckvelde	17	<div></div>	22
Vlaamse Vereniging voor Ontwikkelingssamenwerking en Technische Bijstand (VVOB)	1	<div></div>	1
Het Education, Audiovisual and Culture Executive Agency (EACEA)	1	<div></div>	1
Flanders Knowledge Area	0		0
Associatie	2	<div></div>	3
Andere dienstverleners, namelijk:	25	<div></div>	32
Totaal aantal respondenten: 79		<div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>	
Vraag overgeslagen: 0			

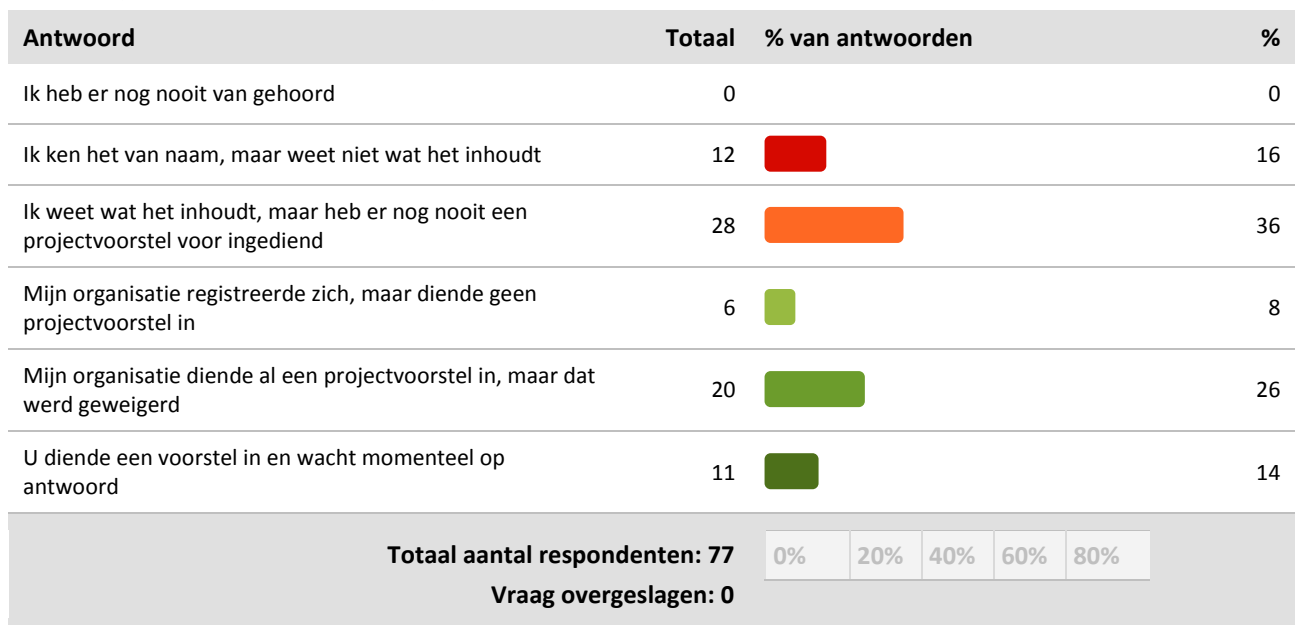
6. Hoe beoordeelt u de doeltreffendheid van deze diensten?



Visie ten aanzien van Erasmus+

7. In welke mate bent u vertrouwd met het Erasmus+ programma? Duid aan welke situatie van toepassing is.

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)



8. Via welk kanaal heeft u Erasmus+ leren kennen? (Meerdere antwoorden mogelijk)

(Elke respondent kon MEERDERE antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Via de website van EPOS vzw	27	<div><div></div></div>	38
Via de Europese programmawebste	5	<div><div></div></div>	7
Via de communicatie van de Vlaamse overheid	18	<div><div></div></div>	25
Via onze koepelorganisatie	19	<div><div></div></div>	26
Via collega's binnen mijn organisatie	22	<div><div></div></div>	31
Via collega's uit andere organisaties	18	<div><div></div></div>	25
Via leerlingen/stagiairs/cursisten/studenten	9	<div><div></div></div>	12
Via een ander kanaal, namelijk:	7	<div><div></div></div>	10
<p>Totaal aantal respondenten: 72</p> <p>Vraag overgeslagen: 2</p> <div> <div>0%</div> <div>20%</div> <div>40%</div> <div>60%</div> <div>80%</div> </div>			

9. Welke van onderstaande factoren ervaart u als drempel om deel te nemen aan het Erasmus+ programma? Duid voor elke factor aan of u het als een geen drempel, beperkte drempel of hoge drempel ervaart.

Subvragen	Resp.	% van antwoorden	gem	med	SD
De administratieve belasting	62	<div><div>10</div><div>19</div><div>71</div></div>	2.61	3	0.66
De extra werklust voor het personeel	60	<div><div>8</div><div>42</div><div>50</div></div>	2.42	2	0.64
Andere, namelijk:	4	<div><div>25</div><div>25</div><div>50</div></div>	2.25	2	0.83
De financiële last	60	<div><div>18</div><div>53</div><div>28</div></div>	2.1	2	0.68
De afwezigheid van een initiatiefnemer in de organisatie	61	<div><div>34</div><div>28</div><div>38</div></div>	2.03	2	0.85
Het gebrek aan interesse bij het onderwijzend personeel/de opleidingsverstrekkers	62	<div><div>29</div><div>53</div><div>18</div></div>	1.89	2	0.67
De doelstellingen van Erasmus+ sluiten niet aan bij de behoeften van onze doelgroep	60	<div><div>50</div><div>25</div><div>25</div></div>	1.75	1	0.83
Het gebrek aan informatie	60	<div><div>40</div><div>52</div><div>8</div></div>	1.68	2	0.62
Gebrek aan draagvlak bij ouders	59	<div><div>56</div><div>24</div><div>20</div></div>	1.64	1	0.8
Het gebrek aan interesse bij onze leerlingen/stagiairs/studenten/cursisten	61	<div><div>54</div><div>30</div><div>16</div></div>	1.62	1	0.75
Onduidelijkheid over de validering van leerresultaten/ervaringen opgedaan in het buitenland	59	<div><div>51</div><div>39</div><div>10</div></div>	1.59	1	0.67
De taalbarrière	57	<div><div>61</div><div>33</div><div>5</div></div>	1.44	1	0.59
<p>Gemiddelde: 1,90 — Mediaan: 2 — Standaarddeviatie: 0,79</p> <p> 1. Geen drempel 2. Beperkte drempel 3. Hoge drempel </p>					

10. Diende uw organisatie in het verleden ooit een project in onder het LLP of Erasmus+ programma via Epos?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
Ja	29	<div><div></div></div>	40
Neen	31	<div><div></div></div>	42
Dat weet ik niet	13	<div><div></div></div>	18
Totaal aantal respondenten: 73		0%20%40%60%80%	
Vraag overgeslagen: 1			

11. Hoe groot schat u de kans in om in de toekomst (opnieuw) een aanvraag in te dienen voor een Erasmus+ project?

(Elke respondent kon slechts ÉÉN van de volgende antwoorden kiezen.)

Antwoord	Totaal	% van antwoorden	%
1 Zeer klein	16	<div><div></div></div>	22
2 Eerder klein	17	<div><div></div></div>	23
3 Niet klein, maar ook niet groot	11	<div><div></div></div>	15
4 Eerder groot	11	<div><div></div></div>	15
5 Zeer groot	10	<div><div></div></div>	14
- Dat kan ik op dit moment niet inschatten	8	<div><div></div></div>	11
Gemiddelde: 2,72 — Mediaan: 2			
Totaal aantal respondenten: 73		0%20%40%60%80%	
Vraag overgeslagen: 1			

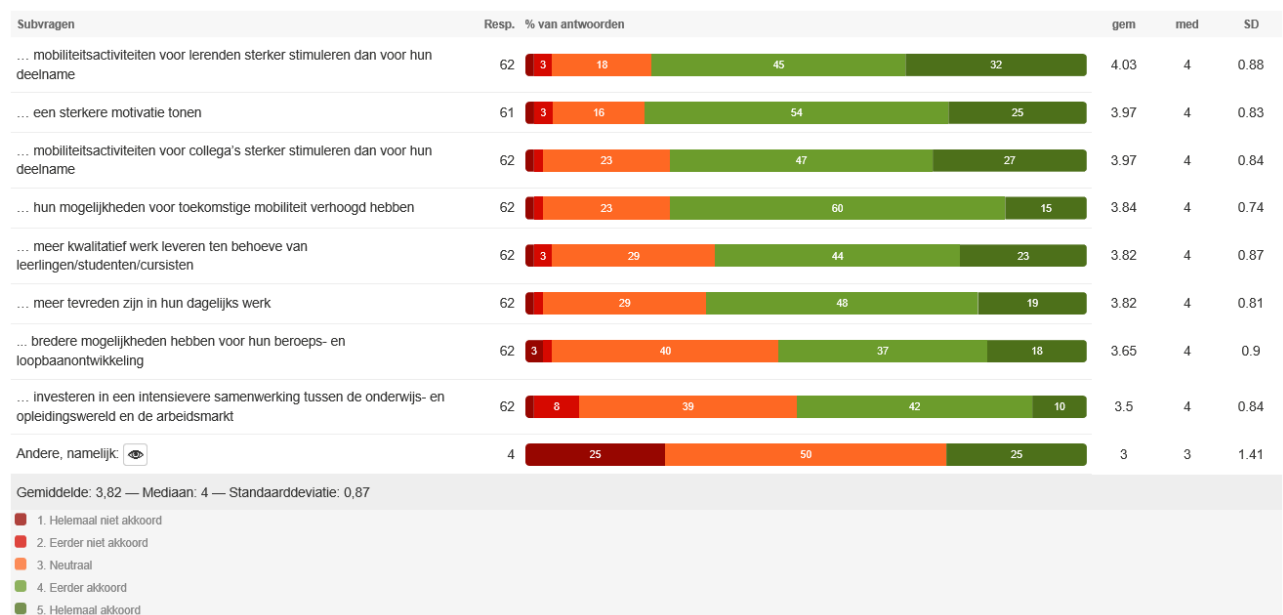
12. Wat zijn volgens u de grootste troeven van het Erasmus+ programma voor leerlingen/stagiairs/studenten/cursisten? (Meerdere antwoorden mogelijk) Duid aan in welke mate u akkoord gaat met onderstaande uitspraken Deelname aan Erasmus + zou ervoor zorgen dat leerlingen/stagiairs/studenten/cursisten ...



13. Wat zijn volgens u de grootste troeven van het Erasmus+ programma voor de competenties van leerkrachten/docenten/opleidingsverstrekkers? (Meerdere antwoorden mogelijk) Duid aan in welke mate u akkoord gaat met onderstaande uitspraken Deelname aan Erasmus + zou ervoor zorgen dat leerkrachten/docenten/opleidingsverstrekkers...



14. Welke andere troeven heeft het Erasmus+ programma volgens u voor leerkrachten/docenten/opleidingsverstrekkers? (Meerdere antwoorden mogelijk) Duid aan in welke mate u akkoord gaat met onderstaande uitspraken Deelname aan Erasmus + zou ervoor zorgen dat leerkrachten/docenten/opleidingsverstrekkers...



Tot slot

15. Kan u in onderstaand tekstveld aangeven onder welke voorwaarden u een projectaanvraag zou indienen? Indien er andere zaken zijn die u de onderzoekers graag meegeeft in het kader van deze studie, kan u dat eveneens hieronder doen.

(Iedere respondent kon één enkel open antwoord van maximum 2000 tekens ingeven.)

Antwoord	Totaal	% van totaal aantal respondenten	%
Open antwoord	35	<div></div>	35
Totaal aantal respondenten: 35		<div>0%20%40%60%80%</div>	
Vraag overgeslagen: 0			

Annex 8: Information on outcomes and effects at the individual and institutional level from the online survey

In this overview, we provide information about the outcomes of mobility activities using the results of the online survey. This survey is addressed to:

- the **staff of school education, vocational education and training, higher education and adult education** who participated to Erasmus+
- the **trainees of vocational education and training and higher education and to students in higher education** who participated to Erasmus+
- participating organisations
- non-participating organisations

Note that the analyses at the organisational level were not performed across the fields as the sample did not include enough respondents for every field.

Below a number of tables are included. The information in the tables concerns questions with the following answering scale: strongly agree (2), agree (1), neither agree nor disagree (0), rather disagree (-1), strongly disagree (-2). The table below provides an overview of the weighted averages of the answers to these questions. The colour ranges should be interpreted as follows:

	Average value between 1.2 and 2
	Average value between 0.4 and 1.2
	Average value between -0.4 and 0.4
	Average value between -1.2 and -0.4
	Average value between -2 and -1.2

Objective (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.

Table 43: Improved competences, linked to the professional profiles for staff

		KA101 SE (n=120)	KA102 VET (n=20)	KA103 HE (n=381)	KA104 AE (n=67)
(1)	heb ik competenties ontwikkeld die relevant zijn voor mijn functie in mijn organisatie	1,48	1,25	1,39	1,39
		KA101 SE (n=115)	KA102 VET (n=19)	KA103 HE (n=381)	KA104 AE (n=67)
(2)	competenties ontwikkelen die relevant zijn voor hun functie in de organisatie	1,50	1,11	1,33	1,43

Note: Online survey (staff) (1) Door mijn mobiliteit in het kader van Erasmus+
(2) Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

Table 44: Results with respect to improved learning-performance for students and trainees

		KA102 VET trainee (n=112)	KA103 HE trainee (n=228)	KA103 HE student (n=826)
(1)	presteer ik beter op school	0,47	0,45	0,37

Note: Online survey (students & trainees) (1) Door mijn verblijf in het buitenland in het kader van Erasmus+...

Table 45: Results with respect to increased sense of initiative and entrepreneurship for students and trainees

		KA102 VET trainee (n=111-112)	KA103 HE trainee (n=230-231)	KA103 HE student (n=825-826)
(1)	vind ik ondernemerschap aantrekkelijker	0,78	0,57	0,45
	toon ik meer zin voor initiatief	1,04	1,22	1,21

Note: Online survey (students & trainees) (1) Door mijn verblijf in het buitenland in het kader van Erasmus+...

Table 46: Increased motivation for taking part in future (formal/non-formal) education or training after the mobility period abroad

		KA101 SE (n=116- 117)	KA102 VET (n=19)	KA103 HE (n=370 - 372)	KA104 AE (n=68)
(1)	ben ik van plan om deel te nemen aan toekomstige acties inzake (formeel/niet-formeel) leren of opleiding in Vlaanderen	1,04	0,58	0,41	1,06
(1)	ben ik van plan om deel te nemen aan toekomstige acties inzake (formeel/niet-formeel) leren of opleiding in het buitenland	1,27	0,79	0,79	1,16

Note: Online survey (staff) (1) Door mijn mobiliteit in het kader van Erasmus+

Table 47: Strengthened cooperation between the world of education and training and the world of work⁶

		KA102 VET trainee (n=82)	KA103 HE trainee (n=171)
(1)	een intensievere samenwerking tussen mijn onderwijsinstelling en de organisatie waar ik mijn stage deed	0,41	-0,09

Note: Online survey (students & trainees) (1) Mijn verblijf in het buitenland in het kader van Erasmus+ zorgde voor...

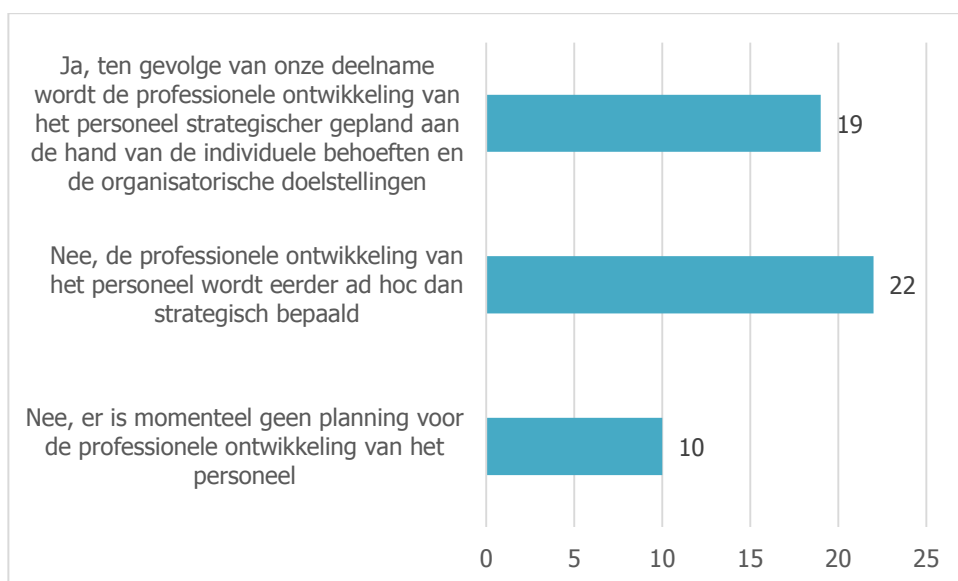
Table 48: Results with respect to increase opportunities for professional and career development for staff

		KA101 SE (n=115)	KA102 VET (n=19)	KA103 HE (n=356)	KA104 AE (n=65)
(1)	breder mogelijkheden hebben voor hun beroeps- en loopbaanontwikkeling	1,00	0,79	0,87	1,18

Note: Online survey (staff) (1) Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

⁶ KA103 HE students were not included in this analysis as they did not take part in an internship

Figure 4: Planning strategically the professional development of their staff in relation to the individual needs and organisational objectives (Heeft deelname aan Erasmus+ bijgedragen aan een meer strategische planning van de beroepsontwikkeling van het personeel? (Meerdere antwoorden mogelijk) (organisational level))



Objective (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.

Table 49: Increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations

		KA101 SE (n=116- 117)	KA102 VET (n=19)	KA103 HE (n=370 - 372)	KA104 AE (n=68)
(1)	heeft mijn mogelijkheden voor toekomstige leermobiliteit verhoogd	1,07	0,84	1,01	1,07
(1)	heeft de mogelijkheden voor toekomstige leermobiliteit voor andere collega's verhoogd	0,98	0,89	0,93	0,87
(1)	heeft me aangezet om collega's actief te ondersteunen in het kader van leermobiliteit	1,16	0,68	1,11	1,21

Note: Online survey (staff)

(1) Mijn mobiliteit in het kader van Erasmus+

Figure 5: Increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations (In welke mate heeft uw verblijf in het buitenland in het kader van Erasmus+ uw mogelijkheden voor toekomstige leermobiliteit verhoogd? (student/trainee))

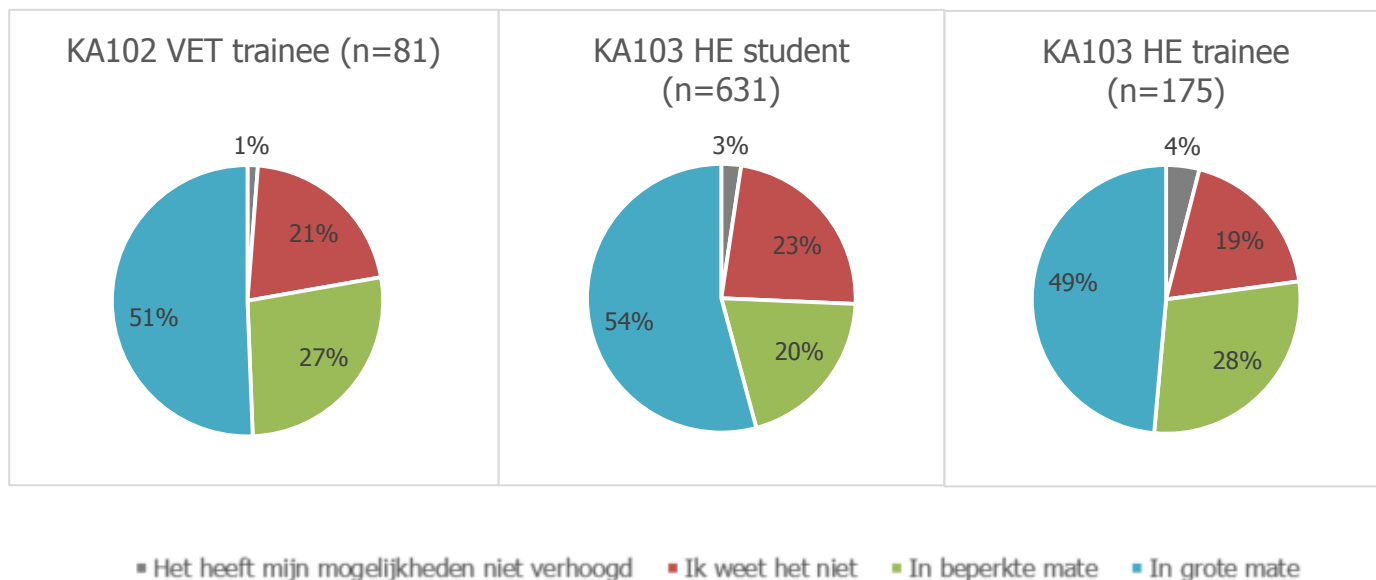


Figure 5: Increased capacity to trigger changes in terms of modernisation and international opening within their educational organisations (In welke mate heeft uw verblijf in het buitenland in het kader van Erasmus+ mogelijkheden voor andere leerlingen/studenten/stagiairs/cursisten verhoogd? (student/trainee))

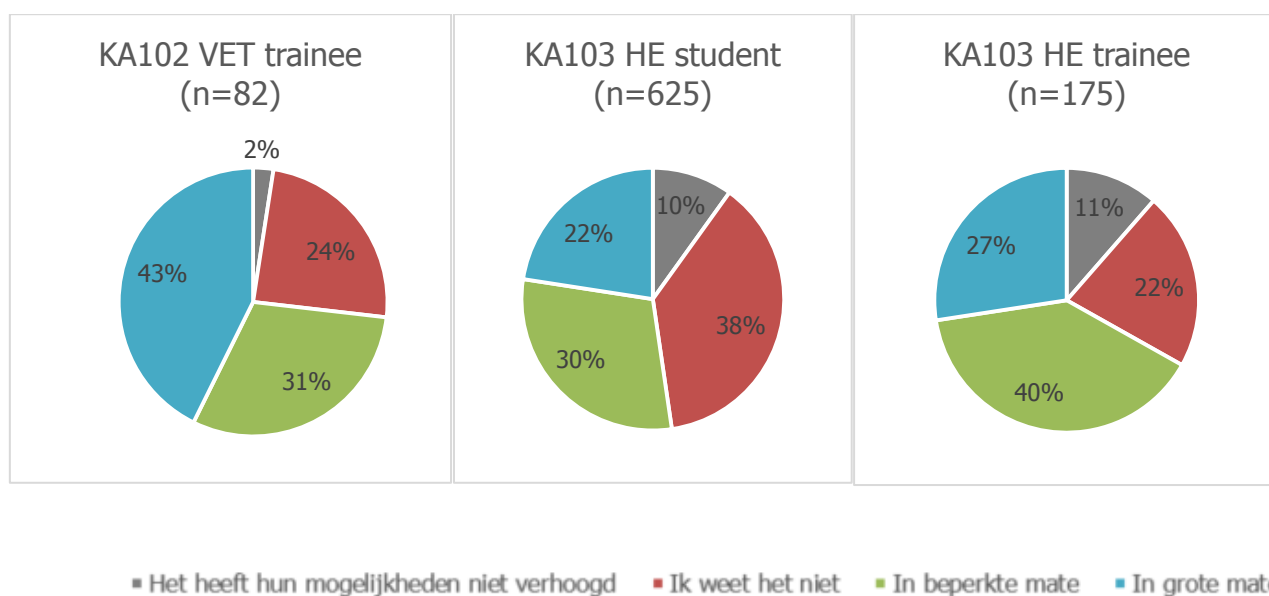


Table 50: More effective activities for the benefit of local communities

		Total (n=23)
(1)	om de gewenste effecten van deze initiatieven (cf. het sociale en politieke leven) in de buurt te realiseren.	0,57

Note: Online survey (participating organisations) (1) Het Erasmus+ programma helpt mijn organisatie...

Figure 6: More effective activities for the benefit of local communities (Heeft deelname aan Erasmus+ geleid tot een meer actieve participatie van uw organisatie aan het sociale en politieke leven in de buurt? (organisational level))

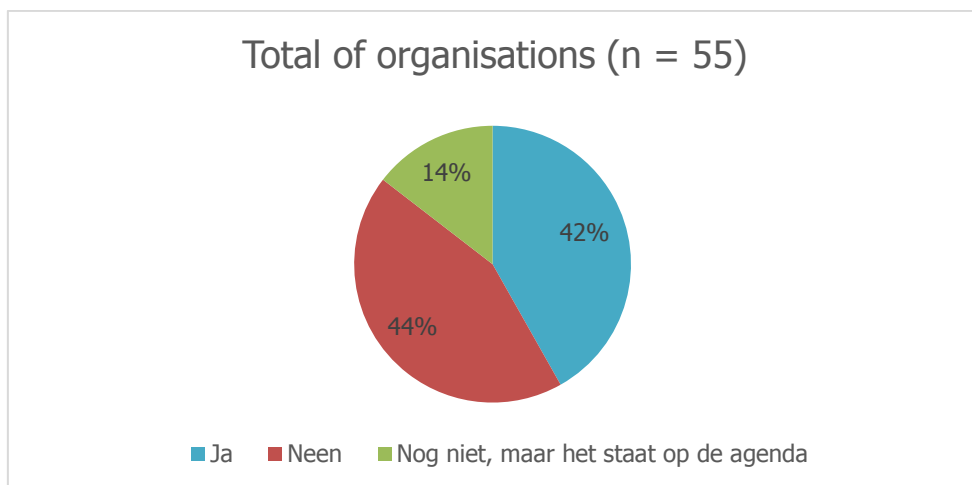


Table 51: Open to synergies with organisations active in different fields or in other socio-economic sectors

		Total (n=53)
(1)	is er een sterkere samenwerking tussen mijn organisatie en organisaties die actief zijn in andere onderwijsdomeinen of sociaaleconomische sectoren	0,92

Note: Online survey (participating organisations) (1) Dankzij het Erasmus+ programma...

Figure 7: Open to synergies with organisations active in different social, educational and employment fields
(Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in Vlaanderen? (Meerdere antwoorden mogelijk))

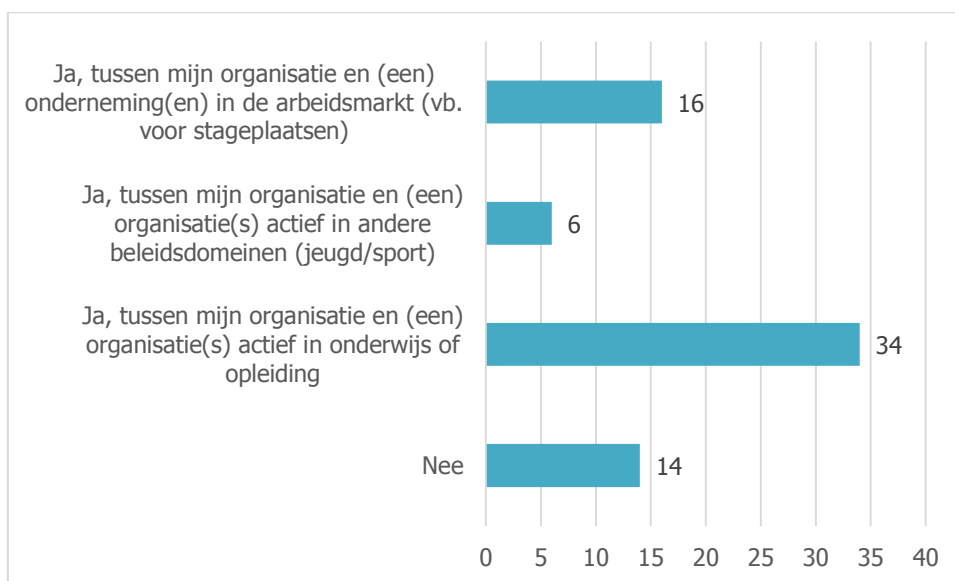


Table 52: Improved quality of work and activities for staff

		KA101 SE (n=115)	KA102 VET (n=19)	KA103 HE (n=356)	KA104 AE (n=65)
(1)	meer kwalitatief werk leveren ten behoeve van leerlingen/studenten/cursisten	1,17	0,95	0,99	1,34

Note: Online survey (staff) (1) Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

Table 53: More attractive programmes in line with their needs and expectations

		Total (n=55)
(1)	is het onderwijs-/opleidingsaanbod in mijn organisatie beter afgestemd op de individuele behoeften van leerlingen/studenten/cursisten.	0,56
(1)	is het onderwijs-/opleidingsaanbod in mijn organisatie beter afgestemd op de individuele behoeften van het onderwijzend personeel/de opleidingsverstrekkers.	0,49

Note: Online survey (participating organisations) (1) Dankzij het Erasmus+ programma...

Table 54: A more modern, dynamic, committed and professional environment

		Total (n=54-55)
(1)	wordt binnen mijn organisatie op een meer participatieve manier gewerkt	0,84
(1)	is er meer aandacht voor het gebruik van ICT gebaseerde methoden en werkvormen in mijn organisatie	0,56
(2)	goede praktijken en nieuwe methoden gemakkelijker ingezet in de dagelijkse werking.	1,15
(3)	worden als bron gebruikt bij het vormgeven van het professionaliseringsbeleid en –aanbod van de organisatie.	0,56

Note: Online survey (participating organisations) (1) Dankzij het Erasmus+ programma...

(2) Het Erasmus+ programma helpt mijn organisatie...

(3) De ervaringen opgedaan tijdens de deelname aan Erasmus+...

Objective (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.

Table 55: Improved management skills

		Total (n=53)
(1)	zijn mijn managementvaardigheden verbeterd	1,26

Note: Online survey (participating organisations) (1) Dankzij het Erasmus+ programma...

Table 56: Increased capacity and professionalism to work at EU/international level

		Total (n=53)
(1)	verhoogt het vermogen binnen mijn organisatie om beter te functioneren in een internationale context	1,47
(2)	is de kwaliteit van onze uitvoering van EU-/internationale projecten verbeterd (gaande van de voorbereiding, uitvoering, controle tot de follow-up)	1,25
(2)	beschikt mijn organisatie over een betere internationaliseringsstrategie	1,34

Note: Online survey (participating organisations) (1) Het Erasmus+ programma...

(2) Dankzij het Erasmus+ programma...

Figure 8: Reinforced cooperation with partners from other countries (Heeft deelname aan Erasmus+ geleid tot samenwerkingsverbanden met (een) andere organisatie(s) in het buitenland? (Meerdere antwoorden mogelijk) (organisational level))

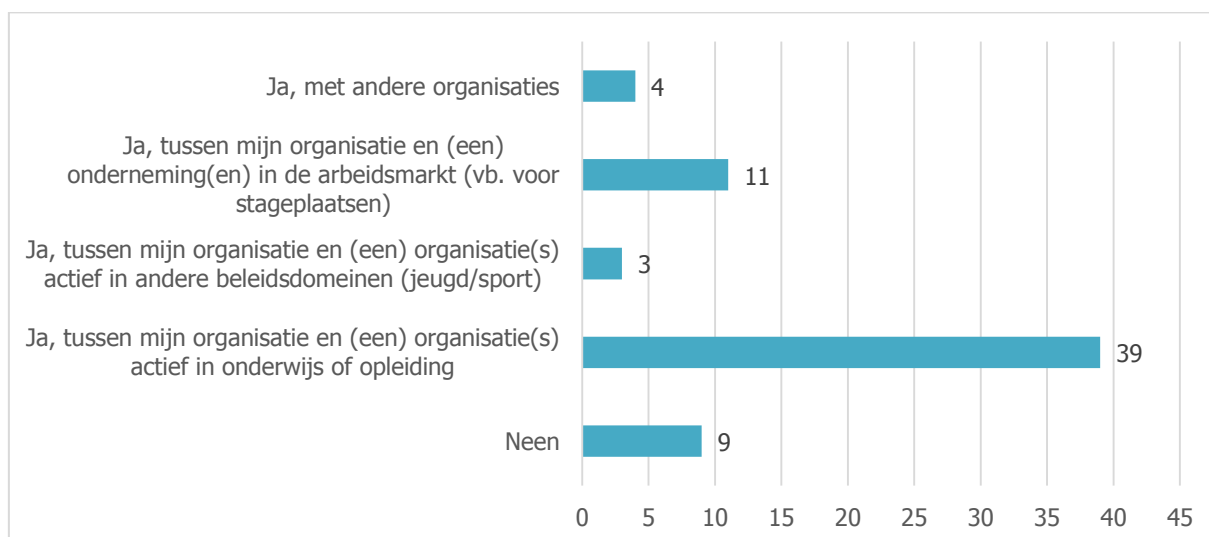
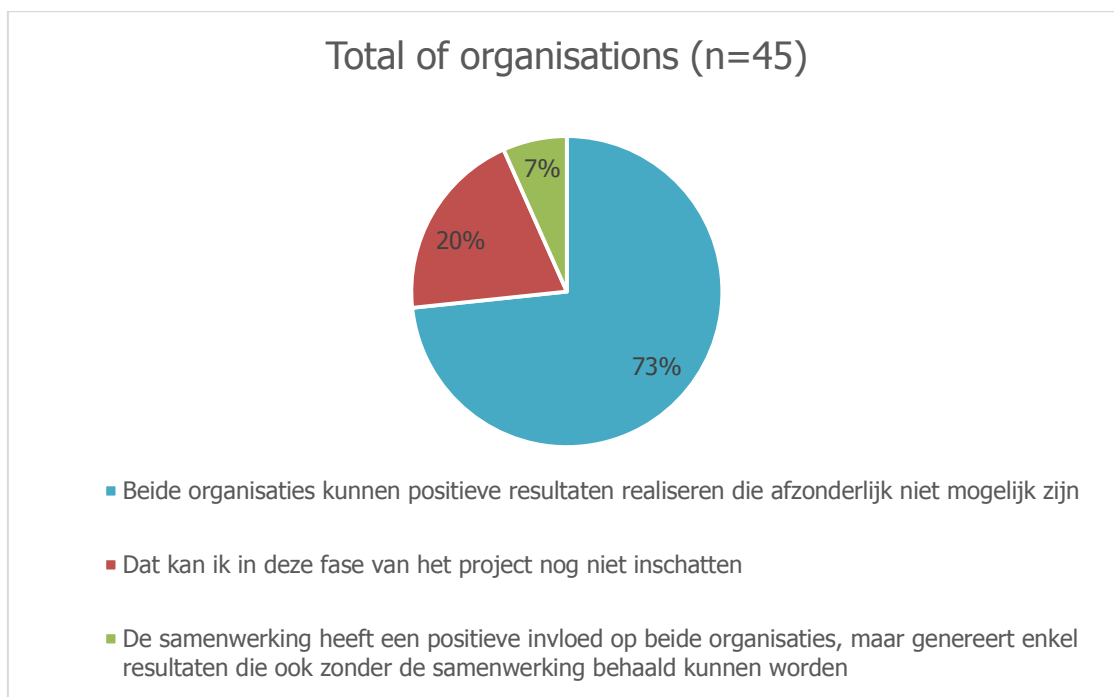


Figure 9: Reinforced cooperation with partners from other countries (Waarom leidt de samenwerking in het kader van het Erasmus+ programma? (organisational level))



Objective (e) To improve the teaching and learning of languages and to promote the Union's broad linguistic diversity and intercultural awareness.

Table 57: Results related to the improvement of foreign language skills for staff

		KA101 SE (n=114)	KA102 VET (n=19)	KA103 HE (n=356)	KA104 AE (n=65)
(1)	hun kennis van vreemde talen verbeteren	1,22	1,32	1,33	1,28

Note: Online survey (staff) (1) Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

Table 58: Greater understanding and responsiveness to social, linguistic and cultural diversity for staff

		KA101 SE (n=114-118)	KA102 VET (n=19)	KA103 HE (n=355-367)	KA104 AE (n=65-68)
(1)	heb ik meer begrip en sta ik meer open voor sociale, taalkundige en culturele verscheidenheid	1,14	1,26	1,15	1,26
(1)	kan ik beter samenwerken in een interculturele context	1,10	1,00	1,16	1,24
(2)	meer begrip hebben van sociale, taalkundige en culturele verscheidenheid en er meer voor openstaan	1,37	1,26	1,39	1,46
(2)	beter kunnen samenwerken in een interculturele context	1,34	1,21	1,36	1,38

Note: Online survey (staff) (1) Door mijn mobiliteit in het kader van Erasmus+...
(2) Deelname aan Erasmus + zorgt ervoor dat leerkrachten/docenten/opleidingsverstrekkers...

Table 59: Greater understanding and responsiveness to social, linguistic and cultural diversity (organisational level)

		Total (n=53)
(1)	kan ik beter samenwerken in een interculturele context	1,45
(1)	heb ik een groter intercultureel bewustzijn ontwikkeld	1,38
		Total (n=39)
(2)	draagt bij tot het behalen van het Europees Talenlabel voor excellentie in taalverwerving en – onderwijs	0,38

Note: Online survey (participating organisations) (1) Dankzij het Erasmus+ programma...
(2) Deelname aan het Erasmus+ programma

Annex 9: Sample telephone interviews participants

[illegible]

Annex 10: Participating organisations focus groups

Organisation	Participation
Epos	x
VSKO	written input
GO!	x
OVSF	
Vlhora	x
Vlhora	x
VLIR	x
VLIR	x
department education	written input
VDAB	telephone interview
Syntra	telephone interview
Socius	telephone interview

Annex 11: Distribution of funds across actions and fields

KA1

	School education systems										Vocational Education & Training (VET)					Higher education (EU)					Higher Education (partner countries)					Adult education														
	KA101					KA102					KA116					KA103					KA107					KA104														
Projects	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	
Submitted	69	57	51	37	45	55	37	45	55	6	6	6	25	24	25	25	24	25	27	17	17	33	30	18																
Awarded	43	39	30	30	37	44	30	37	44	6	6	6	25	24	25	25	24	25	21	10	10	15	19	13																
Success rate	62%	68%	59%	81%	82%	80%	81%	82%	80%	100%	100%	100%	100%	100%	100%	100%	100%	100%	78%	59%	59%	45%	63%	72%																
Total	€ 501 339	€ 566 125	€ 664 000	€ 2 313 684	€ 3 083 188	€ 3 316 517	€ 2 313 684	€ 3 083 188	€ 3 316 517	€ 518 346	€ 518 346	€ 518 346	€ 10 039 454	€ 9 857 250	€ 10 349 207	€ 10 039 454	€ 9 857 250	€ 10 349 207	€ 1 573 942	€ 1 645 406	€ 1 573 942	€ 150 325	€ 301 707	€ 281 455																
average per project (awarded)	€ 11 659	€ 14 516	€ 22 133	€ 77 123	€ 83 329	€ 75 375	€ 77 123	€ 83 329	€ 75 375	€ 86 391	€ 86 391	€ 86 391	€ 401 578	€ 410 719	€ 413 968	€ 401 578	€ 410 719	€ 413 968	€ 74 950	€ 164 541	€ 74 950	€ 10 022	€ 15 879	€ 21 650																
average per learner				€ 1 823	€ 2 036	€ 1 955	€ 1 823	€ 2 036	€ 1 955	€ 1 626	€ 1 626	€ 1 626	€ 596	€ 702	€ 605	€ 596	€ 702	€ 605	€ 5 103	€ 4 642	€ 5 103	€ 1 022	€ 1 587	€ 1 645																
average per staff	€ 1 160	€ 1 296	€ 1 163	€ 1 583	€ 1 009	€ 962	€ 1 583	€ 1 009	€ 962	€ 1 059	€ 1 059	€ 1 059	€ 596	€ 702	€ 605	€ 596	€ 702	€ 605	€ 2 138	€ 2 019	€ 2 138	€ 1 055	€ 1 162	€ 1 240																
% Funding per activity*	77%	79%	77%	85%	86%	86%	85%	86%	86%	83%	83%	83%	85%	84%	84%	85%	84%	84%	92%	91%	92%	75%	74%	78%																
For students				75%	84%	82%	75%	84%	82%	74%	74%	74%	77%	76%	77%	77%	76%	77%	70%	65%	70%	107	193	177																
For staff				10%	3%	3%	10%	3%	3%	9%	9%	9%	7%	8%	7%	7%	8%	7%	21%	26%	21%																			
Participants																																								
Total	333	344	439	946	1 093	1 351	946	1 093	1 351	280	280	280	6 127	6 234	6 813	6 127	6 234	6 813	374	445	445	107	193	177																
Students				946	1 266	1 399	946	1 266	1 399	236	236	236	4918	5053	5629	4918	5053	5629	217	230	230																			
Staff	333	344	439	147	85	118	147	85	118	44	44	44	1209	1181	1184	1209	1181	1184	157	215	215	107	193	177																
Total	106	48	39	73	49	64	73	49	64	12	12	12	96	90	93	96	90	93	45	22	22	39	29	19																
Students				40	38	47	40	38	47	9	9	9	48	47	47	48	47	47	18	9	9																			
Staff	106	48	39	33	11	17	33	11	17	3	3	3	48	43	46	48	43	46	27	13	13	39	29	19																
Organisations																																								
Total	71	51	60	139	129	162	139	129	162	39	39	39	25	24	25	25	24	25	21	10	10	32	24	20																
Ratio of grant linked to activities and total awarded amount (including other costs)																																								

* Ratio of grant linked to activities and total awarded amount (including other costs)

Source: Erasmus+ Programme Annual Report 2014, 2015 & 2016 - Statistical Annex

	School education systems excluding Schools Only						School education systems (School only)						Vocational Education & Training (VET)						Higher education (EU)						Adult education					
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Projects																														
Submitted	15	19	17	52	25	19	52	25	19	18	19	17	16	21	7	14	18	12												
Awarded	4	4	5	5	4	6	7	4	6	7	6	6	2	2	2	4	2	4												
Success rate	27%	21%	29%	10%	16%	32%	13%	16%	32%	39%	32%	35%	13%	10%	29%	29%	11%	33%												
Grant amounts																														
Total	€ 1 001 473	€ 1 244 872	€ 1 460 370	€ 1 063 048	€ 580 180	€ 560 845	€ 1 820 194	€ 1 554 142	€ 1 272 643	€ 887 088	€ 634 452	€ 626 915	€ 767 387	€ 573 456	€ 859 508															
average per project (awarded)	€ 250 368	€ 311 218	€ 292 074	€ 212 610	€ 145 045	€ 93 474	€ 260 028	€ 259 024	€ 212 107	€ 443 544	€ 317 226	€ 313 458	€ 191 847	€ 286 728	€ 214 877															
average per activity	€ 25 679	€ 21 463	€ 28 084	€ 13 124	€ 17 581	€ 26 707	€ 25 280	€ 33 786	€ 20 863	€ 31 682	€ 20 466	€ 20 897	€ 21 316	€ 13 336	€ 37 370															
average per participant	€ 1 085	€ 1 165	€ 1 101	€ 871	€ 667	€ 1 020	€ 1 122	€ 787	€ 911	€ 1 464	€ 2 021	€ 1 001	€ 1 093	€ 837	€ 1 343															
Total	923	1069	1327	1220	870	550	1 622	1 976	1 397	606	314	626	702	685	640															
Participants																														
Total	39	58	52	81	33	21	72	46	61	28	31	30	36	43	23															
Organisations																														
Total	25	32	32	31	20	24	50	41	34	11	8	11	23	16	24															
* Total number of activities in selected projects																														

Sources: Erasmus+ Programme Annual Report 2014, 2015 & 2016 - Statistical Annex

Annex 12: Scores of the Flemish Community on the benchmarks of the objectives of the strategic framework for European cooperation in education and training (ET 2020)

At least 95% of children (from 4 to compulsory school age) should participate in early childhood education ^a									
	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	
% of 3 year olds that are sufficiently present	95,5	96	95,5	95,9	96,1	96,2	96,4	96,4	
% of 4 year olds that are sufficiently present	96,9	97	96,9	96,8	97	96,7	96,9	97	
% of 5 year olds that are sufficiently present	96,5	97,5	97,2	97,3	97,3	96,2	96,9	97	
Fewer than 15% of 15-year-olds should be under-skilled in reading, mathematics and science ^b									
	2006	2009	2012	2015					
Reading	14,0%	13,4%	13,7%	17,0%					
Mathematics	11,9%	13,5%	15,4%	16,8%					
Science	11,6%	12,9%	15,2%	17,1%					
The rate of early leavers from education and training aged 18-24 should be below 10% ^c									
	2007	2008	2009	2010	2011	2012	2013	2014*	2015
% of early leavers aged 18-24	9,3	8,6	8,6	9,6	9,6	8,7	7,5	7,0	7,2
At least 40% of people aged 30-34 should have completed some form of higher education ^d									
	2007	2008**	2009	2010	2011	2012	2013	2014**	2015
% of people aged 30-34 that completed HE	42	43,6	43,1	45	42,3	45,3	44,1	44,8	43,2
At least 15% of adults should participate in lifelong learning ^e									
	2007	2008	2009	2010	2011	2012	2013	2014	2015
% of adults in lifelong learning (aged 25-64)	8	7,8	7,6	8,4	7,9	7,1	7,3	7,7	7
At least 20% of higher education graduates and 6% of 18-34 year-olds with an initial vocational qualification should have spent some time studying or training abroad ^f									
	2007	2008	2009	2010	2011	2012	2013	2014	2015
The share of employed graduates (aged 20-34 with at least upper secondary education attainment and having left education 1-3 years ago) should be at least 82%. ^g									
	2007	2008	2009	2010	2011	2012	2013	2014	2015
	82,1	83,9	81,0	81,3	80,8	80,9	79,1	79,0	79,5

a Source: <http://onderwijs.vlaanderen.be/nl/vroegtijdig-schoolverlaten-in-het-vlaams-secundair-onderwijs>

b Source: OECD PISA data for the Flemish region

c Source: http://statbel.fgov.be/nl/statistiek/cijfers/arbeid_leven/opleiding/vroegtijdig/

d Source: Eurostat - European Labour Force Survey

e Source: Algemene Directie Statistiek - Statistics Belgium EAK, Eurostat LFS (Bewerking Steunpunt Werk/Departement WSE)

Notes: * As the survey question changed in 2014, the results cannot be compared to data from previous years.

** break in time series

Annex 13: IT tools

IT Tools LLP	IT Tools E+	Description
LLP-Link	EPlusLink	Management database for projects
Mobility Tool (only Higher Education and VET)	Mobility Tool+	For monitoring the project implementation during its lifecycle and for validating the eligible activities when relevant
	URF/PDM	Unique Registration Facility / Participant Data Management (URF/PDM) is a corporate register of organisations participating in EU Programmes, after registration a PI code is assigned to each organisation
E-forms (limited number)	E-forms (all)	Used for applications from organisations for accreditation and EU grant
	Online Expert Evaluation Tool (OEET)	for assigning applications and beneficiary reports to experts and for the assessment and recording of assessments results
Business Objects (BO)	Business Objects	To extract and produce reports, including the statistical and financial annexes
	Dashboard	Statistics on Erasmus+, started only recently
EST	Erasmus+ Project Results Platform (VALOR)	Platform for the validation and publication of projects results
	Internal Communication and Collaboration Tool	For structured communication and collaboration between the European Commission and the NAs, and between the NAs
	NA Connect	Including: <ul style="list-style-type: none"> - Wiki - IMT (Ticket system for technical issues) - NACO (Ticket system voor content-related questions) - IT Documents (Wiki collecting all guidelines for the IT-Tools) - Webinar - Calendar - FAQ - LifeCard (to produce and submit to the Commission the NA Work Programme and the Yearly NA Report)
Circa (Online library that brings together all important documents by the EC)		
	NA Electronic exchange systems	All exchanges with grant beneficiaries, including the conclusion of grant agreements
	EU Survey	Tool for the participant reports
	Online Linguistic Support (OLS, only for Higher Education and VET)	To provide linguistic support to selected mobility participants
RapForLeo		

