



THE ERASMUS+ PROGRAMME IMPACT STUDY IN SPAIN

(EXECUTIVE SUMMARY)

EXECUTIVE SUMMARY

This study has focused, on the one hand, on analysing the evolution of employability and the advancement of professional careers of the graduates of the successive calls for tenders of the Erasmus+ programme (1987-2017). On the other hand, the study proves the contribution Erasmus+ has made to the internationalisation of Spanish education institutions of all sectors (Higher Education, Vocational Education and Training, School Education and Adult Education) that have continually participated in the successive calls of this programme.

The **methodology** of this study has consisted of an analysis of 9.180 “ad hoc” surveys taken by the institution and individual beneficiaries of the actions of this programme, using phone and online operational supports: CATI and CAWI. In addition, complementary qualitative methods consisting of 23 semi-structured interviews and 9 dynamic group exercises, for a total of 27 participants, were applied.

During all phases of the study – from its preliminary stage to its execution to the analysis of results – four educational and vocational training segments have been considered. These segments include: (1) Higher Education, (2) Vocational Education and Training Learners, (3) School Education, and (4) Adult Education.

Visual Quantitative Summary

	Higher Education	Vocational Training	School Education	Adult Education	Business Sector	TOTAL
Erasmus+ Students	3.033	549				3.582
Professionals	521	856	1.429	498		3.304
Institutions	156	258	1.082	386		1,882
Businesses					412	412
TOTAL	3.710	1.663	2.511	884	412	9.180

Erasmus+ is the **terminology** used to refer, in general a sense, to all the European educational programmes since 1987.

Conclusions reflect the following findings:

Students beneficiaries participating in the Erasmus+ mobility programme significantly increase their employability at both national and international levels (87.9% in Higher Education and 71.4% in Vocational Education and Training).

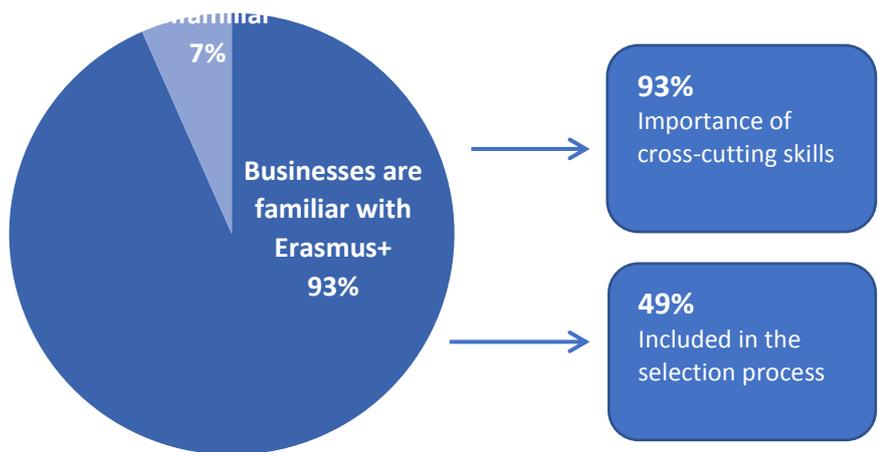
Erasmus+ Facilitates Working Internationally



This increase translates into improved occupational opportunities and noteworthy advantages when compared to students who have not participated in Erasmus+ (64.8% in Higher Education and 56% in Vocational Education and Training).

The Erasmus+ programme has exceptional notoriety among Spanish businesses. 93.4% of the sample surveyed is familiar with the programme and 49% considers Erasmus+ during their selection process.

Businesses notoriety of Erasmus+



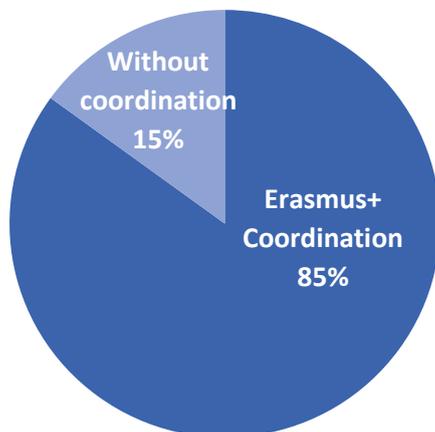
Moreover, students who take part in the Erasmus+ experience become more adaptable, creative, independent and analytical, competencies greatly valued in the business world. 90% of the academic staff closely linked with the Erasmus+ programme, both at the Higher Education and the Vocational Education and Training sectors, assure that students acquire an advanced proficiency of one or two languages, as well as leave the programme with "reinforced" and "better" professional knowledge and skills when compared to students who do not participate in the programme.

Staying abroad increases the employability of participants in all educational sectors and at all levels. We observed that Erasmus+ for Higher Education graduates show lower levels of unemployment (8.5 points under the general unemployment rate). Additionally, the already high professional prospects of Erasmus+ Vocational Education and Training graduates will improve if they pursue Higher Education.

Educational institutions observe a substantial increase in the possibility to operate internationally on account of the creation of the project coordinator role in the Erasmus+ organisational structure (above 85% in universities as well as in Vocational Education and Training centres and schools). The coordinator, in the majority of cases, is incentivized in the form of a reduced class load. Additionally,

the coordinator can rely on a coordination committee to provide support with the management of mobilities, the presentation of calls opportunities and other technical issues.

Educational Institutions Adapt to Erasmus+



60% of universities are comprised of departments equipped with specialised technical personnel, internal regulations and procedures that simplify the student and personal mobility process of Erasmus+. 77.3% of Vocational Education and Training centres have internal protocols for the selection of exchange participants.

The international strategy of these institutions is made evident by the measures they have taken including dissemination of their own application processes for Erasmus+, the adaptation of internal procedures to guarantee actions abroad and the introduction of internationalisation as an objective in their annual planning that is understood from a transversal perspective.

Academic staff broaden and establish international relationships due to collaborative networks. Accordingly, 89.5% of the teaching staff from these universities, come to agreements with homologous centres. 86% take other strategic actions that include participation in foreign exchanges that allow for the exchange of teaching and training methods, participation in seminars and participation in networks created by cooperating on international projects.

75.5% of the academic staff of Vocational Education and Training institutions cooperate with relevant actors in the job market, primarily due to the development of alliances with international counterparts that allow and seek internships compatible with the curriculum of each partner. Additionally, these counterparts improve the students' curricula by maintaining relationships with businesses and establishing procedures that further develop Vocational Education and Training.

Teachers of the School and Adult Education sectors "create professional contacts" and reinforce institutional cooperation with European centres.

85% of Educational Institutions participating in Erasmus+ will continue applying for projects of Erasmus+ calls

The entire staff is driven by the conviction that these European educational programmes provide important cross-cutting benefits. Professionally, they increase their job satisfaction, acquire intercultural competences, apply new methodologies in classes and they even promote their European identity. Finally, they consider it part of their

work performance to continue to “multiply efforts” to attain and strengthen international networks.

For the upcoming calls, experienced institutions will continue to invest in internationalisation, either as project partners or as project coordinators. This is despite the wear factors that are observed in the management of projects, a phenomenon that reduces the motivation to coordinate European projects. Nevertheless, wear factors are not seen among universities that maintain consolidated staff and structures for the reoccurring participation in the European educational programmes.



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