

May 2017

# Evaluation of the Implementation and Impact of Erasmus+ in Iceland

Conducted for the Ministry of Education, Science and Culture

© Publisher: Ministry of Education, Science and Culture, 2017



MENNTA- OG  
MENNINGARMÁLARÁÐUNEYTIÐ  
*Ministry of Education, Science and Culture*

ISBN 978-9935-436-72-6



This evaluation was conducted by Attentus – Human Resource Consulting for the Ministry of Education, Science and Culture in Iceland. The authors of this report want to thank the Ministry, the National Agencies, the project managers participating in a survey and focus groups as well as other stakeholders for their contribution which is greatly acknowledged.

Reykjavík, May the 1<sup>st</sup> 2017

Árný Elíasdóttir and Birna Krístrún Halldórsdóttir

## Table of Contents

Abbreviations.....	5
Executive Summary.....	6
Main findings.....	6
Suggestions for Improvement.....	7
1. Administration of Erasmus+ .....	7
2. Funding .....	7
3. Presentation of Erasmus+ .....	7
1. Erasmus+ in Iceland.....	8
2. The Evaluation .....	9
2.1. Methodology.....	9
2.1.1. Review of documents .....	10
2.1.2. Survey.....	10
2.1.3. Focus groups and meetings.....	10
3. Effectiveness .....	12
3.1. Has the integration of several programmes into Erasmus+ made the programme more effective in Iceland?.....	12
3.2. What helped the projects reach their objectives?.....	13
3.3. Challenges and difficulties while implementing actions.....	14
3.4. What did the project promote/enhance?.....	14
3.4.2. Intercultural dialogue .....	15
3.4.3. Language skills.....	15
3.4.4. Active citizenship and participation in democratic life .....	15
3.4.5. Social inclusion and solidarity.....	16
3.5. What did the project accomplish? .....	16
3.5.1. Enhance cooperation between your field and organisations (and other stakeholders).....	16
3.5.2. European lifelong learning .....	17
3.5.3. Internationalisation.....	18
3.5.4. Innovations .....	19
3.5.5. Modernisation of education, promoting excellence in teaching activities, modernisation of training systems.....	19
3.5.6. Policy reforms .....	19
3.6. Changes to the structure of Erasmus+ or its successor programme to increase effectiveness .....	21
3.7. Was the budget appropriate?.....	21
Table 7. How satisfied are you with the grant amount provided for your project? .....	22
4. Efficiency .....	23

4.1. Administration.....	23
4.1.1. Division of tasks.....	23
4.1.2. The service of the NAs.....	23
4.1.3. Integration, implementation and simplification .....	24
4.2. IT tools.....	25
4.3. Human and financial resources.....	25
5. Relevance .....	27
6. Internal and External Coherence and Complementarity.....	28
7. European added value and sustainability.....	29
8. Strengths and Weaknesses of the Erasmus+ programme.....	30
References .....	31
Appendix 1 .....	32

#### Abbreviations

EUJ – NA for Youth

EVS - European Voluntary Service

HEI – Higher Education Institution

KA – Key Action

KA101 - School Education Staff Mobility

KA102 - VET Learner and Staff Mobility

KA103 - Higher Education Student and Staff Mobility within Programme Countries

KA104 - Adult Education Staff Mobility

KA105 - Youth Mobility

KA107 - Higher Education International Student & Staff Mobilities

KA116 - VET Learner and Staff Mobility with VET Mobility Charter

KA201 - Strategic Partnerships for School Education

KA202 - Strategic Partnerships for Vocational Education and Training

KA203 - Strategic Partnerships for Higher Education

KA204 - Strategic Partnerships for Adult Education

KA205 - Strategic Partnerships for Youth

KA219 – Strategic Partnerships for Schools only

KA347 - Dialogue between Young People and Policy Makers

NA - National Agency

NAU - National Authority

Rannís – NA for Education and Training

## Executive summary

The aim of this evaluation is to assess the implementation and impact of Erasmus+ in Iceland including its strengths and weaknesses, lessons learned and best practices, as well as the analysis of national results achieved. The evaluation emphasis for Iceland is mainly derived from the European Commission specific objectives and the National reports on the implementation and impact of Erasmus+ guidance note. This report presents the conclusions based on data collected by document review, one survey among the project managers, 15 focus groups among project managers, participants, the promoters and stakeholders and meetings with the NAs and NAU.

### Main findings

<p>Participation in the Erasmus+ programme and its predecessors have provided added value to the fields of education, training and youth in Iceland</p>	<ul style="list-style-type: none"> <li>• Most of the Icelandic projects reached their objectives.</li> <li>• Reasons: Successful cooperation, good organisation and management, excellent partners, professionalism, clear goals, objectives aligned to policies, hard work, excellent help from Icelandic NAs, availability of funding and motivated and interested students and staff.</li> </ul>
<p>All three key actions have had positive effects on individuals, organisations, communities and policy in Iceland</p>	<ul style="list-style-type: none"> <li>• Needs of the applicants were addressed in most of the Icelandic projects and their objectives aligned to the European ones.</li> <li>• The impact can be seen in improved competencies and confidence, professional development, transnational cooperation, intercultural dialogue, innovation and direct and indirect impact on policy development.</li> </ul>
<p>The National Agencies (NAs) provide excellent service to the participants and stakeholders in the programme</p>	<ul style="list-style-type: none"> <li>• The NAs personnel has extensive knowledge of the programme, the application process and provide excellent overall support and service. As the application process is still complicated the agencies must use more human and financial resources and time serving the applicants.</li> </ul>
<p>Simplified grants and unit costs have benefited the projects. Still there is a need for higher funds for administrative cost in some actions</p>	<ul style="list-style-type: none"> <li>• Although simplified grants and unit cost have benefited the projects financial issues are seen as challenges and difficulties in implementing the projects. Institutions cannot pay people to manage the projects take care of applications and financial issues and the funding does not cover it.</li> </ul>
<p>An integrated programme has reduced the administrative work of the NAs. For further efficiency merging the NAs is recommended</p>	<ul style="list-style-type: none"> <li>• An integrated programme has reduced the administrative work of the NAs in many ways. As the budget will increase there are challenges to use the money more effectively. Further improvements or simplification in the administration of Erasmus+ could be in merging the two NAs into one.</li> </ul>
<p>The application process is complicated. IT solutions are not user-friendly. Language used in documents and other information is too complicated</p>	<ul style="list-style-type: none"> <li>• Common views were that the scope for changes to the structure of Erasmus+ and its successor programs lies in more simplified application process, clearer language in documents and information materials, and more user-friendly IT solutions.</li> </ul>
<p>Unfavourable exchange and high rent prices in Iceland have created difficulties</p>	<ul style="list-style-type: none"> <li>• Unfavourable exchange rate and high living cost in Iceland have created problems in many actions, specially the mobility programs.</li> </ul>

## Suggestions for improvement

### 1. Administration of Erasmus+

1. Simplify the application process, reporting procedures and agreements by offering more user-friendly forms and IT tools. Increase the use of social media and training videos and embed the agreements into the mobility tool online. This will reduce the administrative burden and need for assistance from the NAs.
2. Clearer language in all documents and information. Words and phrases used more accurately and effectively.
3. Merge the two NAs into one to reduce the administrative burden and make the processes leaner. By simplifying the application process, the NAs could focus on marketing the programme and follow up on results of the projects funded.
4. Offer mid- term seminars for project managers to provide more support and insight during the projects.
5. The Ministry of Education, Science and Culture could embed the results of the Erasmus+ and its predecessors further in the policy reforms. It should also send clearer messages to the municipalities on the importance for institutions to apply for the programme and implement the projects into their policies, and support them to do so. The municipalities should make further efforts in presenting completed Erasmus+ projects and urge their institutions to apply for it which would certainly improve quality and contribute to policy development.
6. It could be beneficial if larger continuous education centres could get accreditation.

### 2. Funding

1. Increase funding for administrative costs in KA 101 and KA 105 as smaller institutions and communities typically cannot afford to co-fund the projects.
2. Increase funding and flexibility regarding travel costs. This is important in Iceland, as domestic travel costs are very high.
3. Increase funding for youth mobility because of high costs in Iceland.

### 3. Presentation of Erasmus+

1. There is an opportunity for further presentations and marketing, especially for minority groups.
2. An Erasmus+ recognition for participating institutions would help when presenting and marketing the programme and the institutions. That could increase the visibility of the programme as well as raise awareness of the quality of the participating institutions.

## 1. Erasmus+ in Iceland

*Erasmus+ is the European Union programme for education, training, youth and sport. It will run for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.*

*Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector.<sup>1</sup>*

All previously existing programmes in the domains of Education, Training, Youth and Sport, are integrated to the Erasmus+ programme. Iceland is participating in Erasmus+ on par with full members of the EU through the EEA Agreement. In Iceland, two National Agencies (NA) are responsible for funding and implementing the decentralised actions: Rannís, is the National Agency (NA) for Erasmus+ Education and Training in Iceland and EUF, the National Agency (NA) for the youth. The Ministry of Education, Science and Culture is the National Authority (NAU) for both fields.

In 2014 -2016, NA for education and training awarded a total of €15.076.660 to Erasmus decentralized actions in the education and training fields. On the whole, there were slightly fewer applications (100/102) in 2016 than in 2014 but there were more applications in actions for strategic partnership. The success rate is higher and larger amounts were awarded. The NA for youth granted a total of €4.115.352 to the youth field. In 2016, there were twice as many applications as 2014 (82/41), higher amounts were awarded, but there was a lower success rate (Table 1 and table 2 in Appendix 1). The applications/participation projects have been distributed all over the country. According to the survey, 40,5 % of the respondents said they were getting funded from the Erasmus+ programme for the first time.

---

<sup>1</sup> <https://www.erasmusplus.org.uk/about-erasmus>

## 2. The evaluation

The Ministry of Education, Science and Culture issued an open tender to prepare the evaluation. Attentus HR consulting, an independent external evaluation consulting firm, submitted an offer and was assigned the task of conducting the evaluation.

The aim of this evaluation is to assess the implementation and impact of Erasmus+ in Iceland, including its strengths and weaknesses, lessons learned and best practices, as well as the analysis of the national results achieved.

The purpose of the mid-term evaluation according to the European is to:

1. assess the effectiveness of the Erasmus+ actions in Iceland to achieve the programme's objectives.
2. evaluate the efficiency of the programme in Iceland and its European added value.
3. address the programme's internal and external coherence, the continued relevance of its objectives, and the scope for simplification.
4. assess the long-term results and impact of the predecessor programmes in those cases it is relevant.

The evaluation will comply with the requirements of the European.<sup>2</sup> It covers the decentralised actions, which are being implemented by the NAs. It will examine the different actions included in Erasmus+ and to some extent assess to what degree these conclusions differ across the fields. The evaluation will also consider if the programmes have been contributing to policy development and implementation in the programme countries. Actions from the predecessor programmes will not be fully covered by the evaluation. However, it is likely that the participants will provide some feedback on the impact of the predecessor programmes.

The role of the NAs and the Ministry of Education, Science and Culture have been to provide Attentus with statistics and reports, to contribute as interviewees and to review and comment on the questions for the survey and focus groups. They also read the draft of the final report regarding facts, without impacting the conclusions.

### 2.1. Methodology

The evaluation focuses on both quantitative and qualitative outputs and results, and compares them with objectives as defined in the Erasmus+ regulation. The methods used in this evaluation:

1. Reviewing documents.

---

<sup>2</sup> National rapports on the implementation and impact of Erasmus+ guidance note.

2. One survey among the project managers.
3. 15 focus groups among project managers and beneficiaries from participating organizations, promoters and stakeholders.
4. Meetings with the NAs and NAU.

#### 2.1.1. Review of documents

Attentus reviewed documents from the European Commission, the NAs and the NAU in Iceland and Erasmus + website.

#### 2.1.2. Survey

Based on the Erasmus+ aims and the European Commission questions to be answered in the evaluation, Attentus conducted an online survey among the project managers in February 2017 using Question Pro. The selection of questions was in cooperation with NAs and NAU. The survey consisted of 38 close ended questions where the answers were given on a 5-point Likert scale. Some questions were open-ended to give the option for further explanation. The survey had 7 background questions determining K-action, gender, age, postal code, how many countries involved, how many partners are involved and how many projects the participant was managing. The survey was sent to 264 participants via email and the response rate was 66%. Attentus interpreted the results from the survey. Programme statistics are used to illustrate or support specific comments made in the replies to the questions in the focus groups and meetings.

#### 2.1.3. Focus groups and meetings

The aim of running focus groups in evaluating Erasmus+ was to provide insight into the participants' views and experiences in the project. The open-ended questions used in the focus groups were based on the answers and statements in the survey as well as the European Commission guidelines for evaluating the implementation and impact of Erasmus+ in Iceland. The focus groups did not provide solid evidence of the impact of the Erasmus+ but give valuable indications and examples.

To make the focus groups as heterogeneous as possible and to represent the whole population approximately 6-10 people were selected according to specific criteria - e.g. K-action, age, gender and postal code. Where there were fewer participants in action, all were invited.

The focus groups were conducted February 22 – March 25. The participants in the groups ranged from 3 – 12 people. The groups were led by a facilitator, whose responsibility it was to ensure that group discussions remained focused on the discussion area. A secretary, took notes of the meeting. The focus group discussion lasted for approximately 1.5 hours.

Table 1. Number of focus groups with participating organizations, per field, sector, type of organization and actions represented.

Field and type of organisation	Number of organisations	Actions represented
<b>Education &amp; training</b>	<b>55</b>	
Higher Education	7	103,107, 203
Higher Education Institution	6	
Adult Education Centre	1	
VET	<b>14</b>	102,116, 202
Municipality	1	
Upper Secondary School (vocational)	3	
Higher Education Institution	5	
Business/ Industry	1	
Government Agencies	2	
VET Training Centre	1	
NPO	1	
School education	<b>23</b>	101,201, 219
Municipality	2	
Preschool	5	
Compulsory School	8	
Upper Secondary School	6	
County Administration	1	
Foundation	1	
Adult education	<b>11</b>	102, 104
Adult Education Centre	8	
Municipality	1	
NPO	1	
Government Agencies	1	
<b>Youth</b>	<b>14</b>	KA1 (EVS, Youth Exchange, Youth Workers Mobility), KA2 and KA3
NGO	11	
Foundation	1	
Municipality	2	

### 3. Effectiveness

This section evaluates the effectiveness of Erasmus+ and the previous programmes and is based on reviewed documents, as well as the survey and focus groups among project managers, participants and other stakeholders, and meetings with the NAs and NAU.

#### 3.1. Has the integration of several programmes into Erasmus+ made the programme more effective in Iceland?

59,5% of the respondents in the survey had applied for and received grants in Erasmus+ or its predecessor programmes. Overall 40,5 % were newcomers and had not received funding before. Table 2 shows newcomers in the programme divided by fields. Around 59% of respondents were satisfied with the simplified architecture of the Erasmus+ programme. Those applying for KA203 were more satisfied than others. According to people in the focus groups and in the meetings with the NAs, the integration of several programmes had been a process with both positives and negatives.

Table 2. Newcomers in the Erasmus + programme.

Newcomers		
Fields	percent	N
Youth	41,9%	43
HE International	14,3%	7
HE	13,3%	15
SE	30,2%	43
AE	37,9%	29
VET	44,6%	56
Total		193

In the beginning, the integration of several programmes seemed to have been very confusing for both applicants and the NAs. “Disaster in the beginning.” The structure was not clear, the technology not user-friendly and too many systems used. Today, it has improved in many ways although there are still things that must be altered. People asked for simplified application forms, more user-friendliness and simplified technology, one IT system instead of many, more online solutions and automation, one password for all systems, and alerts when reports are due.

When asked how clear the difference between key actions was, 47,8% said it was clear but 19,7% said it was not clear. Those applying for K101 and K203 found the difference clearer than others. Table 3 shows the mean scores by respondents on how clear the differences between actions were.

Table 3. How clear were the differences between key actions?

In your opinion how clear are the differences between key actions?			
Before getting this grant did you apply for Erasmus+ or its predecessor programmes?	Mean	percent	N
Yes and I did not get funding	3,23	8,2%	13
Yes and I did get funding before	3,35	59,5%	94
No this is my first time applying	3,16	32,3%	49
<b>Total</b>	<b>3,28</b>	<b>100%</b>	<b>156</b>

\*5 point Lickert scale (1=Very dissatisfied, 5=Very satisfied)

The new programme, Erasmus+, focuses mostly on education and institutions instead of individuals. There was consensus in the focus groups and the meetings that the changes from individual applicants to institutions have been very positive and could lead to more positive effects on the institutions, their staff and beneficiaries.

### 3.2. What helped the projects reach their objectives?

In the survey, 70,7% of project leaders reported that their project successfully reached their goal, 6,8% partially and 22,4% said their projects remained unfinished (table 4).

Table 4. In your opinion did the project reach its objectives?

In your opinion did the project reach its objectives?		
Answer option	Count	Percent
Yes	104	70,7%
Partially	10	6,8%
No because the project is not finished	33	22,4%
No	0	0,0%
<b>Total</b>	<b>158</b>	<b>100%</b>

Those applying for K101 were more likely than other to say yes, that the project reached its objectives.

When asked, what helped the project reach its objectives, participants mentioned successful cooperation, good organisation and management, excellent partners, professionalism, clear goals, how well the objectives were in the spirit their policies, hard work, help from the Icelandic NAs, availability of funding to carry out the project, generally motivated and interested students and staff and the contact seminars in Reykjavik and Dubrovnik.

When asked why the project did not reach its objectives, one answers was that it takes time to implement new approaches, new thinking and two years were not enough time to change the way social workers work. Another answer was that the partner was not able to share the desired knowledge.

When asked if the needs of the field were being addressed by the Erasmus+ programme, 81,1% of respondents reported that the needs were being addressed. Regarding the relevance of the objectives to Iceland, 76,5% said the objectives of the Erasmus+ programme are relevant to Iceland. Almost as many, or 72% said that the specific objectives are relevant. These views were supported in the focus groups.

### 3.3. Challenges and difficulties while implementing actions

72,7% of respondents in the survey said that they did not encounter any difficulties in implementing their project. When asked about the support by the leadership team at schools/workplace/organisation, 85,6% said that the leadership team was supportive. No difference was found between actions or fields.

When asked about difficulties, participants in the focus groups most often mentioned financial issues as challenges and difficulties. In some cases, institutions cannot pay people to manage the projects, take care of applications and financial issues and the current funding does not cover it. In many actions, unfavourable exchange rate in Iceland have created difficulties. In youth mobility, shortage of housing, especially in Reykjavik, has raised rental prices and made it problematic finding affordable housing for volunteers.

Other difficulties mentioned were problems with the technology, the difficulty in finding partners, misunderstanding about the rules of transnational meetings, reporting forms for KA3 were highly complicated, understanding of pedagogical documentations varies between countries, cultural differences in various countries, what is considered normal in one country can be odd in another country. Regarding youth mobility, there has been misunderstanding on behalf of the Icelandic unions regarding the youth volunteers. According to the NAs, it is clear that all volunteers should never replace paid staff, they do not receive salary because it is part of their education and they always have a dedicated employee responsible for their work. It is important that the Ministry of Education, Science and Culture informs and educates the unions in Iceland on the procedures and rules regarding youth mobility in Iceland to prevent further conflicts between the unions and organisations that are hosting volunteers. The same misunderstanding has occurred within the VET learner mobility area.

### 3.4. What did the project promote/enhance?

To assess the contributions of the programmes to the realisation of the Erasmus+ general and specific objectives, the NAU and NAs chose to focus on certain issues derived from specific objectives (Table 5).

*Table 5. In your opinion did your project enhance/promote any of the following among the participants?*

In your opinion did your project enhance/promote any of the following among the participants?			
Answer option	Count	Percent	Percent of cases
Intercultural dialogue	112	18,4%	82,4%
Language skills	109	17,9%	80,1%
Social inclusion	78	12,8%	57,4%
Active citizenship	68	11,2%	50,0%
Participation in democratic life in Europe	61	10,0%	44,9%
Solidarity	53	8,7%	39,0%
Participation in democratic life in Iceland	42	6,9%	30,9%
Reading skills	38	6,2%	27,9%
Participation in the labour market	32	5,3%	23,5%
Math skills	15	2,5%	11,0%
None of the above	1	0,2%	0,7%
<b>Total</b>	<b>609</b>	<b>100,0%</b>	<b>447,8%</b>
<b>Total respondents</b>	<b>136</b>		

In the survey, intercultural dialogue and language skills are most frequently cited. Active citizenship and social inclusion also score high. The least cited were math skills and participation in the labour market. The Icelandic NA for Education and Training has set as a national objective to receive a certain % of KA2 applications focusing on basic skills in reading and math as priorities. For 2015, the target was 15% and the result was just over 22%.<sup>3</sup>

#### 3.4.2. Intercultural dialogue

The focus groups showed similar results. In the compulsory and upper secondary schools, intercultural dialogue/transnational cooperation/partnership were often cited. In the university and youth sectors, students and young people got the opportunity to network with people from other European countries, learn new technology and strengthen communication skills. Professionals shared opinions and knowledge.

*Tremendous changes on the students. Learn to know countries from the inside and make friends who they still communicate with. It changes their attitudes towards stereotypes and they see things from different horizon. They get training in collaboration with different cultures. They grow and develop intensely. (A quote from a focus group).*

#### 3.4.3. Language skills

Improved language skills were repeatedly referred to in almost all focus groups. Many project leaders mentioned increased language skills, especially English, because of the application process and the project's administration. Both project leaders and beneficiaries seemed to have improved their language skills by visiting and communicating with partners in other countries.

*A carpenter who was supposed to give a presentation in English was very anxious travelling abroad as his only English education was at primary school. When he came back home he said it was awesome and very fun. His self- confidence increased, he improved his language skills and now he is eager to encourage others to apply because Erasmus+ made such a difference for him. (A quote from a focus group).*

#### 3.4.4. Active citizenship and participation in democratic life

Many participants in the focus groups mentioned improved self-efficacy not only with individuals but also with associations and institutions. "We became more proud of our association." The projects were value adding for individual participants as well as the community. For individuals, they were impacted by finding out what they would fight for. For

<sup>3</sup> Erasmus+ Programme National Agency Yearly report 2015. Education and Training.

the community, especially in small communities where there are few opportunities, and thereby increasing their democratic awareness and enhanced active citizenship.

#### 3.4.5. Social inclusion and solidarity

In all actions, people in the focus groups mentioned that participating in Erasmus+ or its predecessor programmes did create common understanding between participants, decreased prejudices and increased solidarity. It also enhanced independence and people became more positive towards further changes and mobility. “Wow, I can be working wherever I want”. Participating in Erasmus+ or its predecessor programmes seemed to have helped young people get jobs, including them in their curriculum vitae. Several in the youth field mentioned that participating young people had later become leaders in associations.

### 3.5. What did the project accomplish?

The NAU and NAs also wanted to get answers to the following question: In your opinion did your project do any of the following? Table 6 shows the result from the survey.

Table 6. In your opinion did your project do any of the following?

In your opinion did your project do any of the following?			
Answer option	Count	Percent	Percent of cases
Enhance cooperation between your field and organisations (and other stakeholders)	91	13,6%	68,4%
Promote awareness of a European lifelong learning	77	11,5%	57,9%
Enhance the internationalisation in your field	77	11,5%	57,9%
Enhance innovation in your field	77	11,5%	57,9%
Support the modernisation of education	70	10,4%	52,6%
Promote excellence in teaching activities in European integration	56	8,4%	42,1%
Support the modernisation of training systems	52	7,8%	39,1%
Improve teaching of languages	46	6,9%	34,6%
Complement policy reforms at local level	36	5,4%	27,1%
Promote excellence in research activities in European integration	29	4,3%	21,8%
Increase the attractiveness of European higher education institutions	23	3,4%	17,3%
Complement policy reforms at national level	19	2,8%	14,3%
Complement policy reforms at regional level	16	2,4%	12,0%
None of the above	1	0,1%	0,8%
<b>Total</b>	<b>670</b>	<b>100,0%</b>	<b>503,8%</b>
<b>Total respondents</b>	<b>133</b>		

As table 6 shows, 68,4% of respondents reported that their project enhanced cooperation between their field, organisations and other stakeholders. 57,9% stated that their project promoted awareness of European lifelong learning, enhanced internationalisation and innovation in their field. 52,6% reported that their project supported the modernisation of education and 42,1% answered that it promoted excellence in teaching activities in European integration. These results seemed to be in line with the views in the focus groups.

#### 3.5.1. Enhance cooperation between your field and organisations (and other stakeholders)

Focus groups reported that their projects had significant influence and quality improvements in their field. The projects had presented many opportunities for cooperation and networking

and learning from others, both for individuals and organisations. The participation in Erasmus+ and its predecessors had made it possible to share experiences and learn to appreciate the positive sides of life and education in Iceland as well as learning about other people, organisations and cultures.

Regarding cooperation between the education system and the labour market, there is a project where companies and upper secondary schools work together in training mentors for big hotels. The results so far have provided business leaders with useful tools that could shorten the new-employee training time.

*We do not have to stay at home and invent everything by ourselves. We can go abroad and see how other people execute things and realize that we also have much to share with other nations. (A quote from a focus group).*

### 3.5.2. European lifelong learning

In the last decade, NAU has increased emphasis on lifelong learning. In 2014, the Icelandic National Qualifications Framework (ISQF) was referenced to the European Qualifications Framework for Lifelong Learning (EQF). In 2010, the Icelandic Parliament passed the Adult Education Act, which aimed is to meet the needs of adults with short formal education and the needs of the labour market for staff with increased knowledge and skills.<sup>4</sup> The Education and Training Service Centre (ETSC),<sup>5</sup> and IDAN's Vocational Education and Training Centre have increased their focus on adult education and participated in Erasmus+ for enhancing adults' competencies.<sup>6</sup>

Participating in Erasmus+ and its predecessor programmes have promoted lifelong learning as participants have continued their education, especially teachers where they had learned new approaches and technology. "They applied again and again for teacher exchange projects." Most teachers in the focus groups agreed that the programme has led to important continuing education, an opportunity they would not have had without the programme.

*The effects are long-term, the staff experiences professional development and gets new ideas while still benefitting from past projects. People learned to master their job, increase job satisfaction, and they shared their quality teaching skills. Everybody benefits from it and experiences empowerment and personal and professional competencies. The participants get numerous opportunities. (A quote from a focus group).*

<sup>4</sup> The Ministry of Education, Science and Culture: <https://eng.menntamalaraduneyti.is/media/MRN-PDF-Althjodlegt/Adult-Education-Act.pdf>

<sup>5</sup> ETSC is owned by the Icelandic Confederation of Labour (ASÍ), the Confederation of Icelandic Employers (SA), the Federation of State and Municipal Employees (BSRB), the Ministry of Finance and the Association of Local Authorities in Iceland.

<sup>6</sup> The Education and Training Service Centre (ETSC): <http://www.frae.is/um-okkur/about-us/>

### 3.5.3. Internationalisation

In the 2014 Icelandic governmental white paper, it was emphasised that young people in Iceland would „enjoy the same opportunities to live and work in an ever-changing world. “It is furthermore emphasised that in today’s international community, it is important that individuals in Iceland have competitive competencies for a strong economy and a flourishing society. A good education is said to be a key ingredient in the development of any economy or society.<sup>7</sup> In the National Curriculum Guides in Iceland from 2011, internationalisation was not a significant part of the curriculum although the framework and conditions for learning and teaching were partly based on international conventions and the policy of international institutions of which Iceland is a member.<sup>8</sup> In case of experimental schools, they should be organised according to “accredited national curriculum guides of other countries or international curriculum guides and organisation.”<sup>9</sup>

This evaluation indicates that international cooperation and mobility is very important to help young people develop personally, increase their competencies and improve the quality of education and training in Iceland. It also impacts participants’ employability. As stated in the *Erasmus Impact Study*, Erasmus students who have studied abroad have better employability than 70% of all students. They determined that their skills improved more than they expected before going abroad. Employers value skills such as openness, problem-solving and decision-making, confidence, tolerance towards other personal values and behaviours higher than specific subject knowledge in their field and work experience.<sup>10</sup>

Although people spend a lot of time on global media, most of the projects seemed to have enhanced the internationalisation in many fields. Participants in the focus groups repeatedly referred to a deeper understanding, new knowledge from abroad, learning about other nations, cooperation with other Europeans, attitude changes and tolerance and comprehension towards multiculturalism.

*I'm very grateful for being able to take part in projects across borders. Iceland is an island and it is very important for our young people to feel that we are a part of Europe and that they have so many things in common with their peers in other European countries. In these times, it is more important than ever that we make it possible for our youth to work together across borders. It helps to give them a sense of unity. They think “we” instead of “us” and “them”. (An open answer in the survey).*

<sup>7</sup> *White Paper on educational reform*. 2014:2.

<sup>8</sup> The National Curriculum Guides for Preschools, Compulsory Schools and Upper Secondary Schools. General Section. 2012:6.

<sup>9</sup> *The National Curriculum Guide for Compulsory Schools*. General Section. 2012:79

<sup>10</sup> *The Erasmus Impact Study*. 2014:14.

#### 3.5.4. Innovations

Most participants in the focus groups reported that the programme promoted new ways of thinking, promoted open-mindedness, gave them new experiences, ideas and approaches that made a difference in their respective fields. Growing innovative thinking spreads and impacts professional development within institutions.

*It's a programme that has enabled us to do so much more and to really build on our work for the future. (An open answer in the survey).*

#### 3.5.5. Modernisation of education, promoting excellence in teaching activities, modernisation of training systems

Most participants in the focus groups and meetings reported that the programme and its predecessors had to some extent influenced modernisation of education, promoted excellence in teaching activities and helped modernise training systems. It was pointed out in the focus groups that Icelandic education students seemed to participate less in exchange projects than other university students abroad. This must be researched further as educators play a key role in the modernisation of education and training.

*Thank you for this opportunity you are giving us to meet and make friends around Europe, to learn new things, become familiar with new technology and not fall behind. Thank you for this programme. (An open answer in the survey).*

#### 3.5.6. Policy reforms

Meanwhile, 27,1% of participants in the survey reported that the project complemented policy reforms at the local level, 12% at the regional level and 14,3% at the national level.

There is no solid evidence of that the Erasmus+ or its predecessors have complemented policy development or reforms in Iceland. But there are some indications that the projects have had effects. Many participants in the focus groups mentioned that the programme had some influence in improving the standards and quality of higher-education qualifications. They also stated that their projects had in some cases led to a new course at upper-secondary and university levels. In other cases, it affected the processes in developing and changing courses. The example of benefits to disadvantaged groups was mentioned regarding education for autistic adults and handicapped students. In pre-schools, compulsory schools and secondary schools, participants repeatedly reported school improvements, new knowledge and attitude changes regarding equality, sustainability and multiculturalism.

The Government Agency for Child Protection participated in a project aimed to improve procedures in child protection services by offering workshops for Child Protection Committees

and professionals all over Iceland. These workshops seemed to have had an impact by creating discussions about processes and procedures in the field, which led to improvements. If there will be a long-term impact on policy reform, it must be researched further.

The National Curriculum Guide in Iceland contains the framework and conditions for learning and teaching. It is based on existing laws, regulations and international conventions. Six fundamental pillars form the educational policy for pre-schools, compulsory schools and upper secondary schools and form important continuity in the Icelandic educational system. These pillars are:

- literacy
- sustainability
- health and welfare
- democracy and human rights
- equality
- creativity

According to NAU and other stakeholders, education and training actions seemed to have had both direct and indirect impact on policy reforms where KA1 and KA2 have had more indirect impact and KA3 will likely have more direct impact in the future. European and international influences can be seen in policy development, the national curriculum guides<sup>11</sup>, the minister's white paper<sup>12</sup>, the Bologna Process for higher education and the Copenhagen Process for vocational training and education.

The European educational policy seemed to have impact through Icelandic participation in the Erasmus+ and its predecessors. First, on the individuals, then on the institutions and at last on national level. The result seemed to be more strategic in the education and training fields than in the youth field. According to the NAU, a youth strategy had recently been developed but the project managers within the youth field participating in the focus groups perceived that there was not a clear strategy or focus on the youth section in the ministry. According to the NA for youth the results from the youth projects are not impacting the policy development in Iceland and there are few staff members working in the youth section in the ministry and little emphasize on youth work. According to the NA for youth and project managers there is a need for more cooperation between the NA for youth, people working in the youth field and the ministry regarding a youth strategy and other youth related matters. The NA for youth said it would be beneficial for the ministry to cooperate more with the them in utilizing KA3 which is an action emphasizing on support for policy reforms.

On the other hand, the participants in the focus groups repeatedly mentioned that the Ministry of Education, Science and Culture could embed the results of the Erasmus+ and its predecessors further in the policy and the curriculum guides. It should also send a clearer message to the

---

<sup>11</sup> The National Curriculum Guides for Preschools, Compulsory Schools and Upper Secondary Schools. General Section. 2012.

<sup>12</sup> *White Paper on educational reform*. 2014.

municipalities on the importance of institutions to apply for the programme and implement the projects into their policies, and support them further to do so.

The NAU said that the new Icelandic Qualification Framework, and new youth policies can partly be attributed to Erasmus+ and its predecessors. The grants have made it possible for Icelanders to participate in European projects leading to improvements both in education and training as well as youth projects.

### 3.6. Changes to the structure of Erasmus+ or its successor programme to increase effectiveness

When asked in the survey how satisfied the respondents are with the simplified architecture of Erasmus+ programme, 58,8% said that they were satisfied. When asked in the survey how easy it was to apply for funding for projects in the Erasmus+ programme, about 13% said that it was easy, but 53,5% said that it was difficult. Those applying for K103 found it easier than others. To shed better light on which difficulties in the application process the participants referred to, they were asked in the survey's open questions and focus groups to give further explanations. Common views in the survey, the participants in the focus groups and meetings, were that the scope for changes to the structures of Erasmus+ and its successor programmes lies in a more simplified application process, clearer language in documents and information materials, and more user-friendly IT solutions. The NAs mentioned that preparatory visits had been very useful and should be renewed and used alongside the current Transnational Cooperation Activities.

### 3.7. Was the budget appropriate?

In the focus groups, there was a consensus of that opinion that the Erasmus+ budget had made it possible for Iceland to execute various effective projects which would never have been possible without the Erasmus+ grants. Furthermore, 68,7% of the respondents in the survey reported that they were satisfied with the grant amount provided for their project and 17% said that they were dissatisfied with the mean as 3,74 on a five point Likert scale. K204 were least satisfied (3,29) and KA107 the most satisfied (4,17). (Table 7).

Table 7. How satisfied are you with the grant amount provided for your project?

How dissatisfied or satisfied are you with the grant amount provided for your project?	
	Mean*
KA107 - Higher Education international student & staff mobilities	4,17
KA205 - Strategic Partnerships for youth	4,14
KA103 - Higher education student and staff mobility within programme countries	4,13
KA102 - VET learner and staff mobility	4,09
KA116 - VET learner and staff mobility with VET mobility charter	4,00
KA202 - Strategic Partnerships for vocational education and training	4,00
KA219 - Strategic Partnerships for schools only	4,00
KA101 - School education staff mobility	3,89
KA347 - Dialogue between young people and policy makers	3,75
KA105 - Youth mobility	3,56
KA203 - Strategic Partnerships for higher education	3,50
KA104 - Adult education staff mobility	3,45
KA201 - Strategic Partnerships for school education	3,42
KA204 - Strategic Partnerships for adult education	3,29

\*5 point Likert scale (1=Very dissatisfied, 5=Very satisfied)

As mentioned in section 3.3, some institutions cannot pay staff to manage the projects, take care of applications and financial issues and the funding does not cover expenses. In many actions, unfavourable exchange rate in Iceland have created difficulties. In youth mobility, the shortage of housing has raised rental prices and made it problematic finding affordable housing for volunteers.

## 4. Efficiency

This section evaluates the efficiency of Erasmus+ and the previously existing programmes and is based on reviewed documents, the survey and focus groups among project managers, participants and other stakeholders and meetings with the NAs and NAU.

### 4.1. Administration

#### 4.1.1. Division of tasks

According to both NAU and NAs for the last two years the cooperation and division of tasks between Commission, Executive Agency, National Agencies, European Investment Fund, National Authorities and Erasmus+ Committee has improved and is in general good and efficient.

#### 4.1.2. The service of the NAs

Respondents in the survey rated the service they got from the NAs as very high in all cases, above a 4 on a 5-points Likert scale. These views were repeatedly confirmed by the project managers in the focus groups. Table 8 shows the rating for every item.

Table 8. How satisfied are you with the following?

How dissatisfied or satisfied are you with the following?		Mean*
With the cooperation with your NA?		4,49
With the overall service provided by your NA?		4,47
With the overall support you got from your NA?		4,46
With the service you got from your NA during the application process?		4,4
With the NA's knowledge of the application process?		4,39
With the feedback provided by the NA on your application?		4,27
With the NA's understanding of my project's needs?		4,26
With the service you got from your NA during reporting?		4,24
With the service you got from your NA during the implementation time?		4,19
With the feedback provided by the NA on your final project evaluation?		4,14
With the seminar provided for project managers by the NA?		4,11
With the online information provided by the NA?		4,01

\*5 point Likert scale (1=Very dissatisfied, 5=Very satisfied)

According to NA for Education and Training it has been difficult and time consuming to explain to customers that people in the labour market do not have access to the Erasmus+ programme as this group had great participation in the predecessor programmes. The NA for Education and Training has tried to get the VET schools to apply but the problem is that many of them have a limited capacity to oversee the projects.<sup>13</sup> Representatives from VET schools and training centres who participated in the focus groups reported a good experience from their projects and reported interest in applying for further projects, but funding for administrative cost for the VET schools must be increased.

<sup>13</sup> Erasmus+ Programme National Agency Yearly report 2015. Education and Training.

According to participants in the focus groups and the meetings with the NAs, there seemed to be different rules between NAs regarding the language participants could use when applying for funding. This has made some participants confused as they do not understand why some applications could be in Icelandic but others must be in English.

Further improvements or simplification in the implementation of Erasmus+ could be in merging the two national agencies into one NA. As the budget will increase, there are challenges to use the money more efficiently. According to both NAs and NAU, more cooperation between the NAs would be beneficial and merging the two NAs would make it easier for participants. The merged agency could do the marketing and PR more effectively as well as developing user-friendly instructions, guidelines and videos on their webpages which would make the service more efficient. If united, the NA for youth said it would be important that the PR and marketing focus on the audiences and their needs as well as it is important that informal education would not get less attention than formal education.

#### 4.1.3. Integration, implementation and simplification

According to the NAs and participants in the focus groups who had managed projects before Erasmus+, the integration of several programmes into Erasmus+ has to some extent made it easier for them. However, tools need to be better, especially the E+link and the mobility tool.

Both NAs agreed that KA1 is more efficient than other KAs. KA1 is well known within the education and training and youth fields, and therefore there is more familiarity regarding KA1. According to the NA for education and training, it seems to be especially difficult in adult education. The NAs said that the difference might not be between fields but rather depending on the size of the projects, especially in youth and student mobility where applying for few students is as much work as applying for many. Universities have accreditation which makes it easier for them to apply. According to the NA for Education and Training, it could be beneficial if larger continuous education centres could get accreditation.

According to the NAs, the simplification of the grant process has made communication between the two NAs simpler. The new budget in KA2 is more complicated than in other Key Actions. NA for youth finds it is more complicated to assess the budget for KA2. The amount that projects receive is high and with that comes a responsibility for both NAs and applicants. The NA for youth is not sure if it can be simplified. According to the NA for education and training, the educational part of KA2 has some specifics, which could be simplified, which might lead to an increase of smaller schools applying. As it is today, it is harder for them to apply as they do not have the same resources as larger schools. The NA for Education and Training has taken action to help participants and made a device for project managers, which they have been very grateful for. The NAs find accreditation important so beneficiaries recognise their responsibilities when welcoming young people to Iceland.

NA for Education and Training finds the funding simpler than before especially after the change to the funding to unit cost. That has made it easier for beneficiaries. Beneficiaries now need to have two budgets, one for Erasmus+, which is the unit cost and one for the participating

institution. The NAs sometimes find messages from the European Commission misleading and more cooperation is needed between countries. Some of these misleading messages could be due to differences between countries in tax laws.

## 4.2. IT tools

The participants in the survey reported that they were not satisfied with the IT tools provided for the management and implementation of the programme. As table 9 shows, the mean is 3,71 or less on a five point Likert scale, which means that actions must be taken to improve the tools.

Table 9. How dissatisfied or satisfied are you with the following?

How dissatisfied or satisfied are you with the following?	
	Mean*
With the grant amount provided for your project?	3,74
With the PIC registration system?	3,71
With Europass?	3,68
With eTwinning?	3,49
With the E-form?	3,48
With the Dissemination Platform (Valor)?	3,43
With the Mobility Tool?	3,43
With EPALE?	3,19

\*5 point Likert scale (1=Very dissatisfied, 5=Very satisfied)

Project managers found the mobility tool complicated e.g. you cannot export excel documents over to the mobility tool, but must write all the names of the participants into the mobility tool. If you have many participants, this action could take a long time. The NAs and beneficiaries said that the mobility tool was launched before it was ready, but said that it has improved. Some said that it doesn't always work properly and because of that they have had to email their final report instead of using the mobility tool. Some project managers said that when they have used the mobility tool before they learned how to use it. However, beneficiaries would like to see a more simplified online system where they could have everything they need online e.g. the learning/training agreements, were embedded into the mobility tool and all institutions would use this same online tool. Some participants said that they had used E- Twinning and it worked well but asked the question: why use that when you have Facebook, which is much easier to use.

## 4.3. Human and financial resources

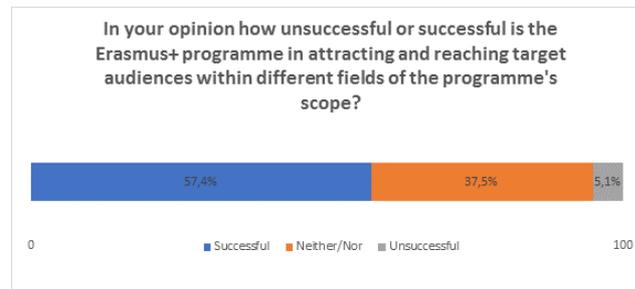
The NAs reported that they are lacking staff. In the big projects in KA2, you need to have an operational (business) mind. That applies to applicants as well as the NAs who are supposed to evaluate the projects. NAs said that they sometimes might not have enough business/operational knowledge to be able to evaluate those projects. The NA for youth used to have four staff members, but now they have three and they feel they are lacking appropriate staff. The NA for youth does not have time to present and market Erasmus + as much as they would like, especially to disadvantaged youth (groups). Also, they report that they do not have as much time as before to assist applicants and beneficiaries. NA for youth mentioned the difference between Iceland and other countries where in other countries there are a lot of volunteers that help the young people that travel between countries where as in Iceland the youth organizations are small with few staff members and few volunteers.

The NA for Education and Training also said that the municipalities could provide schools more flexibility when it comes to Erasmus. The NAs have held workshops for project managers in the beginning of the projects and they have held mid-term workshops. The NAs reported that the more they know and understand the less strain it is for the NAs.

Regarding co-funding, the European Commission encourages the NAUs to co-fund the programme and this has been discussed within the ministry. The Icelandic NAU's contribution has been the work of the ministry's staff members and the financial resources the ministry has provided the NAs. The participants in the focus groups mentioned that teachers could use their education and training funds within their unions to co-fund the projects. The municipalities have offered location, free admission fee to special events to facilitate ongoing projects.

## 5. Relevance

57% of respondents in the survey reported that the Erasmus+ was successful in attracting and reaching target audiences within different fields of the programme's scope but 37,5 answered neither/nor. (Picture 1).



Around 72% said that Erasmus+ is known in their field and 17,5% said that it was unknown. According to the participants in the focus groups, the Erasmus+ programme seemed to be rather well known to the education and training and youth communities and best known among university students. Some of the universities have made European exchange programmes part of their study programmes. But it has been difficult to reach disadvantaged youth. In Iceland, their organisations are quite small and distributed all over the country and most of them work with a small number of clients. In the focus groups, there was a staff member from the Organisation of Disabled in Iceland who received important information from project managers in the group and found the programme very interesting.

Participants in the focus groups mentioned that they would like to see more involvement from the municipalities, which could help promote Erasmus+ and reach the target audience. Many mentioned the possibility of having an employee at the municipality that would focus on helping schools apply for Erasmus+ and other funding opportunities. That might especially be of help to smaller schools that do not have the resources to hire paid staff solely or partly working on this.

When asked if the needs of the field are being addressed by the Erasmus+ programme, 81,1% of respondents said that their needs are being addressed.

According to NA for youth there is a need to open people's eyes for the possibilities that lies within applying for funding in the youth part of Erasmus+. Sports associations and disadvantaged young people have not been applying for funds in the youth part and there is a need to reach those groups and organizations to make them aware of this possibility.

## 6. Internal and external coherence and complementarity

The NAU and NAs said that they were satisfied with coherence between the various actions brought together in Erasmus+. Erasmus+ complements Nordplus, when the main objectives are to strengthen and develop Nordic educational cooperation and contribute to the establishment of a Nordic-Baltic educational region. According to the NAU, these programmes complement one another as there are funds with the possibility to apply for grants in both programmes. There is no comparable Icelandic programme.

The NAU does not experience tensions, inconsistencies or overlaps between the various actions. On the other hand, NA for Education and Training claimed that there is tension between actions as the specialists do not have enough knowledge of each other's tasks and there is a heavy work load on the employees. The NA for Education and Training is planning to increase the sharing of in-house knowledge but they do not yet have an overall strategy.

## 7. European added value and sustainability

The participants in the focus groups said that having the opportunity to network with people from other European countries helped them learn new technology and strengthen their communication skills. Sharing opinions and getting new knowledge improved their professionalism. Most teachers in the focus groups agreed that the programme has led to important continuing education, an opportunity they would not have had without the programme. They also mentioned increased tolerance and comprehension towards multiculturalism. The European educational policy seems to have impacted policy development through Icelandic participation in the Erasmus+ and its predecessors. The future challenge is to use the budget that is foreseen in the coming years to effectively increase the participation in the strategic actions in both fields.

*It is a great opportunity for Europeans to get together on a personal and professional level to exchange ideas, knowledge and competencies.*

## 8. Strengths and weaknesses of the Erasmus+ programme.

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
Opportunities for Iceland	Bureaucracy
Professional development	Complicated application process
Transnational cooperation/partnerships	IT solutions and mobility tools not adequate
Intercultural dialogue	Heavy waste of paper in printing out materials
Innovation	Complicated use of language/English
Exchange of best practices	Different funding between actions. Not enough funding for programme administration in some actions
Diversity	Not enough funding for domestic travel cost in in Iceland
Flexibility	The current exchange rate in Iceland
Enhances confidence	
Professionalism in application process - High quality projects	
Excellent support from the NAs	

## References

*Erasmus+ Programme National Agency Yearly report 2015 and 2016. Education and Training.*

*Erasmus+ Programme National Agency Yearly report 2015. Youth.*

*Evaluation Roadmap. Mid-term evaluation of Erasmus+. 2015. European Commission.*

*National reports on the implementation and impact of Erasmus+ guidance note. 2016. European Commission.*

*Reference report of the Icelandic Qualifications Framework ISQF to the European Qualifications Framework for Lifelong Learning EQF. 2014.*

*The Erasmus Impact Study. Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions. 2014. European Commission.*

The Erasmus+ webpage: <https://www.erasmusplus.org.uk/about-erasmus>.

*The Icelandic national curriculum guide for preschools. General section. 2012. Reykjavík: The Ministry of Education, Science and Culture.*

*The Icelandic national curriculum guide compulsory schools. General section. 2012. Reykjavík: The Ministry of Education, Science and Culture.*

*The Icelandic national curriculum guide for upper secondary schools. 2012. Reykjavík: The Ministry of Education, Science and Culture.*

*White Paper on educational reform. 2014. Reykjavík: The Ministry of Education, Science and Culture.*

## Appendix 1

Table 1. Decentralised funding for education and training field in Iceland 2014 – 2016.

Key Action – Action Type	Applications	Awarded	%	Grant Applied for (EUR)	Grant Amount Awarded (EUR)	%
<b>2016</b>						
KA101 School Education Staff Mobility	36	24	67%	€ 844.407	€ 291.671	35%
KA102 VET Learner and Staff Mobility	8	6	75%	€ 561.263	€ 352.454	63%
KA116 VET Learner and Staff Mobility with VET Mobility Charter	4	4	100%	€ 383.535	€ 334.941	87%
KA103 Higher Education Student and Staff Mobility within Programme Countries	7	7	100%	€ 3.116.020	€ 1.800.000	58%
KA104 Adult Education Staff Mobility	14	6	43%	€ 238.823	€ 57.998	24%
KA107 Higher Education Student and Staff Mobility between Programme and Partner Countries	7	6	86%	€ 428.966	€ 237.505	55%
KA201 Strategic Partnerships for School Education	5	3	60%	€ 770.175	€ 315.640	41%
KA202 Strategic Partnerships for Vocational Education and Training	4	2	50%	€ 922.194	€ 494.392	54%
KA203 Strategic Partnerships for Higher Education	4	3	75%	€ 913.160	€ 711.528	78%
KA204 Strategic Partnerships for Adult Education	4	3	75%	€ 1.003.680	€ 442.047	44%
KA219 Strategic Partnerships for Schools only	7	4	57%	€ 747.610	€ 420.385	56%
<b>Total</b>	<b>100</b>	<b>68</b>	<b>68%</b>	<b>€ 9.929.833</b>	<b>€ 5.458.561</b>	<b>55%</b>
<b>2015</b>						
KA101 School Education Staff Mobility	40	20	50%	€ 906.186	€ 341.856	38%
KA102 VET Learner and Staff Mobility	11	8	73%	€ 790.340	€ 579.153	73%
KA116 VET Learner and Staff Mobility with VET Mobility Charter						
KA103 Higher Education Student and Staff Mobility within Programme Countries	7	7	100%	€ 2.732.500	€ 1.599.639	59%
KA104 Adult Education Staff Mobility	9	5	56%	€ 142.734	€ 53.320	37%
KA107 Higher Education Student and Staff Mobility between Programme and Partner Countries	5	5	100%	€ 1.164.790	€ 224.366	19%
KA201 Strategic Partnerships for School Education	1	1	100%	€ 201.026	€ 201.026	100%
KA202 Strategic Partnerships for Vocational Education and Training	6	3	50%	€ 1.372.799	€ 658.051	48%
KA203 Strategic Partnerships for Higher Education	6	3	50%	€ 1.241.883	€ 451.742	36%
KA204 Strategic Partnerships for Adult Education	6	3	50%	€ 1.398.234	€ 499.884	36%
KA219 Strategic Partnerships for Schools only	8	4	50%	€ 840.922	€ 332.380	40%
<b>Total</b>	<b>99</b>	<b>59</b>	<b>60%</b>	<b>€ 10.791.414</b>	<b>€ 4.941.417</b>	<b>46%</b>
<b>2014</b>						
KA101 School Education Staff Mobility	49	31	63%	€ 779.493	€ 331.875	43%
KA102 VET Learner and Staff Mobility	13	10	77%	€ 613.532	€ 470.355	77%
KA116 VET Learner and Staff Mobility with VET Mobility Charter						



Key Action – Action Type	Applications	Awarded	%	Grant Applied for (EUR)	Grant Amount Awarded (EUR)	%
KA103 Higher education student and staff mobility within programme countries	7	7	100%	€ 1.888.200	€ 1.480.000	78%
KA104 Adult education staff mobility	10	6	60%	€ 133.065	€ 52.405	39%
KA107 Higher education student and staff mobility between Programme and Partner Countries						
KA201 Strategic Partnerships for School Education	4	2	50%	€ 855.490	€ 202.130	24%
KA202 Strategic Partnerships for Vocational Education and Training	3	3	100%	€ 769.408	€ 594.570	77%
KA203 Strategic Partnerships for Higher Education	6	3	50%	€ 1.426.244	€ 687.631	48%
KA204 Strategic Partnerships for Adult Education	4	3	75%	€ 963.526	€ 566.376	59%
KA219 Strategic Partnerships for Schools only	6	3	50%	€ 636.225	€ 291.340	46%
<b>Total</b>	<b>102</b>	<b>68</b>	<b>67%</b>	<b>€ 8.065.183</b>	<b>€ 4.676.682</b>	<b>58%</b>

Source: Rannís, the National Agency (NA) for Erasmus+ Education and Training.

Table 2. Decentralised funding for youth in Iceland 2014 – 2016.

Key Action – action type	Appli- cations	Awarded	%	Grant Applied for (EUR)	Grant Amount Awarded (EUR)	%
<b>2016</b>						
KA 105 - Youth Exchanges	29	26	90%	€ 909.485,00	€ 640.441,00	70%
KA 105 - Youth workers mobility	21	15	71%	€ 444.602,00	€ 272.141,00	61%
KA 105 - European Voluntary Service (EVS)	12	12	100%	€ 409.220,52	€ 353.592,92	86%
KA 205 - Strategic Partnerships for innovation	6	2	33%	€ 815.397,00	€ 314.492,00	39%
KA 205 - Strategic Partnerships for exchanges of good practice (Transnational Youth Initiatives)	10	4	40%	€ 335.270,00	€ 83.435,00	25%
KA 347 - Meetings between young people and decision-makers	4	3	75%	€ 90.054,00	€ 69.788,00	77%
<b>Total</b>	<b>82</b>	<b>62</b>	<b>76%</b>	<b>€ 3.004.028,52</b>	<b>€ 1.733.889,92</b>	<b>58%</b>
<b>2015</b>						
KA 105 - Youth Exchanges	14	10	71%	€ 379.519,00	€ 242.414,00	64%
KA 105 - Youth workers mobility	14	11	79%	€ 356.160,00	€ 270.152,00	76%
KA 105 - European Voluntary Service (EVS)	11	10	91%	€ 309.705,00	€ 272.267,00	88%
KA 205 - Strategic Partnerships for innovation	4	3	75%	€ 555.829,00	€ 346.208,00	62%
KA 205 - Strategic Partnerships for exchanges of good practice (Transnational Youth Initiatives)	8	6	75%	€ 200.885,00	€ 147.785,00	74%
KA 347 - Meetings between young people and decision-makers	2	2	100%	€ 46.526,00	€ 46.526,00	100%
<b>Total</b>	<b>53</b>	<b>42</b>	<b>79%</b>	<b>€ 1.848.624,00</b>	<b>€ 1.325.352,00</b>	<b>72%</b>
<b>2014</b>						
KA 105 - Youth Exchanges	9	9	100%	€ 242.388,00	€ 242.388,00	100%
KA 105 - Youth workers mobility	14	11	79%	€ 285.397,00	€ 253.302,00	89%
KA 105 - European Voluntary Service (EVS)	10	10	100%	€ 222.740,00	€ 222.740,00	100%
KA 205 - Strategic Partnerships for innovation	2	2	100%	€ 287.330,00	€ 269.920,00	94%
KA 205 - Strategic Partnerships for exchanges of good practice (Transnational Youth Initiatives)	4	2	50%	€ 102.778,00	€ 53.576,00	52%
KA 347 - Meetings between young people and decision-makers	2	1	50%	€ 27.164,00	€ 14.184,00	52%
<b>Total</b>	<b>41</b>	<b>35</b>	<b>85%</b>	<b>€ 1.167.797,00</b>	<b>€ 1.056.110,00</b>	<b>90%</b>

Source: EUF, the National Agency (NA) for Erasmus+ Youth