

**ROMANIA****Agentia Nationala pentru Programe Comunitare in Domeniul Educatiei si Formarii Profesionale****Fields Covered :** School Education, Vocational Education and Training, Higher Education, Adult Education, Youth, European Solidarity Corps**To: European Commission  
DG EAC****ERASMUS + PROGRAMME AND THE EUROPEAN SOLIDARITY CORPS****NATIONAL AGENCY YEARLY REPORT****PERIOD: 1 JANUARY 2019 - 31 DECEMBER 2019****Version : 1****Name of contact person for the NA's yearly report:** Monica Calota**Email of contact person :** monica.calota@anpcdefp.ro**Phone number of contact person :** +40212010700**Declaration of the NA legal representative:***"I hereby declare that the information contained in the present report and its annexes is accurate and true."*

NA	Legal Representative
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## PART I - ERASMUS+ PROGRAMME IMPLEMENTATION IN 2019

The NAs are required to fill in only the chapters that are **relevant to their field of activity**.

### I.1. School education

#### I.1.1. Implementation of Erasmus+ actions in 2019

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP014) and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions in the field of school education in 2019, for both Key Action 1 (KA101) and Key Action 2 (KA201 and KA229).

1. Analysis of **the selection results** should cover:

- the selection results (main trends in comparison with previous calls)
- the success rate (main trends in comparison with previous calls)
- objectives, priorities, topics addressed and activities planned in granted projects
- the inclusive dimension of the selection results, covering all target groups and territories (e.g. schools dealing with pupils from disadvantaged backgrounds, with special needs, geographic spread of institutions and organisations involved, and where relevant: schools from outermost regions, etc.)

a. Key Action 1 (KA101)

In 2019 the number of applications was reduced by 7% from 551 in 2018 to 515 in 2019, but the composition of the consortia was significantly increased as number of members – average 10-12 compared to 2-5 members in 2018; the number of granted projects increased by 17% - 133 in 2019 compared to 110 in 2018. Consequently, the success rate registered an increase to 25.8% in 2019 compared to 19.96% in 2018, but still remains very low considering the huge needs of the sector and high quality of applications: the 133 granted projects were scored between 95 and 78 points as in 2018. 447 out of 515 received applications in 2019 (86.80%) achieved the minimum quality thresholds, a higher rate compared to 2018 (70.96%). Continuously, a considerable number of applications are built on real institutional needs and are likely to produce quality learning outcomes and the expected impact.

As in the previous years, the geographical spread is very satisfactory: all 42 counties of the country are covered in the applications, ensuring good coverage of the 8 national development regions (W - 42 applications, N-W-8, Centre-52, N-E 128, S-E-60, Sud-85, S-W-44 and Bucharest Ilfov- 6).

As a result of several project writing workshops held across the country and the promotion activities targeting especially schools from rural areas, the number of applications submitted by these organisations has registered a stable trend of 27.77% in 2019 as per 26% in 2018.

As in previous year, most of the received applications address relevant themes and topics for the objectives and priorities of the E+, as well as the field specific priorities: 1) supporting schools to tackle early school leaving (ESL) and disadvantaged groups and 2) promoting the acquisition of skills and competences. The most relevant topics in 2019 were: Early School Leaving /combating failure in education (48.8%), New innovative curricula/educational methods (38.34%) ICT-new technologies (38.34%), Inclusion-equity (38.34%), Access for disadvantaged (12%) and Disabilities and special needs (9%). In 2019 the number of granted participants increased by 22%, 1516 participants as compared to 1186 in 2018. Out of the total number of participants, 23.51% are working in rural areas. In terms of typology of activities, from the total number of granted projects, participation to training courses is planned for in 121 projects covering 1449 participants and job-shadowing activities for 12 projects (67 participants).

b. Key Action 2 (KA201 and KA229)

Among the applicants there was a higher interest in the KA229 action, due to the simpler format of the webform, rather than in the KA201 action; in this particular action, the latter one, there was therefore a decrease in the number of submitted projects, by 9.73% as in 2018 selection round, still the NA granted a larger number of projects, that is a total of 17 projects (out of which one was cancelled after the withdrawal of the coordinator, but the NA approved another project from the reserve list). Regarding the KA229 action, there was an increase of the number of the submitted projects, by 12.38% as compared to 2018, as well as in the projects the NA was able to grant, that is 77 projects, respectively 32.62% out of the total of 236 submitted projects (one of the 77 projects was approved from the reserve list). The quality of KA229 projects improved in 2019 (the scores between 93-71 points), while for KA201 the scores awarded were between 81-69 points.

The priority mostly addressed in the approved KA201 and KA229 projects was the one referring to tackling early school leaving and disadvantage specific for this field; the same high interest was in the following horizontal priorities: social inclusion and supporting individuals in acquiring and developing basic skills and key competences. Most of the selected KA201 and KA229 addressed Early School Leaving/combating failure in education as the main topic, but also Inclusion – equity ICT - new technologies - digital competences.

In 2019 the total number of contracted projects was 17 for KA201 and 526 KA229 (including the partner schools). In these projects there is going to be a considerable number of 53398 participants involved in transnational activities (out of which 9067 persons in all RO coordinated projects, 39 people with special needs and 41381 people with fewer opportunities planned to be involved). Most of the contracted projects are planning to involve people with fewer opportunities, respectively in 12 KA201 projects and 385 KA229 projects. Concerning the activities planned in the contracted projects, there will be 1850 short-term exchanges of groups of pupils, 12 blended mobilities of school learners and 610 short-term joint staff training events. As in the previous year the geographical spread is balanced with an average of 8.125 projects submitted by each Euro-region in KA201 action and 29.5 projects submitted in KA229 action.

2. Analysis of the **achievement of targets** set in 2019 NA Work Programme related to the field of school education. In case of underachievement, please list the targets which were not achieved and the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results?

All the targets established in the field of SE, including those for the additional objectives have been surpassed, except for the following:

I.3.3.1.c: Share of cross sectoral projects awarded -0, vs. 5% target;

I.3.4.1.c) Share of awarded projects involving enterprises or other socio- economic players active in the world of work: 11.76% vs.35%

In 2020 we will continue our same traditional cross-sectoral approach in almost all the events we organise for beneficiaries or potential beneficiaries, as detailed in the chapter dedicated to synergies. Besides all the information/promotion activities, for 2020, we plan to organise the following activities-with impact on the future projects and cooperation- with participants coming from all sectors:

-annual dissemination and exploitation of results conference ("Learn and pay it forward!"), where the best practice projects from all sectors are invited to present themselves to a large audience covering schools, VET providers, universities, NGOs, local authorities representatives, actors relevant for the socio-economic sectors;

-the training courses focused on dissemination and exploitation of results offered to all KA2 and 3 projects approved will continue to be organised involving projects from all sectors.

Also,three of the big TCA events in 2020, hosted by RO will be cross sectoral too (CONNECTOR, one of the courses within the Erasmus+ Academy, focused on the dissemination and exploitation of results and the contact seminar that will be organized at the end of 2020, for the future partnerships in the new programme).

Our observations in the WP 2019 remain valid: there are procedural causes that prevent us to properly count the number of projects that are in reality cross-sectoral, without being officially marked as such; that is why the targets could be seen apparently as low; also, the fact that there is no EU priority about cross-sectoriality is one of the causes of this result; the experience of the past years shows that having a priority on a certain topic could influence strongly the results; otherwise, relying only on our efforts to promote something cannot give the expected results. For the connection of the world of work, the schools for general education concentrate the projects on internal methodological issues and on teachers and pupils` cooperation and exchanges; the cooperation with the world of work is much more appropriate for VET schools and action KA202. (where the target is surpassed)

3.An overview of **communication and information activities** undertaken to promote the decentralised actions specifically **in the field of school education**, including for supporting the new format of School Exchange partnerships, as well as cooperation with **eTwinning National Support Service**. Please specify any activities related to centralised actions. The information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

The NA designed various tools and activities of information and communication in the field of School Education. On the updated NA website there are useful resources, such as: documents, useful links, information tools - guides for writing successful KA1 and KA2 projects (for KA229 this was a novelty in 2019), webinars on filling in the webform (868 views recorded on You tube for KA1 and 570 for KA2) or on creating a PIC.

The NA organized 6 workshops (3 days each) on writing KA1 projects attended by representatives of 93 schools, regional authorities and of Teach for Romania network and 12 workshops for potential applicants on writing a KA2 projects attended by 185 institutions. Other activities carried out can be mentioned: KA1 - one information meeting focused on kindergartens (23 institutions), Programme's opportunities were promoted during Teach for Romania National Conference, a promotion activity dedicated to rural schools by using the network of schools financed in 2018, targeted information via e-mail messages sent to the network of inspectors from all 42 counties to spread the information around their countries; KA2 – one open doors week (applicants received support on their project proposals), online question and answer session with applicants via Facebook chat, organizing a promotion event for military schools in RO and also for mixed SE and VET schools (50 schools attended), an event dedicated for the Programme promotion, attended by all chief school inspectors. For both actions, NA experts offered customized counselling by e-mail or by request at NA headquarters.

The annual meeting of school inspectors was attended by an NSS representative whose presentation was focused on the link between eTwinning and KA229, as well as regarding the two selection rounds carried out up to that moment for nominating the eTwinning schools and the selection results at national level. During the selection NSS confirmed the schools that obtained the title of eTwinning schools so that the eTwinning school exchange projects could be scored correctly in quality assessment process.

Due to some changes in the institutional context of NSS, the evaluation process of applications submitted for eTwinning National Prizes, as well as the Award Ceremony planned in December 2019, were postponed; an NA representative had to be involved. According to NSS, a new roadmap for the evaluation and awarding the prizes will be established later on, once the situation is clarified.

4. An overview of the activities specifically **in the field of school education to support and monitor beneficiaries** as well as to **improve the quality of project implementation** (e.g. thematic monitoring and project management meetings). The information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

The NA supported the beneficiaries through various activities: 13 kick-off meetings attended by 866 people for both KA1 and KA2 actions (contact persons, legal representatives or the accountants took part). The meetings' agendas covered technical and financial management, the use of EC platforms (MT+, eTwinning, SEG, Europass and Eurydice), sessions on DEOR and peer learning through best practice examples of projects.

6 monitoring visits were performed for KA1 and 32 for KA2 (based on different risk types analysis, best practice, covering different type of institutions, education level and geographic spread).

Another way of monitoring was through assessing the progress and interim reports of KA201 projects (feedback was sent to beneficiaries), monitoring sheets elaborated for all RO coordinators of KA229 projects (following the structure of a progress report), also monitoring questionnaires (every 6 months) to know the state of play of projects. For KA1 monitoring sheets were applied according to projects duration (every 7, 14, 21 months) which allowed to track the projects' progress. As support tools we can mention 2 monitoring meetings on KA2 final reporting stage for 2017 beneficiaries and electronic guidelines for KA1 and KA2 beneficiaries on how to set up final reports according to quality criteria and tailored guidance given individually before deadline and webinars on how to prepare the final report. Due to these, all KA1 and KA2 finalised projects passed the quality threshold and we were able to identify best practices, some of them invited already in NA national events.

All RO coordinators of KA2 projects attended a 3 day-training activity on DEOR, organized in two sessions (in March and April), in two different groups, one for all multi-beneficiary coordinators and one for mono-beneficiaries (KA229). A pre-departure training was organized for the RO pupils selected to take part in a long-term study mobility.

The school inspectors support us with their monitoring reports (every 6 months) based on their monitoring visits to beneficiaries, reports that are analyzed to see the degree of risk. Except for the guidelines elaborated for the implementation of KA1 and KA2 projects and for filling in the final report in MT+, the NA developed financial guidelines with specific aspects, useful especially for accountants. Apart from these, beneficiaries are permanently supported when needed by email, phone or face-to-face.

5. An **overall qualitative assessment on the implementation** of Erasmus+ actions in the field of school education (achievements, difficulties encountered, feedback from stakeholders, overall judgement on the state of play) in linkage with **the programme's objectives and priorities** as well as with the school education policy context.

Erasmus + has grown in Romania in popularity and as a tool to support beneficiaries in strengthening our institutions' potential in dealing with their educational challenges and needs through transnational mobility and cooperation. Due to the visibility, simplicity and flexibility in its financial rules, E+ had a significant impact at national level. We appreciate the success of Erasmus+ in 2019 by putting together the results of the analysis of several instruments used: interim/progress and final reports, monitoring visits, evaluation questionnaires applied to all events organized by the NA, the annual satisfaction questionnaire applied to beneficiaries, the feedback received from the external assessors of applications and final reports, or from the meetings organized with NA networks of trainers and inspectors, confirming the support to national policy which aims at improving the quality in education. All major stakeholders at national level consider Erasmus+ as a successful model of practice; this is proven by NA recurrent involvement in the national contests organised by NAU, i.e. European School and Made for Europe, where one could best see the importance of EDP. The overall 2019 selection results demonstrate that the submitted projects address objectives that are strongly correlated with the priorities and objectives of the Programme, as well as with the real needs of the educational system in Romania. We successfully reached 2019 targets in terms of quality of the applications (see section I.1.1.2). The quality of the selected projects reflects in a good implementation and impact on the target groups and on the beneficiary institutions. This is also strengthened by the scores awarded for the final reports.

We still face challenges in managing the frustration of applicants who reached the quality threshold and were not granted, due to country budget constraints in the SE field and the mal-functioning of IT platforms (MT+ and Webform – deadline was extended). In KA1 there are increased challenges faced by the beneficiaries with training providers (extra costs requested for course fees, for issuing the certificates or paying the trainer, cancelling or rescheduling the training courses). The postponed launch of ORS had a great impact on the functionality of MT+ and EPL and caused a series of errors: KA2 reports could not be accepted in EPL and quality assessment was delayed for nearly a month (NAIT-63004). NACO tickets are solved with great delay.

### I.1.2. Analysis of finalised projects

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP018) and other sources of information at your disposal, please provide the following information for projects in school education that were finalised in 2019.

#### I.1.2.1. Key Action 1 (KA101)

1. An analysis of the **implementation of mobilities** by providing a comparison between planned versus completed mobilities. The analysis should be as specific as possible and differentiate between activity types (i.e. Teaching assignments, Structured courses/training events, Job shadowing).

In 2019, 84 final reports (2 projects granted in 2016, 60 in 2017 and 22 in 2018) were assessed. The total number of realized mobilities is 1016 (943 participants in structured courses/training events and 73 in job shadowing activities). The number of realized mobilities was higher than the one awarded by 21. It can be noticed an increasing trend compared to 2018 in terms of additional mobilities, when a number of 18 additional mobilities was registered, although in 2018 we refer to a smaller number of finalized projects (56 compared to 84 projects in 2019) and implicitly a smaller number of realized mobilities (746 compared to 1016 in 2019).

We didn't have any ineligible mobility regarding the finalized projects.

All participants in the 1016 eligible mobilities submitted their survey. The assessed final reports revealed that most projects were implemented at a good quality level, reaching the objectives set in the applications and accomplishing all the approved activities, thus 100% of the final reports analyzed passed the quality threshold (with scores between 60 and 90 points) as in previous years. There were no grant reductions based on quality grounds.

In terms of types of activity, the preferred choice remains "structured courses/training events" being in line with the needs of beneficiary institutions, but also a consequence of the diverse training-offer existing at European level. As for job shadowing activities, although as NA continuously promoted this opportunity, the low number can be explained, as in the previous years, by the difficulties encountered by beneficiaries in finding host organizations and the lack of specific measures to encourage institutions to host teachers at Programme level (which often implies extra-work and changing arrangements in the host schools schedules).

Most frequent hosting countries of the realized mobilities were Italy, Spain, Portugal and Greece.

## 2.An analysis to what extent the realised mobilities contributed to the implementation of the organisations **European Development Plans**.

The analysis performed by the NA was based on information collected from final reports, participants surveys and NA monitoring activities. The contribution of mobilities to EDP is emphasized in a wider context, the institutional one. From this point of view, mobility projects are influencing the school organizational culture through its specificities: extra/new administrative tasks, more focused teamwork, preparation activities, dissemination/ valorization, school management. The final reports" Impact" section in 84 finalized projects in 2019 also reveals the areas impacted in a positive way by the mobilities: teaching staff (both participants and colleagues taking part in dissemination activities)- in their teaching activities with the students, curriculum (local curricula to be improved or introduced), management improvements in order to increase the quality in education (human resources development in facing the school challenges-students dropout, low performance, lack of interest); new strategic targets (internationalization), new didactic tools (teaching tools & methods guides). From the institutional point of view the mobilities results are mainly used to develop the quality of education. Most of the final reports are emphasizing actions towards improving the School Development Plan in terms of curriculum, human resources and internationalization. The analysis of finalized projects mobility surveys (1016 mobilities) proves that all the mobility experiences are supporting the strategic development of the schools as the headteachers and teachers are the leading actors in acting towards the strategic development of their organizations. The typology of mobility activities is closely related both to schools' specific needs and objectives and to EDP. Although for the participants surveys in projects selected in 2017 and 2018 the question referring to the EDP no longer exists, we took into consideration for the analyze the item related to "needs and objectives of your home organization". Thus, 980 out of 1016 participants (96,45 %) "strongly agree" or consider their mobility activity "very well linked" to their schools needs and objectives and to the EDP. Relevant for mobilities contributions to EDPs are also the use of new teaching methods/approaches (89,66%), strengthening efforts to internationalism (76,27%), starting or joining new European/international projects (80,41 %), improvement of organizational/management/leadership skills (56,79%).

## 3.An analysis of the main **feedback received through participant reports**, especially in terms of the main outcomes of mobility activities at individual level. Such analysis should differentiate between activity types (i.e.: Teaching assignments; Structured courses/training events; Job shadowing).

An overall analysis of the 1016 participants' reports of projects finalized in 2019 reveals high level of relevance of the mobility experience both for the personal and professional development of participants, as well as for the institutional one. For all types of completed activities (structured courses and job shadowing), 96.46% of participants declared to be "very satisfied" with the Erasmus+ mobility experience; all participants would recommend this experience to a colleague; for 921 participants (90.65%) the international mobility experience led to improving the foreign language skills.

Out of the 943 participants involved in a structured course/training event, 73.70% were at their first staff mobility experience financed by the Erasmus+ or LLP. From a personal and professional development point of view, 82.50% of participants strongly agreed they have gained sector-specific or practical skills relevant for their current job; 89.29% of participants considered that the training experience would lead to the use of new teaching methods/approaches/good practices learnt abroad at their home institution and 75.40 % strongly agreed that the experience they were involved in led to internationalization of their institution.

Regarding the job shadowing activity, out of the 75 participants, 93.15% were at their first staff mobility experience financed by the Erasmus+ or LLP. From a personal and professional development point of view, all participants agreed (68 strongly and 5 to some extent) that they experienced and developed new learning practices or teaching methods. All participants considered that the job shadowing experience increased their job satisfaction and led to internationalization of their institution (62 strongly agree and 13 to some extent).

The conclusion is that Erasmus+ brings a consistent added value in the field of RO SE sector; we want to highlight the big percentage of newcomers in the programme, this being a constant aim of our internal policy as NA.

### I.1.2.2. Key Action 2 (KA201 AND KA219)

An analysis to what extent the **results of finalised projects** were in line with the results expected at the application stage, taking into account:

- the objectives reached
- types of activities undertaken
- types of intellectual outputs produced
- types and volumes of mobilities
- the dissemination and exploitation activities undertaken by beneficiaries.

The analysis must cover both types of **Strategic Partnerships in school education** (exchanges of good practices and innovation).

The final reports submitted in 2019 belonged to projects approved in 2016, 2017 and 2018. The results of the quality assessment show that all the outcomes and objectives initially planned in the application form were successfully achieved. Also, the outcomes uploaded in the dissemination platform are of good quality and coherent with the final reports. The external assessors decided on the validation of outcomes that have potential of transferability and dissemination in EPRP.

Among the activities carried out that are mostly common we can mention: debate clubs, creating the Erasmus+ corner, learning and training activities, virtual classes, organizing local (training) seminars, competitions, international symposiums, discussions on Twin space forum on project theme, realization of the project poster/logo, workshops on robotics/ gardening / art crafts / theatre / ecology, CLIL lessons, video editing, applying evaluation questionnaires, outdoor activities, planting trees or other voluntary activities in the community. The types of intellectual outputs obtained were: e-learning platforms, tablet apps, online creative games escape-type, toolkits (mechanisms on preventing and intervention on early school leaving), e-books or new curricula.

Concerning the transnational activities, in short-term exchanges of groups of pupils 5208 people were involved (4086 pupils out of the total number and 41 SEN pupils), 742 people participated in blended-mobility of school learners, 694 people attended short-term joint staff training events and 1 pupil took part in a long-term study pupil mobility.

The projects' activities and outcomes were disseminated at the institutional level, in the communities – at regional/national/international level through various means: Twin Space - on its public site, websites, blogs, films uploaded on YouTube, social media, online articles and interviews, leaflets, brochures or multiplier events which had a great impact at local/regional/national level on the specific audience targeted by multi-beneficiary projects supporting innovation. Some of the projects were also presented in the national competition "Made for Europe" organized annually by the RO Ministry of Education, an event which is dedicated to end products obtained mainly in Erasmus+ projects, but also in eTwinning projects. At national level, there were projects disseminated in the NA electronic newsletter ANews, as well as during kick-off and monitoring meetings.

### I.1.3. Transnational Cooperation Activities

Please describe the TCA activities realised in 2019 that were the most successful, and explain the reasons why. Please explain how you ensured the monitoring and dissemination of learning outcomes. Please also explain why any TCAs planned in the NA annual Work Programme were not carried out, if applicable. Please annex the detailed list of realised activities.

In 2019 RO NA hosted one study visit in the field of School Education, and several cross-sectoral events, targeting school education representatives.

Thus, first cross-sectoral TCA was FuturE+, March 2019, thematic activity aiming to stimulate experienced school education representatives to share good practices related to management and learning philosophy behind Erasmus+ and to provide specific recommendations for a better implementation of the new Programme starting 2021.

The second cross-sectoral TCA was Connector 5, June 2019, international event aiming to promote non-formal education, through specific activities, in formal sectors, such as school education.

The last cross-sectoral TCA was Strategic Partnerships Plus-Empowering democratic participation- event which brought together teachers and project managers from SE in order to share good practices and learn specificities about KA2 projects in Erasmus+.The event was a contact seminar with elements of training about projects` writing.

In terms of sending, RO NA was involved in 4 TCAs in the school education field and supported 10 participants. Most of the sending TCAs tackled inclusion; Enhancing childhood and Care- Spain, Erasmus+ boosting employability and promoting cooperation with the world of work- Latvia, Contact seminar: Quality in Early Childhood Education and Care- Sweden.

In terms of monitoring the quality of the events and participation, we apply post-event surveys to all TCA beneficiaries and we are asking for specific reports, in order to find out about the follow up activities they plan to use or already used, the dissemination and applicability of the TCA experience. We also select some good practices examples to publish in the monthly NA newsletter or to be part of our annual valorization conference.

All RO NA TCAs were implemented as planned.

More details regarding the impact, monitoring and dissemination of transnational cooperation activities might be read in the Annex No 1, TCAs overview.

## I.2. VET

### I.2.1. Implementation of Erasmus+ actions in 2019

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP014) and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions in the field of Vocational Education and Training (VET) in 2019 for both Key Action 1 (KA102, KA116) and Key Action 2 (KA202).

1. Analysis of selection results should cover:

- the selection results (main trends in comparison with previous calls, including the impact of ErasmusPro as part of the award criteria)
- the success rate (main trends in comparison with previous calls)
- objectives, priorities, topics addressed in granted projects
- the share between short-term and long-term mobilities (ErasmusPro) as part of the submitted and selected projects
- any challenge in implementation of long-term mobilities in VET and how they were tackled
- the inclusive dimension of the selection results, covering all target groups and territories (e.g. learners with disadvantaged backgrounds, with special needs; geographic spread of institutions and organisations involved and where relevant: VET providers from outermost regions, etc.)

#### a. Key Action 1 (KA102)

In 2019 we received 325 applications, vs 349 in 2018 and 255 in 2017; like for SE, we received more applications from consortia.

74.5% of eligible applications had a high-quality score - 67% in 2018, 61.5% in 2017 and 60% in 2016, which is very satisfactory.

The success rate increased in 2019 at 45.84 % as compared to 2018- 31.5 and in 2017 it was 52.15%.

In 2019 there were 11579 learners and 880 staff mobilities requested, decreasing compared to the year 2018 when we had 14062 learners and 1078 staff mobilities requested, but growing as compared to 2017 when we had 9737 learners and 742 staff applied for (both KA102 and KA116), while in 2016 there were 8526 mobilities for learners and 1073 for staff. In the applications received, there were 17 Erasmus PRO mobilities, compared to previous year when we had 32; in the selected projects, there were approved 5 long term mobilities, same as in 2018. From the national regulations point of view, it is difficult for RO VET schools for initial training to run long term mobilities, thus VET PRO is and it will not be very popular in Romania.

In terms of objectives, E+Link doesn't allow a query in an analytical manner since they were never selected formally within the applications, but rather described in a text by the applicants. This makes it impossible for us to provide a statistical interpretation.

Regarding the topics, we obtained the same hierarchy like in previous years: Labor market issues incl. Career guidance; International cooperation, international relations development cooperation; Entrepreneurial learning – entrepreneurship education; ICT–new technologies– digital competencies; Access for disadvantaged; Early school leaving/ combating failure in education. The top is in line with the national policies in the VET field. It can be highlighted a strong increase (as compared to previous years) for projects that address “Access for disadvantaged”, as a result of our national Strategy for Inclusion and “Cooperation between educational institutions and business” as a result of our efforts regarding cooperation between all stakeholders of VET.

Regarding people with special needs, in 2019 we have granted 188 learners, compared with 195 in 2018, 152 in 2017, 142 in 2016, 131 in 2015 and 25 in 2014, which is a satisfactory result from the point of view of our Strategy for Inclusion. The geographical spread of the applications is very well balanced: the applications cover proportionally all 8 EU-regions.

#### b. Key Action 1 (KA116)

In 2019, we received 21 applications compared with 2018 when we received 13 applications and 2017 when we received 10 applications, the increase being significant – 700% from 2016 – when only 3 applications were submitted. Over the last three years, the NA staff made dedicated efforts to promote the VET Mobility Charter among those institutions implementing high quality projects in the past. All applications received were eligible and they obtained funds according to applicants' request and the provisions of the mobility Charters that were approved.

In terms of the geographical spread of the applications, we have a good situation at national level. In seven of the eight regions there are institutions holding the VET Mobility Charter.

The analysis of the types of institutions shows the following: in 2019, all projects involved only organizations dealing with secondary VET education, as in previous years. 14.1% of projects funded in 2019 are projects implemented by VET Mobility Charter owners compared with 10.8% 2018, 7% in 2017 and 2.7% in 2016. We can notice that there has been an increase from year to year, that is a very good result.

For KA116 the overall number of learners increased in 2019 with 73.5% compared to 2018 when we had 36.6%. Compared to the first year of the action, the number of learners increased from 98 in 2016 to 873 participants in 2019. The number of participants in the staff category increased as well, from 5 in 2016 to 56 in 2019. In 2019, for the first time, 5 out of the total number of mobilities in KA116 projects are Erasmus PRO.

14 out of the 21 KA116 projects granted in 2019 were implemented according to ECVET provisions.

#### c. Key Action 1 (KA109)

If relevant, please include remarks regarding the selection results of the VET Charter Call:

In 2019 we received 5 applications, decreasing from the last year but comparable with 2017. In 2018 we received 10 applications for VET Mobility Charter, and in 2017 we had 6. Decreasing of the number of applications could be explained by various changes in the VET context (i.e. the total number of VET learners decreased at national level, there were changes of the qualifications in the training offer from one year to another, there were changes of the institutional managers etc.).

The 5 applications cover only 2 EU-regions. The distribution of applications in each of the 8 national regions looks as follows: Center Region – 0 applications, North-East Region – 0 application, North – West Region – 0 application, South Region - 1 application, South-East Region – 4 applications, South – West Region – 0 application and West Region – 0 applications.

The successful rate in 2019 was 77.7%, compared with 2017 - 66.7% and 2016 when the rate was 30.4%. However, we not quite satisfied with this result, especially in the perspective of the new Erasmus+ post 2020, when the accreditation-the charter -will be largely spread. Our efforts to promote the VET Mobility Charter among those implementing high quality projects in the past, including Leonardo da Vinci programme were enhanced, to this purpose we used all the possible channels and contexts for promotion, including all the seminars organized for K102 beneficiaries, the monitoring visits, the national valorization conference for Erasmus+, the European Skills Week events, the events organised by the ECVET team. For 2020 we plan to additionally intensify these efforts, for example by organising a dedicated event to show the benefits of holding the VET charter, as a thematic monitoring meeting.

#### d. Key Action 2 (KA202)

In 2019 we received 73 applications out of which 22 were selected for funding, meaning a success rate of 30.14%, higher than in 2018 (22.62%).

Speaking about the quality, 63.01% of the applications reached the minimum quality threshold for selection (46 applications out of 73), better than 2018 (59.04%).

The most represented topics were almost the same as in 2018: New innovative curricula/educational methods/development of training courses; Labour market issues incl. career guidance/youth unemployment, ICT - new technologies - digital competences; Disabilities - special needs.

The most represented priorities were: Open education and innovative practices in a digital era; Initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings; Social inclusion; Developing partnerships aimed at promoting work-based learning in all its forms; Supporting individuals in acquiring and developing basic skills and key competences. All of them are in line with the national needs in this field.

The most relevant activities included in the approved projects were related to the development/ improvement of skills (soft skills) and competences of projects' target groups: trainers, VET students, VET teachers or specialists from different work sectors in order to face the challenges of continuous changes in their activity field - new technologies, innovative digital tools, new jobs, social inclusion etc. or to make VET sector more attractive.

As for the participants in short-term LTTs, in 2019 there were planned 784 participants, out of which 205 being persons with fewer opportunities.

Most of the organizations that applied in 2019 were associations (24.66%), small and medium sized enterprises (16.46%), vocational and educational training high schools (10.96%), higher education institutions (10.96%), research institutes (6.85%), NGOs (6.85%), foundations (4.11%).

As regards the geographical spread of these organizations, there was a balance among all the country's regions, with an average of 9.12% applications/region, quite similar as in 2018. Most of the applications were submitted by the urban organizations. The rural environment is still poorly represented (6.85% of applicants), and one rural organization out of 5 that applied within the 2019 Call was successful. This is explained by the fact that in RO there are very few VET providers located in the rural areas.

2. Analysis of the **achievement of targets** set in 2019 NA Work Programme related to the field of VET. In case of underachievement, please list the targets which were not achieved and the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results?



KA1: With a few exceptions (addressed below) all the targets set in WP 2019 have been met, even surpassed in some cases, like for example the number of VET learners participating in mobility projects (5471 vs. 4800). Compared with the previous year, the target for participating learners increased with 18.9% (in 2018 the target was lightly underachieved -4599 vs. 4700). The target for participating staff in KA1 projects was almost reached (197 vs. 200), as a result of our efforts to promote the opportunity among the target group representatives. Compared to previous years we can consider the target achieved for the first time since 2014(which is a very good result). We would have had to take into account the trend noticed i.e. the continuously decreasing number of projects dedicated to staff, while favoring the projects dedicated to learners, this trend being present from the beginning of E+. An explanation could be the lack of possibility for the VET staff to attend structured courses, we received many complaints in this sense when we meet various stakeholders; also, there is the issue of lack of linguistic competences. Also, the target for learners with special needs was slightly underachieved as long as we have reached 3.1% vs 3.3% target. An explanation could be the change of national legal frame for the inclusion of the students with special needs in the VET field.

KA2: The targets set in 2019 WP for KA2 projects have been met, even surpassed in some cases: e.g. projects with cross sectoral dimension 13.63% achieved vs. 5% target; projects involving enterprises or other socio-economic players 68.18% achieved vs. 60% target .

3. An overview of **communication and information activities** undertaken **to promote the decentralised actions** in the **field of VET**, including for supporting ErasmusPro. Please specify any activities related to centralised actions. Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

In order to inform the largest audience possible, the E+ website was updated. 1 webinar was recorded before the deadline - it can be found on the NA's E+ You tube channel together with the other webinars recorded last year, which have remained available for maximum efficiency.

In the frame of European Skills Week, we developed a social media campaign on Facebook and sent dedicated messages to many actors in the VET field, thus there were 11000 people reached. There were 56 posts published by the RO institutions on the event page, 229 comments and 909 views. This FB page has been left active.

The strategy aiming to increase the number and quality of the applications (especially in regions with lower number of applicants) also included training workshops on writing projects. There were 13 workshops (3 days each) with 198 participants, 5 for KA1 and 8 for KA2. At least 3 participants representing a VET organization/ from each workshop intended to apply for KA2 VET projects. We had presented the Erasmus+ opportunities in seminars and conferences organized by other stakeholders too (3 events).

Another type of activities: face-to-face meetings with potential candidates, individual assistance given to interested parties at the NA's headquarters. Articles about successful VET projects were published regularly in the NA's electronic newsletter - ANews, as well as announcements about the EU skills Week and other related events (15 articles).

The network of inspectors in charge with European educational projects was updated with relevant information to multiply it further on among possible applicants, especially on the opportunities of the VET charter .

At the request of a county without beneficiaries, NA organized a training and information event in Cluj-Napoca (15.11.19) with 16 rejected institutions; during EU VET Skills Week, one event - "Together for the better skills" (24.10.19, Bucharest, 118 participants) in cooperation with our partner- CNDIPT, where Erasmus+ VET opportunities were promoted.

A residential workshop was organized in Alba Iulia, in accordance with the strategy aiming to increase the number and quality of applications in regions with low number of applicants together with Alba Iulia County Council, dedicated to KA2 VET field (16 VET institutions attended). In addition, an information event was held here,for 80 participants from 5 neighbouring counties, coming from VET schools and local companies, local authorities and school inspectorates.

4. An overview of specific activities in **the field of VET** to **support and monitor beneficiaries** as well as to **improve the quality of project implementation** (e.g. thematic monitoring and project management meetings). The information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

3 kick-off meetings were organized for the selected beneficiaries in both KA1 and KA2 projects (project managers, financial managers, head teachers). The agenda contained:detailed presentation of the agreement and its annexes, technical and financial management, risk prevention, how to use MT+, OLS, DEOR issues, features of the IO. During the two meetings for KA2, it has been held a simulation of the first project promotional activity where all participants had the opportunity to present their project to the others and to learn to produce supporting documents (invitation, agenda, preparation of information documents, etc). The most experienced beneficiaries were also asked to offer their know-how on the financial issues to the newcomers. As the beneficiaries came from different regions, the impact was significant. After their feedback, the agenda for the next similar meetings has been updated with some new activities. The beneficiaries also decided to create a Facebook group to share knowledge and methods.

Permanent counselling was offered either by e-mail, on phone or face to face (upon beneficiary request).

The two Guidelines prepared by the NA on how to implement a successful KA1 and KA2 project and one Guide concerning the interim report for VET Charter Holders were disseminated. In order to support the beneficiaries of VET Charter, NA organized a Thematic Monitoring Meeting on the implementation of quality mobility projects and using ECVET (Predeal, Jul 9-10, 44 participants).

NA performed regular desk-monitoring activities, requesting periodical progress monitoring reports, for all granted projects during the implementation period. The data filled in MT+ by each beneficiary were monitored on a continuous basis and tailored guidance upon every request was offered. Besides the compulsory on-the-spot checks, 13 monitoring visits were performed for KA1 and 11 for KA2.

The Guide for the elaboration of the KA1 final reports was updated as well.

One meeting was held to support the KA2 beneficiaries to prepare the final reports.

It has been held a webinar before the 2019 selection round and the website was updated. Also, all the KA202 projects selected in 2019 took part at the DEOR workshops (3 days) held in April 2019.

5. An overall **qualitative assessment on the implementation** of Erasmus+ actions in the VET field (achievements, difficulties encountered, feedback from programme stakeholders, overall judgement on the state of play) in linkage with the **programme's objectives and priorities** as well as with the **VET policy context**. Please include any important results of your analysis of the interim reports submitted by the VET Mobility Charter holders selected under the 2015 Call for proposals.

Most KA1 projects foresee that the placement period will be recognized within the compulsory curriculum and in these projects ECVET system is fully implemented, with the support of the national ECVET team members. From the final reports, the main achievements could be considered: increasing the attractiveness of the VET schools and the visibility at local level. From the interim reports of VET Charter Holders, the main achievements were: increasing the attractiveness and recognition of institution in the community, increasing the resources for international cooperation and activities, stability and systematization of procedures and better long-term planning of all project lifecycle stages, broadening and strengthening the networks of partners, better inclusion of learners with fewer opportunities. Among the difficulties we could mention the inadequate functioning of the Mobility Tool+ and OLS, institutional changes (staff turn-over, reorganization of VET, new curriculum), Brexit uncertainty. In 2019, the applications were submitted using for the first time the web forms. Due to the inadequate functioning of the platform, the applicants encountered several difficulties in submitting their applications. We consider that the programme's objectives have been largely achieved without encountering any particular issues and the EU priorities in the VET field were addressed (the scores received in the assessment of the final reports are relevant in this matter). The main achievements of the finalized KA202 projects during 2019 were related to the qualitative improvement of VET education by increasing the attractiveness of the learning activities with innovative digital tools, the improvement of the partnerships between the companies and the training providers in order to offer new work-based learning opportunities for VET learners, the development of new skills and competencies of the small and medium enterprises' employees by organizing training courses in order to improve the results/products of their regular work, the VET teachers' continuous training in order to improve the use of digital tools in their daily activity. There were noticed some difficulties due to malfunctioning of Mobility Tool. The low rate used for RO staff costs for intellectual outputs remained still one important issue. The programme stakeholders' feedback was a very good one, they are generally satisfied with the programme and with the support received from the NA experts.

## I.2.2. Analysis of finalised projects

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP018) and other sources of information at your disposal, please provide the following information for projects in VET sector that were finalised in 2019.

### I.2.2.1. Key Action 1 (KA102)

1. An analysis of the **implementation of mobilities** by providing a comparison between planned versus completed mobilities. The analysis should be as specific as possible and differentiate between activity types (e.g.: VET traineeships in vocational institutes; VET traineeships in companies; Long-term mobility in VET providers and/or companies abroad (ErasmusPro), Teaching/training assignments; Staff training and Learners)

In 2019 there were 139 projects finalized from years 2016, 2017 and 2018 (127 under KA102 and 12 under KA116). The number of mobilities for these projects, including accompanying persons, amounts to 5,173. 2016 finalized projects amounted to 720 mobilities, 2017 finalized projects amounted to 3,131 mobilities- from which 2,833 under KA102 and 298 under KA116-, 2018 finalized projects amounted to 1,322 mobilities, from which 1,123 under KA102 and 199 under KA116. The top destinations for the projects finalized in 2019 are: 2016: PT - 205 mobilities, ES - 204 mobilities, CY - 125 mobilities; 2017: PT (1,010 mobilities), ES (811 mobilities) and DE (292 mobilities) and for the 2018 projects finalized in 2019 are: PT (560 mobilities), IT (236 mobilities) and ES (228 mobilities). In projects from 2016, the average duration for VET-COMP mobilities was 19.07 days and 17.61 days for VET-SCHOOL. This shows that mobilities in companies are increasing their duration in comparison to school mobilities. For the 20 STAFF from 2016, the average duration was 7.03 days. In projects from 2017, the average duration was: 17.53 days for VET-COMP; 15.03 days for VET-SCHOOL; 5.75 days for VET-STAFF and the average duration in projects from 2018 was: 18.49 days for VET-COMP; 17.90 days for VET-SCHOOL; 7.45 days for STAFF. All mobilities were approved during final reports' evaluation and all participants have submitted their individual surveys. The final reports showed that most projects were implemented in general at a good quality, reaching the objectives set in the applications, implementing all the approved activities and reaching their targets set in the applications. Thus 100% of the final reports assessed passed the quality threshold. There were no grant reductions based on quality grounds.

## 2. An analysis of the how the realised mobilities contributed to the implementation of the organisations **European Development Plans**.

Since the introduction of the EDPs in the application forms until now, VET applicants have learned how to better draw-up their plans and, especially, how to conduct activities to reach their goals. This is a result of the activities (training sessions, webinars) put into practice by the NA.

VET mobility projects are mainly based on students' and staff mobilities, so there is a challenge to have a significant contribution on the growth of the applicant institutions. Still, due to the fact that mobilities are the main focus of the EDPs in the case of VET mobility projects, we can appreciate that there were reached significant results on several levels. On the implementing institutions: their educational offer becomes more attractive for pupils accessing the next step in their educational context; they have the opportunity to create and to nurture viable and long-lasting partnerships with national and international institutions, thus being open to internalization; they have the opportunity to address some of the institutional weaknesses through good-practices coming from abroad; they have an opportunity to better promote VET and to make it more attractive; through their effort they contribute to the labor market insertion of their graduates. On the students: participating in a mobility is an eye-opener to new social and cultural environments; they have learned work ethics and respecting others' space and beliefs; they became more confident in their own forces and in their self-worth; they have learned to appreciate the added-value for their educational and professional future; they are better equipped to access a job in the future, after finishing their studies. On the community: employers are more willing to receive students for placements and to hire them after finishing their studies; inclusion of participants with fewer opportunities (social, economic and geographical obstacles) in trans-national mobility projects; parents (in some cases even parents of students with learning difficulties) are more open to expose their children to new experiences.

Overall, activities included in the EDPs contribute to the development of the applicant institutions on short and mid-term: future graduates become an asset for their communities with a strong set of social and professional abilities; future graduates become more confident adults; institutions become trusted partners for the community.

3. An analysis of the **main feedback received through participant reports**, especially in terms of the main outcomes of mobility activities at individual level. Such analysis should differentiate between the activity types (i.e.: VET traineeships in vocational institutes; VET traineeships in companies; Teaching/training assignments; Staff training and Learners).

100% of the participants (4608 learners and 210 staff) in finalized projects in 2019 submitted their individual reports. The most appreciated outcomes for learners were: enriching professional and technical competences, access to the national and international labor market, acquiring linguistic competences and social skills.

Learners are highly satisfied with their mobility experience and with the support from their sending and receiving institution. As in previous years, there are almost no differences between the degree of satisfaction-regardless of the questions-of the learners in any type of mobility. 99,73% believe that they gained knowledge, skills or competences relevant for their profession that they could not have gained in their institution. 97.36% declared that they have improved language skills during their stay abroad. 97.83% were satisfied with mentoring and all arrangements made by the host institution.

In regards to the quality of the training content, as well as the teaching methods 97,8% appreciated them as very good. When questioned on whether they had improved their technical/professional skills/competences, about 99% of respondents agreed.

When confronted with the possibility that they might have better prospects in their home country for internships and jobs, around 91% strongly believe that the mobilities have helped them in this regard.

In regards to staff mobilities, 96% were very satisfied with their mobility in general. Furthermore, all participants would recommend the experience to a colleague. More than 94% would be willing to help staff and students based on their own Erasmus+ experience. When it comes to having experimented and developed new learning practices or teaching methods, about 90%% agreed that they had. On having gained sector-specific or practical skills relevant for their current job and professional development, 96% of participants agreed. On seeing an increase in their job satisfaction, about 90% strongly agree with the statement. The increase of their awareness on new methods of assessing/giving credits for skills or competences acquired in VET school/ training learning is another gained aspect, according to about 95% of participants. In regards to the impact on their institution, 97% believe that their mobility will lead to the use of new teaching/training methods/approaches/good practices at their home institution and about 88% trust that it will lead to its internationalization.

### I.2.2.2. Key Action 2 (KA202)

An analysis to what extent the **results of finalised projects** were in line with the results expected at the application stage taking into account:

- the objectives reached
- types of activities undertaken
- types of intellectual outputs produced
- types and volumes of mobilities
- the dissemination and exploitation activities undertaken by beneficiaries.

The analysis should cover both types of **Strategic Partnerships in the VET field** (exchanges of good practices and innovation).

During 2019, there were received 23 final reports. After the assessment, the conclusion is that all the projects achieved the objectives and the planned activities were implemented. The objectives reached were very diverse, according to the variety of the projects' themes and the different types of organizations, e.g.:

- to increase the entrepreneurial skills and cultural mind-set of owners and manager tourism micro enterprises
- to improve the rate of certified persons as "mountain guide" starting from the occupational standard for this profession created within the project for the first time in RO
- to gather a healthy lifestyle good practices collection and develop an innovative VET training curricula, methods and contents on obesity prevention
- to fill the gap in the training of elderly care givers, to empower EU and non-EU migrant employees with adequate communication, intercultural and social skills in order to enhance their opportunities for jobs.

Among the activities carried out within KA2 projects: learning and training activities, virtual classes, local trainings, competitions, video tutorials, realization of the project poster/logo, workshops, applying evaluation questionnaires and outdoor activities.

The most relevant types of intellectual outputs produced were: research methodologies, training curricula, guidelines for developing training and learning open resources, e-learning platforms, methodology of developing an occupational standard, promotional campaigns, manuals, training kit, online platform of resources, collection of good practices, mini guides, multimedia lessons, videos on job orientation.

As for the LTT activities realized, 30 participants attended blended mobility activities of VET learners and 247 pers. attended Short-term joint staff training events.

The most important dissemination activities were the multiplier events carried out in different forms: conferences, career fairs, demonstration events, stakeholders' workshops, etc. Other dissemination activities and tools that were used: publications in professional magazines, round tables, projects websites, press releases, social media, open days workshops, newsletters, exhibitions, radio interviews etc.

The multitude of topics approached by the KA2 VET projects led to very different and various kinds of results. Therefore their assessment was quite difficult, but in order to have an objective and qualitative assessment, the evaluators had to have a holistic approach

### **I.2.3. Transnational Cooperation Activities**

Please describe the TCA activities realised in 2019 that were the most successful, and explain the reasons why. Please explain how you ensured the monitoring and dissemination of learning outcomes. Please also explain why any TCAs planned in the NA Work Programme were not carried out, if applicable. Please annex the detailed list of realised activities.

In 2019 RO NA hosted one study visit in the field of Vocational Education and Training, "Attractive VET for preventing school dropouts", and 3 cross-sectoral events including VET target groups. First event was FuturE+, March 2019, aiming to stimulate experienced VET schools and providers to offer some input regarding their good practices in terms of Erasmus+ experiences and to propose several recommendations for a better implementation of the future Programme.

In June 2019 we organized another cross-sectoral event Connector 5, which brought also VET sector representatives aiming to promote and to offer them some practical experiences in terms of non-formal learning.

Finally, in November 2019 RO NA organized the last cross-sectoral TCA, Strategic Partnerships Plus-Empowering democratic participation, a KA2 contact seminar with elements of projects writing training course, addressing also VET sector.

In terms of sending, RO NA was involved in 2 transnational cooperation activities in VET field and supported 4 participants. One of the sending VET TCAs tackled internationalization Beyond Mobility: internationalisation strategies for VET institutions- Spain and the second one tackled employability, Erasmus+ boosting employability and promoting cooperation with the world of work- Latvia

Both for hosting and sending TCAs we apply post-event surveys to all beneficiaries and we are asking for specific reports, in order to find information regarding follow up activities, the dissemination and applicability of the TCA experience. We also select some good practices examples to publish in monthly NA newsletter and to be part of our annual valorization meeting. For specific hosting events, all the reports were sent to TCA officers from sending countries in order to monitor and to be informed about the specific results.

All RO NA TCAs were implemented as planned.

More details regarding the impact, monitoring and dissemination of transnational cooperation activities might be read in the Annex No 1, TCAs overview.

### **I.3. Higher education between Programme Countries**

#### **I.3.1. Implementation of Erasmus+ actions in 2019**

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP014) and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions in the field of Higher Education between Programme Countries in 2019 for both Key Action 1 (KA103, KA108) and Key Action 2 (KA203):

1. Analysis of **the selection results** should cover:

- the selection results (main trends in comparison with previous calls)
- the success rate (main trends in comparison with previous calls)
- objectives, priorities, topics addressed and activities planned in granted projects
- the inclusive dimension of the selection results, covering all target groups and territories (e.g. participants from disadvantaged backgrounds, with special needs; geographic spread of institutions and organisations involved and, where relevant, from outermost regions, etc.)

a. Key Action 1 (KA103 and KA108)

For the 2019 open call, we received 73 KA103 applications, out of which 72 were funded. While the number of applications is consistent with previous results, in 2019 we approved the first applications from 3 new ECHE holders. However, 2 previously active HEIs did not reapply due to administrative restructuring. One application of a newcomer was rejected on grounds of ineligibility. In regard to the success rate of the allocation for each type of mobility, we have seen a sustained positive evolution. Due to more effective promotion of the call, the increased level of the budget was taken into consideration by our beneficiaries, who have foreseen a larger number of mobilities in the applications. As previous reports have provided comparisons to yearly results for the period of 2014-2018, a brief analysis for each type of activity respective to 2019 highlights the main results compared to the 2018 call:

SMS: 5380 requested mobilities (8.6% more than in 2018); funding allocated for 5226 mobilities (5.6% more than in 2018). In the allocation process, we have increased the average duration of mobilities up to 5.85 months, also taking into consideration that this measure could encourage an easier top-up allocation for disadvantaged background.

SMP: 5100 requested mobilities (23% more than in 2018); funding allocated for 4830 mobilities (16% more than in 2018). Notably, SMP mobilities indicate an ascending trend which is expected due to the conditions for the minimum duration, as well as a higher level for the grant. It is also worth mentioning that in the allocation process, we have maintained the average duration of mobilities of 3 months as it was increased in 2018.

STA: 3119 requested mobilities (22.6% more than in 2018); funding allocated for 2367 mobilities (0.6% more than in 2018). Additionally, in the allocation process, we have increased the average daily subsistence cost.

STT: 2884 requested mobilities (27.8% more than in 2018); funding allocated for 2134 mobilities (6.7% more than in 2018). We have also increased the average daily subsistence cost in the allocation process. The increases will support the emphasis put on training periods for teaching staff that allow them to develop pedagogical and curriculum design skills.

Unlike previous years, no application has been received for KA108 in 2019. This would indicate a lack of interest or preparedness of HEIs and eligible organisations to form consortia and implement mobility projects.

b. Key Action 2 (KA203)

Out of 43 applications submitted in 2019, 14 of them were approved (success rate of 33%), doubling the number of funded projects compared to previous years. While the highest number of submitted application, since 2014, is an indicator of the increased interest towards this type of projects, the quality level was also good, 28 applications (65% of submitted projects) achieving the minimum quality threshold for selection. One of the applications was withdrawn as the objectives of the partnership did not match the chosen field for submission. All in all, the number of submitted applications was the highest one so far (surpassing the result in 2016 of 41 applications). What stands behind this achievement is the approximative 1.5 mil. EUR increase in the budget allocated by the EC, supported by the dedicated workshop (3 days) for writing a successful application organised by the NA in February.

HE priorities addressed in approved projects are:

-Tackling skills gaps and mismatches: 71.43%

-Promoting and rewarding excellence in teaching and skills development: 57.14%

-Consolidating and improving evidence-building on higher education: 35.71%

-Building inclusive higher education systems: 21.43%  
-Promoting internationalisation: 21.43%

Considering the horizontal priorities, these are:

-Social inclusion: 35.71%  
-Open education and innovative practices in a digital era: 21.43%  
-Social and educational value of European cultural heritage, its contribution to job creation, economic growth and social cohesion: 7.14%  
-Supporting individuals in acquiring and developing basic skills and key competences: 7.14%  
-Transparency and recognition of skills and qualifications: 7.14%

According to the latest BO report (EP014), there is an increase in the total number of participants in funded KA203 projects, from 2282 participants in 2018 or 1785 participants in 2017 to 2880 participants in 2019. For LLT activities, we have to note that the number of participants who will attend this type of activities (788) decreased by 6% as compared to the number of participants in projects approved in 2018 (837). In regard to inclusiveness, the number of participants with fewer opportunities has increased to 68 (compared to 8 in 2018). However, none of the approved projects will involve persons with special needs. Finally, the geographical spread was very fitting, all 8 national development regions being covered with an average of 5.375 proposals/region.

2. Analysis of the **achievement of the targets** set in the 2019 NA Work Programme related to the field of higher education. In case of underachievement, please list the targets which were not achieved and the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results?

For KA1 and KA2, almost all 2019 targets were achieved or surpassed. Starting with a 99.45% committed budget (leftover funds kept for special needs) that was allocated for 10056 students and 4501 staff, slightly more than targeted. As indicated, HEIs adapted their requests to the budget increase as a result of open discussions with IROs to address existing factors, as well as targeted guidance offered to HEIs according to their specific needs, highlighting that the increase of the E+ budget should be taken into consideration for their demand for funding. The assessment of the students and staff perceptions as part of the national survey performed in 2019 brought more recommendations concerning an improvement of the information and promotion activities in order to reach higher results in the following years. We managed to overcome the reluctance of 2 active HEIs to reapply for KA103 by having 3 newcomer HEIs applying for the first time. We continued our efforts to attract more Romanian HEIs with ECHE to apply for mobility projects. The number of KA203 applications increased in 2019 also as a result of organising a dedicated workshop with rejected applicants and newcomers which we intend to maintain in the future. An underachieved target was the participation of students with special needs which dropped to 0.04% in 2019. Through ANews articles, we have shared inspiring stories of students who overcame their infirmity and benefitted from Erasmus+. While our efforts to promote these opportunities and provide the necessary support have grown, HEIs reported that few students with disabilities were willing to participate in selections. An initiative that was difficult to maintain in 2019 was the network of ESN promoters due to low interest from volunteers. As a result, the need to revise the implementation of the project has brought new ideas towards the transition to the future network of Erasmus Ambassadors involving alumni from all domains that we plan to implement in the future Programme. As additional efforts, in January, we gathered a working group of 10 HEIs representatives and experienced professionals from a partner institution to evaluate and advise on the allocation methods developed for KA1 projects and attracting those with special needs. The feedback was shared with the whole network of E+ offices. Moreover, we organised a comprehensive meeting with newcomers about basic rules of E+ and on the priority in attracting students with special needs.

3. An overview of **communication and information** activities undertaken to promote the decentralised actions specifically in the field of **higher education between Programme Countries**. Please specify any activities related to centralised actions. Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

Promotion activities in 2019 have focused on offline interactions, as well as online and media tools. During various events along the year, relevant information about the Erasmus+ programme was shared with key stakeholders. Firstly, we held our biannual meetings with the network of Erasmus+ Offices in HEIs in January and October, the latter one being linked to the HE Valorisation conference attended by Vice-rectors for International Relations. Activities and presentations during these events covered both decentralised and centralised projects, and consisted in sharing up-to-date news about the open call, practical guidance for project implementation, promotion of SMP in digital skills, key developments in terms of digitalisation and the ESCI, a variety of best practice examples (allocation of top-up for disadvantaged students, automatic recognition, integration of incoming students, strategic partnerships, internationalisation initiatives, experience with EWP tools or in-house developed tools etc), and main changes foreseen for the future programme.

Our main event dedicated to promoting student mobility abroad, Erasmus Open Doors, was organised on March 6th and took place once again in online and offline settings. We connected the theme of European elections to this edition and launched a symbolic survey on menti.com where students were encouraged to "vote for Erasmus". Over 600 students voted for motivations related to Erasmus mobilities such as being able to study or do an internship abroad, discovering a new country, being a European citizen or independent. We provided a communication kit to HEIs which organised 25 local EOD events. Moreover, the Erasmus+RO Facebook page was actively used for posting relevant content.

Furthermore, information published on the HE dedicated sections on the website have been constantly revised and updated, while various articles and success stories were published monthly in ANews. Social media tools were also used to promote events involving HEIs, share relevant news and information, and provide guidance to students or staff who wish to interact directly with the NA. Other platforms of mass media that we have directly used in 2019 to promote the Erasmus+ programme, opportunities for HEIs, students and staff, as well as achievements in this field have been magazines (Market Watch), radio (interviews broadcasted by Radio Romania Cultural), and television (news segment on Erasmus+ topics on ProTV national channel).

4. An overview of the specific activities **in the field of higher education between Programme Countries** undertaken to **support and monitor beneficiaries**, as well as to improve **the quality of project implementation** (e.g. thematic monitoring and project management meetings). Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

Continuous support is provided by NA experts who monitor beneficiaries throughout a project's lifecycle. Mainly, through individual counselling provided to beneficiaries (by phone, e-mail, in person), experts offer necessary guidance whenever requested with support from dedicated guides and documentation.

For the 3 newcomer HEIs in 2019, a dedicated beginners kick-off meeting was organised in September, enabling the IRO staff to achieve a better understanding of mobility project implementation and openly discuss issues that they are encountering. An emphasis on KA1 project implementation was made during the 2 meetings with IROs held in January and October where we highlighted the main aspects for them to pay attention to during all stages, conclusions drawn from monitoring and on-the-spot or system checks, as well as reminding the about recent changes and priority areas to focus on. The KA2 kick-off meeting held in October provided the opportunity to clarify many essential details related to project management, roles and responsibilities, intellectual outputs, MT+, DEOR, ECHE requirements, as well as learning from the experience of another peer during a best practice presentation.

A consistent effort to monitor the data reported in MT+ is linked to guidance provided at various stages of a project, especially for interim and final reporting. While for both KA1 and KA2, beneficiaries were steered through reporting phases with the help of guidelines and specific feedback from NA experts, for KA2, a dedicated meeting for final reporting was organised in May for all beneficiaries of KA2 projects finalising in 2019.

The activity of the Digital Erasmus working group continued with the purpose of offering support to HEIs in becoming more familiar with the EWP tools. Involved members shared their practical experiences during the 2 meetings with IROs, which combined with the participation of an EUF representative in October, helped raise interest towards the accessibility and practicality of the online tools. As a result, by the end of 2019, the number of HEIs with an Erasmus Dashboard account almost doubled.

In terms of monitoring visits, 15 monitoring visits of KA1 projects, as well as 4 for KA2 were carried out. Such visits provided more opportunities for NA experts to gather feedback from beneficiaries and participants, identify best practices or give practical advice on certain matters, as well as improve communication and collaboration with IRO staff.

5. A description of the activities undertaken to **monitor the implementation of the Erasmus Charter for Higher Education** by higher education institutions in your country.

The way HEIs respect the principles of the ECHE is monitored by NA experts through a series of actions. Basic activities such as desk-monitoring and contact with beneficiaries are performed on a regular basis. Whenever students/staff bring to our attention problematic situations, we use a reasonable system for recording and clarifying such matters. Similar to previous years, we did not receive complaints in 2019 on ECHE issues, which is an appropriate indicator on the ECHE implementation.

Monitoring visits in 2019 covered key matters regarding ECHE compliance, while none of the 15 HEIs had comments from evaluators on their ECHE applications. Such meetings offered proper opportunities to discuss about relevant topics in connection to documentation specific to each HEI: internal rules/procedures, templates for documents, published information etc.

During final report assessment, we check participants feedback in case critical issues (related to recognition, course catalogues, mobility agreements signed etc.) are indicated. When necessary, recommendations for improvement are communicated to HEIs following the report assessments. Also, ECHE provisions are particularly monitored through the other types of primary checks such as on-the-spot checks during action/after completion and system checks. During checks, an assessment is made whether non-discriminatory access to the programme is granted to all potential participants, transparency of the selection procedures is ensured, the rule of non-conflict of interest is applied, academic recognition of the learning outcomes is ensured or proper measures for increasing the quality of mobilities in general are implemented. Discussions with former participants offer the chance to check whether mobilities have been properly prepared before their departure, what kind of monitoring was performed during the mobility, whether any measures to ensure a successful re-integration of the participants upon returning or to promote their achievements was implemented.

Yearly, overall feedback is communicated during meetings to all HEIs and best practices are shared. During the meeting in October, sessions including best practice examples were highly useful for addressing some of the principles of ECHE: non-discrimination, recognition and integration. Following the above-mentioned actions, we conclude that the ECHE principles are being respected, without any major discrepancies

6. An **overall qualitative assessment on the implementation** of Erasmus+ actions in the field of higher education between Programme Countries (positive achievements, difficulties encountered, feedback from programme stakeholders, overall judgement on the state of play) in linkage with the **programme's objectives and priorities** as well as with the higher education policy context.

An overall analysis highlights that the Erasmus+ programme remains at the core of internationalisation efforts that institutions in Romania largely benefit from. As invaluable impact attracted to the HE system, fostering innovation, triggering modernisation, and building stronger cooperation across the board are key towards achieving the objectives of the European Education Area. Alongside, dedicated funding from the Ministry of Education has proved to be an encouragement to all public HEIs to focus on institutional development. Yearly, a majority of these institutions develop projects that mainly focus on internationalisation, and quality implementation of Erasmus+. Joint efforts of HEIs with support from the Ministry of Education, National Council of Rectors, UEFISCDI, and the NA have encouraged the pursuit of a stronger presence during international education fairs and exhibitions (EAIE, NAFSA, APAIE etc.). At the same time, the NA has laid the foundation of a new national network of Vice-rectors for International Relations with the aim to trigger and support future developments.

While reaching closer to the point of transition from the current programme to the next, in 2019 we have put an emphasis on evaluating the results so far, identifying strengths and weaknesses, trying to address them, as well as leading change. Consultations of IRO staff were performed through plenary debates or parallel workshops during our events, as well as individually whenever the need arose. Significant pieces of information were also gathered with the use of alternate sources (reports, surveys, monitoring visits) from beneficiaries, participants and other stakeholders. Apart from addressing the feedback in the current programme implementation by enhancing flexibility and simplification, key points of view stood at the basis of arguments brought up during activities of EC working groups dedicated to the future programme. Results of the forward-thinking initiatives of the NA were shared with relevant stakeholders, including NAs from other countries.

One of the difficulties noted in the past report was the decrease of interest from students towards going on mobility. As mentioned, with the support of a national wide survey performed in 2019 (found here: [bit.ly/2vaoakB](https://bit.ly/2vaoakB)), we managed to identify the perceptions of students, professors, and IRO staff. Areas to be improved in the future deal with communication/promotion, financial support, as well as foreign language competence

### I.3.2. Analysis of finalised projects

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP018), please provide the following information for projects in higher education that were finalised in 2019.

#### I.3.2.1. Key Action 1 (KA103 and KA108)

1. Please provide your analysis and explanations on the **trends of realised mobilities** in projects selected under **Call 2017** and finalised in 2019 (number of projects and mobilities, average duration, average grants) as compared to realised mobilities in previous years. Such analysis **must cover each type of mobility**, i.e.: Student mobility for studies; Student mobility for traineeships; Staff mobility for teaching; Staff mobility for training. If available, please also provide your analysis and explanations on the trends of realised mobilities in projects selected under **Call 2018** and finalised in 2019 (number of projects and mobilities, average duration, average grants)

In 2019, 43 contracted projects under 2017 open call ended. While EP013 provides an overview of the 71 projects with the finalised status, please take into account the annexed statistics extracted from the Dashboard covering all 72 successfully implemented projects (Annex no. 2 Statistics KA103 mobilities).

SMS: Main categories indicate growth compared to results from 2016, while the number of students with special needs is steady. The slow increase of the number of mobilities is due to a larger interest towards SMP. As the national survey indicated, many students are employed during their studies and choose not to go on a long-term SMS in fear of losing the respective job, while also being reluctant towards challenges brought by studying in a foreign language.

SMP: All categories indicate growth compared to results from 2016. The significantly higher number of participants and recent graduates is an indicator of SMP being more attractive, as the added value of gaining work experience is linked to increased chances towards obtaining better employment. The increased number of recent graduates is a result of promotion activities in the last years of bringing to light successful examples of HEIs.

STA: The comparison to results from 2016 mainly shows improvements, as the average duration the same. After a decrease in numbers in 2016, interest for STA is rising.

STT: Besides a decrease of the average duration, the other categories improved in contrast to 2016. The higher number of participants is justified by the fact that both academic and non-academic staff can benefit from the variety of training activities.



Of the 71 contracted projects in 2018, 30 of them ended in 2019. EP013 present statistics regarding the 7 finalised by the end of the year. In Annex ... you will also find 2018 statistics extracted from the Dashboard and MT+ that describe results reported so far for all projects. These are not final results and we can only provide estimations and perceptions on the trends. Some increases can already be noted together with first recorded results of SMP digital skills and STT pedagogical/curriculum design skills. Future promotion of these new opportunities will be based on sharing best practice examples. The higher levels in average grants are due to the increased rates applied starting with the 2018 open call. For special needs, based on HEIs input, we foresee difficulties with the growth in numbers of participants.

2. Please provide your analysis of the **feedback received from participants in realised mobility activities**, especially in terms of recognition and support before, during and after mobility. Such analysis **must cover each type of mobility**, i.e.: Student mobility for studies; Student mobility for traineeships; Staff mobility for teaching; Staff mobility for training.

In general terms, we have found that the feedback of participants in outgoing mobilities is positive, the scores for the indicators showing the satisfaction in various aspects in 2017 being above the EU average (98.2% general satisfaction Romanian participants, vs. 97.08% EU average).

Students taking part in SMPs indicated slightly higher levels of satisfaction related to certain aspects of their mobilities in comparison to SMS participants. As previously indicated, traineeships are more attractive to students who seek to gain practical work experience and improve their chances for finding a job soon after graduation or a better workplace. The feedback related to gaining recognition of learning outcomes of SMS mobilities is overall positive, 98.30% expecting to gain full or partial recognition. We must highlight that recognition of mobilities is nationally regulated since 2012 through a Ministerial Order of the Minister of Education. Yet, HEIs still face misconceptions of students related to recognition and we must take into account that results of the reports submitted by participants cannot be considered as the only indicator for recognition of learning outcomes. For SMP, the recognition process is smoother, as most curricula include mandatory practice time at the end of the academic year. In terms of support for students, we compared their satisfaction towards administrative support arrangements, mentoring or guidance on how to find accommodation, both from sending HEIs and receiving institutions/enterprises/organisations. Students were slightly more satisfied with the support received from the receiving institution than from the sending one.

For staff mobilities, STA & STT, those who took a teaching mobility were slightly more satisfied than the ones who went on training mobility. This could be explained by the fact that although the training activity is extremely useful, the activity of teaching foreign students in a different cultural environment can be more challenging and, therefore, more rewarding. In both cases, almost all of the mobility agreements were signed beforehand, the participants were pleased with the assistance received (before and after mobility), and they were satisfied with the mobility outcomes in general.

A more detailed analysis of the feedback received from the participants per type of mobility supported by statistics and interpretations can be found in the "Annex no.3 Participants feedback KA103".

### I.3.2.2. Key Action 2 (KA203)

1. An analysis to what extent the **results of finalised projects** were in line with the results expected at the application stage taking into account:

- the objectives reached
- types of activities undertaken
- types of intellectual outputs produced
- types and volumes of mobilities
- the dissemination and exploitation activities undertaken by beneficiaries.

Such analysis must cover **Strategic Partnerships in the higher education** field.

In 2019, 8 projects were finalised: 1 started in 2015 and 7 in 2016. Also, 2 more projects started in 2017 are in the process of final report assessment. For the finalised projects, we can state that the planned objectives were achieved, and the projects matched the needs identified by partner institutions at the level of organisations and target groups. Most of the activities were realised as planned and the implementation of the projects did not face major problems. There were few cases of delays in the elaboration of the IOs or changes in languages used for their translations. Periods of some activities were changed, but these were ended in good terms by respecting the project duration and the approved budget.

The IOs (e.g. books, modules, courses, studies, online courses, platforms) were of a high quality, relevance and consistence. The transnational approach has contributed in developing IOs with a clear added value having the potential to be transferred in the European context or in institutions with similar profiles. The partners granted an increased importance to ensure visibility and free access.

Mobilities were carried out as envisaged and had a major role in reaching the objectives (in general, being dedicated to test educational materials or online platforms). Regarding the number of participants at LTTs, it decreased as compared to the previous year: IPs HE learners - 337; IPs for teaching staff - 68. On the other hand, we saw an increase in numbers of attendees for: invited teachers at HE ISP - 5 persons; short-term joint training events - 56 participants. The decrease can be explained by the fact that in one of the projects there were no LTT activities organised.

Different types of activities, methods and various means were used for DEOR (web page of the project, Facebook page, Twitter, webinars, articles or news in mass media, relevant publications, newsletters, exhibitions, leaflets, brochures, conferences, workshops). As noticed by external evaluators, there is no clear delimitation between the activities of dissemination of the projects results and those of promoting and ensuring visibility. In some projects, the multiplier purpose of the ME appeared to be weaker, rather having a promotional role. We continue to put emphasis on the aspects related to ME through counseling offered during monitoring visits, at the kick-off meetings and, especially, in the DEOR training (3 days) provided each year for the KA2 beneficiaries .

### **I.3.3. Transnational Cooperation Activities**

Please describe the TCA activities realised in 2019 that were the most successful, and explain the reasons why. Please explain how you ensured the monitoring and dissemination of learning outcomes. Please also explain why any TCAs planned in the NA Work Programme were not carried out, if applicable. Please annex the detailed list of realised activities.

Sending: during 2019 the Romanian NA was involved in 1 transnational cooperation activity in the field of Higher Education, but we plan to additionally support participants to at least 1 TCA in HE sector in 2020, under 2019 budgetary year.

In terms of hosted TCAs, all 3 cross-sectoral events during 2019 addressed HE sector too:

FuturE+, March 2019, aiming to stimulate higher education representatives to share good practices related to management and learning philosophy behind Erasmus+ and what they would recommend for a better implementation of the new Programme starting 2021.

The second cross-sectoral event was Connector 5, June 2019, addressed lecturers and HE representatives too, creating a context for learning and sharing good practices and specific experiences with participants from all the other sectors.

Finally, the last cross-sectoral TCA was Strategic Partnerships Plus-Empowering democratic participation- contact seminar which brought together professors and project managers in order to share good practices and learn specifics about KA2 projects in Erasmus+.

We apply post-event surveys to all TCA beneficiaries and we are asking for specific reports, in order to find out about the follow up activities, the dissemination and applicability of the TCA experience. We also select some good practices examples to publish in monthly NA newsletter or to be part of our annual valorization meeting.

All RO NA TCAs were implemented as planned.

More details regarding the impact, monitoring and dissemination of transnational cooperation activities might be read in the Annex No 1, TCAS overview

### **I.4. International higher education**

#### **I.4.1. Implementation of Erasmus+ actions in 2019**

With the support of statistical data that you attach in Annex (EP017) and other sources of information at your disposal, please provide a comprehensive description of the implementation in 2019 of decentralised action KA107, and the promotion of international centralised actions in the field of higher education (i.e. Erasmus Mundus Joint Master Degrees, Capacity Building projects for Higher Education and Jean Monnet activities).

1. **Analysis of the selection results (KA107)** should cover:

- the selection results (including number of participants and institutions, main trends in comparison with previous calls)
- the success rate (including the quality of applications, main trends in comparison with previous calls)

- the inclusive dimension of the selection results, covering all target groups and territories (i.e. the extent to which project proposals reflected the **inclusion of newcomers; more remote higher education institutions** and inclusion of specific target groups such as participants with **special needs** and from **disadvantaged backgrounds**.

2019 has been another successful year in terms of KA107 request and allocation of funding. HEIs have continued to express a growing interest towards this action, 52 of them submitting applications (highest number so far; 65.8% of Romanian HEIs with ECHE). Several HEIs did not reapply, but we attracted 5 newcomer HEIs (2 comprehensive, 1 agronomic sciences and veterinary medicine, 1 military, 1 private and new ECHE holder). Once again, we had a good diversity of HEIs applying: private and public institutions, as well as small, medium and large universities in terms of number of students. While many of the involved HEIs are located in large university centers, we see a positive impact also on institutions that come from university centers where they are the only HEI located there.

51 projects were approved, one full application not being approved due to failing the quality assessment. The applications consisted of 638 requests for 89 different Partner countries for both H1 and H4. Only 2 Partner countries could not be funded because the respective requests per country did not pass the quality threshold. HEIs submitted the most requests for cooperation with Republic of Moldova (41), China, Russia, Ukraine and the US (25 each). In terms of quality, 574 of the requests per partner country (90%) passed the threshold, gaining 60 points or more in the qualitative assessment. We had 155 proposals (27%) receiving between 60 and 69 points, 190 (33.1%) between 70 and 79 points, 173 (30.14%) between 80 and 89 points, 56 (9.76%) between 90 and 98 points. All 574 requests that passed the qualitative threshold were funded, even though many were only partially approved due to budgetary and geographical restrictions.

The number of requested participants was 15401, out of which 3076 were approved, 1807 incoming and 1269 outgoing; a significant increase compared to the total of 2369 reached in 2018. The distribution by type of activity shows a growth for all: 887 participants for SMS, 239 participants for SMP, 1190 participants for STA, and 760 participants for STT.

While some applications include references about targeting participants from disadvantaged backgrounds or with special needs, we can see from reporting in MT+ that the number of such mobilities is still very low. Explanations are rooted in the same issues identified at European level through the SPHERE study and we will do our best to address them.

2. Analysis of the **budget-take up** for each region and the Partner Country geographical balance, including **achievement of targets set** in the 2019 NA Work Programme for specific regions. Please refer to the activities implemented to ensure good performance in this regard and, in case of underachievement, please list the targets which were not achieved and describe the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results?

The 2019 budget take-up for each financial instrument, along with the 5 additional windows is as follows:

IPA – 100%

ENI – 100%

DCI –100%

PI – 100%

EDF – 100%

Applicable geographic windows – 99.98%

We would also want to highlight that the targeted number of participants in ICM was exceeded through the allocation of funding for 3076 participants.

Every year, our efforts are dedicated to finding ways of allocating the funding in an equitable manner, while reaching the targets we set. As the preparedness of the applicants has visibly improved, results were achieved through targeted promotion and training provided to Erasmus+ offices in HEIs during our events, individual counselling, encouraging different HEIs to take part in the contact seminars organised by the EC, as well as in educational conferences and fairs/ exhibitions worldwide.

Geographical balance was envisaged in the budget allocation through efforts to uphold the principle of funding projects that involved institutions from all Partner countries found in 2019 applications, which we managed to ensure for all cases where the request by country passed the qualitative assessment. The allocation was particularly challenging for regions with small amounts of budget where the level of requests was multiple times higher. Based on the feedback from a working group of HEIs (i.e. that they would appreciate to receive even a limited amount of funding for cooperation with all countries in order to maintain viable partnerships), we found solutions to allocate funding for 87 Partner countries (out of 89). The level of requests for funding was multiple times higher than the available budget for several regions: DCI Latin America – 14.4 times higher; PI Americas – 13.1 times higher; ENI EAST – 12.6 times higher; PI Asia – 11.6 times higher. We consider this as an indicator for a growing interest towards development, competitiveness, and excellence. For IPA, the level of request was not affected by the change of Serbia's status from Partner to Programme country.

H1 funding was made available for restricted mobilities with DCI and EDF-ACP regions (funding approved for 21 projects involving 28 different countries from 5 regions), as well as for Region 14, covering the full funding request for 1 project that involves institutions from Switzerland. In regard to the 5 windows that we opted-in, we managed to efficiently allocate the additional funding.

3. An overview of the **communication and information activities** undertaken to promote **KA107 and international centralised actions, as well as to support applicants**. Please describe, for example, your info-day on the international dimension of Erasmus+, workshops on preparation of proposals, webinars on different actions, contact seminars, etc. Please differentiate between KA107 and international centralised actions if necessary. Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

In terms of communication and information activities, in 2019, we promoted ICM and centralised actions through all the activities, channels, methods, and events described for KA103 (I.3.1.1). Information about the open calls, deadlines and new developments for ICM, CBHE, EMJMD, Knowledge Alliances, Jean Monnet, as well as the novelty of the European Universities was offered in our communication, as well as during the event with HEIs held in January. ICM results and the outcomes for some of the centralised actions are an indicator of the suitability of such communication methods.

Another event where the international dimension of Erasmus+ stood at the core was the HE Valorisation conference which included an Info Day with focus on centralised actions. Within the carefully chosen topics, we covered all of the types of projects that HEIs can benefit from, both decentralised and centralised, and presented them to an audience of IROs together with Vice-rectors for International Relations. Participants gained knowledge related to application and implementation of various projects, opportunities or challenges, as well as synergies between different actions.

Following the results of the first open call for European Universities, we did online promotion (ANews, website etc.) of the 3 alliances that included Romanian HEIs. Their representatives promoted the action through their own experiences during the HE Valorisation conference. 2 HEIs organised special dissemination events in Bucharest that we also attended.

Along the year, NA experts attended 3 International Staff Week events organised by different HEIs, holding presentations about Erasmus+, promoting KA107 together with centralised actions. To strengthen cooperation with other NAs and NEOs, our experts took part in a regional event organised by the MK NA in November 2019. Discussions circled around the cooperation areas for mobilities and partnerships between our countries. Additionally, we took part in a bilateral meeting with the RS NA to exchange knowledge and experience, but also to find new ways to cooperate; approaches to ICM allocation and project monitoring were debated and we decided that in 2021 we will organise a joint HE Valorisation conference in 2021, that will include a cluster meeting for our HEIs, and an Info Day part on centralised actions. For the Contact Seminar organised by the EC in November 2019 for the Western Balkans, 6 RO HEIs were selected to participate (out of 10 interested).

4. An overview of the activities undertaken **to support and monitor beneficiaries** as well as **to improve the quality of implementation of KA107 projects and international centralised actions** (e.g. seminars dedicated to management of international credit mobility, webinars on the use of IT tools, participation in monitoring activities for centralised actions, etc.). Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

Continuous support is provided by NA experts who monitor beneficiaries throughout a project's lifecycle. Mainly, through individual counselling provided to beneficiaries (by phone, e-mail, in person), experts offer necessary guidance whenever requested with support from dedicated guides and documentation.

For the ECHE newcomer that also submitted their first application for ICM in 2019, during a dedicated beginners kick-off meeting that was organised in September and aimed at enabling the IRO staff to achieve a better understanding of mobility project implementation and openly discuss issues that they are encountering, ICM was also addressed in addition to KA103. Differences between the 2 types of projects were highlighted, and an emphasis was put on the types of preparation that the Romanian HEI must ensure from the Partner countries HEIs. A close communication was kept with the beneficiary as they began their planning for the first exchanges.

An emphasis on KA1 project implementation was made during the 2 meetings with IROs held in January and October where we highlighted the main aspects for them to pay attention to during all stages, conclusions drawn from monitoring and checks, as well as reminding the about recent changes and priority areas to focus on.

A consistent effort to monitor the data reported in MT+ is linked to guidance provided at various stages of a project, especially for interim and final reporting. Beneficiaries were steered through reporting phases with the help of guidelines and specific feedback from NA experts.

In terms of monitoring visits, 13 of the ones organised in 2019 targeted HEIs that implement ICM. NA experts found more opportunities to gather feedback from beneficiaries and participants, identify best practices or give practical advice on certain matters, as well as improve communication and collaboration with IRO staff. During the visits, the most addressed topics were related to: ECHE principles, internationalisation strategies, IIAs, procedures regarding selection and recognition, budget and transfer rules, financial agreements signed with participants, and promotion of ICM in the university. Through the interviews conducted with participants, both students and staff, as well as incoming and outgoing, we learned more about their practical experiences, contact with the educational systems, societies and cultures of different countries, as well as the impact that mobilities had on them.

5. An overall **qualitative assessment of the implementation of KA107** (achievements, difficulties encountered, feedback received from programme stakeholders, overall judgement on the state of play) in linkage with the **programme's objectives and priorities** as well as with the international mobility policy context. Any information provided earlier throughout section 4 should not be repeated here.

An overall analysis highlights that the Erasmus+ programme remains at the core of internationalisation efforts that institutions in Romania largely benefit from. As invaluable impact attracted to the HE system, fostering innovation, triggering modernisation, and building stronger cooperation across the board are key towards achieving the objectives of the European Education Area. The gradual increase in the number of HEIs that implement KA107 projects, as well as the growing number of Partner countries involving them indicate that Romanian HEIs are results-oriented in their approach towards internationalisation.

Through our efforts in the past year, we have offered support to HEIs for building a stronger presence during international education fairs and exhibitions (EAIE, NAFSA, APAIE etc.) as these events bring numerous networking opportunities for HEIs, along with Contact Seminars or International Staff Training Weeks. At the same time, the NA has laid the foundation of a new national network of Vice-rectors for International Relations with the aim to trigger and support future developments, with a focus on the international dimension of Erasmus+.

While reaching closer to the point of transition from the current programme to the next, in 2019 we have put an emphasis on evaluating the results so far. Consultations of IRO staff were performed during events, as well as individually whenever the need occurred. Key points of view stood at the basis of arguments brought up during activities of EC working groups dedicated to the future programme, such as the discussions related to a future KA103 International. Lessons learned from the implementation of ICM have proved useful for HEIs, who now view the international dimension of Erasmus+ as more relatable and appealing, and look forward to a further enlargement, while highly welcoming additional flexibility.

One of the challenges we have faced was related to the use of H1 funding and the restrictions against using such funding for the other activities that were covered by H4 funds. With additional checks over the reported data, we managed to ensure the accuracy of the relevant data and reports. Unfortunately, in 2017, we noted that part of the allocated H1 funding was not spent due to difficulties in attracting outgoing students at Bachelor or Master levels. We plan to address these topics in future meetings and communication, and help HEIs find proper solutions.

#### I.4.2. Analysis of finalised projects

With the support of **statistical data** that you attach in Annex (EP017), and **feedback received from participants in realised mobility activities**, please provide the following information for projects in international higher education that were finalised in 2019.

##### I.4.2.1. Key Action 1 (KA107)

Your analysis and explanations on the **mobilities realised in KA107 projects** selected under **Call 2017** and finalised in 2019, with regard to:

- number of projects and mobilities, average duration, average grants
- recognition of study periods
- actual budget absorption
- geographical balance

In 2019, the final 31 contracted projects under 2017 open call ended. While EP013 provides an overview of the 35 projects with the finalised status, please take into account the annexed statistics extracted from the Dashboard covering all 38 successfully implemented projects (Annex 4, Statistics KA107 mobilities).

Under the 2017 call, HEIs reported a total spent budget representing 88.70% of the awarded amount. While the result indicates a slight decrease in comparison to the previous 2 calls, we must consider the higher level of the grant, and that it was the first year when we used H1 funding for restricted mobilities. From the total allocated H1 funds, only 43.77% were spent. due to constraints mentioned above.

A total of 2391 mobilities were realised (447 SMS, 1122 STA, 822 STT), representing more than the 2272 estimated. The number of realised studies mobilities in both directions is lower than the one estimated at allocation, whereas the number of realised teaching and training mobilities is considerably higher for both directions. Explanations offered by HEIs have to do with difficulties in cooperation with some partners, attracting interest from students from disadvantaged background or with special needs, while some of the selected students also faced issues with obtaining the necessary visas. In such cases where funding appeared to be left unspent, along the rules of flexibility found in the financial agreement, HEIs managed to add new partners or transfer funds to staff mobilities in due time and organise more mobilities. We consider that the average grants and durations found in the Annex are adequate and in line with the rules of the action.

According to participant reports, 97.2% of students were satisfied with their mobility experience in general. 67.9% of students mentioned that they will gain full recognition of their Erasmus period, and 26.9% will gain partial recognition. According to information found in the final reports of HEIs, all outgoing students gain full recognition of their periods abroad; unfortunately, not all HEIs gathered the necessary data from their partners to report in MT+ and not in all HEIs from certain Partner countries the recognition is a well regulated process.

## I.5. Adult education

### I.5.1. Implementation of Erasmus+ actions in 2019

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP014) and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions in the field of Adult education in 2019 for both Key Action 1 (KA104) and Key Action 2 (KA204)

1. Analysis of the **selection results** as follows:

- the selection results (main trends in comparison with previous calls)
- the success rate (main trends in comparison with previous calls)
- objectives, priorities, topics addressed in granted projects
- the inclusive dimension of the selection results, covering all target groups and territories (eg: organisations dealing with participants from disadvantaged backgrounds, special needs; geographic spread of institutions and organisations involved, and where relevant: organisations from outermost regions, etc)
- the challenges to manage the increase of the budget available in 2019

#### a. Key Action 1 (KA104)

In 2019, 56 applications were received, out of which 38 were selected (57.9% more than in 2018), with a success rate of 66%. Although the number of received applications was a bit smaller than in the previous year (when 61 applications were received), the selection base was appropriate for ensuring the selection of good quality projects – the 38 selected projects were scored between 92 and 62 points. Out of the 56 applications, 75% achieved the minimum quality threshold, similarly to the situation in 2018. A good coverage of the 8 national development regions was ensured in the received applications and an average rate of selected projects of 4.75 projects per region. All 56 applications were submitted by institutions active in the field of adult education (private or public sector) at local, regional or national level, the main type of applicant institutions being NGO (35), followed by educational institutions–adult centers (10), local/regional/national public bodies (5), 3 local libraries, 2 museums, 1 Popular School of Arts. All the 6 applications from museums, libraries and Popular School –relevant new comers to this action–were selected. This achievement was a result of the constant dedicated promotion and counseling activities provided by the NA, to attract new types of beneficiaries. The selected topics in AE KA1 projects are relevant for the institutional needs and reflect the connection with the strategic priorities of the European AE policy papers and with the programme objectives. The most selected topics in 2019 were: New innovative curricula/educational methods/development of training courses - tackled in 25% received and 27% selected applications; ICT-new technologies-in 28% received and 32% selected applications; Inclusion–equity in 44% received and 62% in selected applications; Access for disadvantaged-in 16 % received and 18.9% in selected applications; Intercultural/intergenerational education and(lifelong)learning–12.5% received and 10.8% selected applications. In terms of types of activities in the awarded projects, participation to training courses remains the preferred option in all projects, while 3 projects contain both training course and a job-shadowing activity. No training/teaching assignment was registered, similarly to the previous year. In 2019 the number of granted participants increased by 56%, to 353 participants as compared to 198 participants in 2018, mainly due to the increasing budget.

#### b. Key Action 2 (KA204)

In 2019 the Romanian NA received 66 applications for KA204, registering an increase of 8% compared to last year, when 61 were received. After the selection procedure was finalized, 41 projects reached the minimum quality threshold, out of which 24 projects were awarded, with 26% more than in 2018 (when 19 projects were approved). The main reason for these achievements is the increase in the budget, allocated by the EC, by approximately 1 million EUR as compared to the previous call. Thus, in 2019 the success rate was of 36.36%.

The 24 awarded projects are focusing on diverse objectives aroused from the need of improving different competences and abilities. In terms of target groups, we can state that, as in previous years, the projects cover different groups: SME managers, illiterate Roma women, experts in adult education, parents, single parents, parents with marginalized children, future parents and prenatal counselors, unemployed, adults at poverty risk, elder persons with reduced mobility, staff of museums/ libraries/ educational centers, adults with migrant background, offenders.

Regarding the AE priorities selected in the approved projects, almost 80% of them are focusing on extending and developing the competences of educators and other personnel who support adult learners, 54% on improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults and 21% on supporting the setting up of, and access to, upskilling pathways. Considering the horizontal priorities, all selected projects focused on at least one, the most common horizontal priorities being Social inclusion (42% of projects) and Supporting individuals in acquiring and developing basic skills and key competences (29% of projects).

In 2019 the main three topics of the granted projects were: Key Competences (incl. mathematics and literacy) - basic skills, Inclusion – equity and ICT - new technologies - digital competences.

The geographical spread was very satisfactory, all 8 national development regions being covered with an average of around 8 applications/region.

Regarding the activities set in the 24 granted projects, 5 of them include blended learning activities in which 175 adult learners will be involved and 15 of them include short-term joint staff training events, with 384 participants.

2. Analysis of the **achievement of targets** set in 2019 NA Work Programme related to the field of adult education. In case of underachievement, please list the targets which were not achieved and the reasons why. What remedial measures has the NA undertaken /will undertake to improve the results?

All the targets set in WP 2019 for KA 104 have been surpassed, both the targets related to the content of the programme and the ones related to the quality of programme management.

We would like to emphasize the number of the staff in awarded KA104 projects that was 371 (vs. 270, the target).

It exceeded our expectations by 37.8%. Past experience has shown that the number of realised mobilities at final report stage is higher than the awarded one due to the fact that beneficiaries implement additional mobilities, so we anticipate that the increasing could be better.

All the targets set in WP 2019 for AE, KA2 projects have been surpassed, both the targets related to the content of the programme and the ones related to the quality of programme management.

We can mention that:

- projects with cross sectorial dimension – 12.50% (achieved) vs. 5% (planned)
- projects involving enterprises or other socio-economic players active in the world of work as participating organizations – 70.83% (achieved) vs. 40% (planned)
- projects involving persons with special needs/fewer opportunities - the number of projects increased, from 11 projects in 2018 to 14 projects in 2019 (58.33% from the approved projects)
- projects with topics related to inclusion – 8 projects in 2019 (similar as in the previous year) representing 33.33% from the approved projects.
- number of applications received – the number increased with 8% (66 applications in 2019 vs. 61 applications in 2018)
- number of the projects that reached the minimum quality threshold increased – 41 projects reached in 2019 the minimum quality threshold (62.12% of the applications received) vs. 38 projects in 2018 (59.38% of the applications received). From these projects 24 were awarded in 2019 vs. 19 projects in 2018 (an increase of 26.32 % was registered)

We consider as 100% share of timely received final reports for both actions (submitted in the 60-th day), although the BO report doesn't show the same. Inconsistency with BO is due to late synchronization between Mobility Tool+ and E+ Link. Given the several periods of unavailability of Mobility Tool+ (e.g. especially during Oct. – Nov. 2019, almost 1 month the platform was unavailable), there were reports that could not have been submitted by the deadline, for which the extension of up to 7 days was given by the NA to the beneficiaries for submitting the final report.

3. An overview of **communication and promotion** activities undertaken to promote the decentralised actions **in the field of adult education**, including cooperation with **EPALE National Support Service**. Please specify any activities related to **centralised actions** in the field of adult education. The information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

The website and the Facebook platform are the main tools to inform the audience. The updates are made in real time with all the necessary information for Erasmus+ beneficiaries needed for contracting phase, implementation stage and reporting phase, also with Guidelines for writing successful Erasmus+ applications, templates for supporting documents or other useful links (like EPALE, SEG, Mobility Tool, EPRP).

In addition to the information already available, a webinar was organised (869 views on YouTube), doubled by on-call support and additional 95 live participants on "GoToWebinar" platform. At the beginning of March, an "open doors" event (KA2) was organized at the NA premises for counselling potential new beneficiaries and the ones with rejected application forms from previous years. For increasing the visibility of this event, a similar one was created on the NA Facebook page, knowing the benefit of the social platforms when discussing about spreading the information to as many as possible potential candidates (reached 2052 people). Also, for supporting the interested organizations in applying for a KA2 project a FAQ's article was published (through the NA Facebook page it reached 3245 people).

In order to promote and encourage the participation of AE institutions in Erasmus+, 10 workshops on writing KA1 (AE) and KA2 (all fields) projects – 3 days each, with 173 participants were organized, out of which 1 residential Bucharest workshop targeted exclusively on libraries and museums. Also, in Oct. 2019 KA1 NA's experts participated at The National Conference of Public Libraries, counting representatives of all 42 countries (over 100 participants). Another event organized in Bucharest to promote and encourage participation to Erasmus+ projects was the Strategic Partnership Plus Seminar (a contact seminar), where 45 people from 15 countries participated. Tailored counseling upon request by email or face to face at the NA premises was provided daily.

The cooperation with EPALE followed the same objectives as it was agreed upon now: promoting Erasmus+ during the events organized by the National Support Service or, vice versa, promoting EPALE during the events organized by the NA. In June and December 2019 during EPALE Conference, the opportunities offered by the Erasmus + programme to organizations active in the field of adult education were presented.

Last but not least, success stories were published in the NA monthly e-newsletter, named ANews

4. An overview of the specific activities **in the field of adult education to support and monitor beneficiaries** as well as to **improve the quality of project implementation** (e.g. thematic monitoring and project management meetings). Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

According to the projects' lifecycle, 5 kick-off meetings were organized with the representatives (project managers, financial managers) of the KA104 and KA204 projects selected in 2019 (77 participants). The agenda included aspects related to the content of the grant agreement and its annexes, technical and financial management issues of the projects, risk prevention strategy, how to use Mobility Tool+, the facilities provided by the usage of EPALE and SEG (there are many courses in SEG suitable for AE), DEOR issues, features of the intellectual outputs as well as a special session dedicated to requirements of the monitoring and on-the-spot checks to be performed by NA during the lifecycle of the project. Also, there was a peer-sharing session, in which beneficiaries, who already implemented Erasmus+ projects, were invited to disseminate not only the results of their successful stories' ended projects, but also their management experiences or obstacles encountered during the implementation phase.

The Guidelines prepared by the NA on how to implement a successful project were disseminated afterwards by email to all beneficiaries. These Guidelines are available also on the NA website.

According to the monitoring plan, for all the KA2 granted projects, during the implementation period, the NA staff must perform regular desk-monitoring activities requesting periodical progress reports. The data filled in Mobility Tool+ by each beneficiary were monitored on continuous basis and guidance upon every request was offered. Besides the compulsory on-the-spot checks, 2 monitoring visits were completed for KA104 projects and 7 monitoring visits for KA204 projects, covering different types of institutions and geographic spread.

For the final reporting stage, 1 meeting with the 2017 KA204 beneficiaries was organized in May on how to draw an accurate final report (14 participants). Afterwards, all beneficiaries received the electronic guidelines in order to fill in the reports and tailored guidance was given individually before submitting the final report by e-mail or phone.

On a regular basis, during the projects' implementation the responsible experts offered tailored counseling to all beneficiaries.

For all selected KA2 projects in 2018 (all fields) there were organized 2 training sessions (3 days each) on DEOR issues (how to create and follow the dissemination strategy, the requirements of the Erasmus+ visual identity program) in the period March – April 2019

5. An **overall qualitative assessment on the implementation** of Erasmus+ actions in the field of adult education (achievements, difficulties encountered, feedback received from programme stakeholders, overall judgement on the state of play) in linkage with the **programme's objectives and priorities** as well as with the adult education policy context.

The overall picture obtained from the analysis of the information available after the assessments of intermediary and final reports combined with the information gathered from the monitoring actions (desk monitoring visits, yearly survey on the satisfaction of the beneficiaries and stakeholders, the evaluation survey applied at the end of each event organized by NA) shows that all the projects have been implemented in a qualitative manner, which has allowed both the good performance of the activities and the achievement of the targets established initially. The results were in line with the approved applications and the program's objectives in the field of AE. The participants and the beneficiaries highly appreciated the relevance of Erasmus+ for the individual and institutional development, but also for its simple and flexible financial rules. In terms of selection process, we had a sufficient number of quality applications, allowing us to select the best ones in terms of relevance towards programme's objectives in general and policy priorities in particular.

In 2019, we welcomed the embarking of newcomers to the actions, namely museums, libraries and popular school of arts as they are relevant institutions for adult education in Romania. We continued the efforts to promote all types of possible activities in KA1, especially job-shadowing so as potential beneficiaries are aware of all existing opportunities.

The results obtained from the implementation of the partnership projects are valuable resources for acquiring new competencies and skills required by the sector in order to adapt to the changing profile of an adult learner, to the changes of the communities they live in, to the changes of the society (professional requirements), as they were assessed with high scores by the external assessors.

As for project implementation, KA1 beneficiaries feel the lack of special area on EPALE dedicated to finding AE courses they can attend, but we orient them towards SEG. For KA2, the beneficiaries expressed their dissatisfaction referred to the level of unit costs used for Romanian staff costs for intellectual outputs.

Among the difficulties, we could mention the inadequate function of the two integrated platforms (Mobility Tool+ and E+ Link), given the several periods of unavailability of Mobility Tool+ (e.g. especially during Oct. – Dec. 2019, almost 1 month the platform was unavailable and the qualitative evaluation of the reports was delayed).

### I.5.2. Analysis of finalised projects

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP018) and other sources of information at your disposal, please provide the following information for projects in adult education that were finalised in 2019.



### I.5.2.1. Key Action 1 (KA104)

1. An analysis of **the implementation of mobilities** by providing a comparison between planned and realised mobilities. The analysis should be as specific as possible and differentiate between activity types (for example: Teaching assignments; Structured courses/training events; Job shadowing).

In 2019, 13 KA104 projects were finalized, out of which 1 was granted in 2016, 9 in 2017 and 3 in 2018. The total number of realized mobilities in the finalized projects was 144 (131 participants in structured courses/training events and 13 participants in job shadowing activities).  
The number of job shadowing activities increased from 7 to 13, given the fact that the number of the finalized projects in 2019 is inferior than in 2018, thus the interest among the participants regarding job-shadowing activities has increased.  
It can be noticed an increasing trend when referring to additional mobilities, when a number of 5 additional mobilities was registered -when we make a comparison between planned (139 mobilities) and realised mobilities (144 mobilities)  
The number of realized mobilities in 2019 is by 25.69% lower than in 2018 (when 181 mobilities were implemented in 15 finalized projects), given also that the number of finalized projects was higher.  
All the mobilities accomplished the eligibility criteria upon assessing and all the participants have submitted their surveys.  
The final reports revealed that most projects were implemented in general at a good quality, thus 100% of the final reports analyzed in 2018 passed the quality threshold (with scores up to 81 points).  
In terms of types of activity, the preferred choice remains “structured courses/training events” – 131 participants, while 13 participants attended job shadowing activities.  
The average duration of a mobility was of 7.2 days comparable with previous year when we had 7.8 days.  
Like in previous years, no teaching/training assignments activities were registered. The large share of “structured Courses / Training Events” activities is stimulated by a diversified training offer and in the same time relevant to the needs of beneficiaries. In the case of teaching assignments, one explanation for the total absence of this type of mobility could be linked to the administrative rigors such activity requires, in terms of national employment regulations.  
In the last three years, the most frequent receiving countries of the realized mobilities were: Spain, Italy, Malta, Finland, Hungary, Portugal, Czech Republic, Greece.

2. An analysis of how the realised mobilities contributed to the implementation of the organisations **European Development Plans**.

In order to analyze the role of mobilities in supporting the implementation the organizations EDP we used the information collected from 13 final reports finalized in 2019, 144 participants ‘surveys and from monitoring activities undertake by the NA’s experts. According to crosschecked information in all this sources, we can conclude that E+ mobilities are playing a key role in developing all beneficiary’s organizations experience in the field of adult education, in European context, as at the national level there is no other national program to support learning mobilities abroad, for adults . There are beneficiaries who manage their budget for organizational support very effective in order to create more learning mobilities and to improve the impact of their project.  
According to final reports, mobilities impact is mainly identified in developing the organizations profile and activities, improving the quality of their work with adults and increasing their role as active players in local communities. Through these projects many of the organizations (NGOs or public institutions working with adults) were setting valuable contacts for future cooperation within the framework of Erasmus+ supporting internationalization as 80% of the participants surveys appreciated in this regard.  
It is also noticed the link between typology of mobility activities, the organizations specific needs and objectives and to EDP. Although for the participants surveys in projects selected in 2017 and 2018 the question referring to the EDP no longer exists, we took into consideration for the analyze the item related to “needs and objectives of your home organization”. Thus, 137 out of 144 participants (93,05 %) “strongly agree” or consider their mobility activity “very well linked” to their organization needs and objectives and to the EDP. According to the surveys analyzed, mobilities contributions to EDPs are also linked with: new teaching/training subject(s) methods, approaches and good practices (60,60%), teamwork abilities (86,5% participants in 2017 and 2018); practical skills relevant for professional development (79,69%), improvement of organizational management (66,66%).

3. An analysis of the **main feedback** received through **participant reports**, especially in terms of **the main outcomes of mobility activities** at individual level. Such analysis should differentiate between the activity types (i.e.: Teaching/training assignments; Structured courses/training events; Job shadowing).

An overall analysis of the 144 participants’ reports of projects finalized in 2018 reveals high level of relevance of the mobility experience both for the personal and professional development of participants, as well as for the institutional one. For the 2 types of activities (structured courses and job shadowing), 93,75% of participants declared to be “very satisfied” with the Erasmus+ mobility experience in general and all participants would recommend this experience to a colleague. For 86,81% of participants the international mobility experience led to improving the foreign language skills.  
Out of the 131 participants involved in a course/training event experience, 55,73% were at their first staff mobility financed by the Erasmus+ or LLP, which is a good result. From a personal and professional development point of view, 67,82 % of participants strongly agreed they gained sector-specific or practical skills relevant for their current job; 79,39% considered the training experience they were involved in would lead to the use of new teaching methods/approaches/good practices learnt abroad at their home institution. 113 of 131 participants (86,26%) considered that their experiences would lead to the introduction of new teaching/training subject(s). 74,81% of participants (98) strongly agreed that the experience they were involved in has led to internationalization of their institution.

Out of the 13 participants who took part in a job shadowing experience 5 were at their first staff mobility experience financed by Erasmus+ or LLP. From a personal and professional development point of view, 8 of 13 participants (61,54%) strongly agreed they have gained sector-specific or practical skills relevant for their current job and professional development and 11 of 13 participants (84,62%) considered that the job shadowing experience would lead to the use of new teaching methods/approaches/good practices learned abroad at their home institution. 13 participants (100%) in job shadowing activities considered that the experience they were involved in has led to internationalization of their institution. A very good result is the big percentage of participants that considered that the experience they were involved in has led to internationalization of their institution (100% of all participants), which is a constant purpose of our NA. All of these answers show a satisfactory picture of the added value of Erasmus+ mobility projects in the field of Romanian AE sector.

#### I.5.2.2. Key Action 2 (KA204)

An analysis to what extent the **results of finalised projects** were in line with the results expected at the application stage taking into account:

- the objectives reached
- types of activities undertaken
- types of intellectual outputs produced
- types and volumes of mobilities
- the dissemination and exploitation activities undertaken by beneficiaries

The analysis should cover both types of **Strategic Partnerships in the adult education field** (exchanges of good practices and innovation).

In 2019 we received 17 final reports (7 for 2016 projects and 10 for 2017 projects). All projects reached the assumed objectives in a qualitative manner, achieved the planned indicators/ targets and the implemented activities had, in some cases, an extended impact due to a greater number of beneficiaries involved. Regarding the achieved objectives we can mention: the creation of the occupational profile and training program of Family Literacy Facilitator, the provision of training materials in rural entrepreneurship for producing and processing of medicinal and aromatic plants, the facilitation of the access to education and personal development, through art and dance for persons with physical disabilities, the enhancement of soft skills (problem solving, critical thinking, creativity, teamwork) in order to help adults in keeping their jobs, the increase of the autonomy of persons with Down syndrome for taking decisions about their leisure time, improving the communication between parents and children focused on sexual and prenatal education, the increase of basic skills (learning to read, numerical calculation, effective communication, use of the modern technology) of low qualified adults at risk of social exclusion. Through the projects, different competences and abilities were improved with the help of activities or intellectual outputs produced: methodological guides, training materials packages, recommendations for public policies, matching portal between skills and labor market needs, comparative studies, mobile phone apps. Analyzing the implemented LTTAs, we can state that these activities, carried out according to the plans, had a major role in reaching the objectives. 9 blended learning activities were organized with 258 adult learners and 15 short-term joint staff events with 256 participants. Besides these, different local activities involved around 57000 people (beneficiaries, experts, members of local community, policy makers), out of which 1746 were with fewer opportunities (facing disability, education difficulties, social or economic obstacles). As dissemination activities, different channels and methods were used to attract a larger number of stakeholders to use the projects results: awareness workshops, participation in sectorial events, networking with other projects, press releases, project websites, social media, specialized media. From these, an important role had the multiplier events, which involved 2534 participants

#### I.5.3. Transnational Cooperation Activities

Please describe the TCA activities realised in 2019 that were the most successful, and explain the reasons why. Please explain how you ensured the monitoring and dissemination of learning outcomes. Please also explain why any TCAs planned in the NA Work Programme were not carried out, if applicable. Please annex the detailed list of realised activities.

The Romanian NA was involved in 3 transnational cooperation activities in the field of Adult Education– as sending NA - and supported 3 participants from this field: Erasmus+ boosting employability and promoting cooperation with the world of work- Latvia, Impact+ Exercise Seminar Beneficiaries Training- Hungary and Key competences for adults and cultural organizations contact seminar- Poland. In terms of hosted events, all 3 cross-sectoral events RO NA organized during 2019 addressed adult education providers too, as following:

FuturE+, March 2019, aiming to create the space for all the participants, AE representatives included, to share good practices related to management and learning philosophy behind Erasmus+ and what they recommend for a better Erasmus+ Programme implementation in the future (post 2020).

The second cross-sectoral event was Connector 5, June 2019, as already mentioned, an event aiming to bring non-formal learning activities in all sectors and to create a proper context for meaningful network. Finally, the last cross-sectoral TCA was Strategic Partnerships Plus-Empowering democratic participation – contact seminar with elements of training on writing project,s which brought together AE providers and project managers in order to share good practices and learn specifics about KA projects in Erasmus+.

We apply post-event surveys to all TCA beneficiaries and we are asking for specific reports, in order to find out about the follow up activities, the dissemination and applicability of the TCA experience. We also select some good practices examples to publish in monthly NA newsletter and to be part of our annual valorization meeting. Before each deadline for submission Erasmus+ projects we contact all the TCA participants remembering the Erasmus+ opportunities for their organizations and offer specific consultancy via webinars and offline meetings.

All RO NA TCAs were implemented as planned.

More details regarding the impact, monitoring and dissemination of transnational cooperation activities might be read in the Annex No 1, TCAs overview.

## I.6. Youth

### I.6.1. Implementation of Erasmus+ actions in 2019

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP014, EP018) and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions in the field of youth in 2019, for Key Action 1 (KA105), Key Action 2 (KA205) and Key Action 3 (KA347):

1. Analysis of **the selection results** should cover:

- the analysis of selection results
- the success rate (main trends in comparison with previous calls)
- objectives, priorities, topics addressed and nature of activities planned in granted projects<sup>info</sup> and methods used
- the inclusive dimension of the selection results, covering all target groups and territories (profile and geographical spread of institutions and organisations involved, target groups reached, in particular young people with fewer opportunities and special needs, from Partner Countries, etc.)

#### a. Key Action 1 (KA105)

Given the complexity of the action, we summarize below the main results, while a more detailed analysis is included in Annex 5:"Selection \_KA105".

For KA105 action, 716 applications were received in 2019 and 193 were awarded a grant, leading to a success rate of 26.96%. The interest in the action continued to be high and an overall increase in the quality of applications can be noticed (73.60% of the assessed applications achieved the quality threshold compared to 69% in 2018).

The NA continued its strategy to promote the action to new comer organisations: 171 applications came from new comers and 67 were awarded a grant (compared to 37 in 2018). In terms of geographic distribution, all the 8 development regions were covered both in the received and awarded applications. As for the typology of awarded activities, 126 were youth exchanges with Programme Countries and 26 with Partner Countries, 47 were mobilities of youth workers with Programme Countries and 20 with Partner Countries.

The total number of participants in the awarded projects is 8133 (including participants in APVs), out of which 5953 participants in youth exchanges and 1961 participants in mobilities of youth workers. Compared to previous year (e.g. 2018 – 6834 participants), the total number of participants is higher as the number of awarded projects and budget is also higher (193 projects in 2019 vs. 163 in 2018).

Similarly to the previous years, a high percentage of the awarded projects aim at the improvement of the level of key competences and skills of young people ((35,76%) and at social inclusion and solidarity (31.29%). The majority of awarded projects address to some extent the horizontal priority related to inclusion and the youth field priorities. 70.83% of awarded projects involve participants with fewer opportunities and a number of 111 participants with special needs are included in the projects (94 in youth exchanges and 17 in youth workers' mobilities). We continued the strategy for attracting and supporting organizations working with young people with disabilities and with fewer opportunities by means of promotion and counselling activities and residential dedicated workshops.

The methods proposed in the granted projects are characteristic to non-formal learning and youth work. We could notice improvements in terms of choice of appropriate methods for the addressed themes and needs, as well as in terms of realistic design of the agenda of activities.

b. Key Action 2 (KA205)

We received 95 applications, with 1 less application than in 2018, out of which 18 applications (one more than 2018) were selected for funding, meaning a success rate of 18.95% slightly better than 17.71% in 2018.

We appreciate the quality as good, 60 applications reached the minimum quality threshold (meaning 63.16%), this showing an improvement as compared to 2018, when only 61.29 % passed the threshold.

The most represented topics were:

- Youth (Participation, Youth Work, Youth Policy): 38.9%
- Access for disadvantaged: 27.8%
- ICT - new technologies - digital competences: 27.8%

Other topics addressed by projects related to inclusion – equity, new innovative curricula/educational methods/development of training courses, entrepreneurial learning - entrepreneurship education.

The most represented priorities are the same as the ones from 2018:

- Promoting quality youth work
- Social inclusion
- Promoting empowerment

As in previous years, the overall analysis of the topics and priorities mostly chosen shows that the projects meet the national and European needs in the youth field and are likely to contribute to the implementation of the National and European Youth Strategies.

The analysis of the types of projects submitted shows an increased interest for the projects supporting exchanges of good practices with 26.32% as compared to only 18.75% in 2018. The increase is even more significant regarding the approved projects (8 supporting exchanges of good practices in 2019 as compared to only one in 2018). These results are encouraging and validating the NA's decision to have a common panel for both types of projects, despite the concern that projects which support innovation would be of better quality than the others, translating into a poor representation of the projects supporting innovation.

As for the LTTAs in 2019 there were planned 46 (27 blended mobilities and 19 joint staff training events) with 1081 participants, whereas in 2018 were planned 32 activities (11 blended mobilities and 21 joint staff training events) with 559 participants. The number of LTTs increased by 30.43% and the number of participants by 48.29%.

The geographical spread of the KA205 applicants is quite balanced at national level, reaching all regions of the country as mentioned in the 2019 WP, with an average of 11.875 applications/region. Efforts have been made to raise the number of applications from two regions less represented, the result being a more balanced representation

c. Key Action 3 (KA347)

In 2019 we received 29 applications for all 3 selection rounds, out of which 9 applications were selected, meaning a success rate of 31.03 % in comparison with 18.42% in 2018. There is a decrease as compared with 2018 (38 applications), the reason being on the one hand, technical difficulties encountered by the applicants at the third selection round related to submission of the web forms, and on the other hand, the very small budget allocated to this action year by year, from the beginning of the Programme, thus discouraging the applicants and finally leading to a very small number of approved projects.

However, we are happy with the very good quality of the applications, 21 applications reaching the minimum quality threshold for selection, meaning 72.41% out of the total number of applications, showing a constant quality of the projects, this proving the success of the measures we have put in place over the past years despite the limited allocated budget for KA3.

The most represented topics were:

- Youth (Participation, Youth Work, Youth Policy): 88.9%
- Reaching the policy level/dialogue with decision makers: 66.7%

As one could see, the projects selected are in line with both national and European Youth Strategy and the Youth Goals; despite the small number of selected projects, their significance and contribution to national and even European impact is very high, being projects directed to changing/amending national and European legislation and a better representation of the young people needs and desires.

The total number of participants stays approximately the same with a slight decrease (1.79%) in 2019, from 4033 participants in 2018 to 3685 participants in 2019. The interest in transnational activities increased with 3 transnational activities in 2019 compared with no transnational activities in 2018, meaning a more openness to European cooperation and relevant results for European contexts.

Despite of the decreasing in number of applications, the geographical spread was quite balanced at national level, reaching all regions of the country, with an average of 3.6 applications / region.

2. Analysis of the **achievement of the targets** set in the 2019 NA Work Programme related to the field of youth. In case of underachievement, please list the targets which were not achieved and the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results.

All the targets assumed have been met, even surpassed, for all the actions, with the following exceptions:

- “share of learners with special needs participating in awarded KA1 mobility projects”: realisation 1.89% vs. 2.2% target. The NA pro-actively addressed the challenge in 2019 and designed dedicated activities with organisations working with disabilities, including a residential workshop. Although the increase is relatively small in numbers compared to last year, we were happy to attract new comers reaching directly

disabled youth. We also realized better the challenges they face: difficulties of special needs young people to interact in big groups and limited resources of small-sized organisations for managing projects with big numbers of participants. We will continue the efforts in 2020 too.

- “share of cross-sectoral projects awarded through in the relevant sectors”: none of the projects submitted were cross-sectorial despite our efforts (e.g. largely advertise through the National Call; events with representatives from all of the fields (e.g. Learn and pay it forward! valorization conference, CONNECTOR, Strategic Partnerships Plus).

We will continue stressing out among possible candidates the importance of cross-sectorial cooperation and possibly, following the cross-sectorial workshops on the writing of the applications already conducted in 2019 (involving VET, adult education and youth), we will receive cross-sectoral applications in the current year. Furthermore, we will double up the efforts, by organizing in the current year seminars with the rejected applicants in which we will promote the cross-sectorial approach.

- “% share of young people with fewer opportunities participating in Key Action 3 (meetings with decision-makers)”: 20% vs. 25% target.

To make sure we are on the right track we will increase the information we share with potential candidates, we will reinforce the approach with: stating clearly that the “relevance of the proposal” is linked with involving young people with fewer opportunities; we will communicate directly with the National Group for Structured Dialogue in order for them to activate youth NGOs working with young people with fewer opportunities.

One could note that apparently the % take up commitment rate for Mobility projects -64.6% is far below the target, but the calculation is based only on the first 2 rounds; with the projects financed for the 3 round, the rate is 100%.

3. An overview of the **communication and information activities** undertaken to promote the decentralised actions **in the field of youth**. Please specify any activities related to **centralised actions**. Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

In the field of Youth, a wide range of useful resources are updated on the website (e.g. Programme documents, useful links, Guidelines for writing successful applications, webinar on creating PIC, FAQs, Implementation Guide). At the beginning of 2019, 3 webinars were held focusing on up-dates and lessons learned (1 KA105 – 166 views; 1 KA205 and 1 KA347 -569 combined views). Tailored counselling upon request by email or face to face was also constantly provided.

Before each deadline, NA staff provided consultancy via Facebook, a friendly approach for young people and youth organizations and we organized the events called “Erasmus + Consultancy Open Doors” at NA premises mainly addressed to the newcomers (positively appreciated by the 16 organizations receiving advice for 21 projects). As well, for KA1 we delivered feedback and training workshops focused on coherent project design and in particular for mobility of youth workers we promoted other possible activities besides training courses, e.g. job shadowing, study visits etc.

Also targeting new comers, we organized 2 residential 3-day workshops for KA105 with 33 organisations whose projects were rejected in the previous rounds focused on the improvement of applications and 1 residential for KA347 with 13 organisations. As well, 9 project writing workshops in under-represented regions were organized (1 for KA105, 8 for KA205– in total 137 participants).

We also focused during 2019 on promoting and supporting organizations working with special needs and fewer opportunities youth especially from rural areas. Thus, we organized 1 additional workshop dedicated to special needs (Down syndrome, autism, mental disorders, visually impaired) - Sept. 2019, 14 organisations and 1 workshop dedicated to young people from rural area faced with marginalization – March 2019, 24 organisations.

The efforts targeting new comers and special needs/fewer opportunities generated an increase in the number of new applications and the higher scores for the awarded ones.

Presentations and workshops with potential applicants were delivered during different stakeholders’ events (e.g. Youth Summit -Iasi, oct. 2019).

The NA e-newsletter published monthly success stories, testimonials as well as the coming deadlines for the decentralized and centralised actions.

Promotional and informational materials were provided to organizations by request in order to promote the Programme among participants and stakeholders

4. An overview of the activities **in the field of youth to support and monitor beneficiaries** as well as **to improve the quality of project implementation** (e.g. thematic monitoring and project management meetings). Any information provided in this section must not be repeated in section 7 "Horizontal actions and activities".

The support and monitoring activities were in line with the projects` lifecycle and included kick-off meetings, regular desk-monitoring, onsite monitoring visits, support materials, final report seminars, individual counselling and feedback.

Thus, 9 kick-off meetings were organized for representatives of selected beneficiaries in KA1, KA2 and KA3 projects (project managers, financial managers). The agendas included technical and financial management of projects, explanation of grant agreements provisions, risk prevention, Mobility Tool, Youthpass, dissemination & exploitation, as well as space for peer-sharing of experiences and working methods and tools between old and new beneficiaries. Materials were also provided to beneficiaries with the most important contract specifications with user-friendly explanations and also project management information to guide the successful implementation of projects. The two Guidelines prepared by the NA on how to implement a successful KA1 and KA2 project were updated and disseminated to all beneficiary institutions (the documents are available also on NA website).

We continued to deliver desk-monitoring questionnaires to beneficiaries in all actions followed by feedback from project officers, an approach that keeps proving its usefulness and support approach. Besides, regular desk-monitoring was performed, including monitoring of data introduced by beneficiaries in Mobility Tool. Tailored guidance was provided especially to new comers, including those working with young people with disabilities, upon request as well as at project officers’ initiative. Also, constant counselling was offered by e-mail, phone or face to face (upon beneficiary request).

12 monitoring visits were performed for KA1 and 6 for KA2 and KA3; 7 accredited EVS/E+ organizations were visited onsite.

For the final reporting stage every beneficiary received electronic guidelines in order to fill in the final report according to the best qualitative parameters. For KA2&KA3, 1 seminar for final reports was organized together with adult education project beneficiaries in order to facilitate future cross-cooperation.  
For all KA2 and KA3 selected projects in 2018 (all fields), 2 training courses (3 days each) on DEOR issues were organized, having elements of thematic monitoring seminars as well.  
All beneficiaries received feedback after the evaluation of the progress and final interim reports

5. **An overall qualitative assessment on the implementation** of Erasmus+ actions in the field of youth (positive achievements, difficulties encountered, feedback received from programme stakeholders, overall judgement on the state of play) in linkage with the **programme's objectives and priorities** as well as with the youth policy context.

As main achievements in 2019 we highlight the increasing quality in applications; the wide coverage of the national priority in European context related to inclusion of disadvantaged groups; the increasing share of new comers; the increased quality in projects implementation.  
Following the “new comers to the action” focus put in promotion for the second year, we were pleased to have a high percentage of new comer applicants in KA1 (23.88%, including organisations working directly with young people with disabilities), in KA2 (74,74%) and nearly half of the projects in KA3 (48,28%).  
The EU Youth Strategy is highly addressed, many projects tackling the 3 Core Areas of action and the Youth Goals.  
As regards projects implementation, we notice less changes in projects (e.g. fewer withdrawal of partners and redistribution of participants in KA105), while the high number of new comers brought a fresh approach in terms of addressed topics, working methods and varied target groups.  
As for difficulties encountered, regarding KA2, despite trying to organize a workshop dedicated to rejected projects, the lack of interested participants led to its postponement for the current year. However, the registered participants received support via e-mail, in the form of the extended feedback and tips for improving their applications. As for KA105&Ka125, the remaining EVS/volunteering projects were faced with challenges in ensuring the planned number of volunteers and initial duration of stages, especially given the transition to ESC, that is more flexible in terms of possible objectives/ themes/ activities and rather preferred by volunteers.  
Technical difficulties with the web-forms platform, PASS platform and Mobility Tool were constantly reported by beneficiaries.  
As for KA2, the final reports analysis, the results of monitoring activities and especially the assessment of the intellectual outputs produced showed that the projects were implemented in general at a satisfactory quality level (the scores obtained in the final reports assessment are a proof). This leads to the conclusion that the projects were implemented according to what was assumed in the applications, in terms of objectives, activities and results.  
According to the information provided by the beneficiaries in their final reports, including KA347, an important impact at the level of participants, participating organizations and communities was reached as a result of projects` activities implementation.

## I.6.2. Analysis of finalised projects

With the support of statistical data that you attach in Annex (such as: EP012, EP013, EP018) and other sources of information at your disposal, please provide the following information for projects in youth that were finalised in the year 2019.

### I.6.2.1. Key Action 1 (KA105, KA135 and KA125)

1. Please provide your analysis of the **results of finalised projects**. To what extent were the results of finalised projects in line with the results expected at the application stage, in terms of objectives reached and types of activities undertaken?

In 2019, 207 KA105 projects were finalized (excluding 1 terminated with no grant) with 7264 realized eligible mobilities (4845 participants in YE, 101 in APVS, 1943 in YWM, 375 in EVS) and 3 KA125 projects (out of which 2 terminated with eligible costs) with 21 participants. The number of realised mobilities is comparable to the awarded ones (99.02% completion degree, 72 less participants than awarded due mainly to participants' cancellations, partners' withdrawals, cancelling of APV in few cases). Compared to 2018, the total number of realised mobilities increased by 6.44%..  
The finalized projects have reached the planned objectives to a high extent, 100% of final reports having passed the quality threshold and 81.16% being scored over 70 points. We notice less changes in projects involving youth exchanges and youth workers mobilities compared to previous years, while for EVS the transition to ESC brought about some difficulties in the selection of volunteers and completion of initial planned duration of stages, which was often compensated with redistribution of participants or extension of mobility duration.  
The projects reached a broad set of specific objectives in the field of youth, in line with those initially foreseen, mostly targeting the improvement of the level of key competences of young people (26.43%), promoting intercultural dialogue (17.86%), social inclusion and solidarity (15.71%), youth employment (12.86%). Addressed main topics: youth participation/youth work/youth policy 41.84%, inclusion 35.10%, entrepreneurship 18.27%, labour market 17.31%, creativity 16.35%, access for disadvantaged 13.46%.

The overall satisfaction of participants is high, similarly to previous years. In YE, 94,27% of group leaders assess as “good” and “very good” the overall success of the mobility and 91% consider the mobility met the expectations of young participants. In YWM, 95% are satisfied with the experience and 87% consider the mobility met their needs in terms of professional development. For EVS and E+ volunteering activities, compared to 2018, we notice an increase by 8% of the satisfaction level regarding the tasks and activities carried out (84,91% of volunteers declare themselves satisfied); 75,45% consider the volunteering activity met their expectations. In KA125 the satisfaction is particularly high: 100% of volunteers rate the overall success of the project as “very good” and “good” and 90,48% are satisfied with the tasks and activities.

#### I.6.2.2 Key Action 2 (KA205)

1. Please provide your analysis to what extent the **results of finalised projects** were in line with the results expected at the application stage, in terms of:

- the objectives reached
- types of activities undertaken
- types of intellectual outputs produced
- types and volumes of mobilities
- the dissemination and exploitation activities undertaken by beneficiaries

Such analysis must cover both types of **Strategic Partnerships in the youth field** (exchanges of good practices and innovation).

There have been submitted 11 final reports, all of them being successfully finalised (7 projects for innovation and 4 exchanges of GP). The assessment showed that they reached a broad set of specific objectives, the results being in line with those approved at the application stage. The projects focused on creating frameworks and developing innovative contents for youth centers; enabling young people to develop confidence, resilience & business skills necessary to be a successful entrepreneur; tackling discrimination through raising the capacity of organizations to identify anti-discrimination solutions; supporting young delinquents from the re-education/rehabilitation centers and youth at risk directly through personal growth, social inclusion and professional insertion and indirectly through guiding the youth workers to develop expertise and confidence using the panoramic diagnose and multimodal intervention to design personal projects for members of the target groups and the young people they work with.

The main types of IO created, which could be mentioned from the impact and transferability point of view: New methodologies (e.g. efficient correlation between youth centers' activities and the labor market, compendium for youth work in the field of social inclusion and social equity in youth centers or methodology for an intergenerational training program in volunteering for young people with fewer opportunities, using creative drama), Handbooks or Policy Recommendations.

Analyzing the LTTs accomplished, it came out that 194 participants attended Short-term training events for youth workers and 463 attended Blended mobilities of young people, through which they gained useful skills and knowledge.

The dissemination activities undertaken by the beneficiaries were diverse: press-release/publications, seminars, conferences, workshops, job fairs, direct mailing to SALTO database. More than any other period, the beneficiaries focused their attention in dissemination of results to public authorities and decision makers, meaning a deep understanding of the importance of decision makers in the process of making a change for the better, building trustworthy relations and qualitative results which can be translated into policies.

A wide range of stakeholders were engaged (NGOs, Public and private providers of formal and non-formal learning, Public authorities, private companies), thus ensuring the cross sectorial relevance of the projects

#### I.6.2.3. Key Action 3 (KA347)

1. Please provide your analysis of the **results of finalised projects**. To what extent were the results of finalised projects in line with the results expected at the application stage, in terms of: objectives reached and types of activities undertaken?

In 2019 there have been submitted 10 final reports, all of these projects being successfully finalized. Most of the projects were carried out nationally (9 national meetings) and 1 project was implemented in a transnational partnership. All the beneficiaries were NGOs except for one public institution (city hall) and the projects achieved their objectives in line with the Erasmus+ objectives and also with the European Youth Strategy.

The assessment of the final reports revealed that all the projects achieved successfully the objectives assumed in the applications, generally being directed towards strengthening the bridge between youth communities and policy makers and also finding new ways of mutual support with a more specifically increase of the civic involvement, creating a community-based support networks to support ongoing civic engagement, developing research tools for consultation purposes, developing regional youth policies, analyzing, amending and supplementing the measures to implement the National Youth Strategy 2015-2020 in support of meeting social needs and the young people's educational and economic development. A great attention was channeled towards prevention and reducing bullying in formal educational settings and also in everyday life situations. In that regard, strategies have been adopted at local levels, there ere piloted experiential methods (e.g. forum theatre) and overall it was kept in the public attention this burning and sensitive subject, culminating with a national impact on the legislation (e.g. anti-bullying law) in which the initiatives implemented through structured dialog of young people contributed. The dissemination activities included meetings and seminars carried out locally, campaigns, debates, press conferences, video materials, TV-shows, workshops, information about the results in social media. Out of the dissemination events carried out at national level, it is worth mentioning the dissemination activities of one organization (PONT Group Association) through European Youth Forum. The activities carried out targeted entities from all across the European Union that can be interested in adopting the model of the national Youth Capital. Also, they expressed the interest in prospecting the creation of a European framework for enlarged cooperation which connects the topics of youth participation and urban development.

### I.6.3. Transnational Cooperation Activities

Please describe the TCA activities realised in 2019 that were the most successful, and explain the reasons why. Please explain how you ensured the monitoring and dissemination of learning outcomes. Please also explain why any TCAs planned in the NA Work Programme were not carried out, if applicable. Please annex the detailed list of realised activities.

Considering the specificity of 2019 year (EP elections) and the fact that RO held the presidency of the Council of the European Union in the 1-st semester, most of the organized TCAs for Youth tackled democratic participation too, among other planned themes.

FuturE+, March 2019, international event aiming to stimulate experienced beneficiaries to share good practices related to management and learning philosophy behind Erasmus+ and how Renewed European Youth Strategy might be linked to future Erasmus+.

Inclusion & Diversity Taster, May 2019, international training course aiming to introduce some basic concepts regarding inclusion addressing project managers, youth leaders, inclusion organizations.

Connector 5, June 2019, the 5th edition of this traditional event aimed to promote European values and democratic participation, in addition to the main learning objective established for this event - promoting non-formal education.

Strategic Partnerships Plus-Empowering democratic participation, corss-sectoral contact seminar and international training course on how to write a successful KA2 project

In terms of sending TCAs in the youth field we focused mainly on selecting those events tackling inclusion of young people with fewer opportunities and to support participants from disadvantaged areas.

Thus, RO NA was partner in 15 TCA events and supported 53 participants, focusing on promoting and supporting participants for: Mobility Tasters For Inclusion Organizations - Italy, Inclusion matchmaking-Germany, Youth Labs for inclusion- Ireland and Portugal.

We also focused more on sending participants to several study visits, considering the fact that it might be very useful for our beneficiaries to experience the realities from the grass roots in other countries, on different topics: EGL - Social inclusion in European Cities true Youth Work - Study Visit-France, International Countryside- Finland.

More details in Annex no. 1

### I.7. Horizontal actions and activities

#### I.7.1. Synergies and cross-sectorial cooperation

Please provide:

1. a focus, on how the **cross-sectorial dimension of the programme** was implemented in the actions managed by your National Agency, (e.g. synergies between institutions and organisations from different fields; involvement of enterprises, public authorities and "non-usual" players; results of selected projects impacting on different fields of education, training and youth, etc.)
2. a general overview of **activities realised by your National Agency** in order to foster the cross-sectorial dimension of the programme, including activities of cooperation with other National Agencies in the country (if the Erasmus+ programme is implemented by more than one NA in the country).
3. if relevant, information on synergies and complementarities realised with other European or national programmes/initiatives.



1. The cross-sectoral dimension is in the DNA of our organization, as we manage both Youth sector, E&T and more recently the ESC together with EEA grants. We have a strategic approach put in place through our main instruments: institutional partnerships, communication strategy and a coherent and integrated visual identity for all the programmes and initiatives, developing networks of professionals, organizing national and international events in order to create the opportunity for our public to get to know and interact with other types of organisations.

2. We will describe shortly the 3 most important cross-sectoral events.

The national valorization conference Learn and pay it forward took place in November and gathered 165 participants from Youth sector, SE, AE and VET. We consider it a successful conference because in terms of newcomers we reached a 60-70% out of the total participants attending for the first time this conference, and around 25% from all participants never had an Erasmus+ project. The theme was democratic participation.

The flagship event for promoting non-formal education is Connector. This year's edition gathered around 100 participants from all fields under E+ and ESC. CONNECTOR is a space aiming to bring together professionals passionate about learning in a participative and interactive manner, with a focus on practical experience. The event is based on sharing, learning and testing. Participants experienced 7 educational methods: Photovoice, GameEducation, Storytelling, Learning from/with/about the city, Graphic facilitation and other harvesting methods, Visual communication and media production.

Strategic partnerships plus - international writing course and contact seminar for KA2 projects. 51 participants from SE, Y, AE, VET and HEI were trained and worked in groups according to their interest/idea of project. They presented their draft projects and they received feedback from NA experts.

3. We constantly develop and improve the existing partnerships: this year we were partners for the Youth Summit, Gala of the Romanian Students Abroad, The Public Participation Gala. The National Volunteers Gala was postponed for March 2020-we will continue to act as a strategic partner for this Gala. Also, as detailed in former YR and WP, the EEA granted programme for education is ran in RO by the NA and it was designed as being complementary to E+, covering gaps existing in E+ for some categories of staff or types of projects in E&T.

### I.7.2. Equity and inclusion

Please provide a general overview of **activities realised by your National Agency** in order to foster projects/initiatives that promote the inclusion of disadvantaged target groups, in particular of newly arrived migrants, asylum seekers and refugees.

Equity and inclusion continued to be two of our major priorities, based on our Inclusion strategy.

Role model initiative is an important tool for us to use to foster the importance of inclusion in educational activities and E+ projects. This project showcased inspirational success stories from vulnerable youth and adults that have succeeded in their professional life thanks to education. 550 students from local students associations were involved in capacity building activities, 37 teachers from 54 schools and high schools were trained on specific Role Models' teaching and diversity, 105 selected mentors (students) were trained on inclusiveness and started their mentoring activities with 117 mentees selected from vulnerable groups in project' schools, and about 200 students attended the course on vulnerable groups' dignity. Scholarships were offered to mentees to support their transition from middle schools to high/vocational schools. In addition to this multilayered intervention, educational materials were produced: documentary movie, kit for teachers, interactive notebook, brochure, etc. (see Annex 14)

NA specific activities to promote inclusion:

- organization of thematic informing sessions and training courses for rural area, continuing the cooperation with Teach for Romania (30 professionals and teachers from rural schools were trained in project management)
- a workshop for 16 organizations working with and for young people facing disabilities
- we continued the cooperation with Roma Education Fund Romania
- Strategic Partnership on Inclusion (SPI) for Rural, NEET and Disability strands; thus in 2019 we supported Romanian participants to the international events hosted by Irish and Portuguese NAs
- we hosted the study visit "Models for inclusion. Special education- a project based pedagogy"- event aiming to share local experiences in educational services for special educational needs children and young people and to offer a good practice model
- we continued the cooperation with Salto Inclusion&Diversity and we supported RO participants to all the events tackling inclusion; in terms of our direct contribution we hosted an inclusion training course: "Inclusion&Diversity" Taster, May 2019
- we selected and supported the participation of more than 20 youngsters, youth workers, teachers and public institutions representatives to specific events organized in Europe, having inclusion as main objective
- special Inclusion section in our newsletter

### I.7.3. Communication, information, dissemination and exploitation of programme results

Please provide:

1. A concise overview of activities, tools and materials realised by your National Agency **-other than the ones already described in the sectoral sections -** in order **to inform about the programme as well as to disseminate and exploit projects' and programme's results.** In case your National Agency implements the European Language Label, please describe the related activities.

The Communication Strategy is based on our vision, mission and values, transposed into a motto: "Transforming Romania by learning". We cooperate with 6 networks: the school inspectors responsible with the European educational projects, the E+ offices in universities, the E+ trainers network, the E+ promoters for higher education, the Eurodesk network and Role Models Network. The networks were directly involved in informing and training on E+.

In 2019 we organised 28 training courses with 459 participants for KA1 and KA2. For volunteers we organised a total of 42 courses with 933 participants.

A unique website addresses all the opportunities under E+ programme. The content is constantly updated and we strive to find better and more appropriate messages in order to respond to the challenges of the new technological era: e.g. replacing text information with images, short videos or infographics.

In 2019 the website was visited by 159 861 vs 143 311 in 2018, engaged in 371 582 sessions vs 345 382 in 2018 with an average session duration of 2 minutes and 53 seconds vs 3 minutes and 18 seconds, in 2018, and a total of 1 007 872 pageviews vs 990 144 page views in 2018.

On the E+ Facebook page we provide content related to deadlines, upcoming events, news regarding the application procedure and events, E+ Guide, TCA opportunities, testimonials from beneficiaries. We organise also online campaigns, e.g. Erasmus Open Doors, #ErasmusDays, Nonformal Learning Day just to name a few. Relevant metrics:

- 36 090 likes at the end of the year compared to 25 076 at the beginning of the year
- a total of 81 439 of page engaged users versus 52 385 in 2018 (calculated as total daily page engaged users)
- a total reach of 1 612 172 vs 819 095 in 2018 (calculated as the number of people who had any content from Erasmus+ page or about E+ page enter their screen)

YouTube Channel

Content: webinars, radio broadcasts related to Erasmus+ events and beneficiary testimonials, videos from events, videos made by our beneficiaries when organising competitions, etc

Relevant metrics: 65,440 views vs 11636 views, in 2018.

ANews monthly e-magazine: The monthly publication was rebranded in 2018 – ANews

Metrics: 8683 viewers for 2019, from January to December

Media coverage: According to the independent media monitoring there were 35 630 in 2019( vs 30 039, in 2018) articles in media and social media: press, TV, radio, portals, facebook, twitter, forums, blogs..

Details and ELL, in Annex 6

2. Please **tick the box below** to confirm that the EplusLink system has been properly updated in order to allow the VALOR Dissemination platform to show the good practice examples of projects realised under each relevant action, as indicated in the Annex of the Guide for NAs

Yes

3. The implementation of measures for the Outermost regions (OR)- if applicable.  
Please fill-in the table below

Type of activity and its aim	Target group and the ORs' representation in it	The role of the NA in the activity	Place of intervention	Key points raised by the representatives of the ORs
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#### I.7.4. Evidence-based analysis of the outcomes/results of the programme

1. Please provide a concise overview of the set of activities implemented by your National Agency and their outcomes - **other than the ones already described in the sectoral sections** - in order to **gather evidence on the results** achieved by the programme. Based on the analysis of the outcomes so far, please explain how this knowledge may contribute to the improved programme implementation.

During 2019 we performed the following activities:

- during the assessment of the final reports and continuous monitoring of the individual reports in Mobility Tool+, we have collected and analysed the information on the results on all finalized or ongoing projects;
- as far as the mobility projects are concerned, the information in the reports was used to continue the "Mobility Observatory" for the beneficiaries selected in 2016, on how the mobilities impacted the institutional development of the sending beneficiaries

-the study concerning the perceptions of HE students and the staff on the international mobility, with a focus on Erasmus+ (available in RO and EN on [www.anpcdefp.ro](http://www.anpcdefp.ro)) was finalised; its conclusions are very important for us in order to properly address in the future programme the decreasing interest of the RO students to go in Erasmus+ mobility.

- we contributed to the RAY Network studies for Youth field

- we continued to launch and analyse the annual survey of the satisfaction of the beneficiaries, participants, applicants and stakeholders regarding the implementation of E+ and ESC in Romania; the high number of respondents (about 1200), covering all types of categories targeted, allowed us to base on this survey the measures to improve the E+ and ESC implementation; among the questions, there are questions regarding the cooperation with the NA staff during all the stages of the lifecycle of the projects, also, there are questions regarding the connection between the participation in projects and professional, personal and institutional development needs, the added value brought by E+/ESC for the development of the European dimension of the organisations, which is a good indicator for the relevance of the programme in RO. The respondents added many comments and suggestions, that were valuable for us. We are happy that we continued to register big scores at all the 11 items, even increases for many of them. Usually, we publish all the studies on the website and the main ideas were or will be presented in meetings with decision makers and stakeholders, such as the NAU, the National Council of Rectors, the Chief County inspectors (chiefs of the local educational authorities), with the Advisory board of E+, etc.; also, the conclusions drawn from the final reports evaluation for a better quality of implementation are included in the kick-off meetings with the newly selected projects.

## PART II - ERASMUS+ PROGRAMME MANAGEMENT IN 2019

### II.1. Project lifecycle management

1. Please provide information on the main **positive aspects/good practices** as well as **areas of future improvements** in the way the National Agency manages the project lifecycle (from support to the applicants through the selection process and ending with final reports and project finalisation as well as its feeding into the activities of dissemination and exploitation of projects results).

Several good practices in managing the life-cycle of the projects in the RO NA are mentioned below:

- the way the training for external experts for assessing the applications/reports is organized and the way the whole assessment process is closely monitored: the blended workshops for the evaluators were carried out by combining theoretical sessions with practical ones, where the participants worked in pairs to assess concrete applications/reports, together with the NA experts who were designated as monitors. Moreover, each year there is an evaluation process of the whole selection cycle, with different surveys addressed to both evaluators and monitors, the report being taken into consideration when planning the cycle for the next year. Best indicator of success is the insignificant number of applicants who contested the results of the evaluation.
- in order to support the beneficiaries to run good quality dissemination and exploitation of results processes, we organize each year (usually in April-May) several 3-days workshops on DEOR matters with all the KA2 and 3 beneficiaries of the projects approved in the previous year. For KA1, there is a dedicated DEOR session, delivered by the Communication department, in each project management meeting with the beneficiaries selected in one year (in Autumn). Based on the 3 days DEOR course, the RO Na will organize in 2020 an international course on DEOR, under TCA, within the Erasmus+ Academy concept.
- the ISO certified system of monitoring and control is a big plus in our NA and in this sense, the yearly internal audit of the quality management system is invaluable for preventing any small deviation from the procedures; the analysis of this audit report is being made thoroughly in a meeting of the departments coordinators and directors, allowing for planning each year new improvements of the processes
- the yearly survey targeting the satisfaction of beneficiaries, applicants, participants, stakeholders, general public (applied since 2005) is another instrument of great value in improving continuously our work: each year, more than 1000 respondents (1200 in 2019) give their views about the relevance of E+ or ESC for their personal, professional or institutional development and about the cooperation with the NA in all phases of the project life cycle.
- the integrated way the NA is organised, functions, and presents itself in front of the public, so as to encourage the most cross-sectoriality possible

2. Additionally, please specify the main problems or derogations from the established rules

As in the previous years, there were some delays caused by the specific way of the assessment process of KA229 reports; also, the malfunctioning of MTool+ has repeated over 2019 too, during several periods (July, October, etc.), this leading to suspending the assessment or prolonging the final report/intermediary report deadline. Thus, in some cases the NA director had to authorize exceptions, in order to ensure a smooth implementation for beneficiaries.

Another problem, linked with the IT tools too is the lack of reliability of some data/reports extracted from Dashboard, for example. This causes troubles for the NA management team, when monitoring the progress of the programme implementation, because there are data that should be verified manually, instead of extracting them via the tools; in the case of a big NA, like in our case, with a large number of projects, this is a process that causes a lot of additional work.

Also, like in the previous years, EPluslink was not perfectly stable, so it happened again that portions of content (signed procedures, for example) disappeared after a new version of EPL was installed.

In Annex no. 7 -IT tools related issues, there is a detailed list of all the issues related to IT tools that complicated the processes both for us and the beneficiaries and applicants over 2019.

## II.2. Checks of grant beneficiaries

Please provide information about the **main findings of the checks of beneficiaries** carried out during the year. Please indicate any **checks of beneficiaries that could not be realised** as initially planned, and explain why they were not carried out. Please also report on any constraints and challenges to obtain a **reasonable assurance on the eligibility of the activities** carried out by the beneficiaries.

All the checks have been performed as planned. From a brief synthesis of the main findings (see Annex 10), which is analysed in the annual management meeting, one may notice that, generally, the opinions and subsequent conclusions appear positive. Beneficiaries with a certain project implementation experience or subjects to previous visits have internalized the requirement of continuous evidence` collection and document` management in relation to the project implemented activities. Several good practices have been identified, but certain aspects to be improved may be noticed, too. Documentation errors are still present, but on a descending trend compared with previous years, there are still cases of low transparency / communication in some organizations implementing E+ projects that lead to complaints to NA.

As a conclusion, for Erasmus+ and ESC projects it appears that on-going monitoring system set in place, using different methods and the kick-off-meetings with newly selected beneficiaries where main findings from previous checks are presented, appeared as good instruments for prevention and to assure the projects' objectives accomplishment and reliable project results, without major negative findings during the on-the-spot checks.

Main findings, as well as several challenges met when planning or performing the check actions may be identified, as follows:

- activities timetable changes in the last moment, unannounced to NA, that prevent the check visit to be made during a specific planned activity of the project
- project documentation hardly available to be checked, especially for those on-the-spot checks that are done during a specific project event, performed in other location than the beneficiary premises
- project impact on the target groups difficult to estimate due to lack of evidences in this regard
- lack of communication / transparency in the implementing organizations leads to complaints or participants frustrations that require the NA resources to check / solve the issues and identify the real causes, which in almost of the cases do not represent irregularities, but rather miscommunication
- lack of harmonization between the different faculties of HEI in the participants' selection and recognition of learning outcomes, certain conservative academic culture
- insufficient evidences available that could be used to draw a professional opinion regarding the quality of the activities already performed before the visit.

## II.3. Online Linguistic Support

1. Please provide information on the implementation of the Online Linguistic Support, including achievements, challenges and best practices.

In 2019, the number of OLS licenses allotted to the RO NA was of 24533 (just as many LA and LC). The numbers per field varied greatly: 18528 for HEI, 4764 for VET, 450 for Youth and 611 for ESC. The increase as compared to the previous call differed from field to field – maximum was 20% for VET. For Youth it stayed the same, but considering the introduction of ESC, this is reasonable. We maintain our proposals from the last YR: allocate licenses per NA and not per field or allow us to play with the numbers as needed, since the totaled amount was more than we needed for some of the fields. Furthermore, we believe NAs should allocate licenses per projects, without an actual allocation proposal from the EC – a system similar to “real use” of licenses. These two proposals go into the direction of simplification of the management.

Problems encountered in the course of the previous year and related to OLS include:

- the impossibility to reallocate a course license to the same participant or change his or her email on the platform if they have not accessed the license;
- the impossibility to change the language of an already allocated language course, even if the license has not been accessed by the participant;
- the impossibility to allot extra licenses for situations of force majeure – when the beneficiary has no choice, but to replace a participant due to unexpected circumstances and there is still sufficient time before the mobility for them to engage in a language course.

Since our pleas from previous years have been ignored, to counter all from the above, we have already put into effect a solution for our NA: allot a number of licences at the beginning of the project implementation and update them as needed, based on the obstacles encountered by our beneficiaries – some almost insurmountable and caused by the poor system management of OLS. We would like to have it noted, that even so, we don't manage to allot all licences we receive for OLS.

## II.4. Implementation of the 2019 NA Work Programme

#### II.4.1. Implementation of the budget allocation policy and funds management

1. Please report **how the NA implemented the budget allocation** policy initially set in the NA Work Programme. Please stress the reasons of any difficulties encountered and the measures undertaken by the National Agencies at the level of budget transfers across actions and/or fields (if applicable).

For Erasmus+ there was no need of Amendment concerning the spending of the funds. We used only the flexibility allowed by the Delegation Agreement to maximise the absorption of the funds, based on the number of applications received for each and every action versus the allocated budget, i.e. we transferred some funds among actions or fields, thus we did not encounter any difficulties. Fortunately, we still have a demand which is higher (in some cases, far higher) than the possibilities of funding, for each action and field, even in the perspective of a substantial increase of the budget for the new programme.

##### a) KA2 - Strategic Partnerships

If the NA opted for carrying out distinct selection panels for the two types of Strategic Partnerships in the approved WP, the realised grant allocation policy shall be declared in the table below:

Strategic Partnership in the field of:	% of KA2 funds allocated to the Strategic Partnerships for innovation	% of KA2 funds allocated to Strategic Partnerships for exchanges of good practices
VET	n/a	n/a
Adult education	n/a	n/a
Youth	n/a	n/a

School education:

Option 1: **two selection panels**

Share of KA2 funds allocated to School Exchange Partnerships (%)	Share of KA2 funds allocated to joint selection panel of other Strategic Partnerships in school education (%)
78	22

School education:

Option 2: **three selection panels**

Share of KA2 funds allocated to School Exchange Partnerships (%)	Share of KA2 funds allocated to other Strategic Partnerships for Exchange of Good Practices (%)	Share of KA2 funds allocated to Strategic Partnerships for innovation (%)
n/a	n/a	n/a

Please explain the reasons for deviating from the allocation policy compared to the approved WP (if applicable).

The initial estimation was of 75% for School exchange Partnerships and 25% for the other SP in the field of SE. As one could see, the reality was quite close, we cannot speak about a major deviation and the situation was based on the high number and good quality of KA229 projects received.

##### b) Youth

Please describe how the NA distributed the funds for Youth actions across the various selection rounds.

Round	KA1(%)	KA2(%) option 1: one selection panel	KA2(%) option 2: two selection panels SPs for innovation	KA2(%) option 2: two selection panels SPs for exchanges of good practices	KA3(%)
Round 1	38.64	17.05	n/a	n/a	31.68
Round 2	25.59	43.64	n/a	n/a	31.36
Round 3	35.77	39.31	n/a	n/a	36.96

Please stress the reasons for deviating from the allocation policy compared to the approved WP (if applicable)

The final percentages for KA1 Youth allocations per rounds were slightly deviated as they were initially estimated based on the total available budget in Delegation Agreement (in which case the allocation for KA105 round 1 was 39.61% and for round 2 - 25.82%, close to the initial planning), while in December 2019 we had a transfer from KA2 to KA1, so the final budget allocations in real numbers led to variations of the percentages.

KA205: R1 – Taking into consideration the fact that financing a fourth project would lead to exceeding the budget allocated to the round (approximately with 60.000 Euro) and the project was not of high quality, we have decided to finance only 3 projects (17,05%) to continue being in line with our strategy to increase the budget for the upcoming 2 rounds, where we observed an increase in quality of the projects.

KA347

R1 – The same decision was made in KA347 also, as we would exceed the R1 initial allocated budget with over 11.000 Euro. The same strategy was followed to keep the percentages higher for the last 2 rounds, as an increase in quality of the submitted projects was observed.

c) Education and Training (except KA107)

Did you carry out an additional (optional) selection round, as described in the approved WP? If so, please list below which actions benefited from this optional deadline.

N/A

2. With reference to the EPlusLink financial reports, please comment on the **budget commitment level** for 2018 and 2019 decentralised actions funds per field. If the budget commitment level was below 95% per field or key action, please explain the reasons and describe the remedial actions.

2018:

SE: KA1: 100%, KA2:100.12%

VET: KA1: 99.86%, KA2: 99.92%

HE:KA1 H1: 103.69%, H4:99.76%; KA2: 100.2%

AE:KA1: 100%; KA2: 100.1%

Youth: KA1: 99.51%, KA2: 99.15%; KA3: 100%

2019:

SE:KA1:100%; KA2:100.89%

VET: KA1: 98.28%, KA2:101.43%

HE: KA1 H1: 99.45%; H4:100%; KA2:100.61%

AE: KA1: 100%, KA2:100.01%

YOUTH: all actions, 100% (including all 3 rounds)

3. With reference to the EPlusLink financial reports, please comment on the **budget realisation level** for the **2015 decentralised actions funds per field**. In the case of final financial reports, if the realisation level was below 90% per field or key action, please explain why and describe the remedial actions.

SE: KA1: 99.09, KA2: 98.95%

VET: KA1: 99.85%; KA2: 99.32%  
 HE: KA103: 97.35%; KA107: 89.91 %, motivated by the fact that 2015 was the 1-st year of this action and there were not yet put in place the measures taken by the EC afterwards, to make the rules more flexible in order to absorb the maximum possible of the budget; for the next years we do not envisage to have under achievements; KA2: 98.14%  
 AE: KA1: 99.30%; KA2: 99.82%  
 Youth: KA1: 94.86%; KA2: 99.37%; KA3: 99.19%

#### II.4.2. Complementary funding

If any **co-funding** has been made available for the Call 2019, please describe the details including the key action, field, the amount allocated and the source of the complementary funding.

National co-funding

Type	Amount	Purpose
------	--------	---------

International co-funding

Type	Amount	Purpose
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#### II.4.3. Analysis of the targets set in the 2019 NA Work Programme

1. Please comment on the **achievement of the targets** set in the 2019 NA Work Programme related to the **Objective I.3.8. Efficient, effective and compliant programme management**. In case of underachievement, please describe reasons and remedial measures the NA has undertaken/will undertake to improve the results

All the targets set for Objective I.3.8. have been overachieved; however, one should note that we have provided the real figures, extracted from our own monitoring tools; they do not correspond always with the data extracted with the BO; the BO does not take into account the reports submitted exactly in the day of the deadline, i.e. the 60-est day (which is compliant to the rule), but they were considered as receipted by Epluslink one day after (issue of synchronising between Mobility Tool and Epluslink).  
 Also, we have to repeat the same observation made since 2015: the BO EP046 report is not accurate not only because of this particular issue of timing; when it comes to counting the reports assessed above the minimum threshold for quality, the BO takes into account 60 points as the minimum score, which is relevant for applications, not for the final report, for which the minimum score is 50 points

2. If applicable, please comment on the achievement of the targets set in the 2019 NA Work programme related to the **additional NA Objective(s)**. In case of underachievement, please describe remedial measures the NA has undertaken/will undertake to improve the results.

All the targets set for the additional objectives have been met or even overachieved (for I.3.9.5 we were very close: 34.53% achievement, vs. 35% planned). We are satisfied with these results, as they indicate appropriate measures taken by us to implement our Inclusion Strategy. For 2020 we will continue in the same direction, through implementing the activities included in the WP.

3. Please indicate any activities that could not be realised as initially planned in the 2019 NA Work Programme and explain why they were not carried out.

All the activities planned were realized, except for the following:  
 -realising the EN version of the institutional website www.anpcdep.ro; after the 1-st semester 2019, when the NA and especially the Communication department was involved with the Ministry of Education in various events under the RO Presidency of the Council and, therefore, there was no time for this activity, we have decided to skip it, because we intend to redesign the whole package of websites, in view of the new Erasmus+; and new ESC; for this purpose, we have already started, since September 2019, a large stakeholders consultation process, in order to find out from various stakeholders how the websites should look like. As the institutional page will be part of the new platform, we postpone the development of the EN version until we will have the new site in place.  
 -we did not realise the study on the emerging needs of the new generation of young people in Romania because, after a long process of searching, we did not find an appropriate research body specialized in research on youth matters in Romania. We will propose this topic to other NAs in a future NAs informal meeting, in order to use TCA to realise this kind of study transnationally, perhaps there are specialized researchers abroad.

## PART III - ERASMUS + NETWORKS

### III.1. ECVET

1. If relevant for the National Agency, please provide **an overview of all the activities** implemented by the national ECVET during the year 2019.

In order to achieve the objectives assumed in the WP, the ECVET team carried out the following activities:

- Training and advice:
  - 2 training seminars for Policy makers and teacher staff from dual system institutions were organised: 1 training for policy makers and 1 training for the staff
  - 3 training workshops for the development of KA2 VET projects on the topic of ECVET implementation in the activity of VET providers
  - customized counseling meetings – ECVET Learning agreements were used in more than 50,34 % of the VET KA1 Mobility projects approved in 2019, following customized counseling provided by the members of ECVET team
  - 1 seminar regarding the analysis of the evaluation of learning outcomes and qualifications, using ECVET specifications focused on the dual system
- Assistance in policy making:
  - The ECVET experts together with staff from the Ministry of Labor designed a Methodology for implementing the principles for quality assurance in the field of adult vocational training. This methodology is currently submitted for approval to the Ministry of Labor
  - The survey concerning the barriers for recognition and transfer of LO achieved in KA1 VET mobility for staff, and concerning the level of understanding regarding the European instruments was performed and analysed for the participants in mobility in 2019
- Promotion and awareness raising:
  - 7 information activities during kick-off meetings with beneficiaries of Erasmus+ and EEA projects selected in 2019
  - 2 information sessions during the trainings of external evaluators for Erasmus+ projects
  - 3 promotion and information seminars
  - Updating the ECVET page on the NA website
  - Updating the ECVET brochures (for mobility and for lifelong learning) and posting them on the ECVET page
  - created promotion materials (100 backpacks and 100 memory sticks)
- ECVET community of practice:
  - Information about CoP during all the meetings and activities
  - 1 meeting to promote a National CoP for ECVET principles and tools' implementation
  - a cooperation agreement concluded between the NA and the Dual System Education National Authority
- Participation in European meetings and events:
  - 3-4.10.19, Thematic Seminar on Tools for VET learner mobility, Brussels
  - PLA: The benefits of credit systems for curricula, qualifications and validation
  - Annual ECVET Forum, Rotterdam

One should note that 520 participants attended the events organized by the National ECVET team, vs. 277 estimated. More details in Annex. no. 8 ECVET

2. Please indicate any **activities that could not be realised as initially planned** (in the NA Work Programme) and explain why they were not carried out.

All the activities have been realised.  
The 3 training workshops for the development of VET projects on the topic of ECVET implementation in the activity of VET providers were set in the Working plan as for KA2 beneficiaries, as in previous years. But in 2019, we found out that many new comers implementing mobility projects did not have much knowledge about ECVET, although they wanted to implement the framework. As a result, we have decided to organize these workshops both for KA1 and KA2 beneficiaries.



### III.2. Eurodesk

1. If relevant for the National Agency, please provide **an overview of all the activities** implemented by the national Eurodesk during the year 2019.

During 2019, Eurodesk Romania (ER) provided information in the following areas:

- youth mobility in Europe and beyond, in particular, opportunities to engage in solidarity activities through ESC
- Erasmus+ as a tool to enhance mobility, education and cooperation in Europe
- Other EU, national and international programmes or initiatives in the area of mobility, culture, education and active citizenship.

Our aim in 2019 was to increase the number of young people and those that work with young people who have access to relevant information through an improved activity of our network.

Thus ER carried out the following activities and services:

- Promoted and enriched the content of the EYP
- Promoted Erasmus+ and ESC
- Promoted the EYW and added all the activities organised at national and local level on the EYP dedicated page
- Provided free high quality and accurate information and advice concerning Europe to young people, youth workers and multipliers
- Answered enquiries through the Portal's "Ask a question" service (330 answers)
- Produced promotional material on Eurodesk and EYP
- Issued 12 e-Bulletins
- Participating in events and activities carried out by the NA for Erasmus+, or other information network and entities active in the youth field.
- Continued development of the ER multipliers network
- Coordinated the national activities under Time to Move campaign

According to the WP, ER continued its cooperation with other entities operating in the field of EU information and youth such as Eurydice, EDIC, EURES, Euroguidance, Europass, the national contact points for Creative Europe and Europe for Citizens programmes in Romania.

We also continued the cooperation with the Ministry of Youth and Sport through the Youth and Sport County Departments.

ER and its multipliers organized 161 events with around 4785 young people. As part of the 2019 EYW, ER and its network of multipliers organized Euro-Participation information session and highlight the participation of young people in the decision-making process for policies that affect everyone. ER promoted EYW and together with the multipliers network organised 34 events with an overall number of participants of 2360 young people.

At international level, ER was represented at both network events, at 2 EEC meetings, 1 QG meeting. Also, it sent 4 multipliers at 1 seminar and 1 advanced training organised by EBL.

The details of the ER activities are in the Annex no. 9Eurodesk activities in detail

2. Please indicate any **activities that could not be realised as initially planned** (in the related NA Work Programme) and explain why they were not carried out.

There are not activities planned that were not carried out, but we have to make a special mention here: in general, Eurodesk Romania does not plan (and organise) any high visibility event, focusing ONLY on Eurodesk, taking into account the National Agency strategy to approach in a synergic way all the events organized for a certain sector or even cross-sectoral. That is why, Eurodesk contributed directly to the events organized/co-organised by the National Agency: EYW 2019 (all the activities organized throughout the country were promoted on EYW page on EYP); Erasmus Online Open Doors (event promoting the Erasmus+ opportunities for higher education); Non Formal Education Day; the annual valorization conferences "Learn and pay it forward", where all sectors were represented (universities, schools, NGOs, public authorities, enterprises etc.). Also, we delivered an information session on Eurodesk at National EPALE-Europass Conference.

This approach is the best way to reach the largest audience possible, far more larger than organising events dedicated to Eurodesk only.

### III.3. SALTO Resource Centres

1. If relevant for the National Agency, please provide **an overview of all the activities** implemented by the SALTO RC hosted by the National Agency during the year 2019.

n/a

2. Please indicate any **activities that could not be realised as initially planned** (in the related NA Work Programme) and explain why they were not carried out.

n/a

#### PART IV - Networks - budget execution (ECVET, EURODESK, SALTO)

##### IV.1. ECVET

##### IV.1.5. Budget forecast – for 2019

Reference period:01.01. 2019 - 31.12. 2019

**Table 1 : Overview of expenditure**

Budget headings	Costs per Subheading (EUR) <sup>info</sup>	Costs per heading (EUR) <sup>info</sup>	Amendment(if any)	Budget Realisation
<b>1. National Agency staff costs</b>				
1.1 National Agency staff costs (max 15% of total eligible costs)	4680.00	4680.00	0.00	5015.00
<b>2. National Agency travel and subsistence costs</b>				
2.1 National Agency travel and subsistence costs	4120.00	4120.00	0.00	2726.51
<b>3. ECVET Experts: daily rates, travel and subsistence for participating in national and international seminars</b>				
3.1 Daily rates for the members of the ECVET Experts team	6840.00	11840.00	0.00	6840.00
3.2 Participation in NATIONAL conferences and seminars	1200.00		0.00	638.05
3.3 Participation in INTERNATIONAL conferences and seminars	3800.00		0.00	1005.71
<b>4. Equipment and materials (max 10% of total eligible costs)</b>				
4.1 Equipment and materials (max 10% of total eligible costs)	0.00	0.00	0.00	0.00
<b>5. Sub-contracting, consultancy and other external services (max 30% of total eligible costs)</b>				
5.1 Sub-contracting, consultancy and other external services (max 30% of total eligible costs)	1400.00	1400.00	0.00	0.00
<b>6. Conferences and seminars</b>				
6.1 For direct organisation costs such as rent of rooms, rent or purchase of materials, interpretation booths, local transport	0.00	24420.00	0.00	20928.60
6.2 For travel and subsistence costs of participants and speakers who are NOT National Agency staff or ECVET Experts	24420.00		0.00	0.00
6.3 For interpreters	0.00		0.00	0.00
<b>7. Other direct costs</b>				
7.1 Other direct costs	500.00	500.00	0.00	469.82
<b>Total</b>		<b>46960.00</b>	<b>0.00</b>	<b>37623.69</b>

NB: at least 75 % of the project budget is expected to concern tasks at national level

**Table 2 - Overview of sources of financing**

Sources	Amounts (EUR)	Amendment(if any)	Budget Realisation
1) Grant requested from the Erasmus+ programme (max 90% of total eligible cost)	41890.00	0.00	31811.09

2) Contribution from the regular budget of the National Agency	5070.00	0.00	5812.60
3) Support expected from other European Union programmes provided specifically for this project		0.00	0.00
4) Support from public (national, regional, etc) sources, provided specifically for this project		0.00	0.00
5) Support from the private sector or foundations, provided specifically for this project		0.00	0.00
6) Other sources		0.00	0.00
<b>Total</b>	<b>46960.00</b>	<b>0.00</b>	<b>37623.69</b>

<b>Control box: TOTAL COSTS</b> (must be equal with TOTAL of sources of financing-Table 2)

#### Details for table heading 1.1: National Agency (NA) staff costs

National Agencies (NA) can budget their staff costs up to a maximum of 15% of the total eligible costs

Staff by category ( <i>info</i> )	Total number of days (a)	Average cost per day (b)	Budget Realisation(axb)
Staff Category 1 ( <i>info</i> ) Manager	18.00	120.00	2160.00
Staff Category 2 ( <i>info</i> ) Researcher, Teacher, Trainer	16.00	95.00	1520.00
Staff Category 3 ( <i>info</i> ) Technical	3.00	70.00	210.00
Staff Category 4 ( <i>info</i> ) Administrative	25.00	45.00	1125.00
<b>Total</b>			<b>5015.00</b>

<b>Total of heading 1</b>

#### Details for table heading 2.1: National Agency travel and subsistence costs for participating in conferences and seminars(*info*) :

Purpose of journey	Number of NA Staff (a)	Number of days by person (b)	Daily subsistence costs by person (EUR) (c)	Average travel costs by person (EUR) (d)	Budget Realisation (EUR) (axbxc)+(axd)
Participation at European ECVET events and to PLA with other EU countries	2	3.00	169.70	309.58	1637.36
Participation at national information, promotion activities and PLA	5	2.00	78.58	60.67	1089.15
<b>Total</b>					<b>2726.51</b>

<b>Total of heading 2</b>
2726.51

#### Details for table heading 3: ECVET Experts - daily rates, travel and subsistence for participating in national and international seminars

##### 3.1 Daily rates for the members of the ECVET Experts team (*info*) :

Number of ECVET Experts (a)	Number of days by ECVET Expert (b)	Average costs per day (EUR) (c) ( <i>info</i> )	Budget Realisation (axbxc)
6	12.00	95.00	6840.00
<b>Total</b>			<b>6840.00</b>

### 3.2 Participation in NATIONAL conferences and seminars (*info*) :

Purpose of journey	Number of ECVET Experts (a)	Number of days by ECVET Expert (b)	Daily subsistence costs by ECVET Expert (EUR) (c)	Average travel costs by ECVET Expert (EUR) (d)	Budget Realisation (EUR) (axbxc)+(axd)
Participation at promotional and information events	4	2.00	70.07	19.38	638.05
<b>Total</b>					<b>638.05</b>

### 3.3 Participation in INTERNATIONAL conferences and seminars (*info*) :

Purpose of journey (please indicate the country of destination if known)	Country of destination	Number of ECVET Experts (a)	Number of days by ECVET Expert (b)	Daily subsistence costs by ECVET Expert (EUR) (c)	Average travel costs (EUR) (d)	Budget Realisation (EUR) (axbxc)+(axd)
Participation at European ECVET events and PLA	BELGIUM	1	2.50	28.00	17.80	87.80
Participation at European ECVET events	NETHERLANDS	1	3.50	175.11	305.01	917.91
<b>Total</b>						<b>1005.71</b>

<b>Total of heading 3</b>
8483.76

### Details for table heading 4.1: Equipment and materials

Equipment and materials costs up to a maximum of 10% of the total eligible costs

Description (specify also Purchased/Rented)	Number of items (a)	Cost of purchase or rent (EUR) (b)	Usage rate % (c)	Depreciation rate % ( <i>info</i> ) (d)	Budget Realisation (axbxcxd)
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<b>Total of heading 4</b>
0.00

### Details for table heading 5.1: Sub-contracting, consultancy and other external services

Sub-contracting, consultancy and other external services up to a maximum of 30% of the total eligible costs

Subcontract	Task description	Number of person days (a)	Cost per day (EUR) (b)	Other costs to be included in the Subcontract (EUR) (c)	Budget Realisation (axb)+c
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<b>Total of heading 5</b>
0.00

#### Details for table heading 6: Conferences and Seminars

##### 6.1 For direct organisation costs such as rent of rooms, rent or purchase of materials, interpretation booths, local transport

Description	Number of items (a)	Cost per item (EUR) (b)	Budget Realisation (axb)
Bags for the participants at national events	500	1.37	684.70
Memory sticks for the participants	100	5.60	560.40
<b>Total</b>			<b>1245.10</b>

##### 6.2 For travel and subsistence costs of participants and speakers who are NOT National Agency staff or ECVET Experts (info) :

Purpose of journey	Country of destination	Number of participants/speakers (a)	Number of days by participant (b)	Daily subsistence costs by participant (EUR) (c)	Average travel costs by participant (EUR) (d)	Budget Realisation (EUR) (axbxc)+(axd)
2 training seminars	ROMANIA	45	2.00	68.21	29.20	7452.90
3 training workshops	ROMANIA	55	2.00	79.92	17.91	9776.25
3 promotion and information seminars	ROMANIA	179	1.00	10.19	0.00	1823.47
1 meeting to exchange information within the ECVET COP	ROMANIA	42	1.00	15.02	0.00	630.88
<b>Total</b>						<b>19683.50</b>

##### 6.3 For interpreters

Description of languages (Interpretation from)	Description of languages (Interpretation to)	Number of interpreters (a)	Number of days (b)	Average costs per day (EUR) (c)	Budget Realisation (axbxc)
<b>Total</b>					

<b>Total of heading 6</b>
20928.60

#### Details for table heading 7.1: Other direct costs

Description (please try to be as specific as possible)	Number of items (a)	Cost per item (EUR) (b)	Budget Realisation (axb)
External chargers	60	3.20	191.84
Note books	300	0.15	45.15
sets of post-it-s	150	0.84	126.39
roller pens and text markers	150	0.35	52.29
plastic enveloppes A4	300	0.18	54.15
<b>Total</b>			<b>469.82</b>

<b>Total of heading 7</b>
469.82

Description	Amount
Pre-financing received from EC(100% of contribution)	41890.00
Balance to be paid by the EC to the NA(+) or to be reimbursed by the NA to the EC(-)	-10078.91

If necessary, the NA can provide any comments on the Networks budget below:

n/a

The NA should extract the filled-in tables and attached signed document in the attachment section.

## IV.2 EURODESK

### IV.2.5. Budget forecast - for 2019

Reference period: 1 January 2019- 31 December 2019

Please enter in the "Forecast" column the figures appearing in the budget attached to the agreement both for the expenses and resources.

#### I. EXPENDITURES

A. STAFF	Number of person/month	Gross Salary per month	Forecast	Amendment(if any)	Budget Realisation
A.1 Staff salaries (including salary related charges)	1.00	12000.00	12000.00	0.00	9415.63
A.2 Staff training	1.00	500.00	500.00	0.00	99.52
A.3 Fees (experts, audits)	20.00	925.00	18500.00	0.00	16532.15
<b>Total</b>			<b>31000.00</b>	<b>0.00</b>	<b>26047.30</b>

#### I. EXPENDITURES

B. MISSIONS	Forecast	Amendment(if any)	Budget Realisation
B.1 National missions	5000.00	0.00	3831.72
B.2 International missions	6500.00	0.00	6281.60
<b>Total</b>	<b>11500.00</b>	<b>0.00</b>	<b>10113.32</b>

#### I. EXPENDITURES

C. INFORMATION	Forecast	Amendment(if any)	Budget Realisation
C.1 Information activities (meetings, exhibitions...)	2500.00	0.00	113.75
C.2 Publications: production and dissemination costs	4000.00	0.00	5360.49
<b>Total</b>	<b>6500.00</b>	<b>0.00</b>	<b>5474.24</b>

## I. EXPENDITURES

D. OPERATING COSTS	Forecast	Amendment(if any)	Budget Realisation
D.1 Rental of office space	0.00	0.00	0.00
D.2 Data processing (hardware, software, maintenance)	500.00		0.00
<b>Total</b>	<b>500.00</b>	<b>0.00</b>	<b>0.00</b>

<b>TOTAL DIRECT COSTS(sub-total A + sub-total B + sub-total C + sub-total D)</b>
41634.86

## II.RESOURCES

Resources	Forecast	Amendment(if any)	Budget Realisation
1. Contribution from the Member State or its representative	19800.00	0.00	16525.71
2. Other national resources ( <i>info</i> )	0.00	0.00	0.00
3. EU contribution requested ( <i>info</i> )	29700.00	0.00	25109.15
<b>Total</b>	<b>49500.00</b>	<b>0.00</b>	<b>41634.86</b>

<b>Control Box: TOTAL COSTS (must be equal with TOTAL of II.RESOURCES)</b>
41634.86

Description	Amount
Pre-financing received from EC(100% of contribution)	29700.00
Balance to be paid by the EC to the NA(+) or to be reimbursed by the NA to the EC(-)	-4590.85

If necessary, the NA can provide any comments on the Networks budget below:

n/a
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The NA should extract the filled-in tables and attached signed document in the attachment section.

## IV.3 SALTO

#### IV.3.7. Budget forecast - for 2019

Reference period: 1 January 2019- 31 December 2019

Please enter in the "Budget realisation" column the figures related to both for the expenses and resources and if applicable any amendments to the budget.

##### I. EXPENDITURES

A. STAFF	Number of person/month	Gross Salary per month	Forecast	Amendment(if any)	Budget Realisation
A.1 Staff salaries (including salary related charges)					
A.2 Staff training					
A.3 Fees (experts, audits)					
<b>Total</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

##### I. EXPENDITURES

B. MISSIONS	Forecast	Amendment(if any)	Budget Realisation
B.1 National missions			
B.2 International missions			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

##### I. EXPENDITURES

C. INFORMATION	Forecast	Amendment(if any)	Budget Realisation
C.1 Information activities (meetings, exhibitions)			
C.2 Publications: production and dissemination costs			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

##### I. EXPENDITURES

D. OPERATING COSTS	Forecast	Amendment(if any)	Budget Realisation
D.1 Rental of office space			
D.2 Data processing (hardware, software, maintenance)			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>TOTAL DIRECT COSTS(sub-total A + sub-total B + sub-total C + sub-total D)</b>
0.00

##### II. RESOURCES

Resources	Forecast	Amendment(if any)	Budget Realisation
1. Contribution from the Member State or its representative			



2. Other national resources ( <i>info</i> )			
3. EU contribution requested ( <i>info</i> )			
<b>Total</b>		<b>0.00</b>	<b>0.00</b>

<b>Control Box: TOTAL COSTS (must be equal with TOTAL of II.RESOURCES)</b>
0.00

Description	Amount
Pre-financing received from EC(100% of contribution)	
Balance to be paid by the EC to the NA(+) or to be reimbursed by the NA to the EC(-)	

If necessary, the NA can provide any comments on the Networks budget below:

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The NA should extract the filled-in tables and attached signed document in the attachment section.

#### **PART V-Realisation of 2018 and 2019 TCA versus NA Work Programmes - comparison with EPlusLink**

1. The NA is requested to export the 2018 and 2019 TCA files per field from EPlusLink and upload them into LifeCard. The comparison between the activities approved in the NA Work Programme and the implemented ones will show any differences in colour. Please provide explanations for the differences in the text box below.

In addition, the NA is requested to provide final TCA tables for **any Delegation Agreements it is closing** with the 2019 Yearly NA Report in the attachment section

All the hosting approved events were organised as planned, of course with some differences between the budgets foreseen and the realised ones. There are, though, some differences when speaking about the sending TCAs

Regarding the new sending events apart from the initial planning, in 2018 we decided to support new activities in addition to the planned ones in order to reach different approaches we considered strongly important in our country. Thus, for the education and training sectors, we decided to support participants to events tackling inclusion, how to increase the impact of the projects at institutional and community level, the teaching of foreign languages, eg.: Social inclusion revisited: Role modeling in education (EL), Improving access, participation and quality in adult learning (LU), Impact+ Exercise Seminar Beneficiaries Training (HU).

Another motivation for new supported events, especially in the youth field, is related to the interest of the RO NA to involve newcomers in the Programme and to promote inclusion and recognition of the learning outcomes among current beneficiaries. Thus, we supported participants for Appetiser (EL), BiTriMulti (PL), Game-changing (CY), Open Access (IS), NE(E)T working - towards inclusion in international youth work (EE), The Power of nonformal education (PT), Tuning In - To Learning and Youthpass (CZ)- events that were not foreseen in the initial programming period.

On the other hand, In order to reach quality, not quantity, due to the low motivation or quality of the applications we received for several transnational activities, we decided to support fewer participants than we planned to some events, or not at all.

That is why we welcome the last decision of the EC , i.e. to no more include in the WP the estimated sending activities, because the reality showed, over the years, many fluctuations in this respect.

2. With reference to the **TCA financed under the 2018 Delegation Agreement** (TCA eligibility period 1.01.2018 - 30.06.2019), please report on how the National Agency used the available budget, complied with the ceiling(s), and ensured the required co-financing. Please provide explanation in case the National Agency either did not use this budget opportunity or could not comply with the TCA requirements.

In 2018, the RO NA used the TCA budget both for hosting and sending activities in a scrupulous manner, having in mind 2 red lines: the approved work programme and the specific TCAs regulations, on one hand, but, on the other hand, we considered the flexibility and specifics related to the beneficiary expectations and demands.

In this respect, for the sending activities, we apply in general the 5% co-finance regulation, meaning that we cover 95% of the real costs for travel expenses, no more than 500 euros for each participant. In some specific situations, in order to assure equal access to TCAs for people from disadvantaged areas, the rule of co-financing does not apply. For transparency reasons, this is announced on the website.

For hosting activities, we cover the 5% co-financing from our national budget.

### V.1. Specific NA activity planning-2019

Please use the ["upload TCA functionality"](#) on the cover page to fill the table below. You cannot directly edit the table below.

KA220-Higher Education

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Par tic ipa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	323822	KA220	TSS	Strategic Partnerships Plus- Empowering democratic participation	The event is designed as a training course on how to write a successful application, combined with elements of a classic contact making seminar. SPP is a three days event aiming to develop viable cross-sectoral strategic partnerships in order to be submitted under Key Action 2 (for the future 2020 deadline).	Project managers, HE representatives	Hosting	6	RO	RO01	LV01	2365.09	2365.09	RLS
Modified	323821	KA220	TSS	CONNECTOR 5	The 5th edition of CONNECTOR aims to create the space and the context to bring together practitioners passionate about learning in a participative and interactive manner, with a focus on practical experience. This edition aims to promote the European value	Lecturers, HE representatives	Hosting	5	RO	RO01	SE01	2591.57	2591.57	RLS

					ues and one important aspect will be the promotion of democratic participation in all countries.									
Modified	323820	KA220	THO	FuturE+	International event aiming to stimulate participants to share good practices related to management and learning philosophy behind Erasmus+, how the future program beyond 2021 should look like and how it should be linked with the Renewed European Youth Strategy	Experienced HE representatives	Hosting	23	RO	RO01	FI01	4722.59	4722.59	RLS
New		KA220	THO	Erasmus+ boosting employability and promoting cooperation with the world of work	employability	HE representatives	Sending	1	LV	LV01		500.00	197.53	RLS
<b>Total</b>												<b>10179.25</b>	<b>9876.78</b>	

#### KA215-School education

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Par tic ipa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	323826	KA215	THO	Models for inclusion. Special education – a project based pedagogy	This study visit aims to share local experiences in educational services for SEN children and young people, to offer a good practice model on how children access and engage in their education and how teachers / professionals are empow	teachers, principals, educational professionals, school counsellors, speech therapists, psycho-pedagogue	Hosting	16	RO	RO01	IT02,PT01	10333.82	10333.82	RLS

					ered to support the m in this.									
Modified	323825	KA215	TSS	Strategic Partnerships Plus- Empowering democratic participation	The event is designed as a training course on how to write a successful application, combined with elements of a classic contact making seminar. SPP is a three days event aiming to develop viable cross-sectoral strategic partnerships in order to be submitted under Key Action 2 (for the future 2020 deadline).	Project managers, Teachers, principals, educational professionals	Hosting	11	RO	RO01	LV01	4335.99	4335.99	RLS
Modified	323824	KA215	TSS	CONNECTOR 5	The 5th edition of CONNECTOR aims to create the space and the context to bring together practitioners passionate about learning in a participative and interactive manner, with a focus on practical experience. This edition aims to promote the European values and one important aspect will be the promotion of democratic participation in all countries.	Teachers, principals, educational professionals	Hosting	37	RO	RO01	RS01	19177.59	19177.59	RLS
Modified	323823	KA215	THO	FuturE+	International event aiming to stimulate participants to share good practices related to management and learning philosophy behind Erasmus+, how the future program beyond 2021 should look like and how it should be linked with the R	Experienced beneficiaries: Teachers, principals, educational professionals	Hosting	47	RO	RO01	FI01,HR01	9650.56	9650.56	RLS

					renewed European Youth Strategy									
New		KA215	THO	Study visit: Enhancing Early Childhood Education and Care	Early Childhood Education	school representatives	Sending	2	SE	SE01		1500.00	0.00	PLN
New		KA215	THO	Contact seminar: Quality in Early Childhood Education and Care	Early Childhood Education	school representatives	Sending	2	SE	SE01		1000.00	0.00	PLN
New		KA215	THO	Erasmus+ boosting employability and promoting cooperation with the world of work	employability	school representatives	Sending	2	LV	LV01		650.69	650.69	RLS
New		KA215	THO	The role of School Leaders in the professionalization of teachers	professionalization of teachers	school leaders	Sending	3	SE	SE01		966.15	966.15	RLS
<b>Total</b>												<b>47614.80</b>	<b>45114.80</b>	

#### KA216-Vocational education and training

Stat us	Wpt caid	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Partic ipants Nu mber	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
New		KA216	THO	Erasmus+ boosting employability and promoting cooperation with the world of work	employability	VET schools, providers	Sending	1	LV	LV01		310.49	310.49	RLS
New		KA216	THO	Beyond mobility: Internationalisation strategies in VET	internationalisation	Experienced VET schools, providers	Sending	3	ES	ES01		928.64	928.64	RLS
Modified	323830	KA216	THO	Attractive VET for preventing school dropouts	The main aims of this study visit are to promote joint cooperation between specialists in the field of VET education, to share partners' experiences about projects, practices and educational policies	VET Schools, VET beneficiaries, VET local or regional authorities, Professional associations, etc	Hosting	15	RO	RO01	PT01,SE01	8484.08	8484.08	RLS

					in this area and, to promote an effective exchange of practices with other European VET practitioners.									
Modified	323828	KA216	THO	CONNECTOR 5	The 5th edition of CONNECTOR aims to create the space and the context to bring together practitioners passionate about learning in a participative and interactive manner, with a focus on practical experience. This edition aims to promote the European values and one important aspect will be the promotion of democratic participation in all countries.	VET Schools, VET providers, VET beneficiaries, Chambers of Commerce, VET local or regional authorities, Employment Public Services, Professional associations, etc	Hosting	10	RO	RO01	SE01,RS01	5183.13	5183.13	RLS
Modified	323829	KA216	TSS	Strategic Partnerships Plus- Empowering democratic participation	The event is designed as a training course on how to write a successful application, combined with elements of a classic contact making seminar. SPP is a three days event aiming to develop viable cross-sectoral strategic partnerships in order to be submitted under Key Action 2 (for the future 2020 deadline).	VET Schools, VET providers, VET beneficiaries, Chambers of Commerce, VET local or regional authorities, Employment Public Services, Professional associations, etc	Hosting	7	RO	RO01	SE01,LV01	2759.27	2759.27	RLS
Modified	323827	KA216	THO	FuturE+	International event aiming to stimulate participants to share good practices related to management and learning philosophy behind Erasmus+, how the future	Experienced VET schools, providers	Hosting	14	RO	RO01	FI01	2874.59	2874.59	RLS

					program beyond 2021 should look like and how it should be linked with the Renewed European Youth Strategy									
New		KA216	THO	Impact+ Exercise for Adult Education and Vocational Education beneficiaries	dissemination and exploitation of results	Experienced VET schools, providers	Sending	1	HU	HU01		284.00	284.00	RLS
<b>Total</b>												<b>20824.20</b>	<b>20824.20</b>	

#### KA217-Adult education

Stat us	Wpt caid	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Partic ipants Nu mber	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	323880	KA217	TSS	Strategic Partnerships Plus- Empowering democratic participation	The event is designed as a training course on how to write a successful application, combined with elements of a classic contact making seminar. SPP is a three days event aiming to develop viable cross-sectoral strategic partnerships in order to be submitted under Key Action 2 (for the future 2020 deadline).	Project managers, Researchers, Adult Education representatives	Hosting	7	RO	RO01	SE01	2759.27	2759.27	RLS
Modified	323879	KA217	TSS	CONNECTOR 5	The 5th edition of CONNECTOR aims to create the space and the context to bring together practitioners passionate about learning in a participative and interactive manner, with a focus on practical experience. This ed	Reserchers, Adult Education representatives	Hosting	13	RO	RO01	HR01	6738.06	6738.06	RLS

					ition aims to promote the European values and one important aspect will be the promotion of democratic participation in all countries.									
Modified	323878	KA217	THO	FuturE+	International event aiming to stimulate participants to share good practices related to management and learning philosophy behind Erasmus+, how the future program beyond 2021 should look like and how it should be linked with the Renewed European Youth Strategy	Experienced Adult Education representatives	Hosting	12	RO	RO01	FI01	2463.95	2463.95	RLS
New		KA217	THO	Key competences for adults in cultural institutions	cultural activities	Adult Education representatives	Sending	1	PL		PL01	500.00	243.32	RLS
New		KA217	THO	Erasmus+ boosting employability and promoting cooperation with the world of work	employability	Experienced Adult Education representatives	Sending	1	LV		LV01	500.00	281.38	RLS
New		KA217	THO	Impact+ Exercise for Adult Education and Vocational Education beneficiaries	dissemination and exploitation of results	Experienced Adult Education representatives	Sending	1	HU		HU01	500.00	321.61	RLS
<b>Total</b>												<b>13461.28</b>	<b>12807.59</b>	

#### KA218-Youth

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Participa nts Number	Hosti ng Countries	Coordinati ng Agencies	Partner Agencies	Budget Awarded	Budget Re alised	Traini ng Status Code
New		KA218	THO	European Conference 'Youth for Human Rights'	HUMAN RIGHTS	national agencies	Sending	3	EE	EE01	RO01	1500.00	0.00	PLN



New		KA218	THO	YOCOMO 3 – a systemic approach to competence development, using the ETS competence model for youth workers	education	national agencies	Sending	3	LV	LV02	RO01	1500.00	0.00	PLN
New		KA218	THO	Conference: Youth work in the digital era	DIGITALIZATION	national agencies	Sending	3	LU	LU02	RO01	1500.00	0.00	PLN
New		KA218	EBAR	The 4th Eastern Partnership Youth Forum	youth activities	national agencies	Sending	4	AT	AT02	RO01	2000.00	1595.10	RLS
New		KA218	THO	National working group for KA3	youth dialogue	national agencies	Sending	1	AT	AT02	RO01	500.00	100.50	RLS
New		KA218	THO	TOOL FAIR XIV – #know-how	instruments for youth	national agencies	Sending	3	FI	FI01	RO01	1500.00	0.00	PLN
New		KA218	THO	The Power of Non Formal Education	education	national agencies	Sending	3	DE	DE04	RO01	1500.00	0.00	PLN
New		KA218	THO	SPI Inclusion matchmaking – Find European partners for inclusion projects	Inclusion	national agencies	Sending	3	DE,RO	DE04	RO01	364.79	364.79	RLS
New		KA218	THO	Edu4Europe Forum	education	national agencies	Sending	3	FR	FR02	RO01	1500.00	0.00	PLN
New		KA218	THO	financial contribution RAY-LEARN research project	RAY LEARN research	national agencies	Sending	3	AT	AT02	RO01	9680.27	9680.27	RLS
New		KA218	THO	Youth Discovering Erasmus+ Project LAB	INCLUSION	national agencies	Sending	3	PT	PT02	RO01	1500.00	0.00	PLN
New		KA218	THO	Game Changing	Inclusion	national agencies	Sending	3	TR	TR01	RO01	401.98	401.98	RLS
New		KA218	THO	Social inclusion in European Cities through Youth Work	Inclusion	national agencies	Sending	3	FR	FR02	RO01	623.53	623.53	RLS
New		KA218	THO	BiTriMulti (BTM) - Multilateral Training Course for newcomers in youth exchanges	education	national agencies	Sending	3	SK	SK02	RO01	1500.00	0.00	PLN
New		KA218	THO	TYE - Tools for Youth Exchanges	youth tools	national agencies	Sending	3	SE	SE02	RO01	1500.00	0.00	PLN
Modified	323865	KA218	TSS	FuturE+	International event aiming to stimulate participants to share good practices related to youth mobility	Approved beneficiaries, Experienced practitioners from Erasmus+ program, National agencies	Hosting	10	RO	RO01	RO01	2053.32	2053.32	RLS

					ated to management and learning philosophy behind Erasmus+, how the future program beyond 2021 should look like and how it should be linked with the Renewed European Youth Strategy	ational Youth Councils								
Modified	323863	KA218	TSS	Inclusion & Diversity Taster	This short taster course, co-organized with Salto Inclusion&Diversity, aims to show organisations how to be more inclusive and actively involve young people with fewer opportunities in their future E+ YIA projects. It should introduce some basic concepts, inspire, give examples and help them build partnerships	project managers, representatives from NGOs, youth associations	Hosting	15	RO	RO01	ES02,BE04,FI01,BE05,LT02,NL02,CZ01,DE04,TR01,AT02,SK02,PL01	2531.33	2531.33	RLS
Modified	323864	KA218	TSS	CONNECTOR 5	The 5th edition of CONNECTOR aims to create the space and the context to bring together practitioners passionate about learning in a participative and interactive manner, with a focus on practical experience. This edition aims to promote the European values and one important aspect will be the promotion of democratic participation in all countries.	Project managers, Youth workers, Trainers, Youth leaders, mentors/tutors,	Hosting	0	RO	RO01	BG01,HU02	0.00	0.00	RLS
Modified	323862	KA218	THO	Strategic Partnerships Plus- Empoweri	The event is designed as a training course on how to write	project managers, representatives from	Hosting	20	RO	RO01	RO01	7883.61	7883.61	RLS

				ng democratic parti cipation	a successful applica tion, combined wit h elements of a clas sic contact making seminar. SPP is a th ree days event aimi ng to develop viabl e cross-sectoral stra tegic partnerships i n order to be submi tted under Key Acti on 2 (for the future 2020 deadline).	NGOs, youth assoc iations									
New		KA218	THO	International Count ryside	Inclusion Rural	national agencies	Sending	3	FI	FI01	RO01	1500.00	0.00	PLN	
New		KA218	THO	Youth Discovering Erasmus+ Project L AB	Inclusion	national agencies	Sending	3	PT	PT02	RO01	1127.54	1127.54	RLS	
New		KA218	EBAR	Financial contributi on to RAY coordin ation costs	RAY coordination f ee 2019	national agencies	Sending	1	RO	AT02	RO01	3230.19	3230.19	RLS	
New		KA218	THO	NEW DEADLINE - ETS trainer skills workshop: Explorin g learning environ ments in training	trainers	national agencies	Sending	3	ES	ES02	RO01	1500.00	0.00	RLS	
New		KA218	EBAR	financial contributi on RAY-MON rese arch project	RAY MON researc h	national agencies	Sending	1	AT	AT02	RO01	3125.51	3125.51	RLS	
New		KA218	THO	“Embracing Divers ity”- Training cours e on diversity mana gement	inclusion	national agencies	Sending	3	IT	IT03	RO01	1500.00	0.00	PLN	
Total												51522.07	32717.67		

## V.2. Specific NA activity planning-2018

Please use the ["upload TCA functionality"](#) on the cover page to fill the table below. You cannot directly edit the table below.

KA220-Higher Education

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Par tic ipa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	200282	KA220	THO	Partnership between business and educational institutions	Connecting Higher Education Institutions and Business Community; Increasing the Quality of Erasmus+Traineeships	HEI representatives	Sending	6	HR	HR01	AT01,SI01,FI01,RO01	1116.27	1116.27	RLS
Modified	200283	KA220	TSS	Results Plus-The sound of projects	The TC will help the participants to develop their skills, knowledge and tools in the field of dissemination and exploitation of Erasmus+ results	HEI representatives	Hosting	5	RO	RO01	SK02,RO01	1064.84	1064.84	RLS
<b>Total</b>												<b>2181.11</b>	<b>2181.11</b>	

#### KA215-School education

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Par tic ipa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	200286	KA215	THO	Personalized intervention and counseling to integrate children with special educational needs	Study visit focused on providing the participants debates and presentations about our educational	Teachers/Directors of organization for formal education	Hosting	14	RO	RO01	ES01,SE01	9063.42	9063.42	RLS
Modified	200285	KA215	TSS	Democratic citizenship- Teaching values- Follow-up of the Paris Declaration	Contact seminar for school representatives, offering the space for sharing and debating the aspect of the democratic citizenship nowadays	school to school	Sending	4	DE	DE03	RO01,ES01,PT01,NL01,BG01	2000.00	0.00	PLN
Modified	200284	KA215	TSS	Role models for early school leavers	good practices and examples in early s	teachers/directors	Sending	2	EL	EL01	PL01,RO01,ES01,LU01	2000.00	0.00	PLN

					chool leaving comb at										
New		KA215	THO	Towards High Qual ity in KA1 Mobilit y Projects for Scho ol Education Staff			Sending	2	DE	DE03			794.46	794.46	RLS
New		KA215	TSS	Social inclusion rev isited: Role Modelli ng in education			Sending	3	EL				637.33	637.33	RLS
Modified	200288	KA215	TSS	Results Plus-The so und of projects	The TC will help th e participants to de velop their skills, k nowledge and tools in the field of disse mination and exploi tation of Erasmus+ results	E+ (potential) Bene ficiaries: teachers, e ducators, learning f acilitators, represen tatives from school and higher education in, youth workers, T rainers, Youth lead ers, Adult educatio n practitioners	Hosting	20	RO	RO01	SK01,RO01,ES01		10480.89	10480.89	RLS
Modified	200287	KA215	TSS	Inclusion Plus	Increasing the quali ty and diversity of l earning activities in projects using non-f ormal learning meth ods, creating connec tions between formal, non-formal education, to develop solutions for the identified needs and challenges through projects and network activities, to create future European partnerships, eligible under Erasmus+ programme, creating online resources available after the event for the applicants in Erasmus+ and for general public	Inclusive organizati ons representatives, active in working with people with fewer opportunities	Hosting	2	RO	RO01	PT02,EE01,RO01		757.12	757.12	RLS
New		KA215	TSS	The Language Exc hange: Building Go od Practice in Pupil and Teacher Europ			Sending	2	IE				421.29	421.29	RLS

				ean Language Exchange projects										
<b>Total</b>													<b>26154.51</b>	<b>22154.51</b>

KA216-Vocational education and training

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Par tic ipa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Trai ning Sta tus Cod e
Modified	200293	KA216	TSS	Results Plus-The sound of projects	The TC will help the participants to develop their skills, knowledge and tools in the field of dissemination and exploitation of Erasmus+ results	E+ (potential) Beneficiaries: teachers, educators, learning facilitators, representatives from school and higher education, youth workers, Trainers, Youth leaders, Adult education practitioners	Hosting	10	RO	RO01	ES01,SK02,RO01	5259.35	5259.35	RLS
Modified	200292	KA216	TSS	Inclusion Plus	Increasing the quality and diversity of learning activities in projects using non-formal learning methods, creating connections between formal, non-formal education, to develop solutions for the identified needs and challenges through projects and network activities, to create future European partnerships, eligible under Erasmus+ programme, creating online resources available after the event for the applicants in Erasmus+ and for general public	Inclusive organizations representatives, active in working with people with fewer opportunities	Hosting	0	RO	RO01	PT02,RO01	0.00	0.00	CNL
Modified	200291	KA216	THO	Skills 4 Mobility-Ready 4 Mobility	International mobility as a tool for improvement	VET institutions representatives	Hosting	11	RO	RO01	ES01,RO01,SE01	7201.18	7201.18	RLS

					oving career skills and its development; raising awareness in terms of increasing the employability skills for VET students									
Modified	200290	KA216	THO	Study visit- Cooperation with Working Life	Cooperation between VET institutions and world of work	VET institutions representatives	Sending	2	FI	FI01	NO01,BE02,RO01	3000.00	0.00	PLN
Modified	200289	KA216	THO	Thematic seminar focused on European Internationalization Strategy (EIS) within VET Mobility Charter and ECHE-Experience, Examples, Recommendations	Internationalization of VET and HE institutions	VET Mobility Charter holders and ECHE holders	Sending	2	CZ	CZ01	PL01,SE01,RO01,SK01	1000.00	0.00	PLN
New		KA216	TSS	Impact+ Exercise Seminar Beneficiaries Training			Sending	1	HU			500.00	0.00	PLN
<b>Total</b>												<b>16960.53</b>	<b>12460.53</b>	

#### KA217-Adult education

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Participants Number	Hosti ng Countries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Traini ng Sta tus Code
New		KA217	THO	"Improving access, participation and quality in adult learning"			Sending	2	LU	EAC,LU01		1000.00	226.59	RLS
New		KA217	TSS	Impact+ Exercise Seminar Beneficiaries Training			Sending	1	HU			500.00	0.00	PLN
Modified	200298	KA217	TSS	Results Plus-The sound of projects	The TC will help the participants to develop their skills, knowledge and tools in the field of dissemination and exploitation	E+ (potential) Beneficiaries: teachers, educators, learning facilitators, representatives from school and higher education, youth workers, T	Hosting	12	SK	RO01	HU02,ES02,BG01,SK02	6324.17	6324.17	RLS

					tation of Erasmus+ results	ainers, Youth leaders, Adult education practitioners								
Modified	2002 97	KA217	TSS	Inclusion Plus	Increasing the quality and diversity of learning activities in projects using non-formal learning methods, creating connections between formal, non-formal education, to develop solutions for the identified needs and challenges through projects and network activities, to create future European partnerships, eligible under Erasmus+ programme, creating online resources available after the event for the applicants in Erasmus+ and for general public	Inclusive organizations representatives, active in working with people with fewer opportunities	Hosting	0	RO	RO01	RO01,PT02	0.00	0.00	CNL
Modified	2002 96	KA217	THO	Promoting entrepreneurial skills through formal and non-formal activities	Study visit organized in order to promote formal and non-formal activities in the field of entrepreneurship at all levels of education- to share experiences, practices and educational policies in the field of entrepreneurship and promoting an effective learning with other European education practitioners	Adult organizations and other interested	Hosting	10	RO	RO01	PT01,SE01,BG01	7492.93	7492.93	RLS
Modified	2002 95	KA217	THO	Promoting cross sectoral best practice in impact&dissemination	Contact seminar on Impact/Results- Fair	Adult organizations and other interested	Sending	2	IE	IE01	RO01,UK01,BG01,DE01	1000.00	0.00	PLN



Modified	200294	KA217	THO	Promoting critical media and political literacy through Erasmus+	Contact seminar to develop in common projects which focus on how to support adults enquiry and thinking skills	Representatives from organizations active in civic and citizenship education	Sending	2	DE	DE02	EL01,DE02,SK01,ES01	1000.00	0.00	PLN
<b>Total</b>												<b>17317.10</b>	<b>14043.69</b>	

#### KA218-Youth

Stat us	Wpt cai d	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Participa nts Nu mbe r	Hosti ng Coun tries	Coordinati ng Agen cies	Partner Agencies	Budget Aw arded	Budget Re alised	Traini ng Sta tus Cod e
New		KA218	TSS	USEE			Sending	2	CY	CY02	RO01	311.81	311.81	RLS
Modified	206214	KA218	THO	Transfer activities on the auditing and self assessment model for youth work	To support the NAS strategic partnership Europe goes local and to make steps towards the cooperation of the Trio EU presidency	youth workers	Hosting	7	RO	FI01	HR01,RO01	1910.32	1910.32	RLS
Modified	206187	KA218	TSS	Is Europe really lost? The role of the youth sector - A European conference	The aim of the conference is to stimulate a European wide debate on elements that strengthen European cooperation and identity and share ideas and expectations on how a common European future beyond nationalistic thinking could look like.	Representatives of civil society, stakeholders, beneficiaries, policy makers, researchers, National Agencies	Sending	4	DE	DE04	PL01,RO01,LV02,LT02,BG01,SK02	2000.00	0.00	PLN
New		KA218	EBAR	THE POWER OF NON FORMAL EDUCATION 2019			Sending	0	PT			173.85	173.85	RLS
Modified	206213	KA218	THO	Transfer activities on the auditing and self assessment model for youth work	To support the NAS strategic partnership Europe goes local and to make steps towards the cooperation	Youth workers	Sending	6	FI	FI01	HR01,RO01	3000.00	0.00	PLN

					tionof the Trio EU presidency									
Modified	206212	KA218	TSS	SOHO	SOHO international training course aims at enhancing quality of EVS projects through development of essential competences of support persons from Hosting, Sending and Coordinating organizations. It also provides up-to-date information to its participants on the opportunities given by E+: YiA	EVS mentors/tutors/coordinators	Hosting	25	RO	RO01	CZ01,IS02,NL02,PT02,LT02,BE05,HU02,LU02,BE04,NO02,AT02,LV02,IT03,PL01,BE03,BG01,FI01,DK01,EE01	10332.20	10332.20	RLS
Modified	206186	KA218	TSS	International Youth Work Academy	To support professionalization of youth work and development of competences of people working in the youth sector across Europe.	people working in the youth sector (youth workers, trainers, potentially also decision-makers, etc.)	Sending	2	SI	SI02	DE04,RO01,BG01,NO02,LT02,PL01	1000.00	0.00	PLN
Modified	206211	KA218	TSS	Results Plus/The sound of projects	The TC will help the participants to develop their skills, knowledge and tools in the field of dissemination and exploitation of Erasmus+ results	E+ (potential) Beneficiaries: youth workers, Trainers, Youth leaders, Adult education practitioners, teachers, educators, learning facilitators, representatives from school and higher education	Hosting	11	RO	RO01	NO01,PL01,SK02,LV02	5856.56	5856.56	RLS
Modified	206210	KA218	TSS	Inclusion Plus	The aim of the event is to increase the quality of inclusive Erasmus+ projects	Inclusive organizations representatives, active in working with people with fewer opportunities	Hosting	33	RO	RO01	PT02,EE01,BE04,SI02	12492.55	12492.55	RLS
New		KA218	THO	My Vote – My Impact. Europe Behind the Scenes			Sending	3	LU			1131.24	1131.24	RLS
Modified	206209	KA218	TSS	EVS Market	The main aim of this Training Course is to share EVS Tools and methodology	EVS Actores, EVS mentors/tutors, and youth workers, youth leaders, project	Sending	2	PT	PT02	DE04,LV02,BG01,RO01,CZ01,BE05	1000.00	0.00	PLN

					es, share best-practices and ideas, but mainly to train the EVS actors to the use of that tools.	managers from EVS organisations and EVS trainers								
Modified	206208	KA218	TSS	TICTACs	TicTac is a multilateral training course targeted at voluntary and professional youth workers as well as youth leaders who are interested in using international cooperation to enhance their local development strategies in line with the goals of their organisations.	Youth workers	Sending	6	BG	SADE1	CY02,BE05,RO01,HU01,BE04,EL02,CZ01,BG01	442.49	442.49	RLS
Modified	206207	KA218	TSS	EYE 2018 (European Youth Event)	3rd edition of European Youth event organized in Strasbourg gathering together thousands of young people in order to debate aspects such as: protecting our planet, calling for a fair share, keeping up the digital revolution	youth involved in different national/european activities	Sending	10	FR	FR02	RO01,BG01,AT02,DE04	5000.00	0.00	PLN
Modified														
Modified	206206	KA218	TSS	Youth Work Against Violent Radicalisation: 2018 follow up	prevention of violent radicalisation organisations. It also provides up-to-date information to its participants on the opportunities given by E+: YiA	Youth workers	Sending	4	ES	ES02	RO01,NO02,BG01,LT02	2000.00	0.00	PLN
Modified	206184	KA218	TSS	From idea to action 5	a training course which aims to empower youth workers in the field of support and accompaniment of youth entrepreneurial projects.	Youth workers, youth leaders	Sending	2	ES	ES02	LT02,BG01,IT03,DE04,RO01	1036.13	1036.13	RLS

New		KA218	TSS	Game Changing			Sending	3	CY			456.83	456.83	RLS
New		KA218	TSS	BUILDING BRIDGES FOR INCLUSION II			Sending	2	ES			207.95	207.95	RLS
Modified	206205	KA218	TSS	ATOQ - Advanced Training on Quality	ATOQ training course aim at increasing quality within youth exchanges. Based on previous exchanges, an international group of youth workers will focus on quality aspects and improve management competences in order to raise quality of future exchanges.	Youth workers, Youth leaders, People who have been part of the organising team or worked as a group leader or youth leader in at least one youth exchange	Sending	4	HU	HU02	HU02,RO01	149.91	149.91	RLS
Modified	206183	KA218	TSS	European Conference on Innovation in Youth Work	The activity highlights Erasmus + Youth in Action (with a strong focus on Strategic Partnerships) as a tool to support innovation in the field of youth.	Youth workers, project managers, youth policy makers	Sending	4	DE	DE04	IE01,RO01,DE04,BG01,BE05	868.43	868.43	RLS
Modified	206182	KA218	TSS	Europe Goes Local - Supporting Youth Work at the Municipal Level	The Strategic Partnership gathers 20 National Agencies, the SALTO-YOUTH Participation Resource Centre, the Partnership between the European Commission and the Council of Europe in the field of youth, the European Youth Forum and two networks: POYWE and InterCity Youth. The project runs from July 2016 till May 2019.	people involved in youth work on municipal level	Sending	4	BE	BE05	EL02,RO01,EE01,BE05,FI01,DE04,DK01,BG01,AT02	2000.00	0.00	PLN
Modified	206181	KA218	TSS	Employability Ambassadors IV	Employability Ambassadors aims to equip participants with a broad set of information	Youth workers; youth leaders, trainers, project managers, trainers	Sending	2	ES	ES02	IT03,PL01,BG01,SK02,RO01	1000.00	0.00	PLN

					ormation resources andwork, education al and volunteer op portunities. In add ition, it will improve their social andpeda gogical skills to ad vise the youth of th eir communities on employability, beco ming, actors ofchan ge in that sector.									
New		KA218	THO	TRANSFER ACTI VITIES ON THE AUDITING AND SELF-ASSESSME NT MODEL FOR YOUTH WORK			Sending	10	FI	HR01		3283.05	3283.05	RLS
Modified	206204	KA218	TSS	European Solidarit y Corps for ALL	This TC focuses on promotion to suppo rt participation of d isadvantaged partic ipants on EVS proj ects,encouraging and empowering youth workers, social wor kers to start inclusi ve EVS projects of Erasmus+projects. Our aim is to make the E+ more inclusi ve, accessible for y oung people with fe weropportunities.	youth workers, soci al workers, project managers	Sending	4	SK	SK02	HU02,BG01,RO01, PL01,BE04	2000.00	0.00	PLN
Modified	206180	KA218	TSS	Embracing Diversit y	To train 25 youth w orkers in how to ma nage diversity in th eir daily work and i n youth activities.T he participants will also be trained in h ow to help young p eople appreciate di versity and coopera tesdespite difference s.	Youth workers who encounter diversity in their daily work	Sending	2	DE	SABE1	BE05,IE01,IT03,D K01,BE04,BG01,R O01	1000.00	0.00	PLN

Modified	206179	KA218	TSS	Competent for the ESC training cycle (former EVS training cycle)	The training cycle has always played an important role in terms of quality implementation of EVS activities. The implementation of the ESC will require adjustments in the training cycle. This needs trainers who are competent in designing quality seminars & able to facilitate learning processes of individuals & groups.	EVS/ESC trainers	Sending	4	DE	DE04	IT03,CZ01,BG01, BE05,RO01,DE04, AT02	2000.00	0.00	PLN
Modified	206178	KA218	TSS	COMETS	COMETS (COMPETENCE development European Training Strategy in the field of youth) is a one week course offered once a year to support advanced trainers exploring a certain competence area defined by the ETS Competence Model for Trainers.	Trainers advanced working at international level	Sending	4	DE	SADE1	RO01,NL02,DE04, ES02,BG01,IT03,LV02	501.47	501.47	RLS
Modified	206177	KA218	TSS	Capacity Building of Organisations Working with Minorities/Migrant Communities	This project is to capacity build organisations to promote partnerships that lead to potential future projects. The idea is to ease the pressure off National Agencies through engaging trainers to offer the additional support/coaching element until a funding deadline. The activity will contain a PBA.	Youth workers and organisations working with minorities/migrant communities	Sending	2	UK	UK01	DK01,LT02,IT03, NO02,BG01,RO01	1000.00	0.00	PLN
Modified	206176	KA218	TSS	Bridges for Trainers 2018	Bridges for Trainers 2018 invites key	experienced trainers, train the trainers	Sending	6	CZ	SADE1	CZ01,BG01,DE04, RO01,BE04	1219.97	1219.97	RLS

					ctors to reflect on trends and core issues in the youth field and their effects on the work of trainers in the field of youth training providers as well as Erasmus+ NA and SALTO T&C RC staff working with trainers and trainer pools.									
Modified	206175	KA218	TSS	Art of Dialogue 3	This Trainings aims to bring together SD facilitators from all over Europe to develop a common SD Approach using a variety of participatory methods	Structured Dialogue Facilitators	Sending	2	AT	AT02	LV02,CZ01,RO01,AT02,LT02,IT03,BG01,DE04	129.37	129.37	RLS
Modified	206203	KA218	TSS	Citizenship in a Digital Age	The main aim of this training is to equip youth workers with the tools to increase the levels of media literacy amongst the young people they work with and support them to be responsible digital citizens.	Youth workers, anyone involved working with young people in non-formal learning, youth led media	Sending	2	IE	IE01	DK01,HU02,BG01,RO01	1000.00	0.00	PLN
Modified	206202	KA218	TSS	A society for all, still a dream? Youth participation, E-participation, Intercultural dialogue and youth work	The seminar aims at bringing together youth workers and youth leaders that are involved in projects of youth participation.	Youth workers, Youth leaders	Sending	2	IT	IT03	RO01,HU02	1000.00	0.00	PLN
New		KA218	EBAR	URBAN ART & CO.: The power of education through urban art			Sending	3	LU			784.46	784.46	RLS
Modified	206201	KA218	TSS	BiTriMultis (BTMs)	BTM is a training course based on a simulation exercise, inputs and group work. The training course aims to develop the competences (knowledge, skills and attitudes), needed by youth workers a	Youth workers, Youth leaders, People who have been part of the organising team or worked as a group leader or youth leader in at least one youth exchange	Sending	6	TR	SADE1	EE01,HU02,RO01,AT02,FI01,CZ01,BE04,BE05	333.47	333.47	RLS

					nd youth leaders, to design and deliver an inclusive, quality youth exchange process, within the Erasmus+: Youth Programme.									
New		KA218	TSS	The plus of Erasmus plus: ideas matching and project management in the youth field (2nd edition)			Sending	2	ES	ES02		1000.00	0.00	PLN
New		KA218	TSS	The Power of Non Formal Education TC in Estonia			Sending	2	EE			505.90	505.90	RLS
Modified	206200	KA218	TSS	Youth Work Against Violent Radicalisation: 2018 follow up	Youth work has a very important role to play in the prevention of violent radicalisation: implementation strategy-training opportunities	youth workers, youth leader institutions	Sending	2	FR	SAFR1	RO01,DE04	1000.00	0.00	PLN
New		KA218	TSS	EUROPEAN ACADEMY ON YOUTH WORK: Innovation, Current Trends and Developments in Youth Work			Sending	3	SI			733.62	733.62	RLS
Modified	206199	KA218	TSS	Youth Organizations and Project Management	This activity aims to improve the quality of Erasmus+ projects in the field of youth, increase their strength and confidence in working with partners from youth organizations and informal youth groups.	Youth workers, youth leaders, trainers, project managers, EVS mentors/tutors	Sending	2	ES	ES02	BG01,RO01,NO02,LT02	1000.00	0.00	PLN
Modified	206198	KA218	TSS	Urban Art & Co	In some countries urban art is successfully accepted as a tool for developing competences of young people, other countries are still looking their way toward	Youth workers, youth leader, art teachers	Sending	4	LU	LU02	BG01,BE05,BE04,FI01,IE01,RO01	1567.59	1567.59	RLS



					ds it. Half of the participants should have some expertise and the other half should bring along curiosity to learn new methodologies.									
Modified	206197	KA218	TSS	Tool Fair XIII	The 13th edition of the Tool Fair will take place in Croatia. The concept which is well-known in youth field, offers an exciting combination of “laboratory” and “market” to experience tools for learning.	Educational practitioners in European youth field: trainers, youth workers and youth leaders, youth project managers, NA representatives, youth policy makers	Sending	4	HR	HR01	RO01,PL01	1148.26	1148.26	RLS
New		KA218	TSS	Youth workers skills and competences – study visit			Sending	10	FI			5000.00	3896.58	RLS
Modified	206196	KA218	TSS	THE POWER OF NON FORMAL EDUCATION 2019	A POWERFUL TOOL FOR A POWERFUL TCA Improving the impact of Non Formal Education (NFE), principles and methods in the empowerment of young people as real actors of the society (from local to Europe).	Youth workers, Trainers, Youth leaders, Project managers, Youth Policy Makers	Sending	4	PT	PT02	DK01,IE01,RO01,IT03,BG01,BE04	5612.55	5612.55	RLS
Modified	206195	KA218	TSS	SPI Harvesting Conference	Harvesting all the good work of the N A Strategic Partnership on Inclusion and possibilities for new NAs to join. Looking back and forward. Dissemination & exploitation of results. Exchange of inclusion practices and networking between inclusion organisations.	Youth workers, young people & NAs involved in SPI + NEW NAs who would like to join	Sending	5	PT	PT02	RO01,BE04,EE01,SI02	3500.00	3170.80	RLS

Modified	206194	KA218	TSS	RAY Triangular Summit 2018	The conference will present the research findings of the RAY network as a starting point for an informed discourse on how these findings can contribute to youth work practice and youth policy development.	Youth Workers, Researchers, Decision Makers	Sending	2	BE	AT02	BE04,RO01	1000.00	0.00	PLN
Modified	206193	KA218	TSS	RAY Conference on Long term Effects on Participation	A conference the RAY research project on long-term effects of E+: Youth in Action on participation and active citizenship for the presentation and discussion of preliminary research findings, involving participants and project leaders of surveyed projects, the researchers, RAY Network Partners and policy makers.	Youth Workers, Researchers, Decision Makers, RAY Network Members	Sending	2	BE	AT02	BE04,RO01	1000.00	0.00	PLN
Modified	206192	KA218	TSS	PBA "Make the Move V"	A contact making seminar co-organized by NA BEFR and PT, and co-funded by other NA's in order to promote partnerships and develop quality Youth Exchanges, with a strong focus on Inclusion. Programme countries + EECA and SEE. 40 participants.	Youth workers, youth leaders, project managers	Sending	2	BE	BE04	PT02,BG01,BE05,DK01,RO01	586.69	586.69	RLS
New		KA218	TSS	Tuning In - To Learning and Youthpass			Sending	3	CZ			500.93	500.93	RLS
Modified	206191	KA218	TSS	One 2 One - supporting learning face-to-face	The aim of the training is to empower and equip youth workers with the competences needed to	Youth workers, youth leaders, youth trainers, EVS mentors, educators etc., who see a need for dev	Sending	3	DE	SADE1	DE04,DK01,RO01,LV02,BG01,IT03	1500.00	0.00	PLN

					work individually with young people in order to support their learning processes.	developing their competences in working individually with young people.								
Modified	206190	KA218	TSS	MENTOR plus - Improving mentorship in EVS	The main aim of the training is to increase the quality of mentoring in EVS and to support active mentors working with their volunteer(s).	EVS mentors/tutors	Sending	2	ES	ES02	LV02,RO01,BG01,CZ01	581.86	581.86	RLS
New		KA218	TSS	Appetiser			Sending	2	EL			429.24	429.24	RLS
Modified	206188	KA218	TSS	KA2 Unveiled: an in-depth view of Erasmus+ Key Action 2	KA2 Unveiled provides a detailed overview of Key Action 2 of the E+ by exploring in depth and with a theoretical-practical approach, its main characteristics and equipping the participants with the knowledge and resources to present quality projects within the framework of this action.	Youth workers, youth leaders, trainers, project managers	Sending	2	ES	ES02	TR01,ES01,PL01,BG01,DE04,CZ01,ES02,RO01	1000.00	0.00	PLN
New		KA218	TSS	The Power of Learning Mobility – changing lives, changing society			Sending	3	BE			466.92	466.92	RLS
New		KA218	TSS	Towards Collaborative Practice 2018 - Forum on the environmental dimension of social entrepreneurship			Sending	2	HU	HU02		261.36	261.36	RLS
New		KA218	TSS	Regaining Europe – The Role of Youth Work in Supporting European Cohesion			Sending	3	DE			648.53	648.53	RLS
New		KA218	TSS	Inclusive Volunteering in Social Economy - Partnership-building Activity			Sending	2	TR			632.79	632.79	RLS

New		KA218	TSS	Mobility Taster for Inclusion Organisations - Ireland			Sending	3	IE			840.01	840.01	RLS
New		KA218	TSS	ToF – TRAINING OF FACILITATORS IN ERASMUS + YOUTH III edition			Sending	2	PT	PT02		340.45	340.45	RLS
New		KA218	TSS	KA2 Unveiled: an in-depth view of Erasmus+ Key Action 2			Sending	2	ES	ES02		468.08	464.08	RLS
New		KA218	TSS	NE(E)T working - towards inclusion in international youth work			Sending	4	EE	EE01		1188.18	1188.18	RLS
New		KA218	EBAR	Study Visit: Working with young people in NEET situations			Sending	3	AT			406.54	406.54	RLS
New		KA218	TSS	ON SOLIDarity GROUND			Sending	1	CZ			120.25	120.25	RLS
New		KA218	EBAR	Using Social Entrepreneurship in Erasmus+ - USEE+			Sending	3	EL			973.86	973.86	RLS
New		KA218	TSS	BiTriMultis (BTMs)			Sending	2	PL			592.45	592.45	RLS
New		KA218	EBAR	DIG-IT up!			Sending	0	CY			368.60	368.60	RLS
New		KA218	TSS	Open Access			Sending	2	IS	IS02		536.99	536.99	RLS
<b>Total</b>												<b>102133.71</b>	<b>68197.09</b>	

#### PART VI-Realisation of 2019 NA Work Programme targets for Erasmus+

The NA is requested to fill in the realised targets next to the planned ones, which were automatically extracted from 2019 NA WP.

##### VI.3.1. Foster participation in Key Action 1 mobility projects in order to improve the level of key competences and skills of participants

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: I.Learners a.Higher education within Programme Countries	10000	10056

I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: I.Learners b.VET	4800	5471
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: I.Learners c.Youth	4600	5953
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: II.Staff/Youth workers a.Higher education within Programme Countries	4500	4501
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: II.Staff/Youth workers b.VET	200	197
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: II.Staff/Youth workers c.School education	1350	1516
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: II.Staff/Youth workers d.Adult education	270	371
I.3.1.1.	Number of participants in awarded mobility projects for Key Action 1: II.Staff/Youth workers e.Youth	1400	1961
I.3.1.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects in: a.Higher education within Programme Countries	100	100%
I.3.1.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects in: b.VET	100	100.2%
I.3.1.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects in: c.School education	100	101%
I.3.1.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects in: d.Adult education	100	100%
I.3.1.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects in: e.Youth	100	100.9%

### VI.3.2. Raise the level of recognition of learning outcomes in mobility activities

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.2.1.	% share of HE students from Programme Countries who have received full recognition of their learning outcomes acquired through their participation in the programme, using ECTS for study periods	99	99
I.3.2.2.	% share of HE students from Programme Countries who have received full recognition of their learning outcomes acquired through participation in the programme in a Partner Country, using ECTS for study periods	99	99

I.3.2.3.	% share of HE students from Partner Countries (out of the total number of students in your Programme Country) who have received full recognition of their learning outcomes acquired through their participation in the programme, after studying in your Programme Country for study periods	99	99
I.3.2.4.	% share of VET learners from Programme Countries who have received a certificate, diploma or other type of recognition/validation of their learning outcomes acquired through their participation in the programme, using tools such as Europass, ECVET, etc.	99	100
I.3.2.5.	% share of volunteers in the youth field from Programme Countries who have received a validation for the learning outcomes acquired through participating in the programme, using Youthpass		99
I.3.2.6.	% share of volunteers in projects involving Partner Countries in the field of youth who have received Youthpass validation of their learning outcomes		99

### VI.3.3. Foster the cross-sectoral dimension of Strategic Partnerships

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.3.1.	% share of cross-sectoral <sup>info</sup> projects awarded through in the relevant sectors: a.Higher education	5	0
I.3.3.1.	% share of cross-sectoral <sup>info</sup> projects awarded through in the relevant sectors: b.VET	5	13.63
I.3.3.1.	% share of cross-sectoral <sup>info</sup> projects awarded through in the relevant sectors: c.School education	5	0
I.3.3.1.	% share of cross-sectoral <sup>info</sup> projects awarded through in the relevant sectors: d.Adult education	5	12.5
I.3.3.1.	% share of cross-sectoral <sup>info</sup> projects awarded through in the relevant sectors: e.Youth	5	0

### VI.3.4. Through Strategic Partnerships, foster synergies and cooperation between the fields of education, training and youth and the world of work

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.4.1.	% share of awarded projects in Strategic Partnerships involving enterprises or other socio-economic players active in the world of work as participating organisations: a.Higher education	45	4285
I.3.4.1.	% share of awarded projects in Strategic Partnerships involving enterprises or other socio-economic players active in the world of work as participating organisations: b.VET	60	6818
I.3.4.1.	% share of awarded projects in Strategic Partnerships involving enterprises or other socio-economic players active in the world of work as participating organisations: c.School education	35	1176

I.3.4.1.	% share of awarded projects in Strategic Partnerships involving enterprises or other socio-economic players active in the world of work as participating organisations: d. Adult education	40	7083
I.3.4.1.	% share of awarded projects in Strategic Partnerships involving enterprises or other socio-economic players active in the world of work as participating organisations: e. Youth	20	25

**VI.3.5. Enhance the international dimension of education, training and youth activities and the role of youth workers and organisations as support structures for young people by encouraging mobility projects with Partner Countries.**

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.5.1.	Number of participants in awarded mobility projects in Key Action 1: a. Higher education with Partner Countries	1900	3076
I.3.5.1.	Number of participants in awarded mobility projects in Key Action 1: b. Youth with Neighbouring Partner Countries	1100	1583
I.3.5.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects with Partner Countries in: I. Higher education: a. IPA2	100	99.99
I.3.5.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects with Partner Countries in: I. Higher education: b. ENI	100	99.99
I.3.5.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects with Partner Countries in: I. Higher education: c. DCI	100	99.99
I.3.5.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects with Partner Countries in: I. Higher education: d. PI	100	99.99
I.3.5.2.	% of NA budget take-up (commitment rate) <sup>info</sup> for Key Action 1 mobility projects with Partner Countries in: I. Higher education: e. EDF	100	99.99

**VI.3.6. Foster participation of people with special needs or fewer opportunities in the programme**

#### **Education and Training/Youth**

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.6.1.	% share of learners with special needs participating in awarded Key Action 1 mobility projects in (no matter whether they receive the special needs support or not): a. Higher education within Programme Countries	0.12	0.04

I.3.6.1.	% share of learners with special needs participating in awarded Key Action 1 mobility projects in (no matter whether they receive the special needs support or not): b.VET	3.3	3.1
I.3.6.1.	% share of learners with special needs participating in awarded Key Action 1 mobility projects in (no matter whether they receive the special needs support or not): c.Youth	2.2	1.89

#### Youth

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.6.2.	% share of young people with fewer opportunities participating in: a.Key Action 1 (mobility projects)	39	51.81
I.3.6.2.	% share of young people with fewer opportunities participating in: b.Key Action 3 (meetings with decision-makers)	25	20
I.3.6.3.	% share of awarded projects with topics related to inclusion of people with fewer opportunities in: a.Key Action 1 (mobility projects)	44	56.99
I.3.6.3.	% share of awarded projects with topics related to inclusion of people with fewer opportunities in: b.Key Action 2 (strategic partnerships)	38	61.11
I.3.6.3.	% share of awarded projects with topics related to inclusion of people with fewer opportunities in: c.Key Action 3 (meetings with decision-makers)	35	46.15

#### VI.3.7. Foster active participation of young people in democratic life of their communities, through participation in Key Action 3 meetings between young people and decision-makers

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.7.1.	Number of young people directly participating in Key Action 3 awarded projects	1500	3090

#### VI.3.8. Efficient, effective and compliant programme management

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
I.3.8.1.	% share of applications for KA1 (excluding Higher Education) reaching the minimum quality threshold for selection	63	77.03
I.3.8.2.	% share of applications for KA2 reaching the minimum quality threshold for selection	60	68.7
I.3.8.3.	% share of applications for KA3 reaching the minimum quality threshold for selection	60	72.4
I.3.8.4.	% share of final reports reaching the minimum quality threshold for acceptance without grant reduction based on quality grounds	87	100
I.3.8.5.	% share of timely received final beneficiary reports	87	96
I.3.8.6.	% share of final beneficiary reports with financial adjustments below 2%	78	99.05



### VI.3.9. Additional NA operational objectives

In case the NA developed any additional objectives in the 2019 WP , please report on their realisation below.

Additional NA operational objectives	Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
Encourage participation of staff located in rural areas (SE) in mobility projects	I.3.9 .1	% share of participating staff working in rural areas in KA1 awarded projects SE	20	26.12
Encourage participation of schools, local authorities and NGOs located in rural areas in projects	I.3.9 .2	% share of KA2 applications submitted by organisations located in rural areas in SE	12	19.30
Encourage participation of schools, local authorities and NGOs located in rural areas in projects	I.3.9 .3	% share of KA2 awarded projects submitted by organisations located in rural areas in SE	10	25.8
Foster participation of people with fewer opportunities in the programme- Education and training (SE, AE, VET)	I.3.9 .4	% share of KA2 awarded projects involving persons with fewer opportunities or special needs	35	67.62
Foster participation of people with fewer opportunities or special needs in the programme- Education and training (SE, AE, VET)	I.3.9 .5	% share of KA2 awarded projects with topics related to inclusion	35	34.53

## PART VII - EUROPEAN SOLIDARITY CORPS IMPLEMENTATION AND PROGRAMME MANAGEMENT IN 2019

### VII.1. Implementation of the European Solidarity Corps actions in 2019

With the support of available statistical data and other sources of information at your disposal, please provide a comprehensive analysis of the implementation of decentralised actions for European Solidarity Corps.

1.1. An analysis of the **selection results**. Please cover:

- the selection results
- the success rate
- objectives, priorities, topics addressed and activities planned in granted projects
- the inclusive dimension of the selection results, covering all target groups and territories (profile and geographical spread of institutions and organisations involved, target groups reached, in particular young people with fewer opportunities and special needs, etc.)

For three rounds in 2019 there were submitted 180 applications among which 116 were approved.  
Per action the situation is as follows:

- 91 Volunteering Projects applications received and 62 approved (68.13% success rate),
- 3 Annual Volunteering Partnerships approved in the previous year with activities funded in 2019,
- 6 Jobs and Traineeships applications received and 5 approved (83.33% success rate) and
- 83 Solidarity Projects applications received and 49 approved (59.04% success rate).

Main topics tackled by the beneficiaries were the following:

- Education and training
- Inclusion
- Community development
- Citizenship and democratic participation

In terms of regional distribution, the average is around 23 projects per region, most being close to the average, the only region in which there were submitted more projects being south-west (46) while less projects were submitted in south region (16). Among the applicants, out of 85 there were 75 no-governmental organizations (89.2%) and 9 groups of young people (10.8%)

Regarding the inclusion dimension, as one could see from the results detailed in 1.2 section, the selected projects include, in all actions, young people with fewer opportunities and with special needs.

1.2. An analysis of the **achievement of the targets** set in the 2019 Work Programme for the European Solidarity Corps. In case of underachievement, please list targets which were not achieved and the reasons why. What remedial measures has the NA undertaken/will undertake to improve the results.

The number of participants involved in the approved projects per action are distributed as follows:

- 1217 on volunteering projects (300 aimed)
- 4 on jobs (50 aimed) and
- 30 on traineeships (50 aimed)
- 278 on solidarity projects (200 aimed)

As can be seen the volunteering is highly over-reached, solidarity projects over-reached while considerable work still needs to be done for Jobs and Traineeships. In 2020 we will concentrate efforts in attracting and motivating various categories of employers to involve in ESC, although the competition with more attractive opportunities financed under ESF still remains valid. We will make use of the few successful beneficiaries so far in our promotion activities (e.g. articles and testimonials in the e-newsletter ANews describing their experience and benefits).

Regarding the Quality Label there were received 88 applications, among which 52 were approved the Label. Some organizations requested a Quality Label for two or all three types of projects. The distribution on actions of approved QL is as follows:

- 50 on volunteering (50 aimed)
- 14 on jobs (10 aimed) and
- 14 on traineeships (10 aimed)

with a clear reach of all targets.

In the approved projects the young people with fewer opportunities involved are (27.1% or 330 out of 1217 participants to which there are added 31 with special needs or 2.5%) in volunteering projects, 47.2% (51 out of 108 participants) in Volunteering Partnerships. Therefore, for volunteering activities there were 31.1% of participants with fewer opportunities and special needs, close to the 35% aimed. In order to improve it, dedicated training courses for organisations dealing directly with these categories will be organized in 2020.

In Traineeships and Jobs the young people with fewer opportunities percentage was of 58.3% (14 out of 24 participants) for Traineeships, and of 83.3% (10 out of 12 participants) for Jobs much bigger than the 20%, respectively 10% aimed; however the data is subject also to change due to the small number of projects.

For Solidarity Projects there are no statistics while the database does not allow it, however we estimate from the project descriptions the rate being around the 30% targeted.

1.3. An overview of the **communication and information** activities undertaken and tools and materials realised by your National Agency to promote the decentralised actions of the Corps activities as well as to **disseminate and exploit projects' and programme's results**.

The dedicated Website is [www.suntsolidar.eu](http://www.suntsolidar.eu)

The website was fully operational in 2019. It contains several sections with basic information for the program such as What, Who, Why, How, When and Where, a presentation of the three actions as well as support information regarding the Training and Evaluation Cycle, Insurance, Mentorship and Coaching, Linguistic Support. Last but not least it has three sections dedicated to news, events and videos. Relevant data during 2019 (according to data gathered through google analytics):

- 25 101 unique users
- 49 748 sessions with an average of 2.76 pages visited per session
- an average session duration of 2 minutes and 40 seconds
- a total of 137 454 page views.

The website is also very important for managing the events and training sessions (the application, selection, evaluation and reporting processes being done online)

Facebook page

On the Facebook page (<https://www.facebook.com/CorpulEuropeandeSolidaritate/>) we regularly provide content related to deadlines, upcoming events, news regarding the application procedure and events or the Program Guide. Relevant metrics (according to data gathered through Facebook insights):

- 12 295 likes by the end of the year (compared with 5496 at the end of 2018)
- a total of 46 051 of page engaged users (calculated as total of the daily page engaged users)
- a total reach of 1 241 293 (calculated as total daily number of the people who had content from or about the page entering their screens)

Several presentations of the program were carried out during other relevant events organized by the NA within the frame of Erasmus+ youth, but also at the invitation of various actors such as the European Parliament Representation of Youth Summit organized in the Romanian Youth Capital (approximately 15 events involving around 750 participants).

During 2019 there were developed the following information and promotional materials (all with the ESC logo and respecting the program visual identity): flyers, eco-pencils, stickers, as well as folders, luggage tags and bags that were marked with both logo-s: E+ and ESC.

1.4. An overview of the activities to **support and monitor European Solidarity Corps beneficiaries** as well as to **improve the quality of project implementation** (e.g. thematic monitoring, kick-off and project management meetings).

The most important activity is the ongoing consultation that is offered by the NA experts on daily basis via e-mail, phone or face to face meetings. In average, around 25% of the working time is dedicated to this activity, which is understandable when speaking about a (still) new Programme.

Starting with 2019 there was developed an extended program of residential activities and training courses dedicated to the potential applicants (ACCES or crESC, in view of writing applications for the Quality Label or for projects) and to the beneficiaries (SUCCES or MC2B, for a good project implementation or mentoring). More details are available in section VIII.1 – Net Activities

Also during 2019 there was developed a Solidarity Kit aiming to give a more comprehensive idea regarding the solidarity concept as well as to offer inspiration on concrete activities, tools and methods that could be used in ESC projects and how to actively include the disadvantaged young people. The kit will be published at the beginning of 2020.

Regarding the Training and Evaluation Cycle there were organized in cooperation with the national pool of trainers the following activities:

- OnArrival Trainings on monthly basis with a total of 523 participants
- MidTerm Evaluations on monthly basis with a total of 302 participants
- a Annual Meeting with 108 participants (27 former volunteers and 81 representatives of certified and accredited organizations)

1.5 Please provide a general overview of **activities realised by your National Agency** in order to foster projects/initiatives that promote the inclusion of disadvantaged target groups.

Both at national and international level the main guideline for our activities was the NA Inclusion strategy, which is a strategic document that has been launched in 2016. It is worth to mention that our strategy has particular target groups, adapted to the national context, with a focus on the people living in poverty in rural areas, poor Roma communities or organisations dealing with people with special needs. RO NA is part of Inclusion and diversity support group on inclusion, and one NA staff is part of the working group for the new Inclusion and diversity strategy (for youth) coordinated by the EC and Salto Inclusion&Diversity.

In concrete terms, the main activities promoting the inclusion of young people with less opportunities were:

- including thematic information sessions in each and every event organized (such as ACCES, the training courses for writing a good application, or various presentations of the program)
- addressing the non-formal education methods that have an inclusion aspect during the international event CONNECTOR
- participation in thematic events such as Roma NGOs summit, where the opportunities offered by ESC were presented to the participants
- developing the Solidarity Kit in which the inclusion of young people is an important aspect approached (see also section 1.4)
- cooperating with relevant organizations, such as Teach for Romania ( which supports young teachers in rural schools) and other NGOs active in rural areas, promoting the rights of young people coming from minorities, those who are disabled, those who live in the streets. A dedicated event for them is foreseen in Q1 2020, as part of our efforts to improve the achievement of the target.

1.6 An overall **qualitative assessment on the implementation** of European Solidarity Corps actions (such as positive achievements, difficulties encountered, feedback received from programme stakeholders, overall judgement on the state of play) in linkage with the programme's objectives as well as with the youth policy context.

2019 was a challenging year. In this very first full year of implementation of the program, the most important issues were:

Positive achievements:

- the budget dedicated to projects funding was fully absorbed, although adjustment needed to be made, largely thanks to the volunteering projects ( for which, worth mentioning, the interest was huge, for the very first time in the history of the EU Youth Programs in Romania, including former EVS)
- the number of the participants in projects is higher than expected (also due to the fact that many short term volunteering activities were carried out)
- there is a balance among the type of the activities for volunteering (teams and individual, long and short term)
- there are several new organizations that were attracted to the volunteering projects
- although more difficult to launch than expected, the number of solidarity projects submitted are now almost in the position to absorb most of the budget

Challenges encountered:

- the lack of stability in the IT systems is an ever increasing source of frustration both among the NA staff, but, even more importantly, among the beneficiaries and the potential candidates. Especially the newcomers are mainly affected, while the first encounter with the IT tools often lead to demotivation and lack of future involvement. There are thousands, probably even tens of thousands of hours wasted that could be put to much better use for the activities and communities
- the IT tools are not aligned with the Program Guide (eg. Project management costs for volunteering team activities that are capped at 2000 euro, although the Guide mentions 4500) leading to further frustration and lack of trust from the beneficiaries
- Mobility Tool was not fully adapted to the ESC needs, it does not allow to have the data displayed in an easy manner such as in Erasmus+, which leads to extra time for obtaining the same data
- Jobs and Traineeships seem to be much harder to “sell”, although slowly, slowly, they seem to get better (however, it will take more time to be fully understood)
- STEC budget is very difficult to spend due to the physical limitation given by the number of volunteers that could be involved, therefore a considerable amount will be moved to projects

Overall speaking, the program is still under construction, but the first year proved a good background for further construction and better results.

1.7. An analysis of **finalised projects**. With the support of statistical data and other sources of information at your disposal, please provide information on European Solidarity Corps projects finalised in 2019 (and attach in Annex).

Until the 31st of December there was received only one project that was finalized, therefore the data up to this date is not relevant. More concrete details will be able to be offered in the following yearly report.

## VII.2. Programme management

### VII.2.1. Project lifecycle management

1. Please provide information on the main positive aspects/good practices as well as areas of future improvements in the way the National Agency manages the project lifecycle (from support to the applicants through the selection process and ending with final reports and project finalisation as well as its feeding into the activities of dissemination and exploitation of projects results).

The applicants and beneficiaries are benefitting of a diversity of support tools during the project lifecycle, below there are described the most important.

Before submitting the projects

Potential applicants are invited to participate to several events and training courses (ACCES, crESC – see more details in the NET section); promotion of the Program Guide via the website and Facebook; promotion of Do’s and Don’ts developed with the support of the evaluators from previous selection rounds.

During the selection process

There are two types of stakeholders: on one hand the applicants that are informed via e-mail, on the website and on Facebook at each stage of the selection (receiving the applications, eligibility check, final selection with results and comments from the evaluators), on the other hand the external evaluators. For them, the NA organizes a training each round and developed a mini-guide for the evaluators focused on introducing the programme, the scoring system for quality assessment, clarifying new concepts and dimensions. Following up on the selection round, the evaluators also provided the NA with an overall analysis of strong and weak points of the projects, on basis of which the NA is developing further on FAQ section and other information materials on the website.

During the implementation of the projects

The desk officers offer a continuous desk support for all beneficiaries mainly on phone e-mail, being the most time consuming but necessary activity. They also carried out 4 on the spot monitoring visits during the year.

After each round all the approved beneficiaries are invited to participate to SUCCEs (acronym for Support and Contracting in ESC), a two days meeting that has a double role, acting as a kick-off meeting with aspects related to the content of the agreement and its annexes, technical and financial management of projects, etc, as well as a project management training course session. In 2019 there were organized two such meetings.

The mentors and coaches are invited for a three days dedicated training course aiming to offer them concrete tools on one hand, but also to harmonize the mentoring and coaching practices, on the other.

Some documents have been developed as well, to support the beneficiaries in their activities:

- A guideline for the most frequent financial situations that are encountered in European projects such as ESC and E+ (very useful for the reporting stage)
- a Solidarity Kit aiming (see 1.4 above)

2. Additionally, please specify the main problems or derogations from the established rules.

The main problems were IT tools related (see section 1.6 – Challenges encountered); there were no derogations from the established rules.

### VII.2.2. Checks of grant beneficiaries

Please provide information about the main findings of the checks of beneficiaries carried out during the year. Please indicate any checks of beneficiaries that could not be realised as initially planned, and explain why they were not carried out. Please also report on any constraints and challenges to obtain a reasonable assurance on the eligibility of the activities carried out by the beneficiaries.

The checks were performed as planned using the dedicated tools.

Most of the challenges were related to: dates of the activities in projects changed as compared to the planned ones, which raised some issues for on-the-spot checks during action; project documentation hardly available to be checked, in case of those on-the-spot checks that are done during an activity which is taking place in other location than the beneficiary premises; lack of transparent communication between the beneficiary and the participants that leads to complaints that require many of the NA resources to check / solve the issues; lack of relevant evidences available that could be used to draw a professional opinion regarding the quality of the activities already performed before the on-the-spot check, due to a low formalization of the processes inside the organizations active in youth field, especially those that rely on volunteering.

However, no major findings have been reported as a result of the on-the-spot checks; analysis of the assessment of the final reports is not relevant in this YR, as only one project submitted the report before 31.12.2019.

Details could be found in Annex 11, Findings checks ESC.

### VII.2.3. Online Linguistic Support

Please provide information on the implementation of the Online Linguistic Support , including achievements, challenges and best practices.

Romania is among the countries in which young people involved in ESC projects least use this tool. A constant feedback that we receive is that OLS does not fulfill the real needs of the participants, therefore we need to grant often funds for other types of Linguistic Support, especially for the organizations that have recurrent projects and have already faced this problem.

#### VII.2.4. Implementation of the budget allocation policy and funds management

1. Please report **how the NA implemented the budget allocation**. Please stress the reasons of any difficulties encountered and the measures undertaken by the National Agencies at the level of budget transfers across actions. Please explain the reasons for deviating from the initial allocation (if applicable).

In budgetary terms, a total of 4 749 913.77 euro was approved for projects (101.21% of the foreseen amount: 4 693 088 euro, the difference was allocated from the STEC funds). 17.23% (818 595.60 euro) were approved for national activities. However, the final allocation rate differs a lot from one action to another:

- 112.29% for the Volunteering Projects (3 919 008.37 euro approved out of the 3 490 093 foreseen amount) with 9.97% (390 582 euro) approved for in-country activities
- 85.36% for the Annual Volunteering Partnerships (408 562 euro approved out of the 478 640 foreseen amount) with 25.78% (105 313 euro) approved for in-country activities
- 29.10% for the Jobs and Traineeships (119 317.40 euro approved out of the 409 990 foreseen amount) with 16.49% (19 674.60 euro) approved for in-country activities
- 96.39% for the Solidarity Projects (303 026 euro approved out of the 314 365 foreseen amount) with 100% for in-country activities due to the action profile

As can be noticed, the volunteering projects continued the trend set up in 2018 and are able to absorb the whole dedicated budget. In the case of the Solidarity Projects the situation has improved, however it still remains a priority in 2020 alongside with Jobs and Traineeships that will still need time to be fully exploited.

In order to maximise the absorption, the NA requested an Amendment, which was approved.

2. Please describe how the NA distributed the funds across the various selection rounds and between Volunteering Projects and Volunteering Partnerships.

In order to make sure that there is a balanced funding available for all three rounds, the beneficiaries were announced at the beginning of the year that the budget will be distributed as follows: 40% for first round, 30% for the second and 30% for the third round. The funds remaining unspent in one round were automatically added to the next ones.

If for jobs and traineeships and solidarity projects it did not make a difference, this was particularly useful in the case of volunteering projects in order to have a balanced spread over the year and allowing the organizations to benefit of each round.

In order to balance also the budget among volunteering projects and partnerships, there was blocked (from the volunteering estimated amount) at the beginning of the year the sum necessary for the partnership based on their estimations. The rest was distributed as explained above among the three rounds for the volunteering projects. The amount unspent for the projects was redistributed for volunteering projects starting with the second round.

Also, we have requested an Amendment, for the following reasons:

- And increase of 358837.37 euro (9.04%) was needed for Volunteering due to the higher number of projects that received 60 points or more;
- A decrease of 290672.60 euro (-70.9%) for Traineeships and Jobs due to the lack of enough projects submitted.
- A decrease of 11339 euro (3.61%) for Solidarity Projects that remained not allocated after the third round;
- A decrease of 56825.77 euro for STEC (-7.38%) considering that, according to the trend of the number of volunteers to be involved the TEC cycle, it would have been practically impossible to spend the whole amount.

3. With reference to the EPlusLink financial reports, please comment on the **budget commitment level** for 2018 and 2019 decentralised actions funds per action. If the budget commitment level was below 95% per action, please explain the reasons and describe the remedial actions.

In 2018, 66.86% of the foreseen amount was committed, with 16.1% approved for national activities.

Per actions:

- 94.5% for the Volunteering Projects and Partnerships altogether with 20.12% for in-country activities
- 23.55% for the Solidarity Projects with 100% for in-country activities

For 2019, the situation is as follows:

4 749 913.77 euro was approved for projects (101.21% of the foreseen amount, the difference was allocated from STEC). 17.23% (818 595.60 euro) were approved for national activities.

- 112.29% for the Volunteering Projects with 9.97% (390 582 euro) approved for in-country activities
- 85.36% for the Annual Volunteering Partnerships (408 562 euro approved out of the 478 640 foreseen amount) with 25.78% for in-country activities
- 29.10% for the Jobs and Traineeships with 16.49% (19 674.60 euro) approved for in-country

- 96.39% for the Solidarity Projects with 100% for in-country activities due to the action profile

As can be noticed in section 1 above, the main challenge is to attract sufficient projects for Jobs and Traineeships. Despite our efforts (that can be seen also in the increase of the number of organizations asking Quality Label for this action) we believe that there is needed more time to have this action mature and able to absorb close to 100% of its budget. The remedial actions envisaged are the following:

- Continue to have one to one meetings with relevant actors that either are willing to use this opportunity, either are umbrella organizations working with potential candidates
- Encourage the current beneficiaries to understand the advantage of this action compared to the volunteering projects (especially focusing on increasing the quality of youth work)
- Encouraging the organizations with Quality Label participating in the training dedicated to them to consider this option

Regarding the annual volunteering partnerships, we do not consider the allocation of 85.3% to be a major issue while the budget is common with volunteering projects that have sufficient capacity to absorb it. However, one could notice a significant improvement of the commitment, from 2018 to 2019, as far as the programme evolved, thus there is good ground to hope for even better results in the future.

#### VII.2.5. Complementary funding

If any co-funding has been made available for the Call 2019, please describe the details including the action, the amount allocated and the source of the complementary funding:

National co-funding (type / amount / purpose)

There is no national co-funding for projects in Romania; however, the 5% national co-funding has been ensured for NET hosting activities and it was provided by NAU.  
For sending activities under NET, 5% of the funds are supported by the selected participants, as co-financing.

Transnational co-funding (type / amount / purpose)

n/a

#### VII.2.6. Analysis of the programme management targets set in the 2019 NA Work Programme for the Corps

1. Please comment on the achievement of the targets set in the 2019 NA Work Programme related to the Objective I.2.1.4. Effective programme management. In case of underachievement, please describe reasons and remedial measures the NA has undertaken/will undertake to improve the results

All the targets set under objective I.2.1.4 have been over-achieved in regards with the minimum quality threshold for all three actions.  
Regarding the three objectives related to the reporting, due to the fact that until 31st of December there was only one project finalized, there are no relevant data for the time being, a more coherent analysis will be feasible for the next yearly reporting. 100% of the few reports submitted were timely received.

2. If applicable, please comment on the achievement of the targets set in the 2019 NA Work programme related to the additional NA Objective(s). In case of underachievement, please describe remedial measures the NA has undertaken/will undertake to improve the results.

It is not the case.

3. Please indicate any activities that could not be realised as initially planned in the 2019 NA Work Programme and explain why they were not carried out.

See below (VII.2.7)

### VII.2.7. Realisation of the NA activities in European Solidarity Corps

Please indicate any activities that could not be realised as initially planned in the 2019 NA Work Programme and explain why they were not carried out

The following planned activities were not realized: webinars for 1) applying for a grant or quality label and 2) drafting a final report  
The quality label webinar was replaced with a two face to face meetings that took place in 2019 and will be continued in 2020. The meetings are called crESC (growth in English, acronym for Certification and introduction in ESC), it gathers in a residential place potential beneficiaries and for two days they are introduced in the program, in the concept of solidarity and in the QL application form, on which they start to develop the most important sections. Through this change of the approach, we estimate to have better results.  
The final report webinar was not organized due to the current stage in the lifecycle of the projects, as most of the projects being expected to send the reports in 2020. The webinar will be organized in the first part of 2020.  
All the other activities were realised as planned. Among them, the most successful were already described in sections VII.1.3, 1.4 and 1.5, their success being measured, on one hand, by the targets achieved and, on the other hand, by the results obtained following the annual survey intended to evaluate the satisfaction of all types of stakeholders: applicants, beneficiaries, participants, decision makers, etc. This survey is practiced by the NA since 2005, as a requirement of its ISO certification (i.e. to measure the "clients" satisfaction) and for 2019 the questions targeted the ESC stakeholders too. The answers received show big scores regarding the relevance of the programme for beneficiaries and participants, as well as for the quality of the cooperation with the NA (counseling, selection, monitoring, checks, events organised).  
Also, the hosting activities realised under the NET framework (see dedicated section of the report) are considered successful, this being showed by the evaluation survey applied at the end of the events to all participants.

### VII.3. EUROPEAN SOLIDARITY CORPS RESOURCE CENTRE AND SALTO RESOURCE CENTRES

3.1. If relevant for the National Agency, please provide an overview of all the activities implemented by the European Solidarity Corps RC or the SALTO RC and hosted by the National Agency during the year 2019.

n/a

3.2. Please indicate any activities that could not be realised as initially planned (in the related NA Work Programme) and explain why they were not carried out.

n/a

#### VII.3.3. Budget forecast - for 2019

Reference period: 1 January 2019- 31 December 2019

Please enter in the "Budget realisation" column the figures appearing both for the expenses and resources and if applicable as well any amendments to the budget.

##### I. EXPENDITURES

A. STAFF	Number of person/month	Gross Salary per month	Forecast	Amendment(if any)	Budget Realisation
A.1 Staff salaries (including salary related charges)					
A.2 Staff training					
A.3 Fees (experts, audits)					
<b>Total</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>



## I. EXPENDITURES

B. MISSIONS	Forecast	Amendment(if any)	Budget Realisation
B.1 National missions			
B.2 International missions			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

## I. EXPENDITURES

C. INFORMATION	Forecast	Amendment(if any)	Budget Realisation
C.1 Information activities (meetings, exhibitions)			
C.2 Publications: production and dissemination costs			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

## I. EXPENDITURES

D. OPERATING COSTS	Forecast	Amendment(if any)	Budget Realisation
D.1 Rental of office space			
D.2 Data processing (hardware, software, maintenance)			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**TOTAL DIRECT COSTS(sub-total A  
+ sub-total B + sub-total C + sub-total  
D)**

## II. RESOURCES

Resources	Forecast	Amendment(if any)	Budget Realisation
1. Contribution from the Member State or its representative			
2. Other national resources ( <i>info</i> )			
3. EU contribution requested ( <i>info</i> )			
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

**Control Box: TOTAL COSTS  
(must be equal with TOTAL of  
II.RESOURCES)**

Description	Amount
Pre-financing received from EC(100% of contribution)	

Balance to be paid by the EC to the NA(+) or to be reimbursed by the NA to the EC(-)	
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If necessary, the NA can provide any comments on the Networks budget below:

n/a
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The NA should extract the filled-in tables and attached signed document in the attachment section.

## **PART VIII-Realisation of 2019 NET versus NA Work Programmes - comparison with EPlusLink**

### **VIII.1. NET Activities**

Please describe the NET activities realised in 2019 that were the most successful, and explain the reasons why and also how you ensured the monitoring and dissemination of learning outcomes. Please explain why any planned activities described in the NA Work Programme were not carried out, if applicable. Please annex a detailed list of realised activities.

<p><b>Hosting</b>          Considering the specificity of 2019 year (EP elections) and the fact that starting January 2019 Romania held the presidency of the Council of the European Union, most of the organized NET activities tackled democratic participation too, among other planned themes of the events.          Thus, RO NA managed to accomplished all the planned hosting events, as follows:          FuturESC, March 2019, international event aiming to stimulate experienced beneficiaries to share good practices related to management and learning philosophy behind ESC and how the Renewed European Youth Strategy might be linked to future ESC Programme.          Connector 5, June 2019, the 5th edition of this traditional event aimed to promote the European values of inclusion and democratic participation, in addition to the main aim to promote non-formal learning activities.</p> <p><b>Sending</b>          During 2019, in terms of sending, the RO NA focused more on those NET activities tackling inclusion and diversity, e.g. European Solidarity Corps for All- Slovakia, Inclusive ESC II- Croatia, but also on events connected to mentoring and traineeships and jobs.          Both for hosting and sending NET activities we apply post-event surveys to all beneficiaries and we are asking for specific reports, in order to receive information regarding follow up activities, the dissemination and applicability of the NET experiences. We also select some good practices examples to be published in our monthly e-newsletter and to be part of our annual valorization conference (focusing both Erasmus+ and ESC).</p> <p>Regarding the national activities, starting with 2019 there was developed an extended program of residential activities and training courses dedicated to the potential applicants and to the beneficiaries of the ESC funds as follows:          - 8 training courses (ACCES) dedicated to application writing for Solidarity Projects and Volunteering Projects (accredited organization) with a total of 127 participants          - 2 kick-off training courses (SUCCES) dedicated to the beneficiaries of the approved projects following the first two rounds with a total of 61 participants (for the third round there will be organized another one in 2020)          - 1 pilot training course for mentors and coaches with 19 participants (MC2B)          - 2 events (crESC – accronim for growth) dedicated to organizations that intend to obtain a Quality Label with 39 participants          Some NET activities financed under 2018 Agreement took place in 2019 (April-May); they are in Annex 12 ESC 61 2018</p>
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### **VIII.2. Specific NA activity planning-2019**

Please use the "upload NET functionality" on the cover page to fill the table below. You cannot directly edit the table below.

ESC61-ESC

Status	Wptcaid	Field	Training Area Code	Title	Activity Aim	Target Group	Agency Role Code	Participants Number	Hosting Countries	Coordinating Agencies	Partner Agencies	Budget Awarded	Budget Realised	Training Status Code
New		ESC61	TRA	Acces - Training course on how to write solidarity projects, Constanta	Training on how to write a project on Solidarity	youngsters, informal groups	Hosting	18	RO	RO01		5109.72	5109.72	RLS
New		ESC61	THE	We Are All In (Study Visit and Partnership-building Activity)	inclusion	Youth workers, Youth leaders, Youth project managers	Sending	2	HU	HU02		1000.00	0.00	RLS
New		ESC61	THE	Inclusive ESC II	inclusion	Youth workers, Youth leaders, Youth project managers, Volunteering mentors	Sending	2	HR	HR01		1000.00	0.00	RLS
New		ESC61	TRA	Connector 5	bring together professionals passionate about learning in a participative and interactive manner, with a focus on practical experience. The event is based on sharing, learning and testing	Youth workers, Trainers, Youth leaders, Youth project managers, Youth policy makers, Volunteering mentors, Youth coaches, Youth researchers	Hosting	20	RO,SX	RO01		23993.30	23993.30	RLS
New		ESC61	THE	Seminarul Traineeships and Jobs in the Solidarity Sector	traineeship	Youth project managers	Sending	1	DE	DE04		500.00	0.00	RLS
New		ESC61	THE	European Solidarity Corps for All	inclusion	Youth workers, Youth leaders, Youth project managers, social workers	Sending	2	SK	SK02		1000.00	0.00	RLS
New		ESC61	TRA	Project management meeting	to bring together the approved projects from ESC from october 2018 and february 2019	organizations	Hosting	20	RO	RO01		667.09	667.09	RLS
New		ESC61	THE	European Solidarity Corps: MENTOR plus - Improving mentorship in European Volunteering Projects	mentorship activity	Volunteering mentors	Sending	1	AT	AT02		500.00	150.00	RLS

New		ESC61	TRA	FuturESC	analyze the current European Solidarity Corps" responses to organizational needs and to collect input on the format of the future program in connection with the European Youth Strategy	Youth workers, Trainers, Youth leaders, Youth project managers, Youth policy makers, Volunteering mentors, Youth coaches	Hosting	20	RO	RO01		9652.35	9652.35	RLS
New		ESC61	TRA	Project management meeting	to bring together the approved projects from ESC from april 2019	organizations	Hosting	25	RO	RO01		5009.14	5009.14	RLS
New		ESC61	THE	CRESC, Iasi	certification and information about ESC	organizations	Hosting	0	RO	RO01		0.00	0.00	RLS
New		ESC61	DIS	RAY SOC MON	pre-study on the implementation of ESC programme in the 1st year	organisations, youth groups	Hosting	57	RO	AT02		6589.85	6589.85	RLS
New		ESC61	TRA	Acces - Training course on how to write solidarity projects, Bucharest	Training on how to write a project on Solidarity	youngsters, informal groups	Hosting	14	RO	RO01		8923.79	8923.79	RLS
New		ESC61	THE	inclusion matchmaking – Find European partners for inclusion projects	inclusion	Youth workers, Youth leaders, Youth project managers, Youth coaches	Sending	1	SI	SI02		500.00	0.00	RLS
New		ESC61	TRA	Mentoring and Coaching	addressed to mentors and coaches in solidarity projects	mentors, coaches, organizations	Hosting	19	RO	RO01		5466.40	5466.40	RLS
New		ESC61	THE	CRESC	certification and information about ESC	organizations	Hosting	26	RO	RO01		2285.44	2285.44	RLS
<b>Total</b>												<b>72197.08</b>	<b>67847.08</b>	

## PART IX-Realisation of 2019 NA Work Programme targets for European Solidarity Corps

### IX.1.1. Foster participation in European Solidarity Corps Actions

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
IX.1.1.a	Number of participants Volunteering Activities (individual + team) in awarded Volunteering projects	300	1217
IX.1.1.b	Number of participants in Traineeships in awarded Traineeships and Jobs projects	50	24
IX.1.1.c	Number of participants in Jobs in awarded Traineeships and Jobs projects	50	12
IX.1.1.d	Number of participants in awarded Solidarity Projects	200	278

#### IX.1.2. Number of organisations who have received the European Solidarity Corps Quality Label

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
IX.2.1.a	Number of organisations who have received the European Solidarity Corps Quality Label - Volunteering	50	50
IX.2.1.b	Number of organisations who have received the European Solidarity Corps Quality Label - Traineeships	10	14
IX.2.1.c	Number of organisations who have received the European Solidarity Corps Quality Label - Jobs	10	14

#### IX.1.3. Foster participation of young people with special needs or with fewer opportunities in the European Solidarity Corps

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
IX.3.1.a	% of participants with fewer opportunities participating in Volunteering Activities	35	31.1
IX.3.1.b	% of participants with fewer opportunities participating in Traineeships	20	58.3
IX.3.1.c	% participants with fewer opportunities participating in Jobs	10	83.3
IX.3.1.d	% share of final reports reaching the minimum quality threshold for acceptance without grant reduction based on quality grounds	30	100

#### IX.1.4. Effective programme management

Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
IX.4.1.a	% share of applications for Volunteering reaching the minimum quality threshold for selection	50	72.5
IX.4.1.b	% share of applications for Traineeships and Jobs reaching the minimum quality threshold for selection	50	83.3
IX.4.1.c	% share of applications for Solidarity Projects reaching the minimum quality threshold for selection	50	59
IX.4.1.d	% share of final reports reaching the minimum quality threshold for acceptance without grant reduction based on quality grounds	70	100
IX.4.1.e	% share of timely received final beneficiary reports	80	100
IX.4.1.f	% share of final beneficiary reports with financial adjustments below 2%	80	100

### IX.1.5. Additional NA operational objectives

In case the NA developed any additional objectives in the 2019 WP , please report on their realisation below.

Additional NA operational objectives	Indicator ID	Indicators	Targets from 2019 WP	Target Realisation
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### X. NA Compliance - for both Erasmus + and European Solidarity Corps (where applicable)

#### IMPOTANT!

If there are differences in the compliance rules between both programmes; the NA is requested to specify to which programme they refer to.

#### X.1. Quality of the NA management system

Please briefly report on:

1. main changes in NA Working arrangements and procedures. Whether the NA followed the working arrangements and internal working procedures set-up in the Work Programme to ensure the proper planning and management of activities or whether any main changes in these arrangements and procedures were deemed necessary. If changes were made, please explain the reasons and the impact.

We did not change anything in the working arrangements and internal working procedures as compared to what was described in the WP. Our ISO certification has been renewed in December 2019 and it is valid for 3 years. The certification covers both E+ and ESC. The whole system of working procedures was updated so as to include all the stages in the lifecycle of ESC projects.

2. main activities, arrangements or procedures set up or implemented in order to ensure a coherent and integrated management of the programme (including activities/arrangements/procedures of cooperation with other National Agencies in the country, if the Erasmus+ programme is implemented by more than one NA in the country).

As it is well known from all the previous YRs, in our NA there was a well established culture of integrated working, starting from 2005. However, the organigramme established in 2014 was changed in 2018 by including the new ESC department, dealing with the projects per ESC Actions. In 2019 we had to acknowledge the fact that the HE field had its specific (in terms of the Programme rules) and we have changed the organigramme once again, by establishing a new department, Projects in the Field of HE, containing all KA1 and KA2 actions. But these changes did not affect the integration of the management. Our beneficiaries and target public take benefit from this approach; whenever planning our events we try to ensure as much synergies as possible with other actions or sectors. The purpose is that, at the end of the day, our stakeholders know about two complementary programmes in Romania, Erasmus+ and ESC, friendly, easy to implement from administrative and especially financial point of view, that could cover many organisational needs but also individual professional needs. Therefore, during the projects` writing workshops or during consultancy provided to applicants, we always mention the possibility, for many types of organisations, to seek to address their needs through a variety of actions under E+ and ESC. In the Annex.6, Communication and ELL activities, containing a detailed description of the communication, promotion, dissemination and exploitation of results activities, one could see, from the categories of participants, that we constantly follow this approach. From an internal perspective, there are various formal and informal activities involving staff from all departments.

From the procedures point of view, all of them are drafted as many integrated as possible: for example, there is a single Selection of projects procedure, a single Contracting and pre-financing payments procedure, Assessing the intermediary or final reports, Organisation of the events, TCA and NET sending activities, etc., both for E+ and ESC.

In terms of efficient management of resources and effective addressing of the stakeholders, we consider this integrated approach as strong point of our NA, which proves to be successful.

3. main organisational changes. Please also report on main reorganisations, important rates of staff turnover, important staff shortages, high number of vacancies etc..

The change in the organigramme, i.e. establishing a new department for HE was mentioned above. There was no turnover. A big achievement we had, with the support of NAU, was to obtain 5 additional positions through a Governmental Decision and we covered them by organising the specific contests, therefore in present there is no significant staff shortage and the department for ESC is fully operational. However, over 2019 4 colleagues were in maternity leave; one of them came back in November and two of them will come back in 2020. We did not hire temporary staff on their positions because it is difficult to find suitable persons willing to come only temporarily; instead, we have redistributed their tasks to other colleagues and the implementation of the programmes was not affected.

Please also report on whether:

4. the risk management system put in place by the National Agency was effective (positive points and areas of improvement)
5. the set up mitigating actions were effective and addressed well the identified risks; if unexpected risks had occurred, please explain how the NA managed them
6. the follow up of suspected and confirmed fraud cases was effective (positive points and areas of improvement)

Although we have a sound risk management system and procedures in place, some of the risks materialised and produced consequences: we did not meet the target concerning the involvement of the HE students with special need in mobilities, we did not meet the target concerning the number of participants in ESC traineeships and jobs actions and the difficulty to recover the funds from fraudulent beneficiaries remained a key issue; one should mention that we have implemented all the mitigation measures planned, but in all the cases there are external factors involved too, beyond our possibilities of action; nevertheless, we will continue our work towards improving the situation.

As for the suspected/confirmed cases for fraud: as we have mentioned in the previous report too, the only challenge here remained the length of the processes with various national bodies (Department of Fight Against Fraud, National Directorate for Anticorruption, Civil or Penal Courts, National Agency for Fiscal Administration, legal enforcers), as reported in 2018 too; the consequences are the same, i.e. the funds could not have been recovered, because the respective organisations do not have any more funds in the bank accounts or goods to be sold out in order to recover the debts, since the recovery processes last too long periods of time. On the other hand, there is no other legal possibility to recover the funds.

## X.2. Minimum requirements

Please confirm that the National Agency was able to comply with the minimum requirements resulting from the Guide for NAs and NA Work Programme .Please ensure coherence between this section and all other parts of the 2019 Yearly NA Report, notably with the financial reports and reports on primary checks.

1– Checks and controls on the grant award procedure (ref. section 3.7 of the Guide for NAs);

Yes

2– Checks on grant beneficiaries (ref. section 3.11 of the Guide for NAs);

Yes

3– Controls on recoveries (ref. section 3.12 of the Guide for NAs);

Yes

4– Follow up of cases of irregularity and fraud (ref. section 3.14 of the Guide for NAs);

Yes

5 – Monitoring and support to beneficiaries (ref. section 3.13 of the Guide for NAs);

Yes

6 – Segregation of duties (ref. section 2.3.2 of the Guide for NAs);

Yes

7 – Treasury management (ref. sections 4.3.2 of the Guide for NAs);

7.1) Are all bank accounts [called the "NA bank accounts" hereafter] on which EU decentralised action funds - for both the current and predecessor programme – which have been kept in the course of 2019 listed in this report? If not, please explain/justify.

Yes

7.2) Is the NA (or its hosting organisation) the formal bank account holder for all the listed NA bank accounts? If not, please explain/justify.

Yes

7.3) Are all Erasmus+ funds placed on one single bank account that is not used for any other funds? If not, please explain/justify.

Yes

7.4) Are all payments to beneficiaries made from the single bank account used for Erasmus+ funds and are all refunds made by grant beneficiaries paid into this single bank account or in one of the single bank accounts used for the LLP/YiA programme decentralised actions funds? If not, please explain/justify.

Yes

7.5) Have all payments/recoveries to/from grant beneficiaries been made by bank transfer? If not, please explain/justify.

Yes

7.6) Has the NA placed temporarily unused funds on savings and/or term deposit accounts according to the most advantageous market conditions? If not, please explain/justify.

No

7.7) Were all savings (and (term) deposit accounts) used called in Euro? If not, please explain/justify.

No

7.8) Have all NA bank accounts yielded interest? If not, please explain/justify.

No

7.9) Are all interests generated on EU pre-financing as declared gross amounts (i.e. total amount of interest earned before deduction of any bank charges or taxes)? If not, please explain.

No

7.10) In case bank charges and/or taxes have been levied on NA bank accounts, have these charges/taxes been paid from the NA operating budget? If not, please explain.

Yes



7.11) Has the NA used a transit account? If so, explain how it was used.

Yes

7.12) Has the NA made quarterly reconciliations between the bank balances in bank statements and the NA accounting records? If not, please explain/justify

Yes

7.13) Has the NA made at least monthly reconciliations between its accounting records and EPlusLink? If not please explain/justify.

Yes

7.14) Are all bank transfers either to grant beneficiaries or to other NA accounts made by the NA from the NA bank accounts listed in this report? If not, please explain/justify.

Yes

8- Respect of deadlines with regard to the management of the project life-cycle, in particular relating to the grant award procedure, issuing of grant agreements, grant payments, checks on grant beneficiaries, recovery of EU funds (ref. sections 3.6. to 3.12. of the Guide for NAs);

Yes

9- Public procurement rules (ref. section 4.4 of the Guide for NAs);

Yes

10- Respect of the guidelines on financial management (ref. section 4.3 of the Guide for NAs);

Yes

11- Use of IT tools according to Commission's requirement (ref. section 4.5 of the Guide for NAs).

Yes

12- Were all the minimum required activities implemented in the area of "Communication, information, dissemination and exploitation of programme's results" and "Monitoring and support to programme beneficiaries"? (ref. II.1.2 and II.2.2 sections of the Specifications to the 2019 NA Work Programme).

Yes

13- Were the European Solidarity Corps Training Cycle activities organised in full compliance with the provisions of the Guide for NAs (ref. section 5.3 of the guide for NAs)?

Yes

In case of negative replies (or positive for 7.11), please explain the reasons and include a reference to the requirement number above.

7.6: in 2019 we did not place any funds in deposit accounts, as all the banks (those with high level of trust) have zero or negative interest rate. 7.7 it was not the case, we did not have any deposit.  
7.8: the interest rate for the NA accounts is 0.  
7.9: there was no interest generated  
7.11: we use a transit account in RON only for making payments to those beneficiaries who ask to receive funds in the national currency (RON); to this purpose, the due amount in Euro is exchanged at the rate of the bank and it is transferred from the account in Euro to this transit account in RON, from where it is immediately transferred to the beneficiary