EUROPEAN UNION

RIA
ADULT EDUCATION

Comparative research report, first survey round 2024

# Transnational analysis of the impact of Erasmus+ on the Adult Education Sector

**Bert-Jan Buiskool (Ockham IPS)**
**Léna Krichewsky-Wegener (iit)**
**Melanie Erckrath (iit)**

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# Table of contents

# Abbreviations

| | |
|---|---|
| AE | Adult Education |
| AES | Adult Education Survey |
| BMBF | Federal Ministry of Education and Research |
| EACEA | European Education and Culture Executive Agency |
| EU | European Union |
| KA1 | Key Action 1 |
| KA2 | Key Action 2 |
| NA | National Agency |
| NGO | Non-Governmental Organisations |
| OER | Open educational resource |
| RIA-AE | Network for research-based impact analysis of the Erasmus+ programme in adult education |

# PART A – SHORT SUMMARY REPORT

# Executive summary

## Background of the monitoring study

This report presents the outcomes of the first survey round of the transnational monitoring project of the Erasmus+ programme in adult education conducted by the Research-based Impact Analysis in Adult Education (RIA-AE) Network. Within this project, national monitoring studies are implemented in parallel with the same methodology in the member countries of the network. They inform the National Agencies in charge of Erasmus+ about the implementation and impact of the programme on adult education in their respective country. These national studies also feed into a transnational study with the aim of highlighting the effects of the programme at European level and providing impetus for its further development. This report presents the outcomes of the transnational study at European level. The national studies are presented in separate country reports.

The monitoring focuses on the impact of two of the three Key Actions (KA) of the Erasmus+ programme: KA1 (learning mobility of individuals) and KA2 (cooperation of organisations and institutions). The impact is examined on funded organisations and their staff, the learners and the adult education sector in the respective country. Particular attention is paid to the impact on internationalisation in adult education, but also on the horizontal priorities set by the European Union: inclusion and diversity, environment and fight against climate change, digital transformation and participation in democratic life, common values and civic engagement.

The monitoring design agreed within the network is based on a mixed methods approach. It consists of a document analysis including project documents and data from EU databases, an online survey and case studies among funded organisations, as well as interviews with adult learners and non-participating organisations. In total, 15 countries participated in the first survey round, though to varying degrees. Twelve countries participated in the document analysis, while 15 countries took part in the online survey amongst beneficiaries. Case studies were implemented in 10 countries, while interviews with adult learners were conducted in 9 countries. Finally, interviews with non-participating organisations were carried out in 6 countries. These research activities resulted in 13 country reports, since some newcomer countries decided only to participate in the online survey with the purpose to feed the EU wide analysis. The data collection took place between September 2023 and March 2024.

## Key findings

### Inclusiveness of Erasmus+

The study shows that Erasmus+ supports a wide variety of organisations and adult learners in participating countries. Most reported beneficiary organisations are Non-Governmental Organisations (NGOs), followed by adult education providers. Overall, country reports indicate that beneficiary organisations reflect the diversity of entities active in their adult education sectors, with a few exceptions (The Netherlands, Germany, and Finland) pointing on challenges reaching out to certain types of organisations or organisations in remote areas. Overall, beneficiary organisations target many groups of learners with fewer opportunities, despite all the challenges and obstacles faced when reaching out to them and supporting their participation in international activities.

Some country studies indicate differences between the types of beneficiary organisations in KA1 and KA2. A common trend across countries is that organisations tend to be active in only one of these Key Actions, rather than both. Although the research clearly points out that there are clear reasons why organisations apply for one or the other action, based on organisational needs, some country reports highlight the potential to strengthen the synergies between both actions.

Most beneficiary organisations have participated in the programme more than once, around one third of the respondents' state that they had even been involved in five or more projects in KA1 and KA2. The vast majority also expressed their intention to apply to the Erasmus+ programme again in the future. Once funded, organisations remain loyal to Erasmus+, which is a positive sign of appreciation and indicates that it is worth the investment. Beneficiary organisations report great added value of Erasmus+ support. Without the programme funding, they would not have implemented the same project activities.

The number of repeated users of the programme coincides with challenges in making the programme more accessible to newcomers. Many organisations cite obstacles that make participation difficult or, in some cases, prevent them from submitting new applications. Country reports identify five categories of obstacles: (1) limited human resource capacity; (2) leadership support; (3) costs; (4) finding suitable partners; and (5) programme-related factors. Beneficiary organisations in the adult education sector are often smaller, with limited capacity for organisational internationalisation activities compared to other educational sectors. Moreover, adult education systems differ greatly between countries including a wide diversity of organisation, including formal, non-formal, and informal education provision for a wide range of target groups (also depending on demarcation of adult education policies and definitions used).

Generally, Erasmus+ has succeeded in ensuring that a wide variety of adult learners are addressed by beneficiary organisations, and mostly are targeting some form of vulnerable groups. Across countries, organisations often engage with more than one target group through their Erasmus+ activities. The opportunities offered by the new programme generation to implement mobilities for learners in adult education under KA1 are not yet being fully utilised. However, more than half of beneficiary organisations in all countries indicate plans to carry out mobility activities for learners in Key Action 1 in the future, suggesting a positive development toward the future with higher absorption rates of funds expected. Specific obstacles identified for KA1 mobility for adult learners, in addition to the general obstacles mentioned at programme-level, include a lack of awareness and knowledge about this opportunity for adult learners; limited alignment of mobility with organisational goals; lack of access to adult learners; specific obstacles at the learner level; difficulties in finding and incentivising hosting organisations; lack of clarity about inclusion support principles; and issues related to programme documents and guidance.

Large share of beneficiary organisations has no Erasmus+ accreditation for mobility, showing potential for further communicating this opportunity to this field.

### Impact at organisation level

Erasmus+ has been widely utilised by organisations in Europe to improve their learning offer and further develop their structures and processes by paying more

attention to inclusion and diversity, digitalisation, the green transition and democratic life and civic engagement.

Most of the beneficiary organisations systematically participate in international networks and internationalisation activities, and almost half has an internationalisation policy or strategy. Additional analyses of differences between accredited and non-accredited organisations for KA1 mobility show that accredited organisations are slightly better positioned than the average in terms of all these characteristics. For a large majority, Erasmus+ has contributed to further strengthening their internationalisation activities. Almost all surveyed organisations state that by participating in Erasmus+, their organisation has improved the management of international projects and become more aware of their added value, also strengthening their international network. The least improved aspect is the funding for internationalisation within organisations, but even in this respect, half the organisations show improvements.

Around 60 percent of responding institutions have developed curricula, training modules, language courses, or pedagogical concepts within KA2 projects. Other frequently occurring products are a website, an online tool, a handbook or guideline, or didactic material for teachers or staff. To a lesser degree, a book or publication, position paper, or the development of webinars or blended learning courses are mentioned. The outputs of KA2 projects have been successfully utilised by the beneficiary organisations. Three out of four organisations indicate that the outputs have been utilised rather or very much and only a few respondents stated that they have not been utilised at all. A wide majority of all respondents also see a measurable change in their own learning offer, which is better aligned with the needs of adult learners/participants as a result of participating in Erasmus+. In addition, the majority note an improved cooperation with other organisations promoting the self-reliance of adult learners, but also organisational improvements in the fields of digitalisation and digital competencies. The extent to which accessibility has improved (and the voice of the learner been included) scores lower but is still regarded as an impact of Erasmus+ participation by just over half of the beneficiary organisations. Despite of the great take up of outputs developed, country studies point on different challenges achieving impact. In KA2, impact could be hampered by lacking quality of products, lack of management support and dedicated staff, limited time and capacity, lack of external recognition of what has been developed, and limited practical applicability of knowledge and outputs developed.

### Impact on horizontal priorities

The analysis shows that most of the beneficiary organisations surveyed have several conditions in place facilitating inclusion and diversity, digitalisation, greening, and active citizenship. Nevertheless, some conditions are less forthcoming, such as dedicated strategies/ plans and dedicated staff for inclusion and diversity. Digital strategy and action plans for digitalisation, as well as digital support for learners with special needs for digitalisation, are also less forthcoming, just like the use of ecolabels/certificates and monitoring arrangements for calculating the ecological footprint for organisations to facilitate green transition. Finally, structures that allow learners to influence the learning offer, as well as an established strategy for promoting active citizenship, is less mentioned as a condition for facilitating participation in democratic life, common values, and civic engagement. In the coming years, the study will measure the progress in the extent to which these conditions are

met. Asking beneficiary organisation about the improvement made on each of these horizontal priorities, the most significant improvement is in digitalisation and inclusion & diversity, and active citizenship, where respectively 66%, 65% and 62% of organisations indicated an improvement. Attention to the environment and the fight against climate change scores lower, with 53% of organisations reporting improvement. According to interviews and case studies, the increasing progress in the field of digitalisation was significantly facilitated by the implementation of digital tools during the Covid-19 pandemic, when all meetings and events had to be organized remotely.

### Impact at staff and learners' level

Participation in Erasmus+ projects offer staff members in the AE sector new opportunities to develop their skills and competences. Not surprisingly, the biggest impact as seen by beneficiary organisations is on their international competences. This includes for instance knowledge about project management rules and good practices in Erasmus+. In the case of KA1, case studies also reveal that participation in a mobility programme helps to empower and motivate adult educators to carry out Erasmus+ mobility programmes for learners themselves. Moreover, the participation in Erasmus+ also increases the ability to communicate and work together in multinational teams. Staff members especially develop their awareness about cultural differences and differences between education and training systems, as well as a sense of the potential benefits of international cooperation and a subsequent commitment to internationalisation. Improved language skills are also highlighted as direct impact of Erasmus+. A second important impact of Erasmus+ is on the pedagogical and didactical skills of the staff from funded organisations. The impact differs between the typical tasks of adult educators, being highest on the capacity to identify learning needs and develop new learning pathways. Overall, respondents notice a positive impact on engagement into innovation processes. Involved staff members in some cases act as multipliers within their organisation, which can influence the strategic direction of the organisation, especially in smaller organisations or in the case of management staff.

Erasmus+ also has a significant impact on adult learners. The study shows that it expands the learners' social environment, but also improves their chances of advancement and allowing them to gain new contacts outside of their learning pathways. To a lesser degree, beneficiary organisations see that learners have better chances in the job market and that other learning pathways of their organisation have become more accessible to them. The least reported impact, but still by the majority of the respondents, is that learners have become more assertive. Examples thereof are given in the interviews, such as stimulation of personal growth, development of skills, knowledge of other countries and cultures, and advancement to the labour market or education, which is proof of the important added value of Erasmus+.

In KA1, impact on learners and staff depends mostly on the quality of the preparation, the support to learners during the mobility and the quality of follow-up activities.

### Impact at system level

While Erasmus+ projects have positively impacted other organisations and the adult education sector, having a more substantial role in influencing policymaking remains

an area that could be further developed. Government policies at local, regional, and national levels seem less influenced by Erasmus+ initiatives. Both local and regional policy adjustments are limited, according to beneficiary organisations. A significant barrier to witnessing a broader impact is the small scale and narrow scope of most projects, combined with the difficulty in monitoring their extended influence once the projects have ended. Moreover, not all countries have dedicated umbrella organisations for adult education that could facilitate the transfer of knowledge between Erasmus+ projects and policy. Factors stimulating impact include participating in local and regional networking events, regional and national networks of educational institutions, and involving policy stakeholders in Erasmus+ activities.

### Concluding table with achievements and challenges

The Table 1 below provides a summary of achievements and challenges identified. For each challenge policy pointers are identified in chapter 6 of the report, for future consideration to strengthen the inclusiveness and impact of the Erasmus+ programme. For each policy pointer, the responsible party is indicated who should provide a follow up.

TABLE 1. CONCLUDING TABLE WITH ACHIEVEMENTS AND CHALLENGES

| Achievements | Challenges |
|---|---|
| • Erasmus+ reaches a high variety of AE organisations and learners<br>• Beneficiary organisations value Erasmus+ and remain loyal to the programme<br>• Organisational embedding of internationalisation has improved<br>• Most developed outputs are mainstreamed in regular offer<br>• Projects contribute to the Erasmus+ horizontal priorities<br>• Erasmus+ improves staff member's professional skills<br>• Participation in Erasmus+ improves the skills of adult learners and their social integration | • Not all types of organisations are reached yet<br>• Potential for increasing synergies between KA1 and KA2<br>• Potential to strengthen the impact of the programme at organisation, staff, and learners level<br>• A difficult start for KA1 mobility for adult learners, but a promising future<br>• Limited impact at system level by lack of dialogue between programme and policy level |

# Part B – MAIN REPORT

# 1 Introduction

## 1.1 Erasmus+

Since the 1920s at the latest, international cooperation in adult education has been seen, sometimes more, sometimes less, on the one hand as a contribution to peace and international understanding, and, on the other hand, as a means of further developing national systems and practices.[1] With the Grundtvig programme, which was merged into the Erasmus+ programme in 2014, the European Union (EU) has been promoting international exchange in adult education since 2000. The importance of adult education in European educational cooperation, which was consistently low in terms of the proportion of funding compared to other areas of education in Erasmus+, has grown since 2021.[2]

With the Erasmus+ programme, the EU promotes international mobility and cooperation in the fields of **education, youth and sport.** In line with the guiding principle of lifelong learning, the programme addresses learners and educational institutions in all areas of education, from early childhood education to adult education via school, higher education and vocational education and training, as well as sports and youth work. The programme actions are intended to contribute to sustainable growth, secure high-quality jobs for citizens, promote innovation and strengthen social cohesion, European identity and active citizenship.

In the 2021-2027 period, as in the previous funding period (2014-2020), Erasmus+ comprises three **Key Actions (KA).** These concern the learning mobility of individuals (KA1), cooperation between organisations and institutions (KA2) and support for policy development and political cooperation (KA3).

In Key Actions 1 and 2, funding measures are implemented in a decentralised manner by Erasmus+ National Agencies (NA).[3] Their tasks include publicising and providing information about the programme, supporting applicants and beneficiaries, implementing the funding processes and cooperating with the European Commission and other NAs. The following objectives are pursued:

- **KA1 (learning mobility of individuals):** This key action aims to promote the personal, professional and social development of learners and educational staff through international mobility. Additional aims lie in the internationalisation and professionalisation of the participating organisations. Ultimately and in the long term, projects should contribute to political reforms and the increase of resources for mobility throughout Europe.

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[1] Knoll, J. (1999). "Internationalität" in der Erwachsenbildung-Weiterbildung. Eine zeitgeschichtliche Skizze. DIE Zeitschrift Für Erwachsenenbildung, 6(2), 35–37.; Grotlüschen, A. u.a. (2022). Erwachsenenbildung in internationaler Perspektive: Grenzen und Chancen. Schriftenreihe der Sektion Erwachsenenbildung der Deutschen Gesellschaft Für Erziehungswissenschaft.

[2] The total budget for Erasmus+ in the 2021-2027 funding period is around 26.2 billion euros, almost twice as much as in the previous funding period (2014-2020). The share of the budget for adult education in the funding for educational measures has increased from 4.9% to 5.8%, while it has been reduced from 44.3% to 34.6% for the higher education sector, for example (European Commission (2019). 2020 annual work programme: "Erasmus+": the Union Programme for Education, Training, Youth and Sport. p. 129; European Commission. (2023). 2024 annual work programme: "Erasmus+": the Union Programme for Education, Training, Youth and Sport. p. 142).

[3] https://erasmus-plus.ec.europa.eu/national-agencies

- **KA2 (cooperation among organisations and institutions):** This key action aims to support the development, transfer and/or implementation of innovative practices at organisational, local, regional, national and European level. In the long term, it should contribute to positive effects on the participating organisations as well as on the education systems.

In the new Erasmus+ funding period 2021-2027, some **innovations** were introduced for the adult education sector **compared to the previous programme period (2014-2020).** In KA2, there is now a new project format called "Small-Scale Partnerships", which is particularly suitable for small and/or less internationally experienced organisations as a first step in Erasmus+. Projects consist of a cooperation between at least two organisations from two partner countries. The duration is shorter, and the administrative burden is lower than for the "Cooperation Partnerships", which still exist as well. In KA1, funding is now available also for the mobility of adult learners. Until 2021, mobility measures in KA1 were only intended for the staff of educational institutions. In addition, organisations can now apply for an accreditation in KA1 for the whole programme period. Accreditation gives them access to funding for the implementation of mobility measures for learners or staff with comparatively little effort. In addition to accreditation, however, it is still possible to carry out a limited number of mobility activities via short-term projects.

In the field of adult education, the Erasmus+ programme aims to strengthen the socio-economic resilience of adults and increase their participation in lifelong learning. Participating organisations should actively promote inclusion and diversity, environmental sustainability, digital education and civic engagement and participation.[4]

## 1.2 Purpose and key question of the study

The impact of Erasmus+ on adult education learners, teachers, volunteers and organisations in the field of adult education has not been the object of many research activities in Europe so far. A transnational research network (RIA-AE Network: *Research-based Impact Assessment in Erasmus+ Adult Education Programmes*), funded by Erasmus+, has therefore been set up to initiate and coordinate research and monitoring activities. Its aim is to foster transnational comparative research and to provide evidence to assess the impact of international cooperation and mobility projects in adult education, while also contributing to the further development and quality improvement of the Erasmus+ programme (see Annex I). Founded in 2022, the network is permanently open to new members and counts NAs from 15 EU member states and Türkiye at the beginning of 2024.[5]

In 2023/2024, the RIA-AE network implemented for the first time a coordinated transnational monitoring study on the impact of Erasmus+ in the field of adult education. The study focuses on the impact of Erasmus+ Key Actions (KA) 1 and 2 on the funded organisations, the learners and the adult education sector in the participating countries of the RIA-AE network. Particular attention is paid to the

[4] European Commission (2023). Erasmus+ programme guide. p. 114.

[5] Austria, Czech Republic, Finland, France, Germany, Hungary, Italy, Latvia, Liechtenstein, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Türkiye.

question of the extent to which impacts are evident in connection with the horizontal priorities of the programme set by the EU: Inclusion and diversity; digital transformation; environment and fight against climate change; participation in democratic life, shared values and civic engagement.[6] The study identifies factors that contribute to the observed impacts feeding further development of the programme at national and European level for strengthening the impact of the programme.

To analyse the effects of Erasmus+, the monitoring study is based on a multi-level model of adult education.[7] Impacts can therefore be observed at different levels, which are interrelated. At the micro level, the effects of Erasmus+ on individuals – learners and educational staff – are analysed, for example, in relation to their learning outcomes, their personal development or their teaching and learning practice. At the meso level, the focus is on the funded organisations, their structures and their learning offer. Finally, at the macro level, the focus is on political and institutional framework conditions and adult education as part of the education system.

This first transnational monitoring study on the impact of Erasmus+ in adult education addresses the following key questions:[8]

- How **accessible and inclusive** is the programme for the respective target groups? (Chapter 2)
- How does participation in KA1 and KA2 projects affect the funded **adult education organisations**? (Chapter 3)
- What impact does participation in KA1 and KA2 projects have on the **staff** of the funded adult education organisations? (Chapter 4.2)
- What impact do KA1 and KA2 projects have on **learners in adult education**? (Chapter 4.3)
- What impact do the projects in KA1 and KA2 have on **other adult education organisations** and on **political developments**? (Chapter 5)
- What conclusions can be drawn regarding **the effectiveness** and the further development of the Erasmus+ programme? (Chapter 6)

The indicators, data collection and analysis instruments used to answer these key questions are based on the impact model of Erasmus+. The impact model establishes a link between the objectives of the programme, the measures implemented, the results achieved and the intended impacts (see Figure 1).

[6] European Commission (2023). Erasmus+ Programme Guide.

[7] See, for example Brüning, G. & Kuwan, H. (2002): Benachteiligte und Bildungsferne - Empfehlungen für die Weiterbildung. Bielfeld: wbv.; Schrader, J. (2011): Structure and change in continuing education. Bielefeld: W. Bertelsmann Verlag, p. 107; Schrader, J. (2019): Institutional framework conditions, providers, programmes and teaching-learning processes in adult and continuing education. In: Olaf Köller et al. (eds.): The education system in Germany. Bad Heilbrunn: Verlag Julius Klinkhardt (4785), p. 704.

[8] A specification of the key questions of the monitoring study can be found in Appendix I.

FIGURE 1: INTERVENTION LOGIC ERASMUS+ IMPACT ON THE ADULT EDUCATION SECTOR

## 1.3 Existing studies on the impact of Erasmus+ on adult education

To date, limited research has been conducted in European countries to assess the impact of Erasmus+ on the adult education sector. An inventory compiled for this study indicates that relevant impact studies have only been implemented in a few countries, specifically Austria (1), Finland (1), Germany (2), Italy (7), Latvia (1), The Netherlands (1), Portugal (3), Slovenia (2), and Türkiye (1). These studies are often conducted in the context of Erasmus+ evaluations; in other instances, they are dedicated studies measuring the impact of KA1 and KA2 at the staff or organisational level (see Annex 2). In total, 11 projects focus on the impact on staff mobility (in Finland, Germany, Italy, The Netherlands, Portugal, and Slovenia), six on the organisational level (Germany, Italy, The Netherlands, Slovenia), and four on the system level (Austria, Latvia, The Netherlands, and Portugal). Only one study is dedicated to measuring the impact of Erasmus+ on adult learners (in the Netherlands). Additionally, four projects address two or more levels (such as those in Germany, Italy, The Netherlands, and Slovenia).

**These studies show a variety of methodologies.** Most of the time these concern surveys (9 studies) amongst beneficiary organisations (7) and staff (2). No studies are reported that are based on surveys amongst adult learners. Studies including interviews are more limited (3 studies) and these mostly address project coordinators (4) and only in one case staff are interviewed (1) or adult learners (2). In total 5 studies were based on project reports/ data, including final reports and participant reports. Studies applying a multi-method approach are scarce (4) and limited research is done among the group of adult learners.

Generally, studies report positive outcomes of Erasmus, often based on self-reporting surveys amongst beneficiary organisations or based on final reports/participant reports. These outcomes concern professional knowledge (didactics, thematic expertise, language, project management skills), better intercultural awareness, and soft skills (e.g. respect and esteem, transparency, social and environmental responsibility, tolerance, awareness, communication) of participating staff. Studies also report improved (digital) learning offer of beneficiary organisations, by applying new (innovative) learning tools and materials, as well as methods of teaching and for assessing and validating knowledge acquired in both formal and non-formal learning, also based on good practices in other countries.

**As indicated limited evidence is collected on the impact of Erasmus+ at the system level,** with a positive example in Austria pointing on that Erasmus+ contributed to the promotion of women in VET/ Adult Education and professionalisation of relevant stakeholders in the field of adult education. Country studies point on the added value of Erasmus+, especially for countries lacking funding for adult education.

**Limited research projects are undertaken that provide insights into the broader societal effects of Erasmus+,** such as how Erasmus+ contributes to social inclusion, empowerment, and well-being, especially among marginalised groups or people in vulnerable positions. There is also a research gap regarding the effects of Key Action 1 on adult learners, which is partly because the possibility of mobility for adult learners was only introduced in the current funding period.

**Studies also highlight stimulating and hampering factors for realising impact,** addressing the importance of setting clear impact goals from the start, selecting relevant project themes that are addressing urgent needs, involving relevant project

partners from system level, and communication/marketing of project results. Finally, the impact depends on the quality of the outputs produced, the available resources, and the organisational culture and support for adopting the developed outputs.

## 1.4 Survey design

The monitoring is based on a transnational survey concept agreed within the RIA-AE network. The data for this study was collected and analysed in accordance with this concept based on five standardised modules. All or selected modules are implemented in the countries participating in the RIA-AE network and the results are analysed in a transnational study (see Figure 2).

FIGURE 2: MODULES FOR COLLECTING AND ANALYSING MONITORING DATA IN THE RIA-AE NETWORK (SOURCE: OWN ILLUSTRATION)

*Source: prepared by the authors*

**In total, 15 countries participated in the first survey round**, though to varying degrees. Twelve countries participated in the document analysis, while 15 countries took part in the online survey amongst beneficiaries. Case studies were implemented in 10 countries, while interviews with adult learners were conducted in 9 countries. Finally, interviews with non-participating organisations were carried out in 6 countries. These research activities resulted in 13 country reports, [9] since some newcomer countries decided only to participate in the online survey with the purpose to feed the EU wide analysis.

### 1.4.1 Module 1: Analysis of existing programme data and project documents

**Module 1 (document analysis) comprises the analysis of existing studies, programme and project documents** as well as the data collected by the European Commission and the National Agency as part of the funding processes and for monitoring purposes. The latter are in particular data on the applicant and funded organisations and their projects, as well as the reports of the participating staff in

[9] While writing this report still one country report (form Romania) is pending, and four country reports are not completely finalised yet (Austria, Hungary, and Portugal).

KA1. [10] They mainly consist of answers to standardised questions. Project applications and project reports were not systematically analysed as part of this first monitoring study. Instead, those were only used for the case studies, despite their rich potential for qualitative content analysis. This is due to the fact that these reports, although available electronically, could not be retrieved from the European database in a format allowing for systematic qualitative analysis.

The period examined in this first monitoring round, from 2018 to 2022, comprises two different programme generations (2014-2020 and 2021-2027). This poses a number of challenges, as the EU Commission's databases and the data collection tools have changed during this period. In addition to the European tools QlikView, QlikSense and the Mobility Tool+, which are available to the NAs for monitoring and programme management purposes, the publicly accessible Erasmus+ Results Platform was also used to generate data. Selected findings based on these data are included in the reporting. To meet the requirements of an impact study, the analysis focuses on organisations that completed at least one project between 2018 and the end of 2022.

### 1.4.2 Module 2: Online survey of funded adult education organisations

**An online survey was organised in 15 countries** addressing all organisations that implemented and completed at least one project in KA1 or KA2 between 1 January 2018 and 31 December 2022.[11] For organisations that participated in more than one project, only one person – usually the project coordinator of the most recent project - received an invitation to take part in the survey. In total 986 respondents over 15 countries (partially) completed the online survey, resulting in an average response rate of 41% across all countries. Countries differ in their response rate (see Figure 3 for more details). The responses were analysed at the EU level, and for each question, a decision was made regarding which respondents to include in the analysis based on completed answers for that question. For some questions, no data is presented for the Netherlands because the Netherlands followed a different methodology. Their research activities were already implemented in 2023, before the launch of the first survey round, which informed the research approach of the RIA-AE network. Consequently, some questions were not yet included in the online questionnaire for beneficiary organisations in the Netherlands, or they were slightly differently phrased, and subsequently left out of the EU-wide analysis. Another point of attention is the small number of respondents from Liechtenstein, which is explained by the low number of actual projects. As a result, the outcomes should be treated with caution. Survey outcomes are statistically tested on significant differences between countries and type of organisations.

[10] Aggregated results of impact perceptions on learning outcomes by mobile staff members in KA1 project were only available for the years 2018-2020.

[11] Contact persons from beneficiary organisations were selected for projects with a start date of 1 January 2018 at the earliest and an end date of 31 December 2022 at the latest in accordance with the grant agreement. For technical reasons, only the contact details of the project coordinators could be accessed in Key Action 2, so that partner organisations participating in projects coordinated by an organisation in another member state are not included in the sample.

TABLE 2. TOTAL NUMBER OF RESPONSES AND RESPONSE RATE TO THE SURVEY PER COUNTRY AND EU LEVEL

| Country | Number of respondents | Response rate (%) |
|---|---|---|
| **CZ** | 63 | 90% |
| **PT** | 93 | 73% |
| **LV** | 45 | 64% |
| **SL** | 48 | 63% |
| **LI** | 6 | 60% |
| **FI** | 40 | 60% |
| **AT** | 43 | 57% |
| **RO** | 77 | 52% |
| **IT** | 132 | 44% |
| **TR** | 97 | 43% |
| **NL** | 64 | 38% |
| **DE** | 101 | 36% |
| **FR** | 74 | 31% |
| **HU** | 25 | 29% |
| **PL** | 92 | 20% |
| **Total** | 986 | 41% |

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 1.4.3 Module 3: Case studies

**Only in 11 countries case studies have been implemented.** In total **62 case studies** have been carried out. [12] The purpose of the case studies was to gain additional insights into the impact mechanisms of the programme and to collect examples to illustrate the results of the online survey. The case studies were conducted in organisations that differed as much as possible in terms of type of organisation (umbrella organisations versus single education providers), size, geographical location, thematic focus and experience in Erasmus+ (KA1 versus KA2, many versus few projects). In every organisation, interviews were conducted with project coordinators/management, staff members and, whenever it was possible also with learners. Most interviews were implemented on site. Depending on the constellation, the interviews were conducted individually or in small groups, for example if teachers or learners had taken part in a group mobility together. The interviews were recorded and subjected to a thematic content analysis in line with the research questions.

[12] Since the country report for Hungary had not been finalised at the time of preparing the EU synthesis report, the results of the case studies in Hungary have not been included in this report.

### 1.4.4 Module 5: Interviews with learners in adult education

Only since 2021 has the mobility of adult learners (individual or group mobility) been eligible for funding as part of KA1 projects and KA1-accredited institutions. The study is particularly interested in findings on the effects of mobility at an individual level and on obstacles that can make participation in mobility programmes more difficult. Due to the COVID-19 pandemic, international learner mobility was still severely restricted until 2022, meaning that very few learners in participating countries had taken part in mobility programmes at the time of data collection. Only in **9 countries** interviews were implemented with adult learners that participated in a KA1 mobility action. In total **105 adult learners were interviewed.**

### 1.4.5 Module 4: Interviews with non-participating organisations

To analyse the obstacles to participation in Erasmus+ at the organisational level, **22 telephone interviews** in five countries were conducted with organisations that had not participated in Erasmus+ in recent years or with which the NA had been in contact for the purpose of acquiring project applications and which had ultimately decided against submitting an application.[13]

[13] Since the country report for Hungary had not been finalised at the time of preparing the EU synthesis report, the results of the interviews with non-participating organisations in Hungary have not been included in this report.

# 2 The accessibility and inclusiveness of Erasmus+

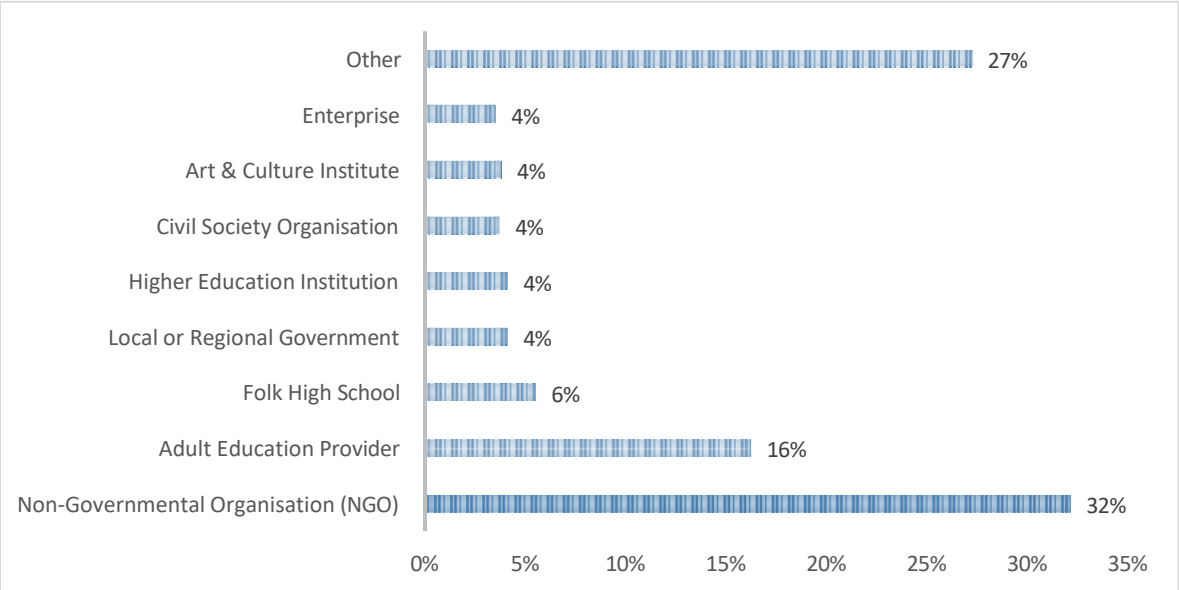
## 2.1 Introduction

**Inclusion is one of the priorities of the Erasmus+ programme**, making it crucial that the programme appeals to organisations that have not previously benefited from Erasmus+, as well as to vulnerable participants who might otherwise be less likely to engage in internationalisation activities. This chapter discusses the characteristics of AE institutions that participated in Erasmus+ during the previous and current programme periods, as well as the characteristics of adult learners who benefit from the developed outputs (KA2) and/or mobility (KA1). Based on this analysis, statements can be made about the accessibility and inclusiveness of Erasmus+ in participating countries.

## 2.2 Participating organisations in Erasmus+

Across countries, many types of organisations have participated in Erasmus+ (KA1 and KA2 mobility), representing the wide diversity of the adult education sector. According to the survey among beneficiary organisations, most of them are Non-Governmental Organisations (NGOs), followed by adult education providers, accounting for 32% and 16% of the beneficiary organisations, respectively (see Figure 3Figure 3). To a lesser extent, folk high schools, local or regional governments, higher education institutions, civil society organisations, art and culture institutes, and enterprises were mentioned, each comprising between 3.5% and 5.5% of beneficiary organisations. The "others" group consists of a wide variety of organisations, including labour unions, media organisations, employer organisations, child day care/kindergarten, and many more.

**FIGURE 3: TYPE OF ORGANISATIONS THAT PARTICIPATED IN KA1 AND KA2 IN THE PERIOD 2018-2020 (N=997)14**




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

[14] Question: Which category describes best the organisation you work for?

**Looking in more detail at the distribution of organisations in countries, we see some variation compared to the EU average.** NGOs are relatively more active in the programme in Austria, the Czech Republic, France, Latvia, Poland, and Romania compared to other countries. Adult Education providers also participate more frequently in the programme in Austria, the Czech Republic, Finland, Italy, and Slovenia. Folk high schools are more active in Turkey and Germany, while higher education institutions are more involved in the programme in the Netherlands, Portugal, and Turkey. In Hungary, there are relatively more civil society organisations active, while social enterprises are notably active in Austria, Germany, Italy, and Slovenia. Art and culture institutes are more active in Finland, Liechtenstein, the Netherlands, Poland, and Slovenia. Welfare organisations are relatively more active in the Czech Republic, the Netherlands, and Portugal, while enterprises are more active in Austria, Liechtenstein, Latvia, and the Netherlands. It should be noted that this variation can also be attributed, at least in part, to the unique characteristics of adult education systems within each country. These distinctions are influenced by the historical context and the specific allocation of responsibilities between government and private sector entities.

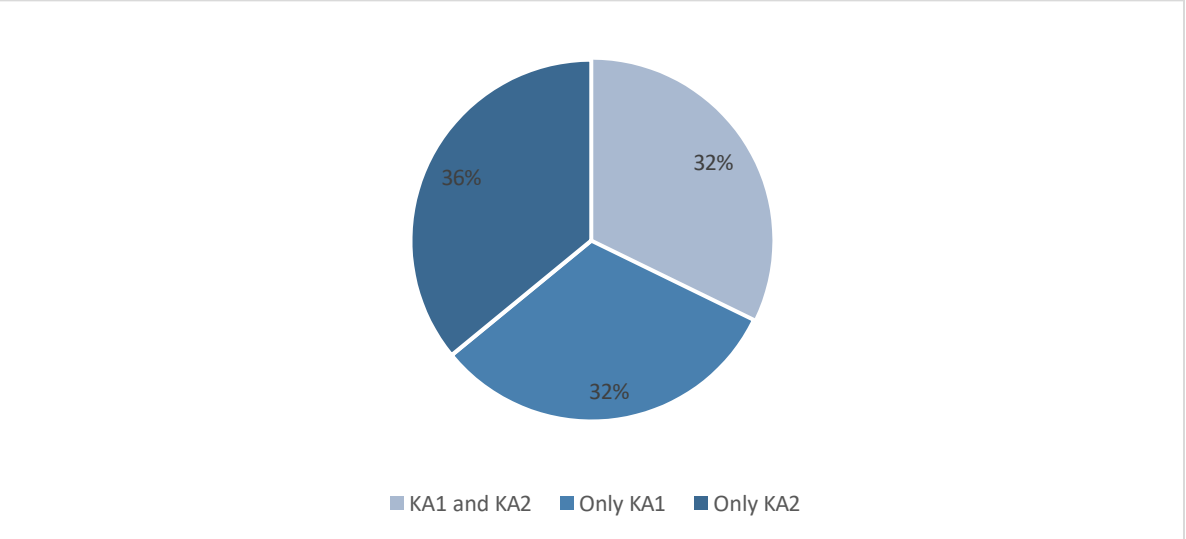
Overall, country reports indicate that beneficiary organisations reflect the heterogeneity of organisations active in their adult education sectors, with a few exceptions. The Dutch country report notes that they expected more participants representing regional education centres, libraries, and municipalities, all of which play an important role in the Dutch AE sector. Other country reports mention challenges in reaching organisations in remote areas, such as in Germany, where the geographical distribution of funded organisations shows strong disparities between the old (Western) and new (Eastern) federal states. Also, for Austria it was indicated that there is an overrepresentation of organisations from Vienna or other state capitals among the participants. Not all relevant organisations are therefore reached to the same extent, pointing to challenges in strengthening the outreach activities of the NAs. For Türkiye it was observed, while various organisations participate in Erasmus+, that most beneficiaries being large public institutions with substantial staff numbers.

**A more general pattern across countries is that organisations are often only active in one of the Key Actions and not both** (see Figure 4 below). Only one third (32%) of beneficiary organisations have been active in both types of Action, while two third of the responding organisation are active in KA1 (32%) and KA2 (36%). A few country studies indicate that the type of beneficiary organisation differs significantly between KA1 and KA2. In Germany, KA2 addresses an extensive range of organisation types compared to KA1 where adult education providers play a significant role. KA2 in Germany involves organisations that do not have direct contact with learners, but rather work in the field of research and development or perform a support function for education providers, such as consulting, digitalisation, and media. Also, for the Netherlands this conclusion was drawn since the business community (including many consultancies) proves to be a prominent applicant for KA2. Also, for Austria, the data shows that the types of organisations differ between actions. Both accreditation and projects under KA1 are more used by large/traditional players in the Austrian adult education sector (e.g., members of KEBÖ) compared to other actions. Differences are also reported in Austria between type of organisations participating in small-scale partnerships versus larger cooperation partnerships. In small-scale partnerships, both large and small players in the adult education sector in Austria participate, especially (smaller) associations. By contrast, larger

cooperation partnerships see greater participation from private organisations or companies, as well as social enterprises.

As a result, there are good reasons why organisations do not apply for both key actions. Nevertheless, some country studies still highlight opportunities to strengthen the synergies between both actions, such as the Netherlands. The Dutch report points on the potential to better embed mobility of adult learners in existing KA2 projects; to test the developed output (such as training courses or workshops) or make lasting use thereof in future through organising exchanges of adult learners between partners. These partnerships and the developed training courses provide a framework within which mobility of adult learners can be realised. However, according to the country report, these opportunities are often not considered due to a lack of resources, limited fit of the action with organisational objectives, a lack of prospects for a successful application, or a lack of direct access to learners in the case of KA1.

FIGURE 4: TYPE OF INTERNATIONALISATION ACTIVITY(IES) THE ORGANISATION HAS PARTICIPATED IN SINCE 2018 (N=998)[15]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

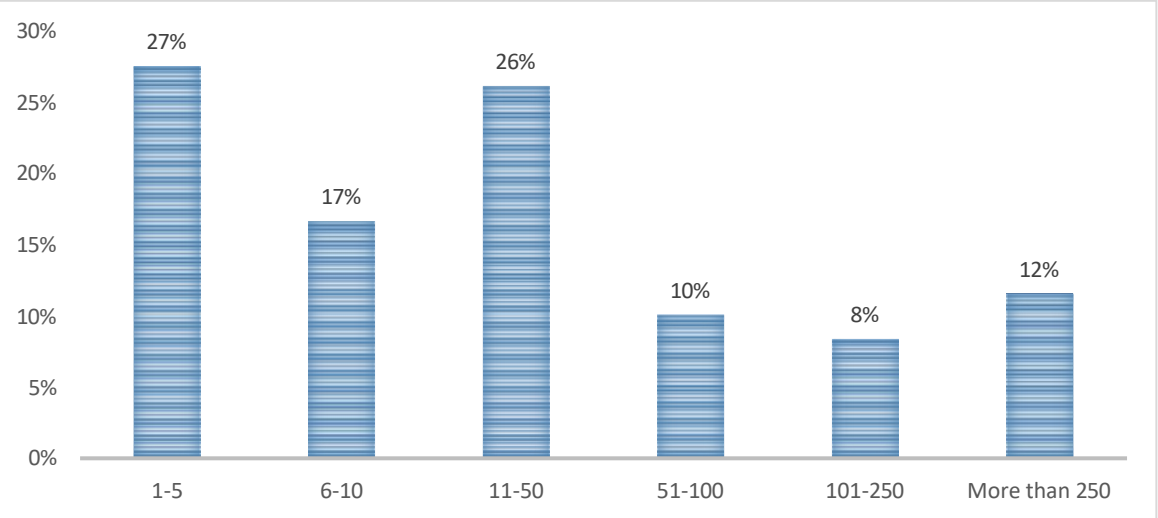
### 2.2.1 Size of participating organisations

**The number of staff members and adult learners can be used to estimate the size of an organisation**. In the survey of organisations that have completed projects in the Erasmus+ programme since 2018, 70% of the responding organisations stated that they had up to 50 people working for them (see Figure 5). A large proportion of them even have only 1-5 (27%) or 6-10 (17%). Additionally, 12% of the organisations state that they have more than 250 staff members. Based on these figures one can conclude that beneficiary organisations in the adult education sector are mostly small, with limited capacity for internationalisation activities.

[15] Question: Which internationalisation activity(ies) within the Erasmus+ program has your organisation participated in since 2018? *Multiple answers possible.*

**Another way of assessing the size of the organisations is by the number of learners** (see Figure 6).[16] The results of the survey show that almost a third of the organisations reach more than 250 learners (30%). A further 28% of organisations reach 51-250 learners, and 40% state that they reach up to 50 learners (with 11% reaching 1-10 learners). A very low percentage of organisations indicated that they do not address any adult learners. This is probably due to the type of organisation and participation in Key Action 2, where learners are not necessarily directly involved in the activities.

FIGURE 5: NUMBER OF STAFF WORKING IN THE ORGANISATION AT THE END OF 2022 IN % (N=993)[17]

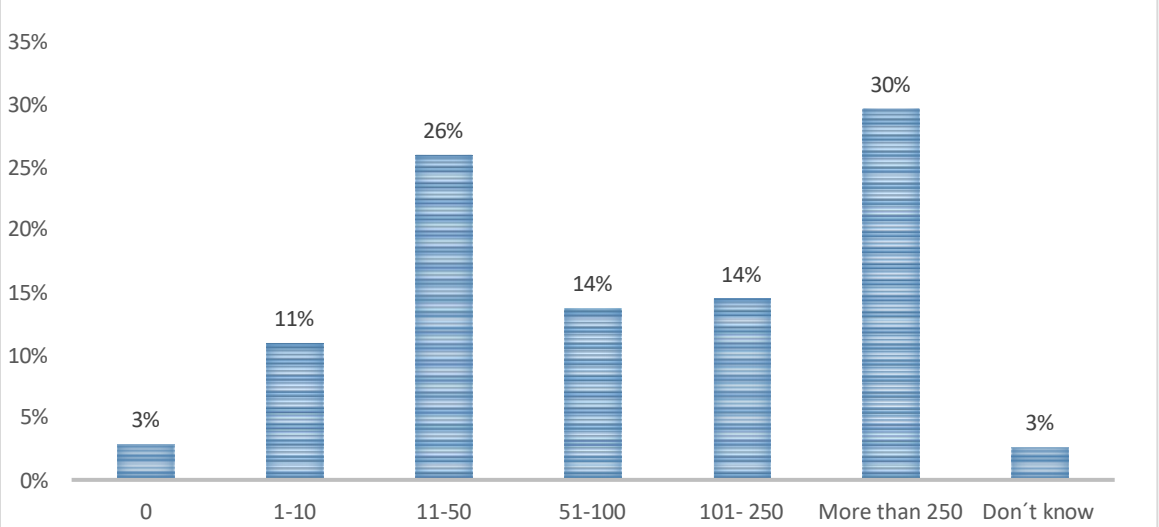



*Source: Online survey beneficiary organisations RIA-AE network (2024)*

[16] An adult learner is any adult who, having completed or being no longer involved in initial education or training, returns to some forms of non-vocational continuing learning (formal, non-formal or informal).

[17] Question: How many staff worked in your organisation at the end of 2022? If you do not know exact numbers, please give an indication.

FIGURE 6: NUMBER OF ADULT LEARNERS THAT PARTICIPATED IN LEARNING ACTIVITIES IN 2022 (N=919)[18]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 2.2.2 Newcomers to the programme

A sign of the inclusiveness of the programme is the openness of the programme to newcomers, next to returning applicants. The survey of participating organisations shows that **80% of the organisations surveyed participate in the programme more than once** (see Figure 7 below). Around one third (35%) of the organisations even stated that they had been involved in five or more projects in KA1 and KA2. This could also be projects that are implemented in other education sector within the programme, since boundaries are fuzzy between adult education and other education sectors, as illustrated by the German report. While there might be a bias in the survey, with more committed organisations being overrepresented among the respondents, the analysis of programme data made at country level confirms the tendency of organisations to re-apply for an Erasmus+ grant, once they have gathered a first experience in the programme.

**Country report Germany**

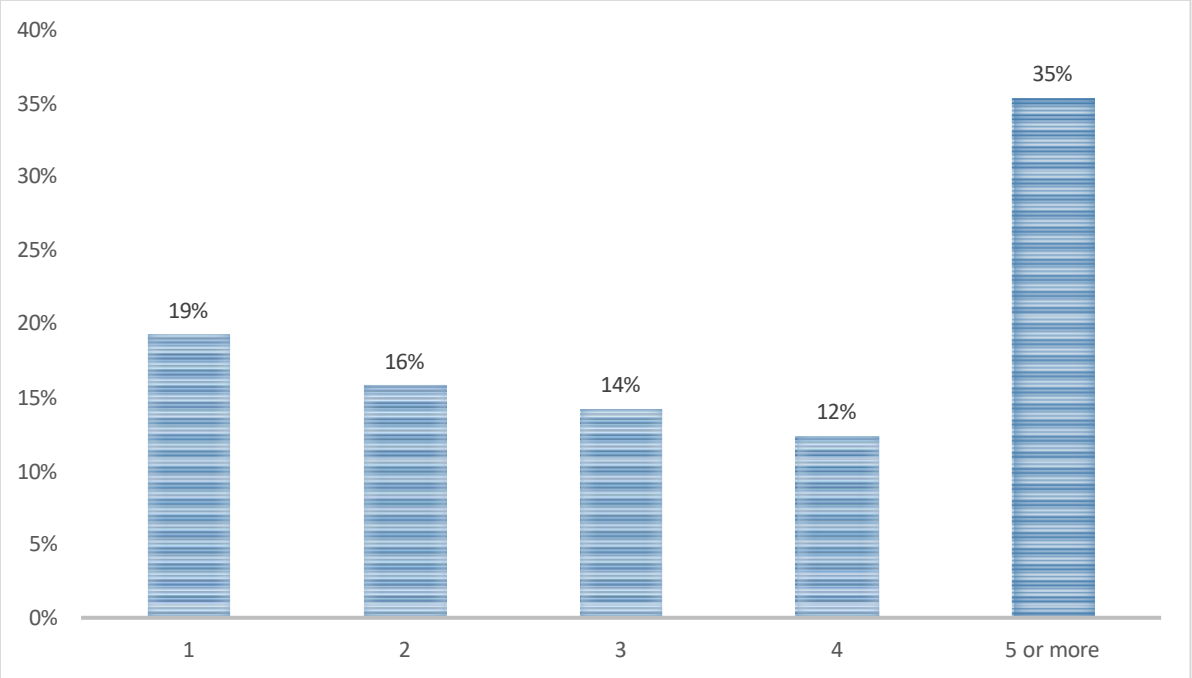
"Education is viewed holistically in our organisation. There are fluid transitions between the educational areas, so we work in a content-orientated way, and the projects live up to this... In the European context, the boundaries between adult education and continuing vocational education and training are becoming more blurred; thinking in these categories does not fit in many countries." (interview).

The programme is therefore attractive, with organisations familiar with it participating multiple times over the years. Conversely, the intensive use of Erasmus+ funding

[18] Question: How many adult learners participated in learning activities provided by your organisation in 2022? If you do not know exact numbers, please give an indication.

opportunities by the surveyed organisations means that the proportion of new entrants to the programme is limited. This raises the question of obstacles that may make it difficult for interested but inexperienced organisations to participate.

FIGURE 7: NUMBER OF PROJECTS (KA1 AND KA2) WITHIN THE ERASMUS+ PROGRAMME ORGANISATIONS HAVE PARTICIPATED IN (AS COORDINATOR OR PARTNER) SINCE 2014 (N=989)[19]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

## 2.3 Adult learners' participation

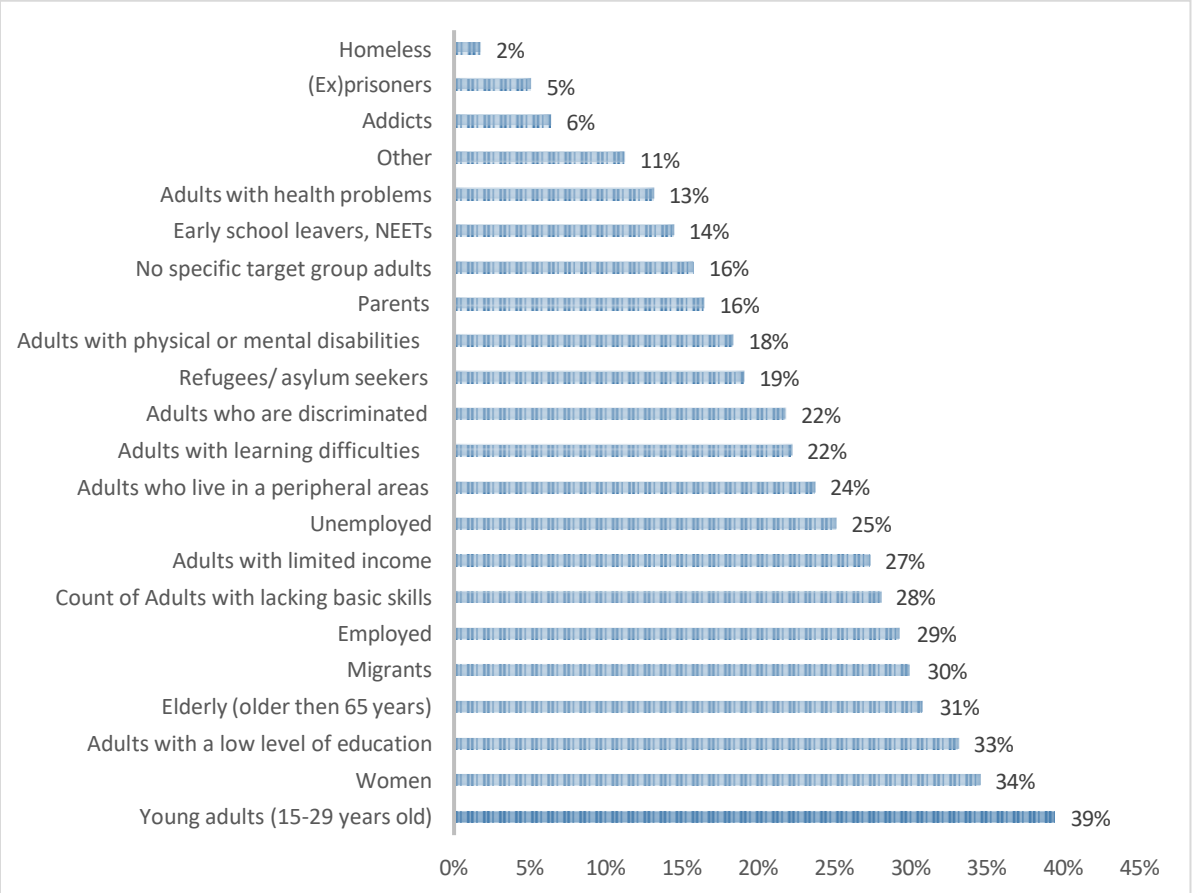
Within the adult education (AE) sector, Erasmus+ aims to support all adult learners, with a particular focus on those in vulnerable positions. However, the programme does not systematically document which specific groups of adults are targeted by KA1 and KA2 projects. To gain insight into the types of adult learners served by Erasmus+, a question addressing this issue was included in the questionnaire distributed to AE institutions.

**Generally, Erasmus+ has succeeded in ensuring that a wide variety of adult learners are addressed** by beneficiary organisations, and most are targeting some form of vulnerable groups. Across countries, organisations often engage with more than one target group through their Erasmus+ activities. The most frequently mentioned target groups are young adults (15-29 years old), followed by women, adults with a low level of education, the elderly (older than 65 years), and migrants (see Figure 8 below). Less frequently mentioned target groups, but still addressed by a relevant number of organisations, include the homeless, (ex-)prisoners, addicts, and adults with health problems. These are also the groups for which a stay abroad is more difficult to organise. In KA2 projects all target groups can benefit from the results of European cooperation in the form of improved and innovative learning opportunities. Interestingly, around 16% do not address any specific target group of

[19] Question: In how many projects (KA1 and KA2) within the Erasmus+ programme have your organisation participated (as coordinator or partner) since 2014?

adults, indicating that they target the general public of adult learners, or no adult learners at all.

**FIGURE 8: ERASMUS+ PROJECT(S) TARGETED GROUP(S) OF ADULT LEARNERS SINCE 2018 (N=996; RESPONDENTS COULD FLAG MORE THAN ONE TARGET GROUP)[20]**




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Additional analysis performed in some of the country reports based on QlikSense data on the gender distribution shows a disparity, with higher participation rates for women than men, which deserves particular attention by the programme. In some countries, like Latvia, this reflects the state of play in adult education, where women participate much more actively in any kind of training. However, in other countries, like Germany, these disparities are less pronounced. Surveys such as the Adult Education Survey for Germany do not reveal such a strong gender difference in participation in continuing education, however, surveys show higher participation of women in student mobility. The German and Latvian country reports also point on a higher level of participation in mobility in the 51-60 age group, possibly explained by a decrease of family obligations at this age, making it easier to organise time abroad.

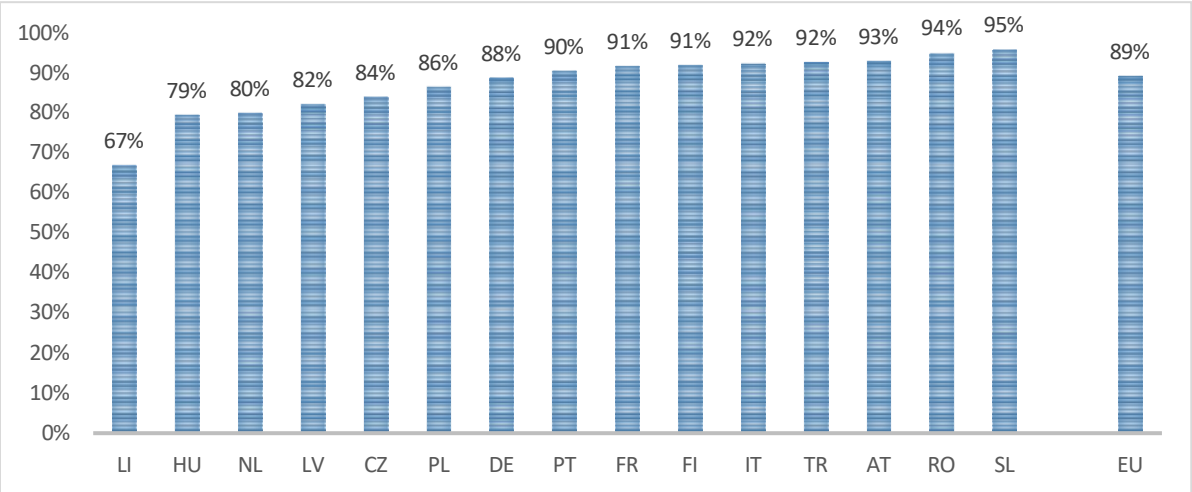
[20] Question: What group of adult learners did your Erasmus+ project(s) target since 2018? More than one answer possible.

## 2.4 Obstacles for participating in Erasmus+

### 2.4.1 General mobility obstacles

Most organisations (89%) that took part in the online survey stated that they intend to apply to the Erasmus+ programme again in the future (see Figure 9 below). Although figures differ between countries, this confirms the picture already presented that most organisations participate more than once in the programme and intent to do this for the future as well. Once funded, organisations remain loyal to Erasmus+ and often carry out more than one project.

**FIGURE 9: INTENTION OF ORGANISATION TO APPLY TO THE ERASMUS+ PROGRAMME IN THE FUTURE (N=886)[21]**




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Despite this very positive attitude towards future participation, many organisations cite **obstacles that make participation more difficult** or, in some cases, prevent them from submitting new applications. Country reports refer to five categories of obstacles: (1) human resource capacity, (2) leadership, (3) costs, (4) partners, and (5) programme-related factors.

- **Human Resource Capacity:** The most mentioned obstacle for applying in the country reports relates to the lack of time and human resources to apply for Erasmus+ funding. This is the most important argument mentioned by non-participating organisations. The organisation and implementation of mobilities is often done on top of regular tasks and often goes beyond regular working hours, making it difficult for volunteers or staff with family commitments to engage in the process. This is often related to the size of the organisations. As reported in the Finnish report, 'having a vast field of activities with only a few paid employees and relying on volunteer work makes it challenging to apply for KA2 projects'.

  Organisations often experience difficulties to release or replace employees who go on mobility to accompany or participate in Erasmus+ projects.

[21] Question: Based on your experience with the Erasmus+ programme, will your organisation apply to the programme again in the future?

Moreover, organisations often don't have an in-house specialist for international projects with detailed knowledge about project planning, writing an application, and English language skills. On the other hand, organisations state that when they have in-house specialists, these individuals are often occupied with other tasks, leaving the organisation without the capacity to prepare a project application. In the country reports of Poland, Latvia and Türkiye language skills were specifically mentioned as barrier, for staff as well learners, hampering the planning and application phase and causing anxiety about one's own capacity to take part in project activities.

Additionally, potential beneficiaries of the programme often work with part-time or temporary staff, making it challenging to plan for long-term projects or secure commitments to international work. Erasmus+ projects require extensive project management (from application to implementation to reporting), which demands staff resources. Another related issue is that people in highly vulnerable situations often require considerable and tailor-made support to participate in mobility actions, which is resource intensive, not sufficiently compensated by the programme.

- **Leadership and management support:** A lack of alignment between Erasmus+ opportunities and the organisation's vision and strategy limit the willingness of leaders to support an application. Management support is also hampered by a lack of awareness of the added value of internationalisation for the organisation, staff, and learners, as well as positive examples of these benefits. Staff need motivation and support from their line managers and peers, not only from the international coordinator or the person working on Erasmus+ projects.

- **Costs:** Country reports refer to the challenge that not all costs are covered by Erasmus+ (such as those for guiding the most vulnerable groups in their mobilities and project management costs). This makes it challenging for organisations to convince management or their funding parties to cover costs beyond what is provided by Erasmus+. This is especially challenging in cases of diminishing government budgets for adult education. External factors such as inflation and rising costs further exacerbate this situation. Costs for hiring substitute staff are also not covered by the programme, causing additional challenges for organisations. Country reports also refer to the perceived risk of coordinating the project, in terms of budget and responsibilities towards partners, especially if it concerns a smaller organisation. Some country report, like Türkiye, refer that the grant is not sufficient for covering all costs made implementing the project, which is hamper the participation of organisations.

- **Finding suitable partners:** Finding suitable and trustworthy partners for cooperation is considered challenging, especially for newcomers to the programme. Finding partners whose working methods and objectives align closely is said to be both costly and time-consuming. When planning mobility activities for adult learners in KA1, some organisations mentioned that it is difficult to find appropriate partners abroad. Since the programme does not provide funding for hosting organisations, there is a lack of incentives for education providers to participate. Those with stable and trustworthy partnerships do not experience the same problem, as sending and hosting

organisations see a clear return on investment by exchanging learners and staff. Country reports also indicate that applicants consider collaboration while preparing an application to be resource-intensive, as it requires finding a common approach for all partners. The Austrian report specifically highlights the challenge faced by KA2 partnerships with unstable collaborations due to the time gap between the application and the project start, which creates uncertainties among applicants.

- **Reporting and application requirements:** Country reports refer to high administrative burden of participation (application and reporting requirements) and organisations interviewed in the case studies plea for simplification, for instance by reducing the number of overlapping questions in the application and project reports. Especially smaller organisations point on their disadvantage to develop successful projects and consider the application procedure as complex. Applicants also experience the online portal of the European Commission as cumbersome and complain about technical problems and bugs. Especially, newcomers are often frightened by the administrative workload and skills needed for participating in Erasmus+, forming a mental barrier to apply.

  Often when organisations have participated, they consider that the benefits outweigh the costs, pointing on biased perception of non-participants on the costs and benefits of the programme. But country reports also refer to the low percentage of approved applications, mainly KA2-applications, due to limited available budgets, resulting in disappointed applicants who have invested a lot of time into their applications without success. In other cases, applicants will not apply at al given the low probability to be successful in the awarding process. In these cases, the investment costs for applying are considered high, especially for smaller organisations. Some refer to the fact that the chances of a successful application were lower in their country compared to other countries, and therefore prefer not to apply in their own country, as mentioned in the Austrian report.

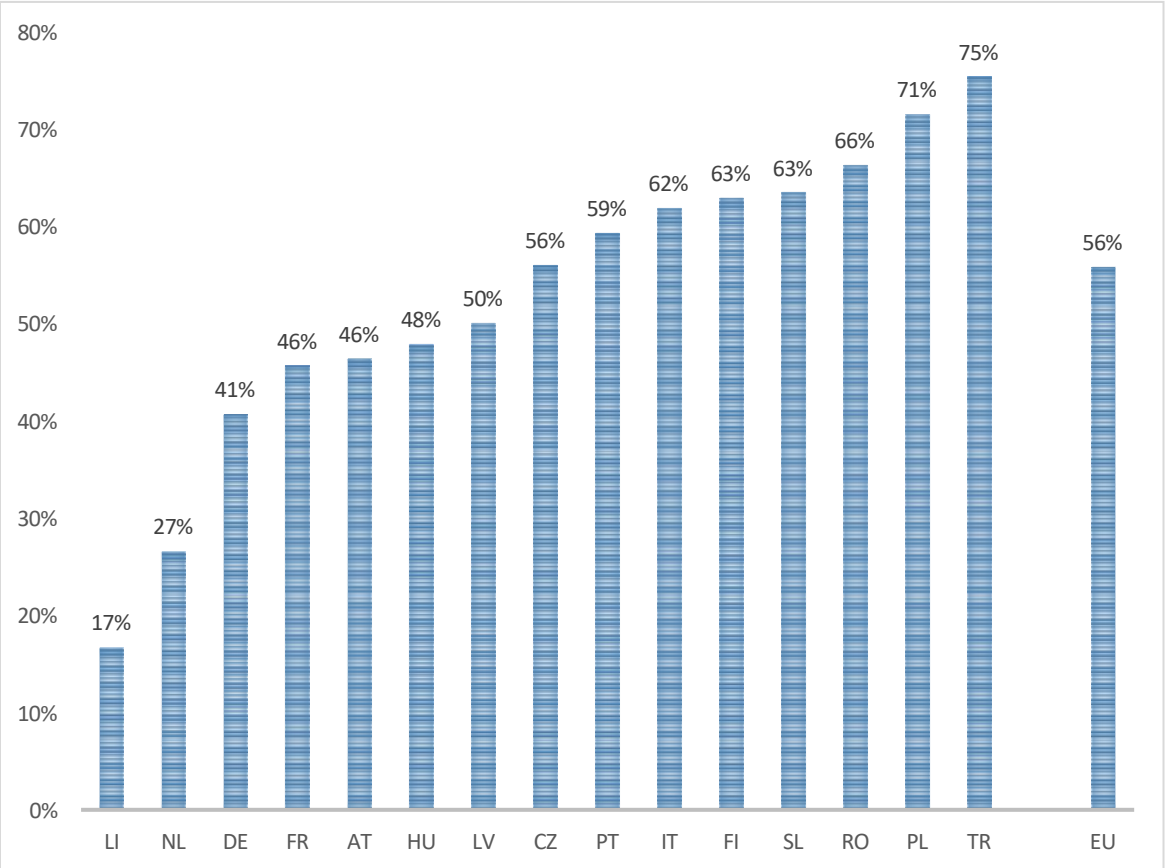
  In some cases, interviewees refer to the challenges of navigating the options within Erasmus+ to determine the best action line, stressing the importance of clear and concise information to avoid confusion. The report of Türkiye refers to the lack of adequate information and training of potential beneficiaries to mitigate the above-described concerns.

### 2.4.2 Specific obstacles for KA1 mobility for adult learners

In the new programme generation, KA1 is now open to adult learner mobility. In several countries, KA1 mobility for adult learners has had a slow start, showing a low absorption of programme budget in early years. Generally, it takes time for newcomers and beneficiary organisations to adopt this action in their institutions, resulting in lower absorption capacity and commitments in the early years. Nevertheless, more than half of beneficiary organisations in all countries indicate that they plan to carry out mobility activities for learners in Key Action 1 in the future (see Figure 10 below). This percentage is higher for organisations that already

implemented in KA1 mobility project (71%) and have a KA1 accreditation (78%). This points to beneficiaries clearly seeing the added value of this action and a positive development for the future, with higher absorption rates to be expected. Figures differ by country, with lower percentages reported for Liechtenstein, the Netherlands, and Germany, while higher expectations are noted for Romania, Poland, and Türkiye. The lower percentage for the Netherlands could be explained by the fact that the survey among project beneficiaries was organised a year earlier than in the other countries. This timing likely resulted in organisations being less familiar with the action, since the programme had only recently started.

FIGURE 10: INTENTION OF BENEFICIARY ORGANISATIONS TO APPLY TO KA1 MOBILITY FOR ADULT LEARNERS IN THE FUTURE (N=888)[22]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

While most organisations surveyed consider applying for this action in the future, the country reports provide insight **into obstacles for KA1 mobility for adult learners**, in addition to the general obstacles mentioned at the programme-level (in Section 2.6.1).

- **Lack of awareness and knowledge about the opportunity for adult learners:** Some country reports indicate that this new opportunity is not sufficiently communicated and that not all stakeholders in adult education are

[22] Question: Do you plan to organise mobility activities for adult learners in the framework of a future KA1-Project ("Learning mobility of individuals")?

aware of it. However, this is not the case in all countries. In Finland for instance, the majority is aware of the programme's opportunities, while only a minority has heard about it but would like to be informed about the action in more detail.

- **Limited alignment of mobility with organisational goals:** Some non-participating organisations interviewed at national level indicate that learner mobility does not fit with their organisational goals, be it for instance because internationalisation is not part of their strategy or because they don't see a benefit for the learners. Others consider mobility as not feasible for their target groups, given their vulnerable situations. Other obstacles include challenges in aligning mobility with training schedules, for instance in government-funded programmes that do not allow for an interruption for a stay abroad. Especially long-term mobility is difficult to accommodate in existing schedules and need to be planned well in advance.

**Country report Finland**

"Especially for the public sector it has been really hard to understand why we are taking people in vulnerable situations abroad. Can they not just be satisfied staying at the workshop and help them at home, why go abroad? And then we must explain to every single social worker, study counsellor, and so on, that if this person has nothing to expect from the future, they are not feeling better. It feels like public sector officials have this idea that each person must remain in their right place, and they cannot change their position. That if a person once goes to a breadline, then that person is always someone who goes to a breadline. We just have to help the person, perhaps delivering the food aid at home in the future, so they would not have to go to the breadline. But that person will never work or study, because they will always be the person who receives food aid. This, to me, is a terribly depressing thought. That we are categorising people in this way." (interview).

- **Limited capacity for the preparation, coordination, and follow-up of mobility activities**: It is considered labour-intensive to organise mobilities for adult learners from disadvantaged backgrounds. It includes the need to select and motivate learners who, while belonging to the target group, display a minimum level of autonomy, reliability, and social competence to fit into a group of mobile learners. Time and competent staff are not the only factors. The compensation for covering the actual costs of facilitating the mobility exchange is also considered inadequate.
- **Lack of access to adult learners:** A lack of access to the target group sometimes hinders the offer of learner mobility activities. Not all organisations involved in Erasmus+ reach and address learners directly, or the contact is too short to initiate more extensive stays abroad, e.g. for educational formats that last only for a few days or weeks.
- **Specific obstacles at learners' level:** At the learner level, the obstacles to mobility are varied and differ depending on the target group. Family or

caregiving obligations, work, or economic obstacles may prevent learners' participation. Additionally, their own - or their family members' - health situations, perceived lack of language skills are considered obstacles. Some country reports mention the challenge that adults do not want to travel alone and therefore argue that group mobility is a better option. For recovering addicts, there is a fear of relapse into substance abuse when leaving familiar routines for mobility.

Green travel might also be an obstacle for elderly people or those with physical disabilities, as traveling by train or bus takes time and can be physically demanding. For people with a refugee or migrant background, residence status and related visa issues represent an obstacle to mobility. Finally, it is not always easy for adult learners who are employed to assert their right to educational leave or to take time off to participate in a mobility programme. People in highly vulnerable situations experience bureaucratic obstacles that prevent them from participating in mobility, such as the possibility of receiving a fine if not participating in rehabilitative work service for a certain period.

**Country report Latvia**

Interviews carried out as part of the case studies reveal that the organisations face difficulties in attracting certain groups to training activities and mobility activities. Representatives of three groups were highlighted in particular in the report:

1. **Persons with low basic skills.** Organisations face difficulties in motivating persons with low basic skills to learn or participate in mobility activities. In many cases, it has been their own choice not to continue their studies due to a lack of interest and motivation to learn. Educators admit that it is much easier to work with those who want to learn themselves than with those who are disengaged from learning.
2. **Roma women.** It is difficult to reach Roma women to participate in mobility activities. They often lack the experience of being away from their families for a longer time. Close family ties and a different attitude towards learning and mobility activities might also hinder their participation.
3. **People with special needs in a wheelchair.** It is difficult to organize mobility activities for people in wheelchairs to other countries because their travel and accessibility needs cannot always be met in all EU countries.

**Country report Finland**

“One coach was inviting me to participate. I was very hesitant. Kind of interested to go, but then again afraid, and would have liked to stay at home in my comfort zone. It felt quite tough to leave. I did not have a passport, and when I told this, they promised support for getting it. That was it then, I guess. I had no obstacle anymore, kind of.” (interview adult learner).

**Country report The Netherlands**

"For our trip to Ireland, we went by plane and had to be at Schiphol. That’s where the problems start because this is difficult for a low-literate person. Fortunately, you’re not alone there and you get help. You shouldn’t be afraid, and you got to have that confidence. You manage okay on the train, or you travel together to Schiphol for a bit. But if I travel directly to Schiphol, I like to see someone with a

flag who gives me the confidence that we are travelling together." (interview adult learner).

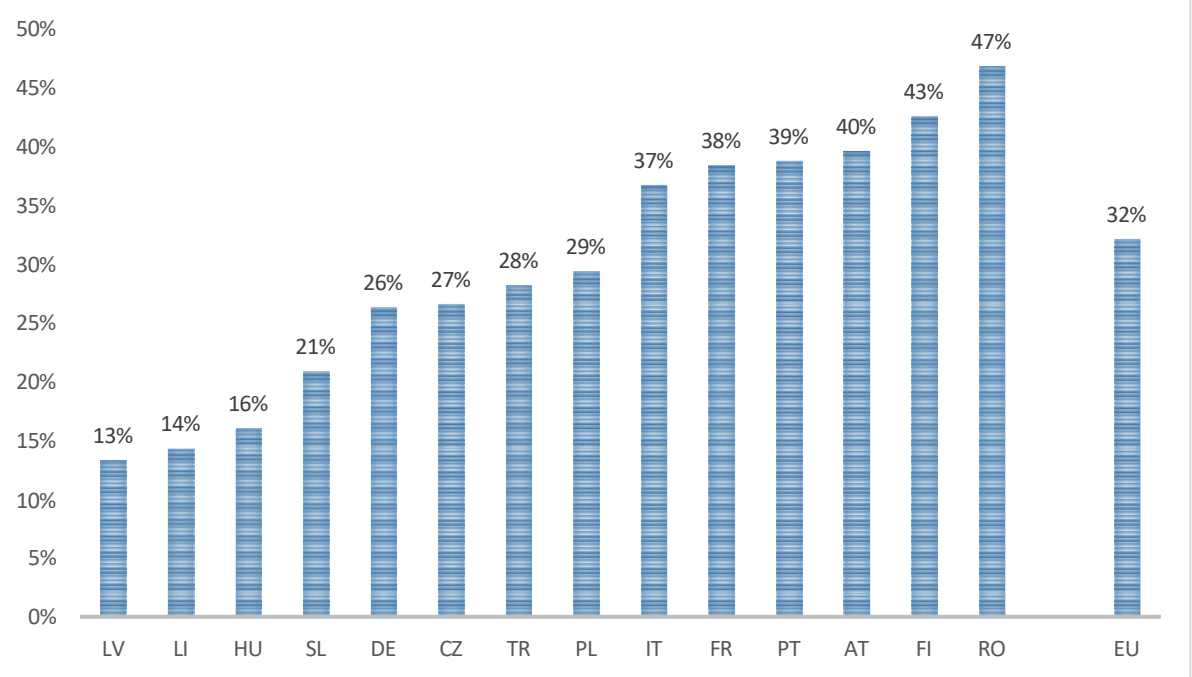
"At first, I was concerned: Am I going to be fun, am I going to be good company? But they made me feel at ease, so I let go of that right away, I was really treated like a VIP. It really helped to take part in the trip. One of the mentors was waiting for me at the airport. I had nothing to worry about, like getting lost or something like that. That's important to me, I wasn't treated like a client." (interview adult learner).

- **Difficulties finding and incentivizing hosting organisations:** Country reports point to the challenge of finding suitable partners to host visits and training activities, especially for newcomers, and the lack of financial compensation for hosting organisations facilitating their activities.
- **Lack of clarity about inclusion support principles:** Some country reports mention that there is a lack of clarity and awareness among beneficiary organisations about how the programme could financially and organisationally support adults with physical or mental disabilities. For example, assisting someone with a wheelchair during a mobility period can be a challenge. Erasmus+ inclusion support is meant to cover these costs in full, but it seems that several organisations interviewed were not aware of this.
- **Programme documents and guidance:** About the implementation of mobility, it was pointed out several times that programme documents, such as participant reports, are not available in plain language and must be translated and personally explained by the supervisors. The fact that the lump sums for the accommodation costs of learners are lower than those for accompanying staff is viewed critically.

### 2.5 Share of accredited organisations

With the start of the programme generation 2021-2027, the possibility of Erasmus accreditation has been created for adult education. Erasmus accreditation is a tool for active involvement in international exchange of experience and cooperation for organisations operating in adult education. Accreditation gives organisations the opportunity to apply for support for mobility projects in a simplified manner. Accreditation encourages organisations to strategically plan mobility in the context of organisational development and includes the Erasmus quality standards that accredited organisations must comply with. Based on the online survey among beneficiary organisations, **around one third (32%) of responding organisations indicate that they hold Erasmus+ accreditation for mobility in adult education** (see figure 11). Percentages differ strongly between countries, with Latvia, Liechtenstein, Hungary, and Slovenia scoring the lowest, while Austria, Finland, and Romania have the highest percentages (between 40 and 47%). Limiting the group to those who have participated in Individual Mobility for staff and adult learners since 2018, around 42% indicated that they have Erasmus+ accreditation.

FIGURE 11: PERCENTAGE OF ORGANISATIONS CURRENTLY HOLDING AN ERASMUS+ ACCREDITATION FOR MOBILITY IN ADULT EDUCATION (N=920)[23]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

## 2.6 Conclusions on inclusiveness of Erasmus+

Across participating countries, a wide variety of organisations are involved in Erasmus+ for adult education. Most respondents to the online survey among beneficiary organisations are Non-Governmental Organisations (NGOs), followed by adult education providers. Overall, country reports indicate that beneficiary organisations reflect the diversity of entities active in their adult education sectors, with a few exceptions (The Netherlands, Germany, and Finland) pointing on challenges for reaching out to certain types of organisations or organisations in remote areas.

Some country studies indicate differences between the types of beneficiary organisations in KA1 and KA2. A common trend across countries is that organisations tend to be active in only one of these Key Actions, rather than both. A recent study in the Netherlands highlights the potential of the spill-over effects between the various actions (testing the developed KA2 outputs with KA1 mobility). Beneficiary organisations in the adult education sector are often smaller, with limited capacity for organisational internationalisation activities.

Most beneficiary organisations have participated in the programme more than once, around one third even stated they had been involved in five or more projects in KA1 and KA2. The vast majority also expressed their intention to apply to the Erasmus+ programme again in the future. Once funded, organisations remain loyal to Erasmus+, which is a positive sign of appreciation and indicates that it is worth the investment. Nevertheless, this coincides with challenges in making the programme more accessible to newcomers. Many organisations cite obstacles that make

[23] Question: Does your organisation currently hold an Erasmus+ accreditation for mobility in adult education?

participation difficult or, in some cases, prevent them from submitting new applications. Country reports identify five categories of obstacles: (1) limited human resource capacity; (2) leadership support; (3) costs; (4) finding suitable partners; and (5) programme-related factors.

Generally, Erasmus+ has succeeded in ensuring that a wide variety of adult learners are addressed by beneficiary organisations, and most are targeting some form of vulnerable groups. Across countries, organisations often engage with more than one target group through their Erasmus+ activities.

The opportunities offered by the new programme generation to implement mobilities for learners in adult education under KA1 are not yet being fully utilised. However, more than half of beneficiary organisations in all countries indicate plans to carry out mobility activities for learners in Key Action 1 in the future, suggesting a positive development with higher absorption rates expected. Specific obstacles identified for KA1 mobility for adult learners, in addition to the general obstacles mentioned at programme-level, include a lack of awareness and knowledge about the opportunity among adult learners; limited alignment of mobility with organisational goals; lack of access to adult learners; specific obstacles at the learner level; difficulties in finding and incentivising hosting organisations; lack of clarity about inclusion support principles; and issues related to programme documents and guidance.

Large share of beneficiary organisations has no Erasmus+ accreditation for mobility, showing potential for further communicating this opportunity to these organisations.

# 3 Impact of Erasmus+ at organisational level

## 3.1 Introduction

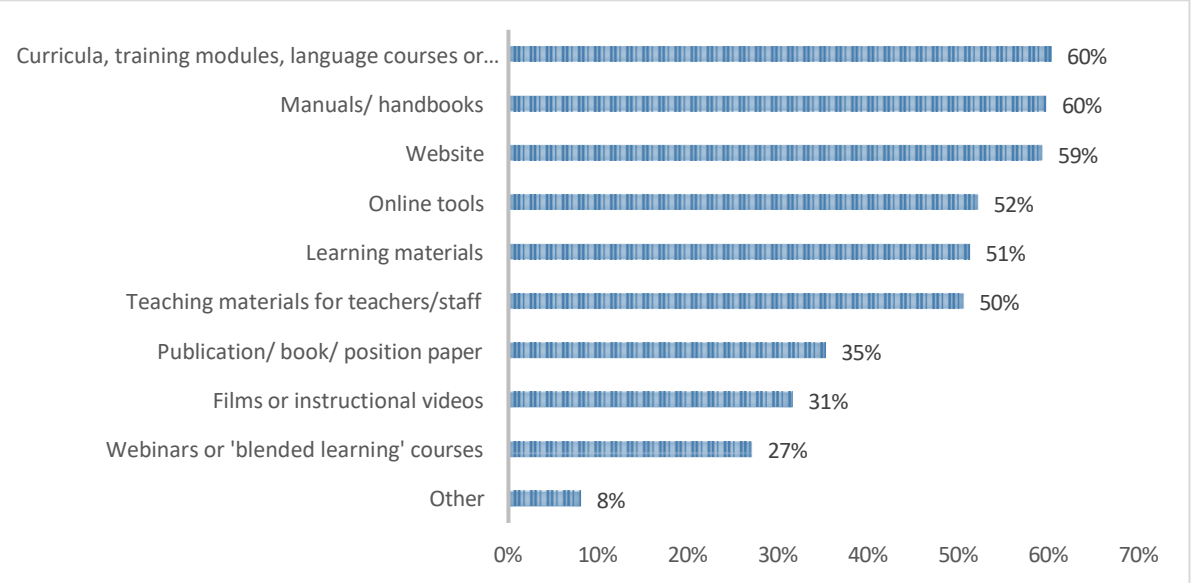
In this chapter, we examine the impact of Erasmus+ on participating organisations. This includes the impact of Erasmus+ on how internationalisation and other Erasmus+ priorities are embedded in participating organisations, as well as on the competences of staff and on the learning offerings of participating organisations. Since organisations can carry out various activities and projects with Erasmus+ funding, however, we first looked at the different types of products developed.

## 3.2 Type of products developed

### 3.2.1 Type of products developed

**The survey results show a diverse range of outputs and products developed by organisations participating in KA2 projects** (see Figure 12). Most organisations have developed either curricula, training modules, language courses, or pedagogical concepts (60%), or manuals or handbooks (60%), or websites (59%). Slightly fewer organisations have developed online tools (53%), learning materials (52%), or teaching materials for teachers and staff (51%). Relatively few organisations focused on the publication of books and position papers (36%), the development of films or instructional videos (32%), or the development of webinars or blended learning courses (27%).

FIGURE 12: OUTPUTS OR PRODUCTS DEVELOPED AS PART OF PARTICIPATION IN KA2 IN ERASMUS+ (2018-2022) (N=686)[24]



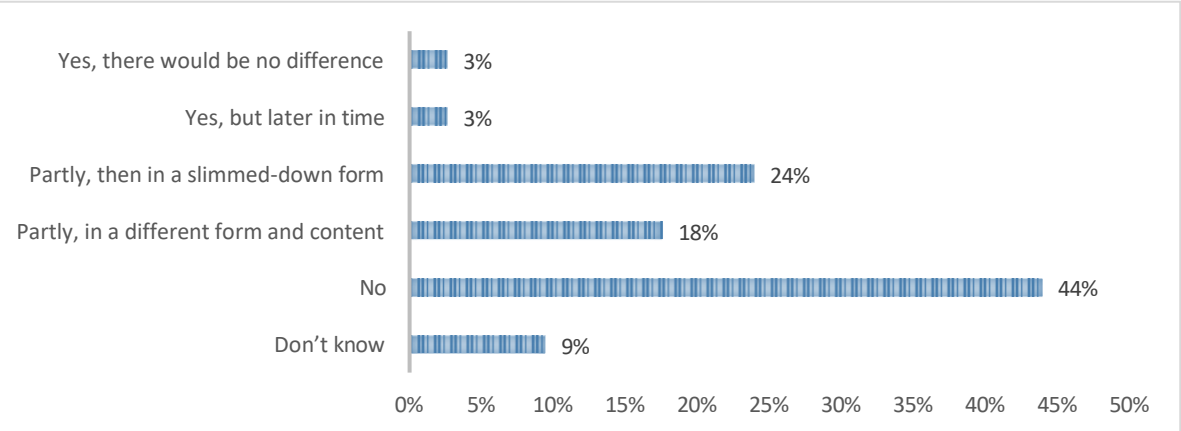

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

[24] Question: What outputs or products have been developed within your organisation as part of participation in Key Action 2 in Erasmus+ (from 2018 onwards till the end of 2022)? More than one answer possible.

### 3.2.2 Added value of Erasmus+ support

The survey results suggest that a significant number of respondents believe **Erasmus+ participation had a substantial impact on the implementation of supported actions** after 2018 (see Figure 13). A majority (44%) indicated that without such participation, these actions would not have been implemented. A significant portion believes that the supported actions would have been implemented, but in a slimmed-down (24%) or altogether different (18%) form. Only a few (3%) believe that if their organisation had not participated in Erasmus+, there would be no difference in the implementation of supported actions after 2018. These figures point on a clear added value of Erasmus+ in all countries and across all types of participating organisations.

FIGURE 13. THE ADDED VALUE OF ERASMUS+ (N=987)[25]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

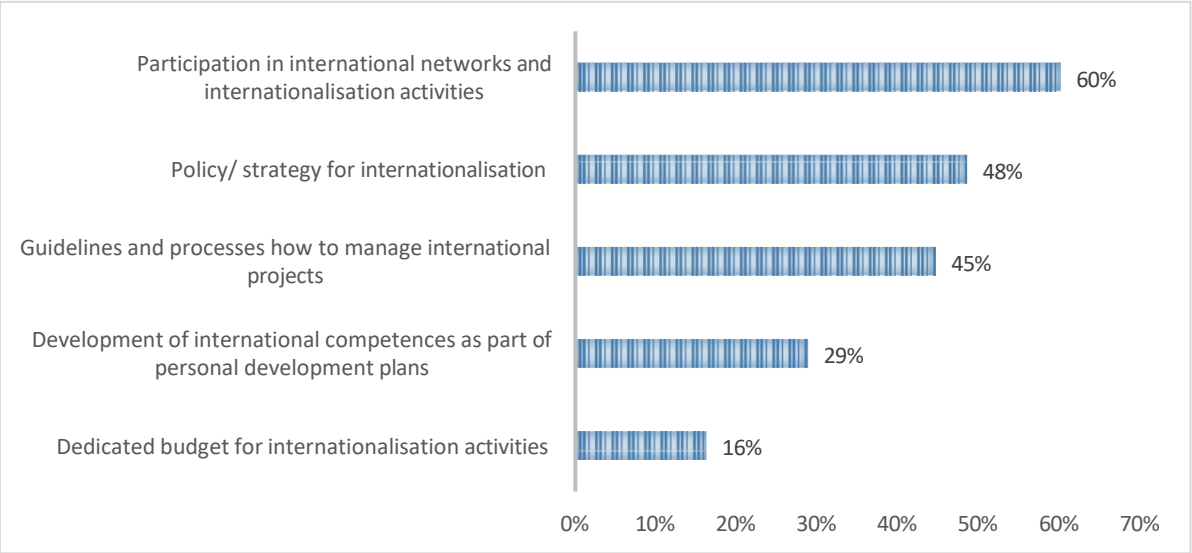
## 3.3 Impact on beneficiary organisations

### 3.3.1 Impact on internationalisation

To understand the internationalisation processes among different organisations and the impact of Erasmus+ on these processes, **surveyed organisations were asked about various internationalisation practices.** The survey data shows that 60% of all organisations systematically participate in international networks and internationalisation activities. Almost half of the surveyed organisations have a policy or strategy for internationalisation (48%) or have guidelines or agreed processes on how to manage international projects (e.g., design, implementation, monitoring, and evaluation) (45%). In 29% of organisations, the development of international competences is discussed in performance appraisals and career talks with the staff (e.g., as part of a personal development plan). Only 16% of the organisations have a dedicated budget for internationalisation activities (see Figure 14).

[25] Question: If your organisation had not participated in Erasmus+, would the supported actions by Erasmus+ after 2018 otherwise have been implemented?

FIGURE 14. CONDITIONS FACILITATING INTERNATIONALISATION PROCESS IN ORGANISATIONS (N=889)[26]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Additional analysis of differences between accredited and non-accredited organisations for KA1 mobility shows that accredited organisations are slightly better positioned than the average in terms of all these characteristics. Although no conclusion can be drawn whether this is due to the accreditation or that organisations that are already more internationalised are more interested in getting an accreditation, case studies provide examples on the impact of applying for accreditation for systematically embedding internationalisation (see box below).

**Country report The Netherlands**

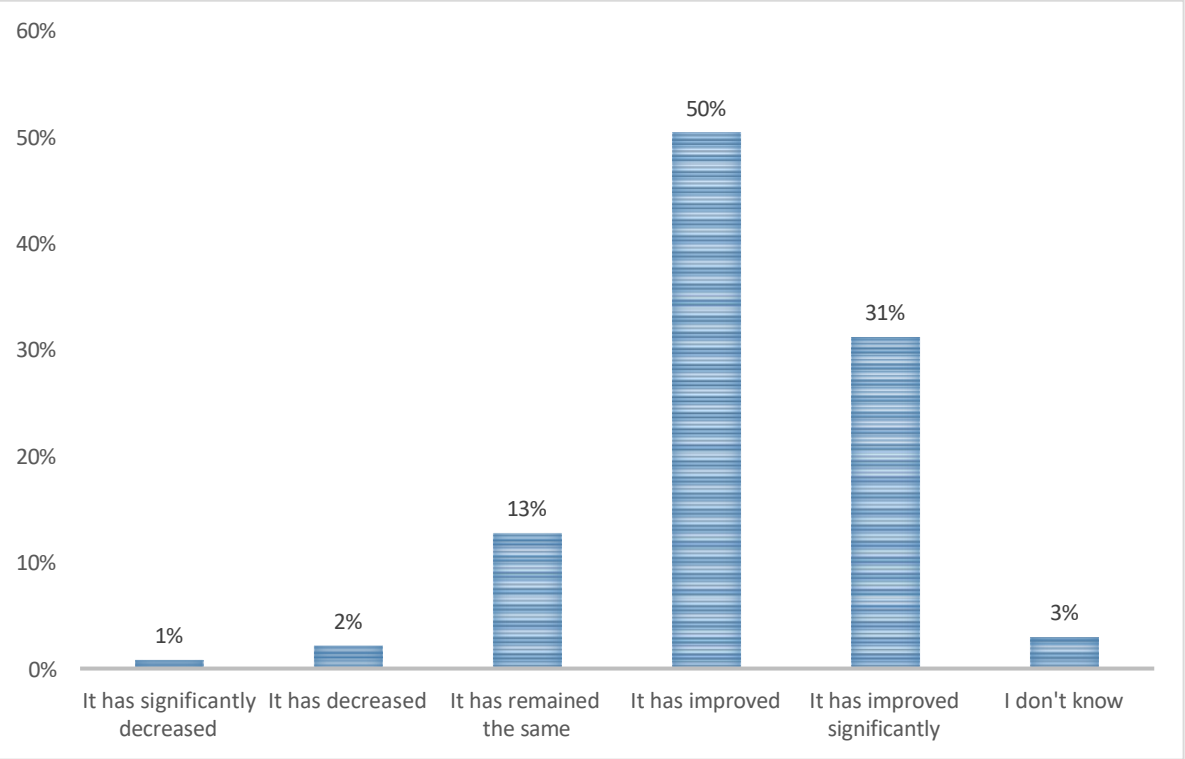
HVO-Querido helps people regain and retain control over their lives after a period of disruption. They provide shelter, coaching, and day activities. HVO-Querido has around 1,400 employees and is primarily active in Amsterdam and its surrounding. It is one of the founders of the Housing First approach in the Netherlands, but also across Europe.

Six years ago, they got in contact with Erasmus+ and since then have participated in multiple Erasmus+ projects. This coincided with the process of building a centre of expertise within the organisation, of which the expansion of their European network formed an important aspect. They first submitted a KA1 application for staff mobility, followed by a KA2 application about loneliness among homeless people. They now hold an Erasmus+ accreditation for mobility and the objective is to send 40 staff members abroad per year. To realise this goal, they now have a project team that works on internationalisation for several hours a week. There is increasing support for internationalisation in the organisation, and this year's goal is to draw up a project plan for international learning with dedicated means and activities, and to embed this in the organisation (case study).

[26] Question: Please identify which of the following conditions are in place in your organisation to facilitate internationalisation processes. Multiple answers possible

When assessing whether the conditions within their organisation to facilitate internationalisation processes have improved, remained the same, or worsened since 2018, most organisations indicated that the conditions have improved: around one third (31%) believe that they have significantly improved and 50% believe that they have improved. 13% believe that the conditions have remained the same, and only 3% believe that they have worsened (see Figure 15).

**FIGURE 15. IMPROVEMENT OF CONDITIONS FOR FACILITATION OF INTERNATIONALISATION PROCESSES IN ORGANISATIONS (N=890)**[27]



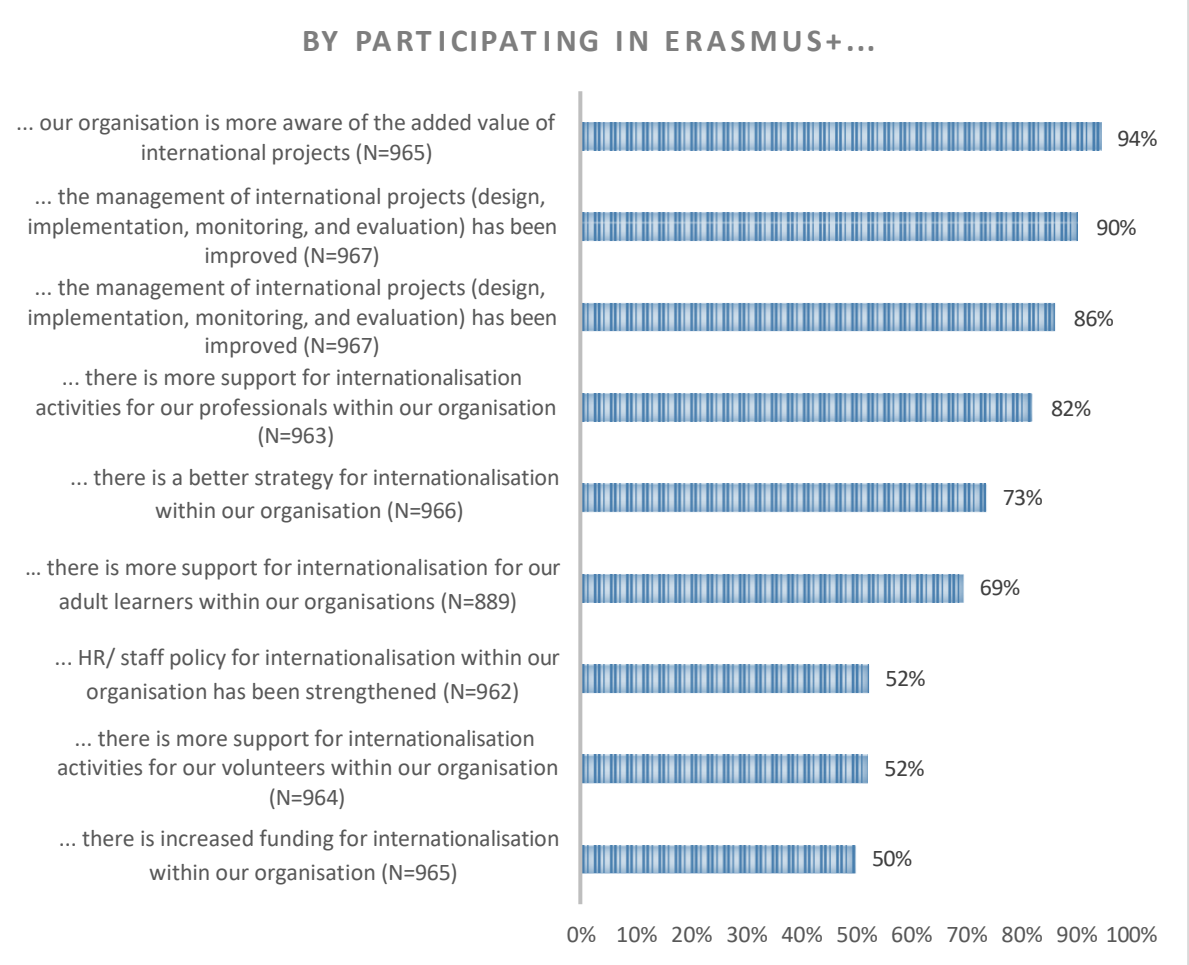

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Among the beneficiary organisations, 94% of the respondents agree that by participating in Erasmus+, their organisation is more aware of the added value of international projects (see Figure 16). Around 90% agree that their international network has been strengthened, and 86% agree that the management of international projects (design, implementation, monitoring, evaluation, and learning) has improved. Approximately 82% agree that there is more support for internationalisation activities for professionals within their organisation and about 70% believe that there is a better strategy for internationalisation.

About half of the organisations agree that by participating in Erasmus+, the Human Resource policy for internationalisation within their organisation has been strengthened. A similar number of organisations believe that there is more support for internationalisation activities for volunteers within the organisation and that there is increased funding for internationalisation.

[27] Question: Have the conditions within your organisation to facilitate internationalisation processes improved, remained the same, or decreased since 2018?

FIGURE 16. THE IMPACT OF PARTICIPATION IN ERASMUS+ SINCE 2018 ON THE ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION [28]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Country reports provided examples of impact on several of these dimensions, such as the development of an international network that provides organisations with an access to innovative practices and solutions in other countries, or which allows them to benchmark themselves to European best practice. Organisations can tap into new potential and topics and use the exchange to find a "frame of reference" for their actions (online survey, open response format). The organisations also often see participation in the programme as an opportunity to raise their profile and as a unique selling point that increases the attractiveness of the organisation for employees, customers and partners.

[28] Question: To what extent do you (dis)agree with the statements presented below about the impact of participation in Erasmus+ since 2018 on the organisational embedding of internationalisation within your organisation?

**Country report Finland**

“I believe Finnish educational institutions are quite similar to one another. When you work with international partners, you are exposed to different insights and experiences. There are similar challenges, but also different challenges, prompting us to view things from another perspective. If we only had Finnish schools participating, thinking might remain narrow. The international dimension broadens our perspective, introduces new ways of thinking, and generates new ideas.” (interview with staff).

“Despite all the toil, international projects have always brought us more joy and new insights than expected. Personally, I enjoy working in a European atmosphere and have always felt that my competence is more appreciated outside my home country. I have gained good friends for life. For our organisation, the Erasmus+ programme provides opportunities to support staff development financially. Our employer does not offer any other kind of assistance for developing professional or international competence. This makes it a very important tool and opportunity for us.” (survey).

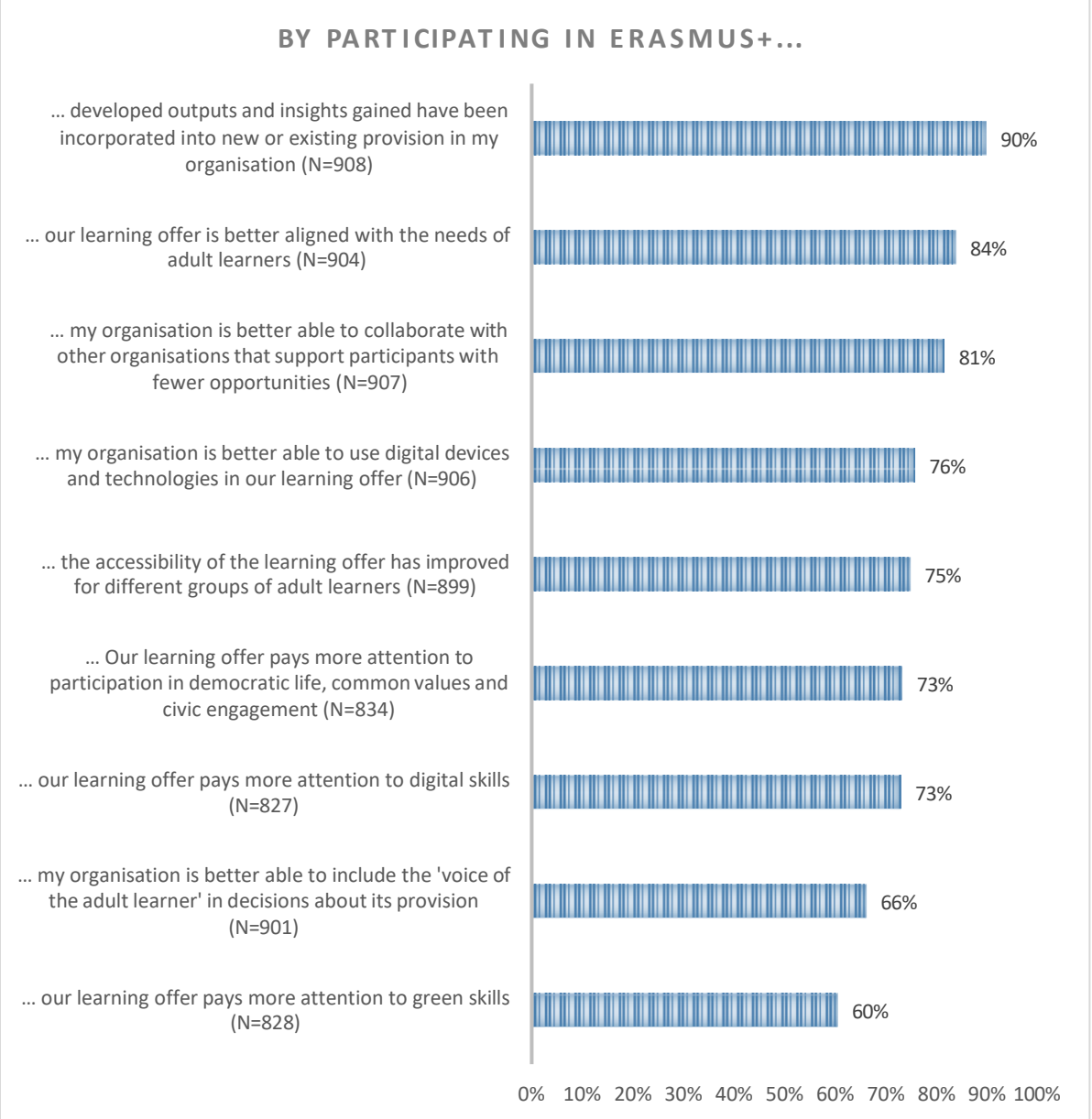
“We have this “strategy of the best partnership” in our organisation, meaning that we strive to find the best partner in the world, or at least in Europe, for each need. If there is even one weak link in the partner network during project work, it affects the entire project. Establishing this kind of partnership network requires groundwork and networking. And that is absolutely paramount.” (interview case study).

### 3.3.2 Impact on learning offer

The opinions of the surveyed organisations on the statements regarding the impact of participation in Erasmus+ since 2018 on the development of the learning offer within the organisation and beyond, reveal that participating in Erasmus+ has significantly fostered the development of their learning offer (Figure 17). First, 90% of organisations note that the developed outputs and insights gained have been incorporated into new or existing provisions in their organisation. Second, 84% of organisations agree that by participating in Erasmus+, their learning offer is better aligned with the needs of adult learners. Another 81% agree that their organisation is better able to collaborate with other organisations that support participants with fewer opportunities. Fourth, 76% agree that their organisation is better able to use digital devices and technologies in their learning offer.

Additionally, 75% agree that the accessibility of the learning offer has improved for different groups of adult learners. 73% believe that by participating in Erasmus+, their learning offer pays more attention to participation in democratic life, common values, and civic engagement, and the same percentage believes that their learning offer pays more attention to digital skills. Another 66% agree that by participating in Erasmus+, their organisation is better able to include the "voice of the adult learner" in decisions about its provision. Finally, 60% of the responding organisations believe that participating in Erasmus+ has improved their learning offer’s focus on green skills.

FIGURE 17. THE IMPACT OF PARTICIPATION IN ERASMUS+ SINCE 2018 ON THE DEVELOPMENT OF THE LEARNING OFFER IN BENEFICIARY ORGANISATIONS [29]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

In response to the question "Now that your organisation has participated in one or more Erasmus+ projects since 2018, **which topics are receiving more attention within your organisation than before**?", the four most frequently noted answers are: (1) digital skills (62%), (2) inclusion and diversity (57%), (3) professional development of staff (51%), and (4) networking and learning partnerships (50%). These are closely followed by European values (50%) and teaching/learning with digital technologies (47%) (see Figure 18).

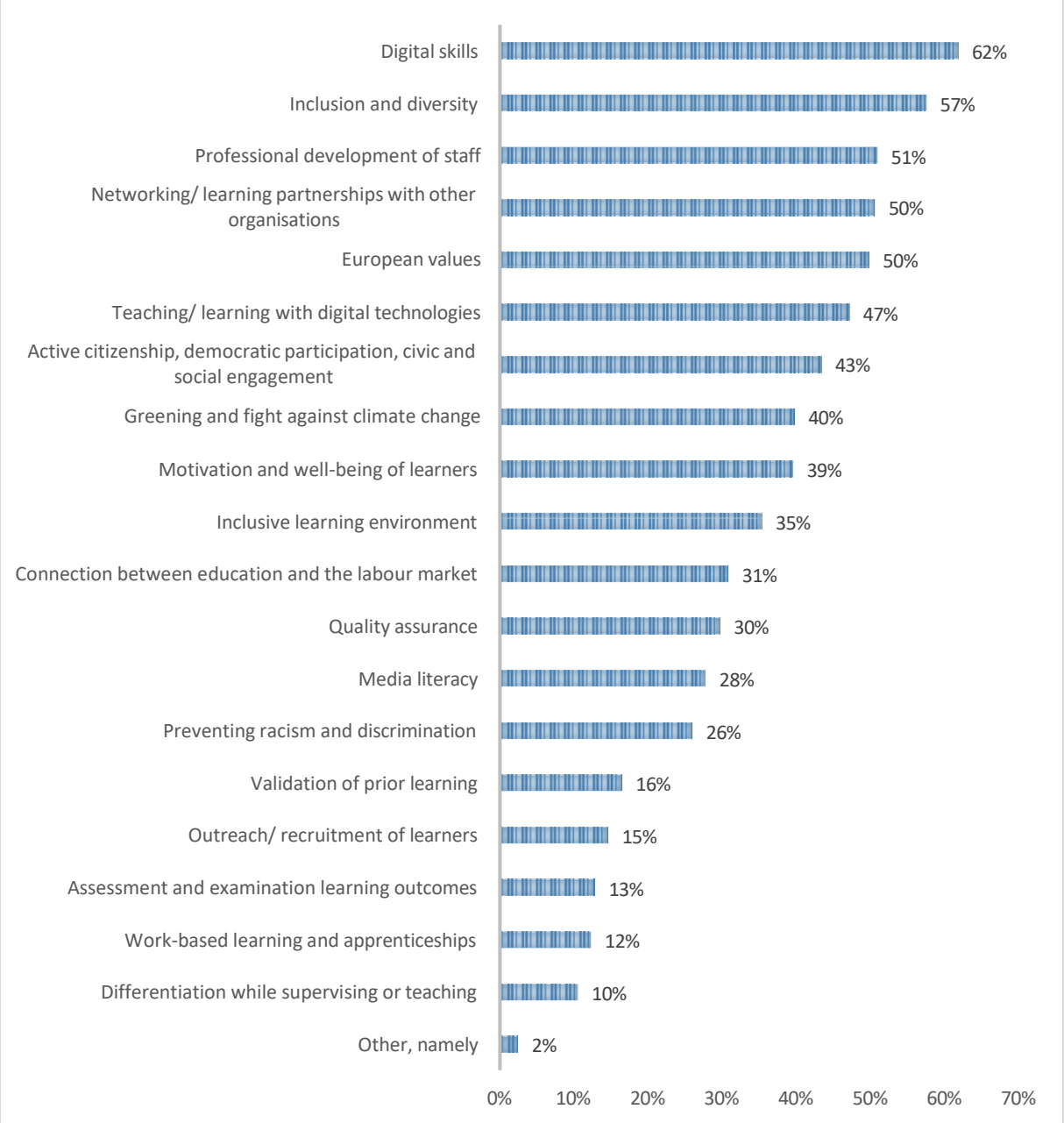
[29] Question: To what extent do you agree or disagree with the statements presented below regarding the impact of participation in Erasmus+ since 2018 on the development of the learning offer within your organisation and beyond?

The focus on inclusion and diversity is reflected, for example, in the development of programmes for specific target groups, such as manuals for Romani women entrepreneurs or courses on assistive technology for people with hearing impairments, as an organisation in Czech Republic has done.

Around 43% of the organisations indicate that the focus on active citizenship has increased, and 40% report an increased focus on greening and the fight against climate change, as well as the motivation and well-being of learners. Inclusive learning environments have gained more attention from 35% of the organisations, the connection between education and the labour market from 31%, and quality assurance from 30%. Around one in four organisations (28%) have given more attention to media literacy, and slightly fewer (26%) to the prevention of racism and discrimination.

Only a few organisations have increased their attention to the validation of prior learning (16%) and outreach and recruitment of learners (15%). The least attention went to the assessment and examination of learners (13%), work-based learning and apprenticeships (12%), and differentiation while supervising teaching (10%).

FIGURE 18. TOPICS RECEIVING MORE ATTENTION AFTER PARTICIPATING IN ERASMUS+ PROJECT(S) SINCE 2018 (N=907)[30]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

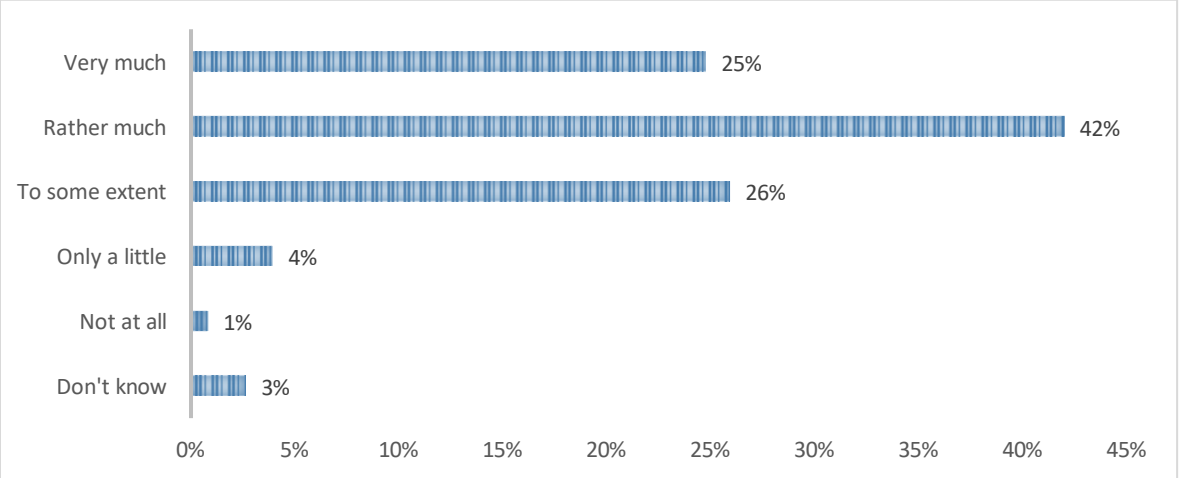
### 3.3.3 Factors hampering or stimulating impact

**There is a significant level of ongoing utilisation of the outputs and products developed in KA2 since 2018,** with most respondents reporting a significant level of usage (42%) and a substantial proportion indicating a high level (25%) of ongoing reliance on these outputs (see Figure 19). A similar portion of respondents (26%)

[30] Question: Now that your organisation has participated in one or more Erasmus+ projects since 2018, which topics are receiving more attention within your organisation than before? More than one answer possible.

indicated a moderate level of usage. Only 4% stated they use it only a little, and only 1% claimed not to use it at all.

FIGURE 19. UTILIZATION OF OUTPUTS AND PRODUCTS DEVELOPED IN KA2 SINCE 2018 (N=610)[31]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Despite of the great take up of output developed, country studies point on different **challenges for achieving impact beyond the end of projects**. The following beneficial factors for successfully mainstreaming outputs in regular practices are identified in the online survey and in the interviews with beneficiary organisations in the case studies:

- **Proven quality of the outputs developed:** In case the output is tested and considered effective, the chance for mainstreaming is higher. It is therefore important to demonstrate the added value and benefits of project results, communicating the results within the organisation.

> **Country report Finland**
>
> "Intellectual capital, language skills, or atmosphere in the educational institution, all these kinds of things. How do you measure them? Like the positive attitude towards other cultures? Or gaining soft skills that are important for employment? It is difficult to demonstrate that these have been increased because of international mobility. And perhaps our management does not consider these as valuable as some other measurements." (interview with teacher).

- **Management support and dedicated staff:** Internal 'boosters' in the organisation play a role in promoting and implementing developed products. First, it is important to have management support and that outputs are aligned with organisational objectives and seen as opportunity for organisational development. It is therefore helpful for the sustainability and impact of the projects to find

[31] Question: To what extent are outputs and products developed in Key Action 2 since 2018, still used by your organisation?

synergies on topics that are highly relevant to the organisation. Success is also frequently achieved when one individual is in the lead to implement the outputs, combined with a critical mass of colleagues who will work with the developed products and insights. The country report of Austria points on the importance of engagement of pertinent stakeholders, alongside a participatory approach, to enhance the efficacy of the resulting outputs. Mainstreaming depends heavily on the commitment, enthusiasm, ownership and idealism of colleagues. Beneficiaries also point on the risk that the outcomes are not shared widely enough in their organisation. Consequently, not all colleagues and learners benefit from the outcomes.

**Country Report Finland**

"The commitment of school management is critical for long-term impact. The commitment does not happen if the principals or representatives of the education provider have never been enlightened about internationalisation. The management needs to know what kind of international activities are being done. The international dimension and benefits must be consistently highlighted in seminars, events, and strategic work of the management." (interview management).

- **Available time and capacity:** The impact of KA1 projects coincides with well prepared and well-structured mobilities, which takes time and often also more resources, than can be covered by Erasmus+ budget. For KA2 projects more specifically, time and resource constraints can negatively affect the mainstreaming of a curriculum or training offer. The involvement of few staff members also makes the sustainable embedding of developed outputs vulnerable, should the staff members concerned leave or no longer take on the role of product owner. Limitations in the available time and capacity of colleagues also play a role in the success or failure of integrating new insights and products. As pointed out in the German country report, it is beneficial if there are training opportunities for the staff using the materials or if they are already involved in the development process.
- **External recognition, awareness and follow-up dissemination strategy:** Receiving recognition as best practice by Erasmus+ or through publications such as Erasmus+ Magazine is seen as a strong incentive for further using project results. In addition, respondents indicate that efforts should be made both internally and externally to raise awareness of the developed products. It appears that interest from the sector and identification of financial support are important factors in stimulating the use of these products.
- **Practical applicability:** Both lack of involvement of teachers or staff who were not involved in the project and language barriers can limit internal acceptance and use. One obstacle mentioned is that outputs are often written in English, which limits the use by teachers and staff. Translations, which can be funded by Erasmus+, need to be at a professional level to make the products attractive for potential users. Highly theoretical outputs are also not easily adopted.

Additionally, outdated outputs and a lack of urgency or clear utility can make the products unattractive for use.

While these factors can be stimulating, their absence hampers the mainstreaming of programme outputs. Beneficiaries interviewed indicate that the programme could provide more incentives to stimulate uptake, even after projects are finalized, since it takes time for outputs to be embedded in regular practice or to have a system-wide impact.

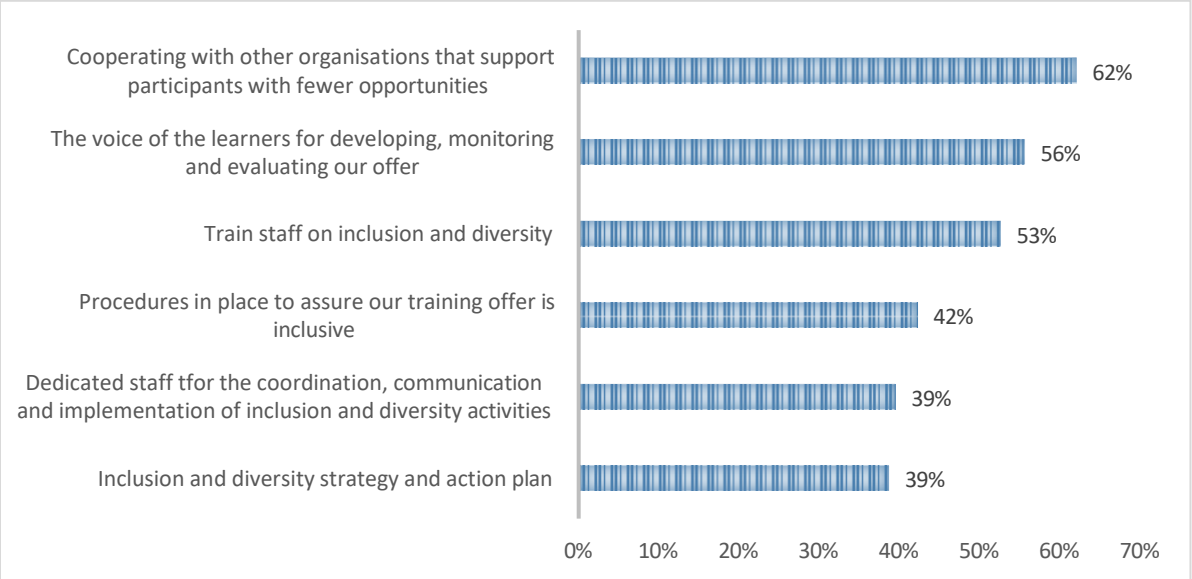
## 3.4 Impact on horizontal priorities

In addition to the overarching goal of supporting the educational, professional and personal development of learners through lifelong learning, the Erasmus+ programme pursues additional so-called horizontal priorities for all educational areas and Key Actions: inclusion and diversity, digital transformation, environment and combating climate change as well as participation in democratic life, shared values and civic engagement. This section describes the situation regarding these priorities in the organisations surveyed.

### 3.4.1 Inclusion and diversity

The beneficiary organisations responding to the online survey have implemented various activities to facilitate inclusion and diversity (see Figure 20). A majority (62%) are cooperating with other organisations that support participants with fewer opportunities. Slightly more than half of the organisations (56%) incorporates the voice of learners in the development, monitoring, and evaluation of their offerings, and 53% reported training their staff on inclusion and diversity. Around 42% have procedures in place to ensure inclusive training offers, and around one in three (39%) stated that they have dedicated staff responsible for coordinating, communicating, and implementing inclusion and diversity activities. Equally, many organisations have an inclusion and diversity strategy in their action plan.

**FIGURE 20. CONDITIONS THAT FACILITATE INCLUSION AND DIVERSITY IN BENEFICIARY ORGANISATIONS (N=869)[32]**



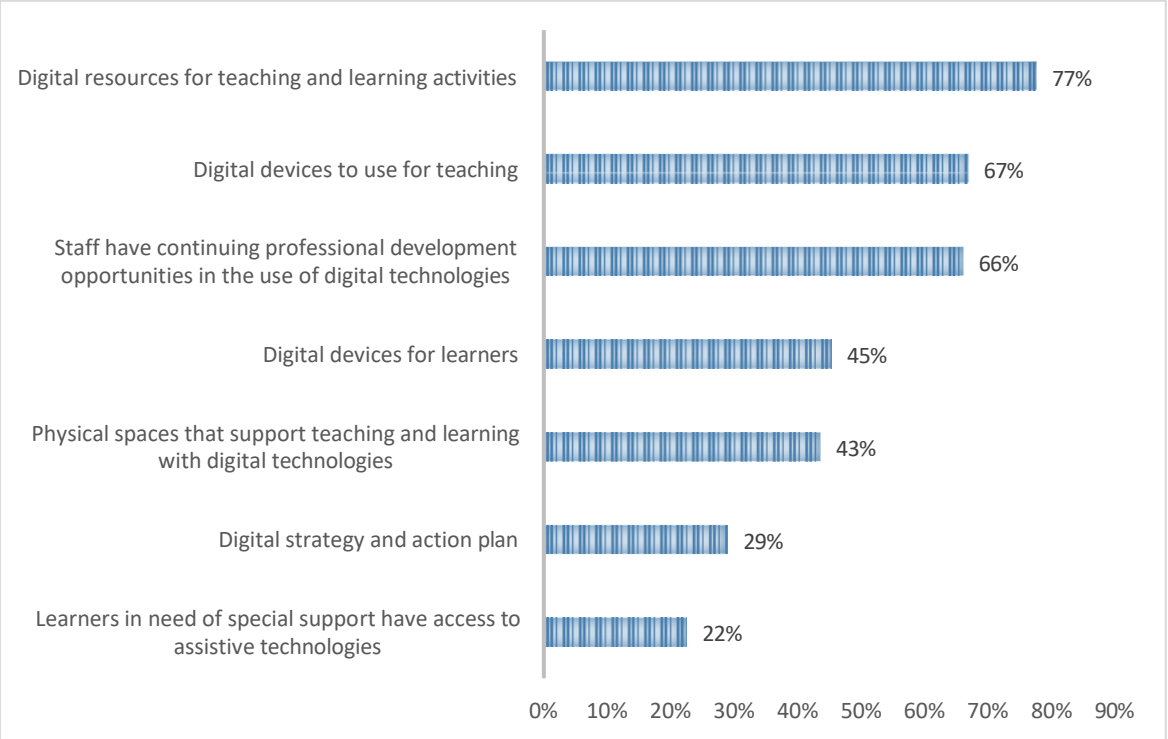

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 3.4.2 Digital transformation

The utilisation of digital resources for teaching and learning (77%), availability of digital devices for teaching (67%), and the continuing professional development of staff in the use of digital technologies (66%) are all high (see Figure 21). Somewhat less widespread conditions are digital devices for learners (45%) and physical spaces supporting teaching and learning with digital technologies (43%). Rarely indicated are digital strategies and action plans (29%) and access to assistive technologies for learners in need of special support (22%).

[32] Question: Please identify which of the following conditions are in place in your organisation facilitating inclusion and diversity? Multiple answers possible

FIGURE 21. CONDITIONS THAT FACILITATE DIGITAL TRANSFORMATION IN THE BENEFICIARY ORGANISATIONS (N=869)[33]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 3.4.3 Green transition

A green transition is mostly facilitated in the beneficiary organisations by staff training (55%), embedding green skills in learning offerings (50%), and collaboration to strengthen sectoral sustainability capacity (44%) (see Figure 22). Around one third of organisations (34%) have a greening and sustainability strategy and action plan, and around one in four (27%) have dedicated staff for implementing a greening and sustainability strategy. A similar percentage of organisations (24%) have specific training for green skills, and as many monitor the implementation of the greening strategy and action plan. Slightly more than one in ten have calculated their environmental footprint (14%) and use environmental certificates and ecolabels (12%).

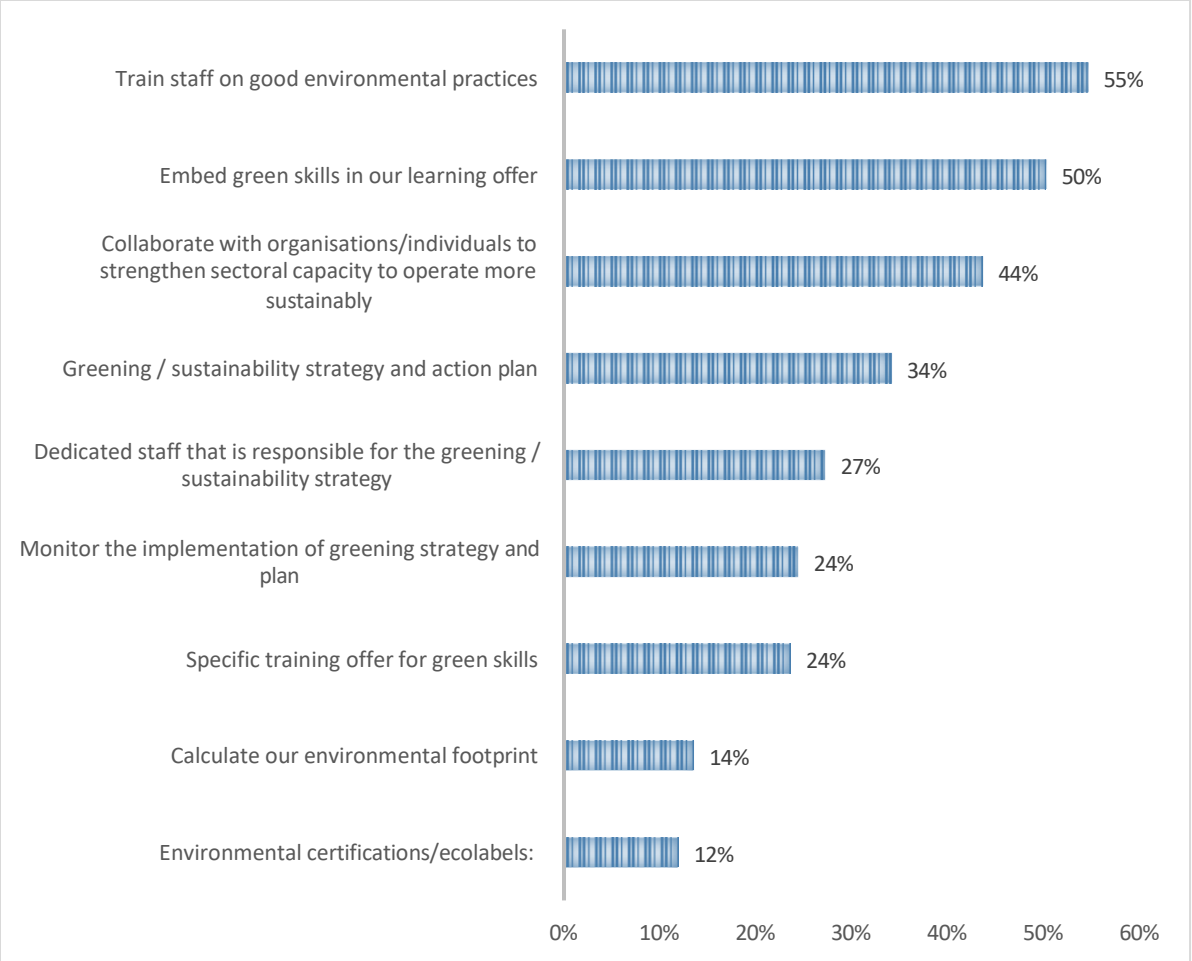
**Country report Finland**

Some respondents noted improvements in their green skills training offering as a result of Erasmus+ participation. Sustainable development principles were better integrated into teaching, for example in adult basic education which targets young unemployed adults and adults with a low education level. In one adult learners

[33] Question: Please identify which of the following conditions are in place in your organisation facilitating digital transformation? Multiple answers possible

group mobility, the programme combined ecological sustainability with cultural themes, engaging learners who initially joined for cultural exploration.

**FIGURE 22. CONDITIONS THAT FACILITATE GREEN TRANSITION IN BENEFICIARY ORGANISATIONS (N=865)[34]**



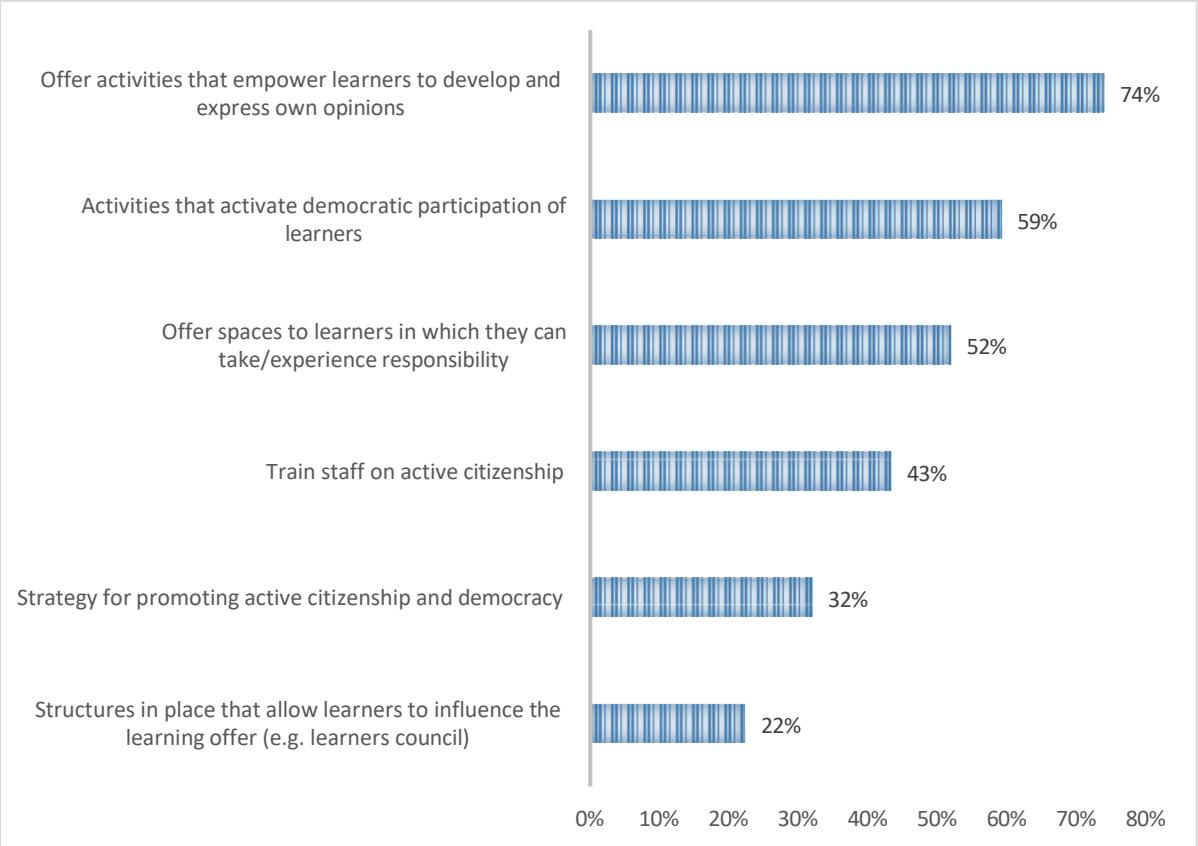

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 3.4.4 Participation in democratic life, common values and civic engagement

The most common activity organisations perform to facilitate participation in democratic life, common values, and civic engagement is offering activities that empower learners to develop and express their own opinions (75%) (see Figure 23). Organisations often offer activities that activate democratic participation (60%) or provide spaces for learners to take on or experience responsibility (52%). Staff training is conducted by 44% of organisations. Around one third (32%) have a strategy for promoting active citizenship and democracy. Only 22% have structures in place that allow learners to influence the learning offerings.

[34] Question: Please identify which of the following conditions are in place in your organisation to facilitate a green transition? Multiple answers possible

FIGURE 23. CONDITIONS THAT FACILITATE PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT IN BENEFICIARY ORGANISATIONS (N =868)[35]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

### 3.4.5 Measuring progress on the horizontal priorities

To assess progress on horizontal priorities over time based on future monitoring rounds and to facilitate comparisons between countries, **progress markers have been calculated for each country per horizontal priority and at the EU level** (average number of items selected as a percentage of total items). This serves as a proxy for the 'distance to target' for countries in their ambition for organisations to comply with all conditions presented (100% score), thereby enabling the monitoring of beneficiary organisations over the years to determine if progress is being made.

[35] Question: Please identify which of the following conditions are in place in your organisation to facilitate participation in democratic life, common values and civic engagement? Multiple answers possible

TABLE 3. PROGRESS MARKERS HORIZONTAL PRIORITIES (N=989)[36]

| Country | Inclusion & diversity In% per country | Digital transformation In% per country | Green transition In% per country | Participation in democratic life, common values and civic engagement In% per country |
|---|---|---|---|---|
| Austria | 50% | 50% | 32% | 55% |
| Czech Republic | 32% | 40% | 27% | 32% |
| Germany | 48% | 56% | 34% | 48% |
| Finland | 55% | 59% | 47% | 57% |
| France | 47% | 44% | 28% | 50% |
| Hungary | 38% | 37% | 24% | 38% |
| Italy | 45% | 41% | 26% | 43% |
| Liechtenstein | 23% | 29% | 21% | 28% |
| Latvia | 35% | 39% | 23% | 38% |
| Poland | 42% | 40% | 23% | 38% |
| Portugal | 55% | 57% | 38% | 55% |
| Romania | 53% | 56% | 33% | 48% |
| Slovenia | 52% | 56% | 33% | 40% |
| Türkiye | 37% | 37% | 22% | 35% |
| **Average** | 45% | 47% | 29% | 43% |

*Source: Online survey beneficiary organisations RIA-AE network (2024)*

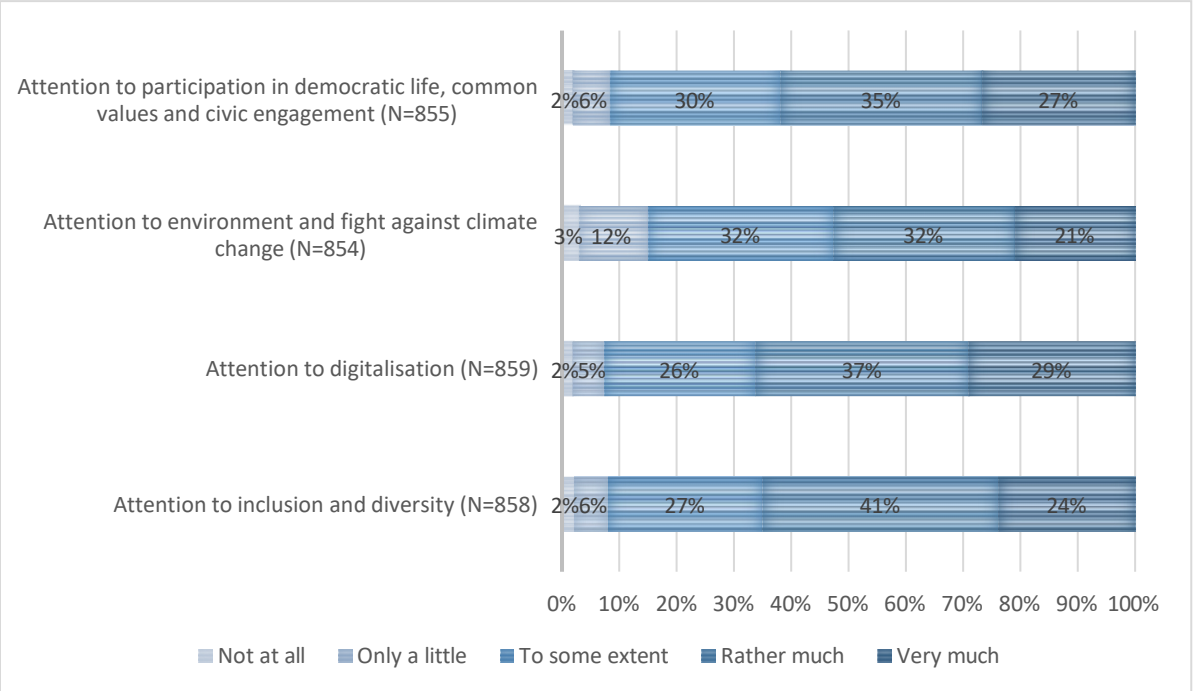
The Table 3 above shows that countries generally reach higher scores for the priorities of inclusion and diversity, digital transformation, and participation in democratic life, common values, and civic engagement, while the mean score for the green transition is lower. We also see that some countries are scoring relatively well compared to the mean score, such as Austria, Germany, Finland, Portugal, Romania, and Slovenia.

When asking beneficiary organisations about the progress made (see Figure 24), **the most significant improvement is in the area of digitalisation,** where 29% of organisations indicated very much improvement and 37% indicated rather much

[36] The Netherlands is not included since the question related to the horizontal priorities were not included in the survey.

improvement (a total of 66%). This is followed by attention to inclusion and diversity, which has improved very much or rather much for 65% of organisations. Attention to participation in democratic life, common values, and civic engagement has seen similar improvements, with 62% of organisations reporting progress. However, attention to the environment and the fight against climate change scores lower, with 53% of organisations reporting improvement. According to interviews and case studies, the increasing progress in the field of digitalisation was significantly facilitated by the implementation of digital tools during the Covid-19 pandemic, when all meetings and events had to be organized remotely.

FIGURE 24. THE IMPROVEMENT OF HORIZONTAL PRIORITIES IN THE DELIVERY OF ADULT LEARNING FROM 2018 ONWARDS [37]




*Source: Online survey beneficiary organisation RIA-AE network (2024)*

## 3.5 Conclusion

Erasmus+ has been widely utilised by organisations in Europe to improve their learning offer and further develop their structures and processes by paying more attention to inclusion and diversity, digitalisation, the green transition and democratic life and civic engagement.

Most of the beneficiary organisations systematically participate in international networks and internationalisation activities, and almost half has an internationalisation policy or strategy. For a large majority, Erasmus+ has contributed to further strengthening their internationalisation. Almost all surveyed organisations state that by participating in Erasmus+, their organisation has improved the management of international projects and become more aware of their added value, also strengthening their international network. The least improved aspect is the

[37] Question: Did the following aspects in your organisation in the delivery of adult learning improved, since you participated in Erasmus+ from 2018 onwards?

funding for internationalisation within organisations, but even in this respect, half the organisations show improvements.

Erasmus+ projects are used to develop new approaches, learning offers and teaching or learning materials that, otherwise, could not have been developed to the same extent or with the same quality. Almost every surveyed organisation indicates that these developed outputs and new insights have been incorporated into new or existing provision in their organisation. As a result, learning offers are better aligned with the needs of adult learners and organisations collaborate better with other organisations that support participants with fewer opportunities.

The Erasmus+ programme has ensured that organisations pay more attention to a wide range of topics, including the horizontal priorities of the Erasmus+ programme. Most of the beneficiary organisations surveyed have several conditions in place facilitating inclusion and diversity, digitalisation, greening, and active citizenship. Nevertheless, some conditions are less forthcoming, such as dedicated strategies/plans and dedicated staff for inclusion and diversity. Digital strategies and action plans for digitalisation, as well as digital support for learners with special needs for digitalisation, are also less forthcoming, just like the use of ecolabels/certificates and monitoring arrangements for calculating the ecological footprint for organisations to facilitate green transition. Finally, structures that allow learners to influence the learning offer, as well as an established strategy for promoting active citizenship, are less mentioned as a condition for facilitating participation in democratic life, common values, and civic engagement. Asking beneficiary organisations about the improvement made on each of these horizontal priorities, the most significant improvement is in the area of digitalisation and inclusion & diversity. A smaller group, but still around half, considers that improvements are seen on the theme active citizenship since they participated in Erasmus+ from 2018 onwards.

# 4 Impact of Erasmus+ at micro level

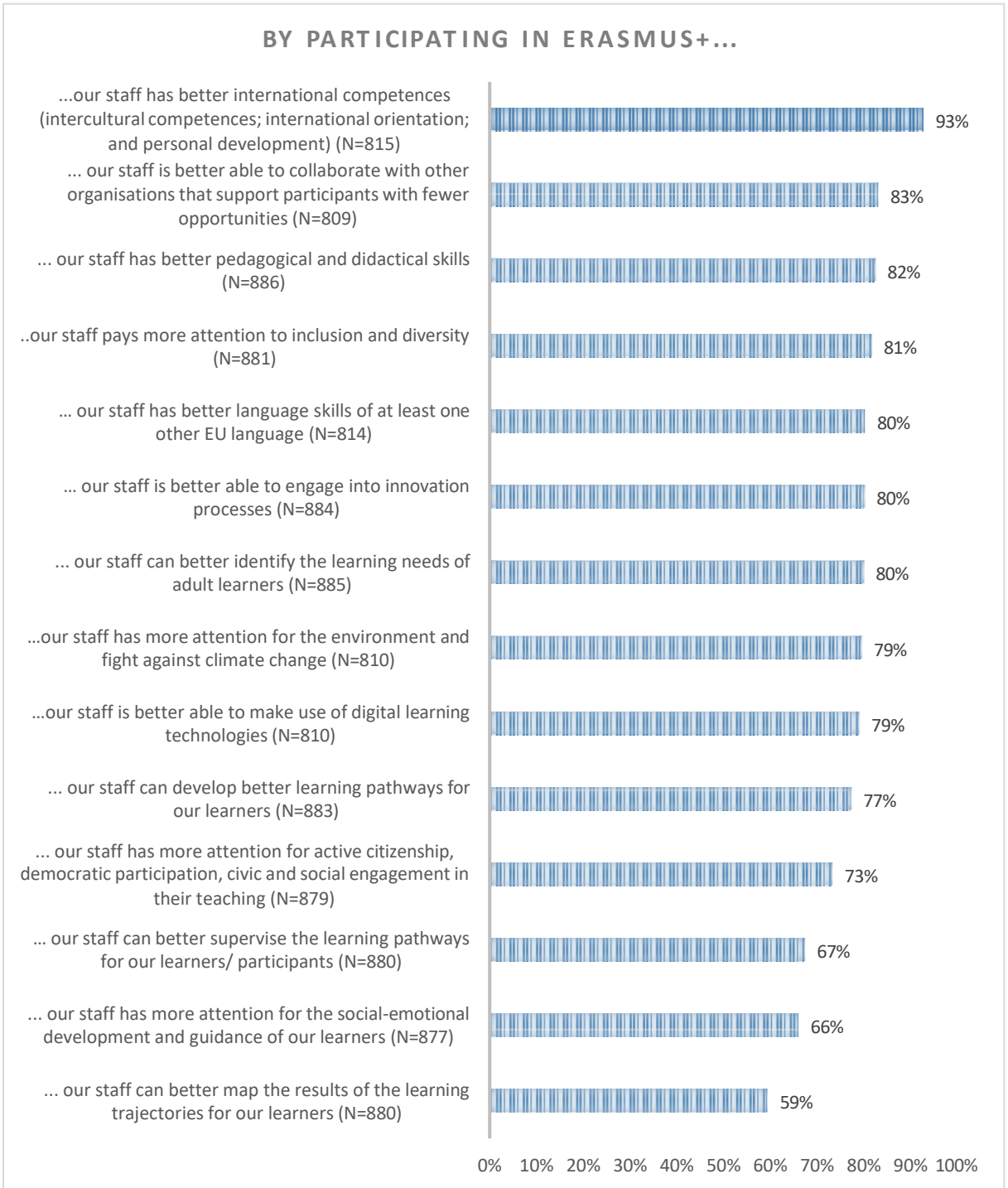
## 4.1 Introduction

Participation in individual or group mobility activities (KA1) or involvement in project activities and the use of project results, such as learning materials or methods (KA2), are intended to strengthen the socio-economic resilience of individuals on the one hand, and the professionalisation of adult education staff on the other hand.

## 4.2 Impact on staff

Respondents to the online survey see a **positive impact of Erasmus+ participation on their organisation's staff, both in KA1 and in KA2** (see Figure 25). The highest ranked impacts are on international competences, staff ability to collaborate with other organisations, pedagogical and didactical competences, and attention to inclusion and diversity. Lower percentages of respondents' report impact on staff ability to map the results of learning trajectories, attention to social-emotional development and guidance for learners, ability to supervise learning pathways, attention to active citizenship, and developing learning pathways, although these are still mentioned by the majority of respondents as impacts.

**FIGURE 25. IMPACT OF PARTICIPATION IN KA1 AND KA2 PROJECTS ON THE STAFF OF THE FUNDED ORGANISATIONS[38]**




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

[38] To what extent do you agree or disagree with the statements presented below regarding the impact of participation in Erasmus+ since 2018 on the professionalisation and development of staff working in your organisation?

**In terms of skills and competences, the biggest impact is on international competences**, with around 93% of the respondents agreeing that the staff increased its competences in that area. Qualitative interviews in the case studies reveal that this includes for instance knowledge about project management rules and good practices in Erasmus+. Organisations thus accumulate know-how for setting up international consortia, planning European projects and writing subsequent applications in Erasmus+. In the case of KA1, case studies also reveal that participation in a mobility programme helps to empower and motivate adult educators to carry out Erasmus+ mobility programmes for learners themselves. Moreover, the participation in Erasmus+ also increases the ability to communicate and work together in multinational teams. According to qualitative interviews, the staff members especially develop their awareness about cultural differences and differences between education and training systems, as well as a sense of the potential benefits of international cooperation and a subsequent commitment to internationalisation. Improved language skills are also highlighted as direct impact of Erasmus+ by 80% of the respondents to the online survey. While a short stay abroad may not have a big impact on grammar and vocabulary, it helps to overcome mental barriers and improve fluency as well as boosting learning motivation.

**A second important impact of Erasmus+ is on the pedagogical and didactical skills of the staff from funded organisations** (82%). The impact differs between the typical tasks of adult educators, being highest on the capacity to identify learning needs (80%) and develop new learning pathways (77%). Overall, respondents notice a positive impact on engagement into innovation processes (80%). A case study conducted in Poland with a public employment agency provides examples of such effects.

**Country report Poland**

"In this case, the outcomes for the staff employed in this institution (particularly job advisors and trainers) who participated in trainings organized abroad have wider effects, especially for the clients of this institution, mainly vulnerable groups such as the unemployed, migrants, and students in the last stage of school who are at risk of future unemployment. By taking part in mobility project the staff learned different methods and tools in the area of trainings, job advising, and validation of learning outcomes for their clients" (interview).

More concretely, the following effects on the staff of participating in Erasmus+ projects were mentioned:

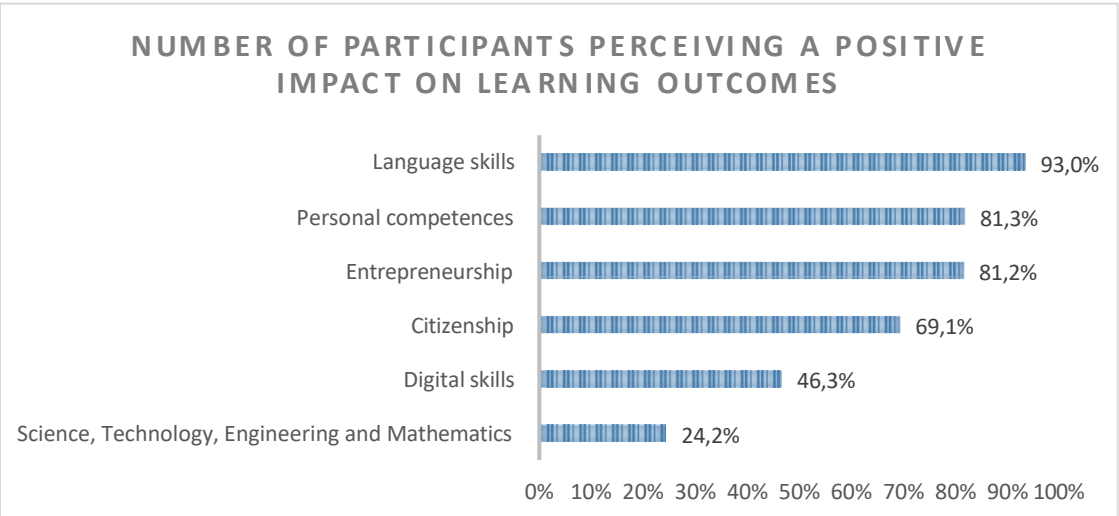
- Improve skills in methods and tools for conducting training for unemployed individuals, better adjusting activating methods to various target groups. These methods, techniques, and tools are also used in schools and enable earlier activation of youth at risk of future unemployment.
- Learn new, foreign solutions and apply them in their own work.
- Improve skills related to creating a balance of competencies and conducting individual entrepreneurship plans for clients (case study).

Especially physical mobility is associated, in many country studies, with a boost in learning motivation. Ahead of the mobility, interviewees in case studies said for instance that they improved their language skills and read or took courses about the culture of the country they were going to. By returning, some continued to take language courses or build on their knowledge through exchange, self-learning tools and further courses. Learning and innovation can also benefit from the social capital developed during the project activities, with cooperations and communities established around certain topics, especially in the form of closed groups in the digital sphere. As demonstrated in a case study in Germany, employees of a regional training provider who took part in a study visit on the topic of Sustainability Education built up informal networks with other German participants in order to foster the green transformation in their respective organisations upon return.

Regarding the horizontal priorities of Erasmus+, the impact at the individual level is highest as regards the attention granted to inclusion and diversity: 81% of the responding organisations rather or fully agree that it increased because of their participation in the programme. Compared to this, only 73% acknowledge an impact on the attention to active citizenship, democratic and social engagement and 79% on the attention to environment and climate change. These results can be linked to the thematic focus of funded projects, reflecting their relative importance in the sample.

Focusing more specifically on KA1 projects, the participants' reports filled in by staff members participating in a mobility activity upon their return in 2018-2020 show a particularly strong impact on language skills, personal competences and entrepreneurship (see Figure 26 below). The impact is smallest on skills in the area of Science, Technology, Engineering and Mathematics (STEM), but this can easily be explained by the focus of Erasmus+ projects in adult education - STEM might not be as relevant in adult education as it is for instance in vocational education and training for instance.[39]

**FIGURE 26. AGGREGATED RESULTS OF IMPACT PERCEPTIONS ON LEARNING OUTCOMES BY MOBILE STAFF MEMBERS IN KA1 PROJECTS 2018-2020**




[39] The European Commission's participant reports in KA1 have the same structure and questions for all education sectors. Although this is helpful to facilitate comparisons or aggregate results at programme level, it does not consider some specificities of adult education.

*Source: QlikSense, N=17.360 (countries: Austria, Czech Republic, Germany, Finland, France, Hungary, Italy, Liechtenstein, Latvia, Netherlands, Poland, Portugal, Romania, Slovenia, Turkey)*

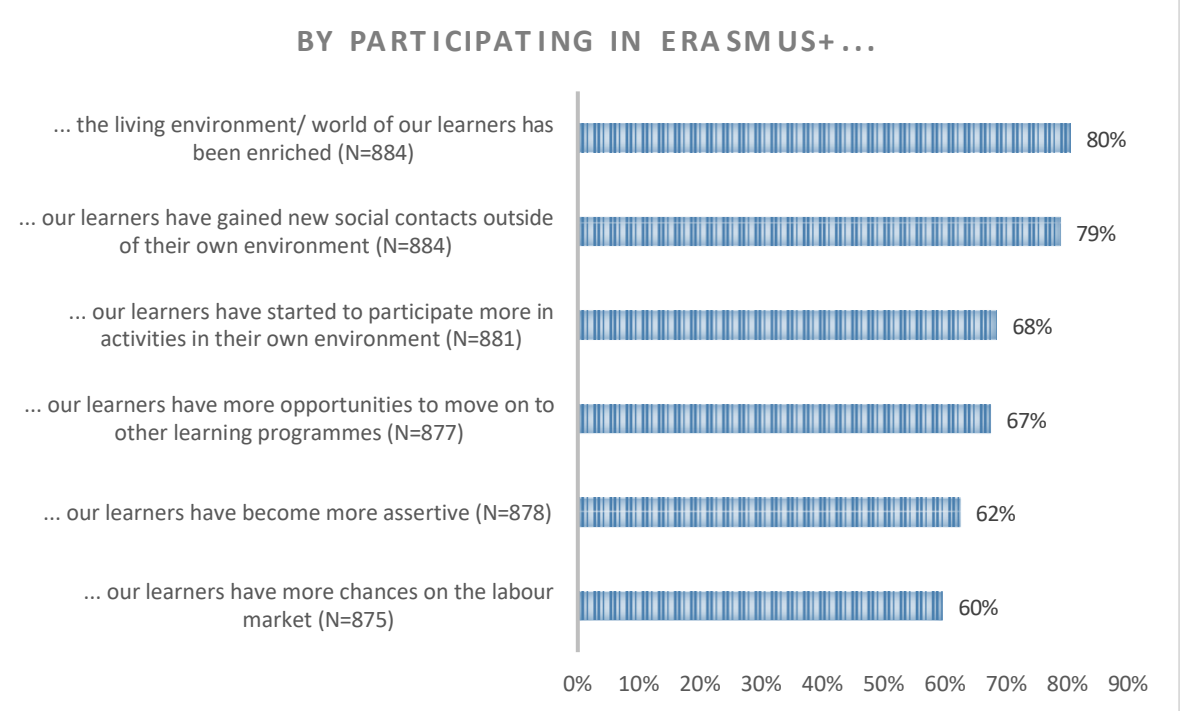
Overall, the online survey as well as the qualitative interviews and the participants reports all indicate a positive impact of Erasmus+ on the professionalisation of adult education staff in the beneficiary organisations. By taking part in project activities, individuals gain new skills and develop their motivation to learn and engage in innovative processes. The international dimension of the programme is perceived as being especially important in that respect, as it allows individuals "to step outside of one's comfort zone", as put by an adult educator in Germany, opening new horizons and questioning well-established routines and prejudices.

### 4.3 Impact on adult learners

Learners in adult education are reached in Erasmus+ projects in different ways. On the one hand, they can participate directly in project activities, for example in mobility measures in KA1 projects, or in events that are designed and implemented in their own country by KA2 projects. On the other hand, they can benefit indirectly from the results of the projects, especially in KA2, where courses and teaching/learning materials are often developed. To analyse the impact of Erasmus+ at the learner level, project managers were asked for their assessments in an online survey and learners were interviewed as part of case studies.

In both Key Actions, organisations responding to the online survey generally rate the impact of Erasmus+ on learners as positive (see Figure 27). The enrichment of the participants' living environment and lifeworld is seen as particularly strong, with 80% of the respondents fully or rather agreeing that there is a positive impact. Effects on social contacts outside the participants' own environment are also perceived as very positive (79%). More than half of the respondents fully or somewhat agree with statements that the programme gives learners better opportunities on the labour market (60%), made learners become more assertive (62%), provide learners new opportunities to participate in learning activities (67%) or to participate more than before in activities in their own environment (68%).

FIGURE 27. IMPACT OF PARTICIPATION IN KA1 AND KA2 PROJECTS ON LEARNERS OF THE FUNDED ORGANISATIONS[40]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

**Qualitative interviews reveal the high variety of effects of participating in Erasmus+ projects on adult learners**, depending among others on the target group and the type of activities. A common pattern is that participation in Erasmus+ increases the sense of control over one's own life, self-confidence, and courage to act. This is particularly important for individuals with fewer opportunities, who might not otherwise be able to travel abroad or engage in international activities.

Regarding the competences developed by adult learners who took part in mobility in KA1 projects, they have been summarized as follows based on the qualitative interviews conducted in Slovenia.

**Country report Slovenia**

Adult learners have gained new knowledge and skills (e.g., they have improved their knowledge of the English language, philography, gained knowledge of the culture of the host country), improved their self-confidence (they have shaken off the fear of travelling, they dare to speak to a foreigner in English language in their own place or abroad), strengthened their digital skills (they have learnt to use the WhatsApp application on their smartphone, they have also used the Google Maps application on their phone and various applications for translating Slovene and English words), strengthened their intercultural competence (e.g., they learned to

[40] Question: To what extent do you agree or disagree with the statements presented below regarding the impact of participation in Erasmus+ since 2018 on adult learners in your organisation?

shake off stereotypes about Muslims) and relational competence (participants stay in contact with each other, cooperate and help each other after the mobility is over).

These findings are confirmed in the other national studies.[41] Long-term impacts on learners' life and career are difficult to trace back to the project experience, but anecdotal evidence from the case studies show that Erasmus+ can make a very positive contribution to the participants' learning journey.

**Factors facilitating the impact of Erasmus+ on learners, especially in KA1,** include the personal support by adult educators and accompanying staff before, during and after the mobility. This is especially important for participants who have never been abroad before and who might face multiple barriers, such as health problems, low literacy, language barriers or administrative issues. Peer support and a safe group atmosphere are also mentioned as key success factors, with participants encouraging and helping each other to cope with possible difficulties.

### 4.4 Conclusions

At an individual level, Erasmus+ has a wide range of effects on the skills and personality of both learners and staff at the beneficiary organisations. Pedagogical and didactic skills contribute to the professionalisation of staff, which ultimately also benefits the learners. For both groups, however, the effects are also particularly pronounced in the areas of foreign language/intercultural competence and personal development. "Stepping out of one's comfort zone", as one lecturer described it in connection with a mobility experience, and self-awareness in a space that is not limited by the usual norms and codes (a so-called "*free space*"[42]), enable participants to develop new aspects of their personality and strengthen their self-efficacy.

[41] See e.g. Roy, A. et al (2019). Outcomes of international student mobility programmes: a systematic review and agenda for future research. *Studies in Higher Education* (44)9, 1630-1644. and Krichewsky-Wegener, L. (2020). Lernen durch Auslandsaufenthalte in der Berufsbildung. Springer.

[42] Kristensen, S. (2004). Learning by leaving: placements abroad as a didactic tool in the context of vocational education and training in Europe. Publications Office of the European Union.

# 5 Impact of Erasmus+ at macro level

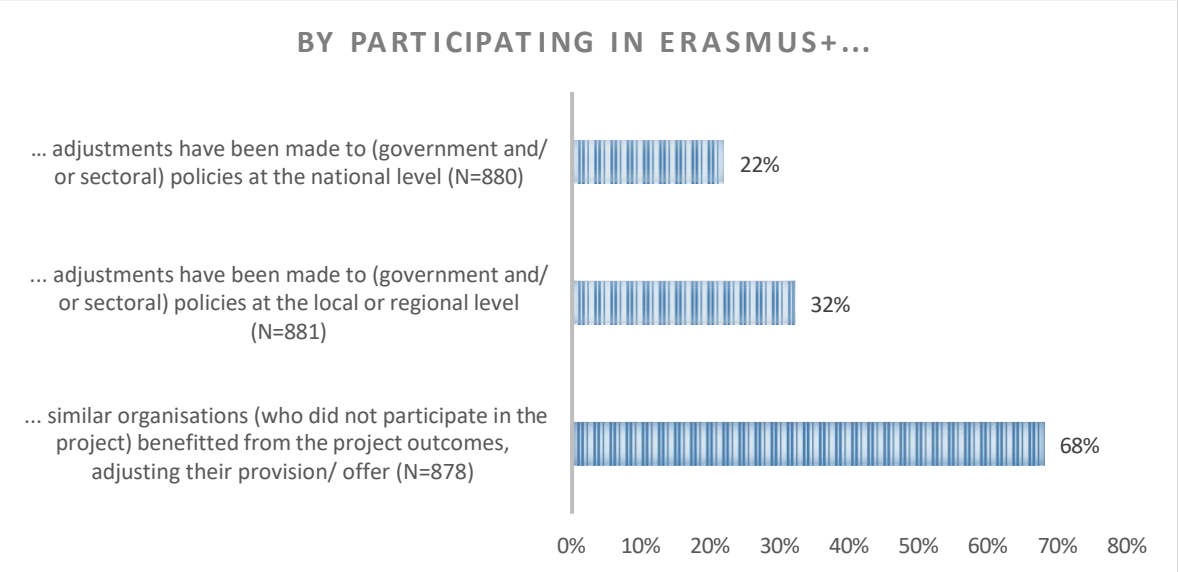
## 5.1 Introduction

In this chapter, we look at the impact of Erasmus+ beyond the participating organisations. It addresses aspects such as how other organisations benefited from the project outcomes, adjusting their provision/offers, and whether adjustments have been made to (government and/or sectoral) policies at the national and regional levels due to Erasmus+ projects.

## 5.2 Impact on other organisations

In terms of the impact of Erasmus+ beyond beneficiary organisations, the greatest impact is reached by adapting the offer and delivery of training to other, related organisations that were not involved in the project (see Figure 28). Over two-third of beneficiary organisations indicated this as an impact of Erasmus+ beyond their own organisation.

FIGURE 28. IMPACT OF PARTICIPATION IN ERASMUS+ BEYOND BENEFICIARY ORGANISATIONS [43]




*Source: Online survey beneficiary organisations RIA-AE network (2024)*

Country reports provided different examples of impact on other organisations (see box below).

**Country report The Netherlands**

Other museums are now also adopting the Tinkering method developed with the assistance of Erasmus+. The international network of science museums meets annually at the Ecsite conference and nationally within the VSC network (sector organisation of science museums and science centres). The experiences with

[43] Question: To what extent do you agree or disagree with the statements presented below regarding the impact of participation in Erasmus+ beyond your own organisation?

Tinkering were shared at these meetings. In the meantime, they also trained other museums in the use of the Tinkering method such as the Rijksmuseum Boerhaave, the De Waag museum, but also the Amsterdam library (case study).

**Country report Latvia**

A positive example with the potential to become a wider movement is a development of the Senior University in Latvia. The Senior University movement, created and developed through Erasmus projects is a direct result of the Erasmus project, because the project manager was introduced to the idea of the Senior University in Portugal through an Erasmus project on digital skills for adults 55+ in 2017. Now this is an activity beyond Erasmus+ projects, and currently it is supported from different sources of funding and involving different organisations, including several municipalities and senior organisations.

**Success factors for mainstreaming outputs** beyond the beneficiary organisations are close working relationships with 'like-minded' organisations, for instance as members or coordinating bodies of an education provider association and the use of institutionalised communication channels. These platforms enable the dissemination of manuals, curricula or teaching and learning materials. The German country report indicates that especially national platforms could have great potential, since European platforms are not always consulted by national actors. Another success factor mentioned was organising training courses for staff from other organisations ("train the trainer"). Well-developed dissemination strategies, making professional use of social media and other communication channels, also have a positive effect.

Factors that limit the impact of Erasmus+ beyond the circle of beneficiary organisations are language barriers, the lack of time or budget to present the results to the public after the project, and, in the case of websites, to maintain and update them. In one case, a quality problem was also mentioned. Project partners sometimes have different ideas about the quality standards to be adhered to and lack the resources to revise the results at the end of the project and ensure a professional layout of deliverables, which negatively affects dissemination of project results.

### 5.3 Impact on national, regional, and sectoral policies

One in three respondents indicate that Erasmus+ projects resulted in adjustments on local or regional policy level, and less than one in four stated that there was an impact at the national policy level as well (see Figure 28).

While the impact of KA1 and KA2 at macro-level is much smaller than the impact measured at the organisational or individual level, single cases show that it can make a difference for the adult education sector. In Germany, for example, there are institutionalised communication channels between education providers and policymakers via umbrella organisations and working groups. Insights resulting from European projects are sometimes passed on through these channels by individuals who take on a multiplier role. Individual initiatives and personal networks appear to play an important role here. More generally, civil society organisations have reached out to policymakers at the national level, for example sharing insights gained from a mobility project focusing on the lives of homeless people across different countries.

Presenting clients' perspectives to decision-makers, for example collected through small surveys, has also been practiced.

**Country report Slovenia**

"The field of counselling/guidance seems to me to be an excellent example of how all the stakeholders, from the Ministry [of education], the SIAE, the providers, to the participants in counselling/guidance, have managed to set up a great system in the country, to the point where it has now come into the public network. I think it's all the result of some Erasmus projections... it's a 20-year journey that has gone through Erasmus." (interview staff).

"I saw once on an exchange in England that they were doing a quality week, and we then introduced a quality week at AE centre/folk school X, we presented it at SIAE and from that there was a Quality Day, a national Quality Day, which SIAE took from us and that's one such result that definitely came from our Erasmus." (interview staff).

"If I look at what is at national level, e.g. Basic and Vocational Competences which is a tendered project, or inter-generational centres, these were created on the basis of European projects, and they [the ministry responsible for education] than adopted them and put them out to tender." (interview staff).

A significant barrier to witnessing a broader impact is the small scale and narrow scope of some projects, combined with the difficulty in monitoring their extended influence once the projects have ended. Moreover, not all countries have dedicated umbrella organisations for adult education that could facilitate transfer of knowledge between Erasmus+ projects and policy. Moreover, national policies are not always sufficiently aligned with Erasmus+, such as reported for Slovenia not referring to Erasmus+ in the Adult Education master plan in the country.

## 5.4 Conclusions

While Erasmus+ projects have positively impacted other organisations and the adult education sector, having a more substantial role in influencing policymaking remains an area that could be further developed. Government policies at local, regional, and national levels seem less influenced by Erasmus+ initiatives. Both local and regional policy adjustments are limited, according to beneficiary organisations. A significant barrier to witnessing a broader impact is the small scale and narrow scope of most projects, combined with the difficulty in monitoring their extended influence once the projects have ended. Moreover, not all countries have dedicated umbrella organisations for adult education that could facilitate the transfer of knowledge between Erasmus+ projects and policy. Factors stimulating impact include local and regional networking events, regional and national networks of educational institutions, and involving policy stakeholders in Erasmus+ activities.

# 6 Conclusions and policy pointers

Based on the findings presented in the previous chapters, this chapter provides an overview of the achievements and challenges in increasing the inclusiveness and impact of Erasmus+. Based on these challenges, policy pointers are presented for future consideration to strengthen the Erasmus+ programme. For each policy pointer, the responsible party is indicated who should provide a follow up.

## 6.1 Achievements

### Erasmus+ reaches a high variety of AE organisations and learners

The study shows that Erasmus+ supports a wide variety of organisations and adult learners. Most reported beneficiary organisations are Non-Governmental Organisations (NGOs), followed by adult education providers. Overall, country reports indicate that beneficiary organisations reflect the diversity of entities active in their adult education sectors, with a few exceptions (Austria, Finland, Germany, The Netherlands and Türkiye) pointing on challenges reaching out to certain types of organisations or organisations in remote areas. Overall, beneficiary organisations target many groups of learners with fewer opportunities, despite all the challenges and obstacles faced when reaching out to them and supporting their participation in international activities.

### Beneficiary organisations value Erasmus+ and remain loyal to the programme

Most beneficiary organisations have participated in the programme more than once. Around one third of the respondents stating that they had even been involved in five or more projects in KA1 and KA2. The vast majority also expressed their intention to apply to the Erasmus+ programme again in the future. Once funded, organisations remain loyal to Erasmus+, which is a positive sign of appreciation and indicates that it is worth the investment. Beneficiary organisations report great added value of Erasmus+ support. Without the programme funding, they would not have implemented the same project activities.

### Organisational embedding of internationalisation has improved

An important condition for internationalisation within AE is that internationalisation is embedded in the structures, strategies and processes of the organisation. The study shows that the impact of Erasmus+ is primarily experienced in the internationalisation of staff, administration of international projects, the vision on internationalisation, and the structural financing thereof. The impact is experienced to a lesser extent in human resources policy within the organisation. Additional analysis of differences between accredited and non-accredited organisations for KA1 mobility shows that accredited organisations are slightly better positioned than the average in terms of all these characteristics.

### Most developed outputs are mainstreamed in regular offer

Around 60 percent of responding institutions have developed curricula, training modules, language courses, or pedagogical concepts within KA2 projects. Other frequently occurring products are a website, an online tool, a handbook or guideline, or didactic material for teachers or staff. To a lesser degree, a book or publication, position paper, or the development of webinars or blended learning courses has been achieved. The outputs of KA2 projects have been successfully utilised by the beneficiary organisations. Three out of four organisations indicate that the outputs

have been utilised rather or very much and only one percent stated that they have not been utilised at all. A wide majority of all respondents also see a measurable change in their own learning offer, which is better aligned with the needs of adult learners/participants because of participating in Erasmus+. In addition, the majority note an improved cooperation with other organisations promoting the self-reliance of adult learners, but also organisational improvements in the fields of digitalisation and digital competencies. The extent to which accessibility has improved (and the voice of the learner been included) scores lower but is still regarded as an impact of Erasmus+ participation by just over half of the beneficiary organisations.

### Projects contribute to the Erasmus+ horizontal priorities

The analysis of the progress markers shows that most of the beneficiary organisations surveyed have several conditions in place facilitating inclusion and diversity, digitalisation, greening, and active citizenship. Nevertheless, some conditions are less forthcoming, such as dedicated strategies/plans and dedicated staff for inclusion and diversity. Digital strategies and action plans for digitalisation, as well as digital support for learners with special needs for digitalisation, are also less forthcoming, just like the use of ecolabels/certificates and monitoring arrangements for calculating the ecological footprint for organisations to facilitate green transition. Finally, structures that allow learners to influence the learning offer, as well as an established strategy for promoting active citizenship, is less mentioned as a condition for facilitating participation in democratic life, common values, and civic engagement. In the coming years, the study will measure the progress in the extent to which these conditions are met. Asking beneficiary organisation about the improvement made on each of these horizontal priorities, the most significant improvement is in digitalisation and inclusion & diversity, and active citizenship, where respectively 66%, 65% and 62% of organisations indicated an improvement. Attention to the environment and the fight against climate change scores lower, with 53% of organisations reporting improvement.

### Erasmus+ improves staff member's professional skills

Participation in Erasmus+ projects offer staff members in the AE sector new opportunities to develop their skills and competences. Not surprisingly, the biggest impact as seen by beneficiary organisations is on their international competences. This includes for instance knowledge about project management rules and good practices in Erasmus+. In the case of KA1, case studies also reveal that participation in a mobility programme helps to empower and motivate adult educators to carry out Erasmus+ mobility programmes for learners themselves. Moreover, the participation in Erasmus+ also increases the ability to communicate and work together in multinational teams. Staff members especially develop their awareness about cultural differences and differences between education and training systems, as well as a sense of the potential benefits of international cooperation and a subsequent commitment to internationalisation. Improved language skills are also highlighted as direct impact of Erasmus+. A second important impact of Erasmus+ is on the pedagogical and didactical skills of the staff from funded organisations. The impact differs between the typical tasks of adult educators, being highest on the capacity to identify learning needs and develop new learning pathways. Overall, respondents notice a positive impact on engagement into innovation processes. Involved staff members in some cases act as multipliers within their organisation, which can influence the strategic direction of the organisation, especially in smaller organisations or in the case of management staff.

### Participation in Erasmus+ improves the skills of adult learners and their social integration

From the perspective of the organisations, participation in Erasmus+ expands the learners' social environment, improving also their chances of advancement and allowing them to gain new contacts outside of their learning pathways. To a lesser degree, beneficiary organisations see that learners have better chances in the job market and that other learning pathways of their organisation have become more accessible to them. The least reported impact, but still by more than 60% of the respondents, is that learners have become more assertive. Examples thereof are given in the interviews, such as stimulation of personal growth, development of skills, knowledge of other countries and cultures, and advancement to the labour market or education, which is proof of the important added value of Erasmus+.

## 6.2 Challenges

### Not all types of organisations are reached yet

Overall, the country reports indicate that the diversity of beneficiary organisations reflects the diversity of entities active in their adult education sectors. In a few countries, however, specific types of organisations or organisations in remote areas are more difficult to reach and engage in Erasmus+, as reported for instance in Austria, Finland, Germany, The Netherlands and Türkiye. Many organisations cite obstacles that make participation difficult or, in some cases, prevent them from submitting new applications: (1) limited human resource capacity; (2) lack of leadership support; (3) costs; (4) finding suitable partners; and (5) programme-related factors.

**Policy pointers**

The NAs should regularly collect and analyse data to identify underrepresented groups in the programme and identify their obstacles. Identified obstacles should be responded with targeted support measures (**action point for the NAs**).

- Erasmus+ could be presented even more strongly than before as an opportunity to overcome upcoming challenges in adult education through the international exchange of good practice and the development of innovative solutions. The NAs should explain to the potential applicants concretely, based on research evidence, what the added value would be for them and what the eventual distinctiveness is, if they participate in an Erasmus+ project. Storytelling of successful projects plays an important role here (**action point for the NAs**).
- Initiating cooperation with partners is challenging – especially for newcomers to the programme - if there is no existing network of partners to fall back on. Many of the organisations would like support finding a project partner to increase the chances of success for the application and subsequent project implementation. The level of awareness about TCAs and other supporting measures among interested organisations should be increased by the NAs (**action point for the NAs**).

- The NAs should seek alliances with professional associations and umbrella organisations in the adult education sector, strengthening their role in promoting the programme to its members (**action point for the NAs**).
- Although the surveyed organisations appreciate the support and information provided by the NAs, there is often uncertainty regarding the expected effort involved in submitting applications, accounting and reporting. The NAs should support targeted networking of experienced and inexperienced organisations, by supporting peer-to-peer learning or peer mentoring (**action point for the NAs**).
- The Commission should continue to develop more user-friendly digital tools and project management procedures that would benefit all participating organisations, but especially smaller organisations with limited human resources (**action point for the European Commission**).
- Explore possibilities for financial support to cover for substitute staff costs to ensure that organisations can participate in the Erasmus+ programme. Align Erasmus+ support with rising travel and accommodation costs (**action point for the European Commission**).

### Potential for increasing synergies between KA1 and KA2

Significant differences are seen between the types of beneficiary organisations in KA1 and KA2. A common trend across countries is that organisations tend to be active in only one of these Key Actions, rather than both. Although the research clearly points out that there are distinct reasons why organisations apply for one or the other action, based on organisational needs, some country reports highlight the potential to strengthen the synergies between both actions.

**Policy pointers**

- The NAs could strengthen the synergies between actions through clear communication on best practices as for how actions (KA1and KA2) can strengthen each other, such as by better embedding mobility of adult learners in existing KA2 projects; to test the developed outputs (such as training courses or workshops) or make lasting use thereof in future through organising exchanges of adult learners between partners. Good practices could be used as inspiration (**action point for the NAs**).
- Beneficiary organisations can also be encouraged to consider synergies with other KAs, by adding a dedicated section in the final report on how to use Erasmus+ and other actions for follow-up activities. This makes applicant to rethink their follow-up strategy already in advance and potential use of Erasmus+ (**action point for the European Commission**).

## Potential to strengthen the impact of the programme at organisation, staff, and learners level

Despite of the great take up of outputs developed, country studies point on different challenges achieving impact. In KA2, impact could be hampered by lacking quality of products, lack of management support and dedicated staff, limited time and capacity, lack of external recognition, and limited practical applicability of knowledge and outputs developed. In KA1, impact on learners and staff depends mostly on the quality of the preparation, the support to learners during the mobility and the quality of follow-up activities.

**Policy pointers**

- Ensure that sufficient preparation and follow-up is provided for mobility of adult learners and staff. The preparation might include language learning and intercultural training, and for group mobilities, strengthening of peer support and creating a safe group atmosphere. Skills and competencies acquired by staff and adult learners must be recognised, supported and disseminated after the mobility. (**action point for beneficiaries**).
- Staff should be provided with opportunities and time to share their knowledge, skills and competencies gained from Erasmus+ activities to other staff members (**action point for beneficiaries**).
- The European Commission should assure that organisations and dedicated staff are sufficiently resourced taking up the roles described above, since the analysis show that organisations experience capacity issues facilitating mobility for the most vulnerable groups; as well as further disseminating project outputs during and after projects lifetime (**action point for the European Commission**).
- Organisations need to strengthen their plans on how they can integrate lessons learned and innovative practices from Erasmus+ activities into their broader institutional knowledge to benefit the organisation, staff and learners more widely. The NAs could support this by promoting good practices and the European Commission could consider placing greater emphasis on the related award criteria in their communication and the assessment of applications (**action point for applicants, NAs and the European Commission**).

## A difficult start for KA1 mobility for adult learners, but a promising future

The opportunities offered by the new programme generation to implement mobilities for learners in adult education under KA1 are not yet being fully utilised. However, more than half of beneficiary organisations in all countries indicates plans to carry out mobility activities for learners in the future, suggesting a positive development with higher absorption rates expected. Specific obstacles identified for KA1 mobility for adult learners, in addition to the general obstacles mentioned, include a lack of awareness and knowledge about the opportunity among adult learners; limited alignment of mobility (requirements) with organisational goals and conditions; lack of access to adult learners; specific obstacles at the learner level; difficulties in finding

and incentivising hosting organisations; lack of clarity about inclusion support principles; and issues related to programme documents and guidance. Challenges are more pressing for vulnerable groups, associated with increased effort, for example in the acquisition of participants. The close support of learners with disadvantages requires a high level of time and personal commitment from staff, which is not always fully compensated for by the Erasmus+ programme and is difficult to achieve by teachers who often work on a freelance or voluntary basis. A large share of beneficiary organisations has no Erasmus+ accreditation for mobility, also amongst those that have participated in KA1 mobility, showing potential for further communicating this opportunity to this field.

**Policy pointers**

- NAs should collect and analyse data regularly to identify underrepresented organisation types and groups of adult learners in KA1 mobility and identify their obstacles. Identified obstacles should be responded with targeted support measures (**action point for the NAs**).
- Organisations need more support from the programme to facilitate KA1 mobilities for adult learners, such as by means of a guideline including an overview of mobility obstacles, tips, good practices to mitigate obstacles, and what the programme can do to help (**action point for the European Commission and NAs**).
- NAs can better inform applicants about hosting organisations, especially for newcomers. Platforms (such as EPALE) and matchmaking events (such as contact seminars) are already available, but its potential not sufficiently used and should be promoted further. A support option of the National Agency could be the establishment of structures for networking with suitable mobility destinations for specific target groups with special needs. Developing formats for specific target groups could facilitate their access to the programme (**action point for the NAs**)
- The European Commission should consider providing financial support for hosting organisations, incentivising their participation and facilitating high quality training offer (**action point for the European Commission**).
- NAs should ensure that applicants are sufficiently aware of the inclusion supports and how to use it, particularly regarding the assistance for individuals with disabilities (**action point for the NAs**).
- The European Commission should consider increasing the budget for staff to match the actual costs of facilitating mobility. In addition, consideration should be given to better supporting the families and children of participants who stay at home and need care (e.g., providing an alternative programme for those who remain at home) (**action point for the European Commission**).
- The unequal amount of lump sums for accommodation costs for participants and accompanying persons is often perceived as unfair and the Commission should consider streamlining the costs, especially when learners and teachers

are travelling together and sharing accommodation (**action point for the European Commission**).

- The European Commission should encourage group mobilities, since these are very suitable for adult learners, as they facilitate peer-to-peer learning and support, sharing of experiences and mutual empowerment, and provide a safe and inclusive environment for participants with diverse backgrounds. Rethink the communication strategy, as well as financial support for group mobility which is lower than for individual mobility (**action point for the European Commission**).
- NAs should consider developing a training focusing on methods to co-design mobility objectives cooperatively with learners and inspiring beneficiary organisations to plan mobility together, instead of just participating in the trip (**action point for the NAs**).

### Limited impact at system level by lack of dialogue between programme and policy level

Applicants experience difficulties in translating results into general policy or other contexts. This would appear to limit the participation of Erasmus+ to a direct impact on participating organisation and participants. As dissemination and mainstreaming of the outcomes are an important component of the Erasmus+ programme, this remains a point of special interest.

**Policy pointers**

- The potential to collaboratively develop strategic positions for adult education through activities in Key Action 2 and to participate in the political discourse on adult education, whether at national or European level, should be made more visible and given more targeted support by the National Agencies. This coincides with strengthening the knowledge management of the programme linking programme outcomes with the national Adult Education Agenda's (**action point for the NAs**).
- NAs should strengthen the alignment of funding with strategic needs in de AE sector. The NA's could explore whether there are opportunities to integrate additional criteria into funding decisions, such as more strongly addressing previously overlooked horizontal priorities (**action point for the NAs**).
- The programme and the NAs could offer more (financial) support in the dissemination of developed products at the system level, but also in the exchange of knowledge between projects. This could be done by clustering related projects (for instance, based on objective, target group, or methodology) and bundling them in thematic knowledge networks in which knowledge and experiences are exchanged. These knowledge networks can work together in the dissemination and mainstreaming of results and policy influencing. Such networks could be supported by a facilitator or ambassadors who can translate acquired insights into policy. Extra capacity is needed for the NAs for facilitating

these networks. In this regard, good results were obtained in a different European programme, namely the European Union's community initiative EQUAL (which ran between 2000 and 2007) (**action point for the European Commission and NA's**).

- NAs should encourage project coordinators to develop concrete plans on how they can integrate lessons learned and innovative practices from Erasmus+ activities into their broader institutional knowledge to benefit organisation, staff and learners more widely, also beyond the lifetime of a project. Good practice examples of plans should be communicated by the NAs (**action point for the NAs**).
- The capacities of project coordinators should be strengthened to strategically engage with policy makers at different levels, effectively communicate their successes, and advocate for policy changes based on the project outcomes and lessons learnt. Examples from more experienced partner organisations should be shared with newcomers and less experienced projects (**action point for the NAs**).
- Provide additional financial support for the dissemination of promising projects. A future Erasmus+ programme might also consider making a supplementary budget available to the most promising projects, so they can further disseminate their outcomes (**action point for the European Commission**).
- Another consideration is that the NAs seek a better connection with various knowledge platforms, such as EPALE, to put good projects and their outcomes in the spotlight (**action point for the NAs**).
- NAs should enhance the monitoring of long-term impact of Erasmus+ at the macro level. Follow-up surveys, impact assessment studies (such as RIA-AE), and case studies should be regularly implemented to document the influence of Erasmus+ on other organisations and policies (**action point for the NAs and European Commission**).

# Annex 1 Mission statement RIA-AE network

RIA-AE Network mission statement

Adult education provides skills development opportunities that help EU citizens find better jobs and improve their well-being. As an education sector, adult education is largely disconnected from the rest of the education system and receives limited funding and policy attention compared to other sectors. However, research shows that adult education is important and that it can contribute significantly to the personal, social and economic well-being of individuals and the social cohesion of a society.

The impact of Erasmus+ on adult learners and on the field of adult education has been little researched to date. To better coordinate research activities on the impact of international cooperation and mobility projects in adult education and to enable the further development and quality improvement of the Erasmus+ programme, a transnational research network is being set up: the Network for Research-based Impact Analysis of the Erasmus+ Programme in Adult Education (RIA-AE Network).

The aims of the RIA-AE network

The RIA-AE network pursues the following objectives:

contribute to a better understanding of the impact of international cooperation and mobility projects in adult education under the Erasmus+ programme.

strengthening cooperation and dialogue between research, politics and practice.

contribute to the further development and quality improvement of the Erasmus+ programme by enabling high-quality and practice-oriented evaluation and impact research.

increasing the visibility of the benefits of adult education and the Erasmus+ programme in the EU and the Member States.

Procedure

To achieve these goals, the RIA-AE network brings together the National Agencies for Erasmus+ from different European countries to work together on the development of a new approach to programme evaluation and impact assessment of Erasmus+.

The starting point for the joint activities is an inventory of existing research and knowledge on the benefits and effects of mobility projects and international partnerships in adult education. Building on this, a research concept with a multi-level approach and coordinated research methods offers the opportunity to investigate the effects of Erasmus+ at an individual, organisational and systemic level in the respective countries and on an international comparative basis.

Principles of cooperation

Co-operation within the network is based on shared responsibility and is always open to new members. The cooperation framework includes several national agencies and external research partner organisations (e.g. universities, research institutes). Each NA involved in the network can decide whether to carry out the research projects itself or to commission a research partner.

Values

To achieve the goal of high-quality research, the network partners adhere to common standards of social and educational research. The methods used for the research activities can include all methods commonly used in empirical social research - quantitative, qualitative or a mixture of different methods.

# Annex 2 Overview of impact studies at country level

| Country | Title | Methodology | Focus | Outcome (+ is positive impact) |
|---|---|---|---|---|
| **Austria** | Gadinger & Berger (2023) | Interviews with project coordinators | Impact at system level | • Professionalisation of stakeholders (+)<br>• Promotion of women in VET (+)<br>• Success factors for achieving impact (set clear goals from the start; select relevant project theme that is addressing an urgent need; involve relevant project partners from system level; communication/ marketing of project results |
| **Czech Republic** | NA | NA | NA | NA |
| **Finland** | Karppanen, H. (2023). ”Anti on yhtä kokonaisvaltaista kuin lapsen aito oppiminen” — Erasmus+ henkilöliikkuvuuksien vaikutukset kansalaisopistoissa hankekaudella 2014–2020. [Master’s thesis]. University of Tampere. | NA | Impact of staff mobility | • Professional and international competence of staff (+)<br>• Closer collegial cooperation and raising of awareness (+)<br>• Development of key competences (+) |
| **Germany** | NA-BIBB (2020): Erasmus+ Erwachsenenbildung. Auswirkungen der | Document study research | Impact of KA2 on organisation, staff, learners, | • Professionalisation of staff (didactics, skills, expertise, foreign skills, personal skills, and management skills) (+)<br>• Digital education and communication strategies at organisational level (+) |

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| | Strategischen Partnerschaften in Deutschland. Bonn. | Survey KA2 Project coordinators<br>Case studies | and wider environment | • Quality of programmes (+)<br>• Us of products depended on the technical possibilities, available resources, but also on the organisational culture (+)<br>• Factors that that promote successful implementation of developed outputs are project condition, cooperation, quality and impact. |
| | icunet & uz bonn (2017). Erasmus+ Evaluation. Bildungsbereiche: Hochschulbildung, Erwachsenenbildung, Berufsbildung. | • Online survey amongst beneficiaries (individual staff taking part in mobility & beneficiary organisations) | Impact on staff and organisational level | • Intercultural awareness and language promotion (+)<br>• Quality and professionalisation of the organisation (+) |
| **Hungary** | NA | NA | NA | NA |
| **Italy** | Mobility in Erasmus+. First results in the fields of school education, higher and adult education (2015) | Analysis of final reports and participant reports<br>Survey amongst teachers and trainers | Impact on staff level | • Professional knowledge and abilities, create a network of new partners, and stimulate developing new practices within their institutions (+)<br>• Growth of new participants (+) |
| | Strategic partnerships for innovation in | • Interviews with | Impact at organisation level | NA |

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| | Erasmus+. A study on the impact (2018) | beneficiary organisations<br>• Focus groups | | |
| | Innovation in Erasmus+ Strategic Partnerships. Second impact study (2020) | NA | Impact at individual, organisation and system level | NA |
| | Erasmus+ for learning. The qualitative impact of staff mobility in KA104 projects.<br>Adult Education (2020) | • Analysis of Erasmus+ Dashboard and the Mobility Tool | Impact of staff training activities | • Individual skills of staff (+)<br>• Methodologies for adult learning at organisation level (+)<br>• Increase in number of funded projects (+) |
| | Survey on the activities of KA104 adult education staff mobility projects in Covid-19 emergency. Results from the online questionnaire. November - December 2020-(2021) | • Online survey for beneficiary organisations of staff mobility | Impact of Covid-19 on KA1 mobility activities | • Negative impact on mobility (-) |
| | Survey on the activities of strategic adult education partnerships KA204 | • Online survey amongst KA2 projects | Impact of COVID-19 on the | • Activities were generally implemented<br>• Challenges organising mobility, but remedy measures were proposed using virtual mobility |

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| | in emergency Covid-19. Results emerged from the online questionnaire. December 2020<br>-January 2021 (2021) | | implementation of KA2 projects | |
| | Erasmus+ Report 2023 (2023) | • Desk research final reports | Contribution to horizontal and sectoral priorities | • Staff perception towards Europe and European values (+) |
| **Latvia** | BISS (2020). Nodarbināto pieaugušo ar zemu kvalifikāciju efektīvākas iesaistes mācībās izvērtējums. | • Survey amongst municipalities | Provides an insight into the characteristics of the adult education situation in Latvia | • EU funding is the main source of funding of AE; no systematic national funding is available<br>• Quality of AE offer is uneven amongst regions |
| **Poland** | NA | NA | NA | NA |
| **Portugal** | Guilherme, M. (2022). Como se pode gerar mais impacto nos projetos KA2 do Erasmus+ nos grupos-alvo? (Dissertação de Mestrado). ISCTE/Ciências Sociais e Humanas. | NA | Impact of KA2 project on communities | • Connection with EU (+)<br>• International career and training (+) |

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| | Vieira, M. & Silva, M. (2020). Learning together: case study of an Erasmus+ KA1 organisation. In H. Martins and M. Silva (eds.), Transformação Digital. Dimensões Organizacionais e Societais (pp. 22-28). Fundação para a Ciência e Tecnologia. | NA | Impact on teachers and staff | • Soft skills (respect and esteem, transparency, social and environmental responsibility, tolerance, awareness, communication, among others) (+)<br>• Critical thinking about own culture and the cultures of other people (+) |
| | Valkova Tarasova, O., Stindl, P., Yom, J., Chardymova, N., Imre, S.-B. & Valek, L. (2020). Integration of non-formal learning approaches into the formal education by peer learning of teachers and youth workers. Revista Romaneasca pentru Educatie Multidimensionala, 12(1Sup1), 345-365. | NA | Impact of course on staff | • Staff knowledge on combining non-formal and formal learning (+) |
| **Slovenia** | Interim National Report on the | • Survey amongst | Impact on organisation | • Organisation level: new learning tools and materials, familiarity with new forms and methods of teaching, the use |

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| | Implementation and Impact of Erasmus+ Programme (Klemenčič, 2017) | beneficiary organisation and AE stakeholders | and system level | of diverse forms and methods of teaching, training of foreign language teachers, familiarity with and understanding of AE systems in partner countries, familiarity with foreign didactic environments, motivation of educators to introduce changes and innovations in teaching, social competencies of educators, the organisational and managerial skills of educators, educators' awareness of the European cultural and moral values, strengthening respect for different cultures and familiarity with the European institutions (+)<br>• System level: innovation and the dissemination of good practices within Slovenia; professional development of adult educators; quality of learning/teaching; internationalisation of the AE system, use of EU transparency and recognition tools (+) |
| | Reports of 207 participants who participated in individual mobility in the field of AE (Mikulec & Stanovnik Perčič) | • Analysis of participant reports of 207 educational staff members in the period 2014-2016 | Impact on staff | • Professional development in the field of acquiring new knowledge about good practices abroad, social, linguistic and cultural competencies, the professional field of work (or teaching), and the practical skills relevant to their professional development, strengthening of professional networks involving educational staff, the familiarity with AE systems in other countries, and the use of new methods for assessing and valuation of knowledge acquired both in formal and non-formal education. Managerial and organisational skills, and the skills of using information and communication technology (+) |
| **The Netherlands** | Ockham IPS and Artéduc (2022). Impact of Erasmus+ on Adult Education | • Survey beneficiary organisations (KA1 and KA2) | Impact on organisations, staff, learners and policy | • The study clearly shows that Erasmus + reached out many type of AE organisation, but not all relevant stakeholders are reached yet.<br>• Erasmus+ improved the organisational embedding of internationalisation through participation in Erasmus+ (+) |

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|---|---|---|---|---|
| | | • Case studies beneficiary organisations<br>• Interviews learners<br>• Interview non beneficiary organisations | | • Developed products and learning material are integrated in the organisation regular offering and policy (+).<br>• The Erasmus+ programme also reach professionals and volunteers that are applying the knowledge gained in their education practice (+).<br>• Participation also enhances the skills of adult learners and engenders activation +).<br>• The study concludes that organising foreign trips for adult learners is still a challenge. |
| **Türkiye** | Ministry for EU Affairs, (2017). National Report of Turkey on the Implementation and Impact of Erasmus+ and Predecessor Programmes: Lifelong Learning, Youth in Action) | NA | NA | • Erasmus+ have contributed significantly to the achievement of the specific objectives set out in the Erasmus+ Programme Guide. These objectives include developing the skills and competences of target groups, increasing awareness about EU culture, values, education, and youth organisations, as well as promoting quality improvements, innovation and internationalisation in the fields of education and young people (+).<br>• Erasmus+ Programme significantly contributes to intercultural understanding, internationalisation, and communication in EU languages and enhances the prestige of individuals and organisations through partnerships with EU countries (+).<br>• Erasmus+ Programme is effectively managed in Türkiye, but notes that there is room for improvement in streamlining the process for applicants and beneficiaries. The complexity and lengthy duration of reporting procedures, including application forms and reporting, need to be addressed.<br>• Although the allocation of funds across Key Actions 1, 2, and 3 is even and the actions are well-coordinated, there |

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| | remains confusion among beneficiaries due to the overlapping scope and content of the Adult Education and Vocational Education sectors. Education and Vocational Education sectors. |

# Annex 3 Literature list


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