

Impact of Erasmus+ on the Adult Education Sector

National report RIA-AE network

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Abbreviations

RIA-AE	Research-based Impact Analysis of Erasmus+ Adult Education Programme Network

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Part C MAIN REPORT

C.I INTRODUCTION

1. Introduction

1.1 Erasmus+

Erasmus+ is the EU flagship mobility programme for **education, training, youth, and sport in Europe**. The programme offers mobility and cooperation opportunities in the following **six main areas**: higher education (HE); vocational education and training (VET); school education (including early childhood education and care - ECEC); adult education; youth; and sport. It aims to reach out to a wider range of groups such as younger students, disadvantaged individuals, and smaller grassroots organisations.

The **general objective** of Erasmus+ emphasises **lifelong learning** as underpinning the educational, professional, and personal development of people in education, training, youth, and sport, both in Europe and beyond. The programme Actions aim to contribute to sustainable growth, ensuring that citizens have quality jobs, building social cohesion, facilitating innovation, and strengthening European identity and active citizenship.

In 2021-2027, as with the previous programme, Erasmus+ comprises three **Key Actions**. Some Actions are managed at the **centralised** Commission level, either directly or through the European Education and Culture Executive Agency (**EACEA**). Other Actions are managed at the **decentralised** level through the network of **Erasmus+ National Agencies (NAs)**¹ whose role is to promote the programme, disseminate information nationally, support applicants and beneficiaries, assist the Commission in the selection process for funding, monitoring and evaluating projects, and work with other NAs and the Commission, for example sharing high quality practice and project achievements. These include:

- **KEY ACTION 1: Learning mobility of individuals (staff and learners)**: aiming to influence education, training, and youth systems, result in positive long-term effects on individuals, ultimately inspiring policy reforms and drawing new resources for mobility opportunities throughout Europe and beyond.
- **KEY ACTION 2: Cooperation among organisations and individuals (Previous: Cooperation for innovation and the exchange of good practices)**: aiming to develop, transfer, and/or implementation of innovative practices at the organisational, local, regional, national, and European levels, with beneficial long-term consequences on the participating organisations and policy systems.

For the Adult Education Sector, the Erasmus+ programme aims to strengthen the socio-economic resilience of adults whose conditions for changing their personal situation through educational opportunities are difficult. Adult learning under Erasmus+ should lead to greater ownership and autonomy through improved language, numeracy, digital and other skills for vulnerable adults. The figure below provides the reconstructed Theory of change (ToC) of Erasmus+ for the adult education sector.

¹ <https://erasmus-plus.ec.europa.eu/national-agencies>

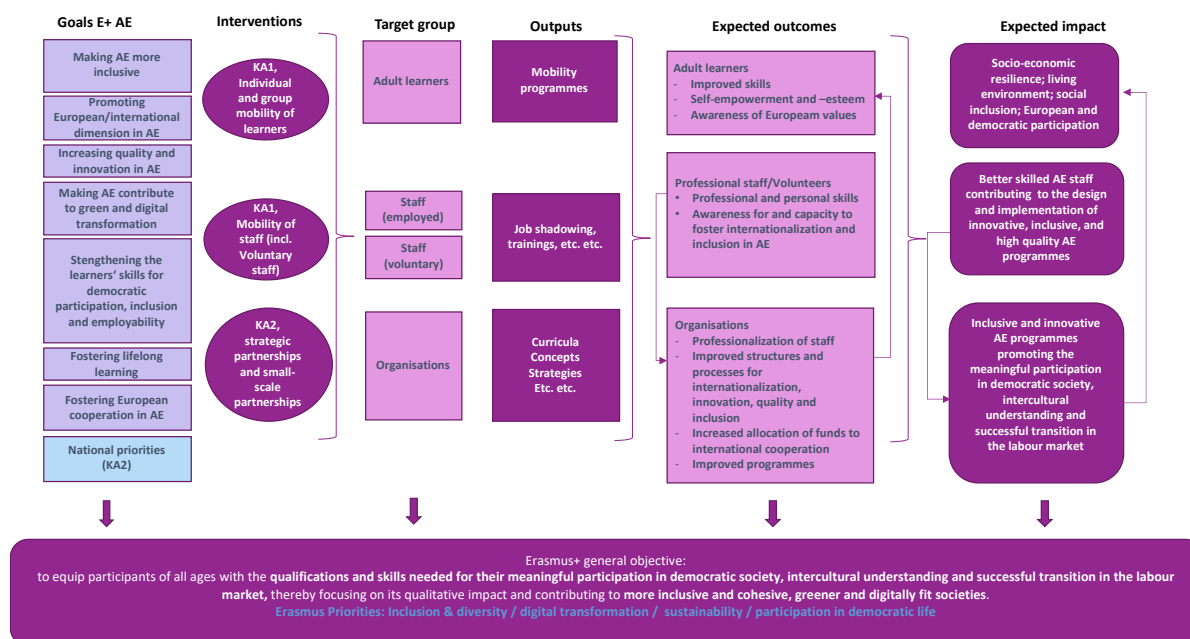


FIGURE 1: INTERVENTION LOGIC ERASMUS+ IMPACT ON THE ADULT EDUCATION SECTOR

1.2 The importance of impact monitoring

Till now, less is known about the impact of Erasmus+ on adult learners, staff, volunteers and organisations in the field of adult learning. To better coordinate research activities on strengthening 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 has been established, funded by Erasmus+ (see box below with the mission statement of the RIA-AE network).

Mission Statement RIA-AE Network

'Adult education matters' AND 'To explore the unexplored'

Adult education provides skills development opportunities to help EU citizens find better jobs and improve well-being. Yet it remains a “poor cousin” of compulsory and higher education, often disconnected from social policy and the education system at large, receiving limited budgets and policy attention compared to other sectors. Nevertheless, research shows that adult education matters and that adult education plays a significant role in promoting personal, social and economic well-being.

The impact of Erasmus+ on adult learners has been less researched so far and little is known about the impact of the Erasmus+ programme on the environment and socio-economic resilience of adult learners. 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 to be established named: The Research-based Impact Analysis of Erasmus+ Adult Education Programme Network (RIA-AE Network)

The objectives of the RIA-AE network

The RIA-AE Network has various objectives:

- 1) to contribute to a better understanding of the impact of international cooperation and mobility projects in adult education within the Erasmus+ programme;
- 2) to strengthen cooperation and dialogue between research, policy and practice;
- 3) to contribute to further development and quality improvement of the Erasmus+ Programme by enabling high-quality and practice-oriented evaluation and impact research.
- 4) to enlarge the visibility of the benefits of adult education in the EU and Member States and the role of Erasmus+ (advocacy).

Means

In order to achieve these objectives, the RIA-AE network aims to establish cooperation between National Agencies of the Erasmus+ from different European countries interested in developing a new approach to programme evaluation and impact assessment in the field of adult education within the Erasmus+ framework.

This framework opens the possibility to take stock of existing research and knowledge on the benefits and impact of adult education (repository), curate this knowledge and update knowledge by implementing different research projects to evaluate the impact of mobility projects and partnerships. Research designs can focus on impact at individual, organisational or systemic level, and can explore core thematic areas such as the priorities of the Erasmus+ programme. One such research project is an impact study of Erasmus+ on adult education organisations, staff and adult learners in Europe.

Cooperation framework

Cooperation within the Network is based on shared responsibility and is always open to new members. The cooperation framework includes a number of national agencies and external research partner institutions (e.g. universities, research institutes). Each NA involved in the network can decide whether to carry out the research projects itself (depending on resources and staff expertise) or to commission a partner.

Values

To achieve the goal of high-quality research, network partners adhere to common standards of social and educational research that meet internationally recognised ethical standards. The methods used for the research activities may include all methods commonly used in sociology, political science and education - quantitative, qualitative or a mixture of different methods.

BOX 1: MISSION STATEMENT

1.3 Multi-level framework

The RIA-AE network works on the development of a transnational monitoring study for programme evaluation and impact analysis in the field of adult learning. The monitoring focuses on the question of the benefits of participating in Erasmus+ adult education projects, i.e. the identification of factors that have contributed to positive or negative, short-term or lasting changes, e.g. in the personal, organisational and professional spheres. In addition, it will be determined to what extent the objectives set by the EU in this framework (inclusion and diversity; digitisation; sustainability/climate; participation in democratic life) could be realized. Based on this information, recommendations can be made for improving the programme.

To be able to address the effects of Erasmus+ on the different programme levels (organisation, staff, learners), we propose to locate the monitoring study in a multi-level model of adult education. The model distinguishes between the micro, meso and macro levels, which can be decisive for access and take-up, but also for the effects of international projects in individual, organisational or systemic terms (Brüning and Kuwan, 2002).²³ Brüning and Kuwan, (2002) notably stress that the answer to the challenge of widening participation of learners lies in the alignment of activity structures at the macro, meso and micro level. To provide a basis for interdependence of these levels 'mobilisation strategies' and 'clusters of instruments, to increase the participation in learning or to mobilize specific target groups into learning' (Broek and Hake, 2012, p. 400), are necessary. The framework connects the following factors (cf. Brüning and Kuwan, 2002):

- the subjective and social barriers of the individual (micro level);
- the provision of educational services by educators, educational institutions and other organizations (meso level), taking into account the above-mentioned barriers at the micro level;
- the framework conditions and development opportunities of adult education organisations through participation in mobility programmes (meso level);
- and political decision-making (macro level) to create the necessary conditions for the meso level.

Figure 2 shows the interplay of these three levels influencing the impact of international cooperation and mobility projects in adult education within the Erasmus+ programme. For each of these levels key factors can be identified to describe and analyse the specific influences of the impact of international cooperation and mobility projects in adult education within the Erasmus+ programme.

² Schrader, J. (2011): Struktur und Wandel der Weiterbildung. Bielefeld: wbv.

³ Brüning, G. & Kuwan, H. (2002): Benachteiligte und Bildungsferne - Empfehlungen für die Weiterbildung. Bielfeld: wbv.

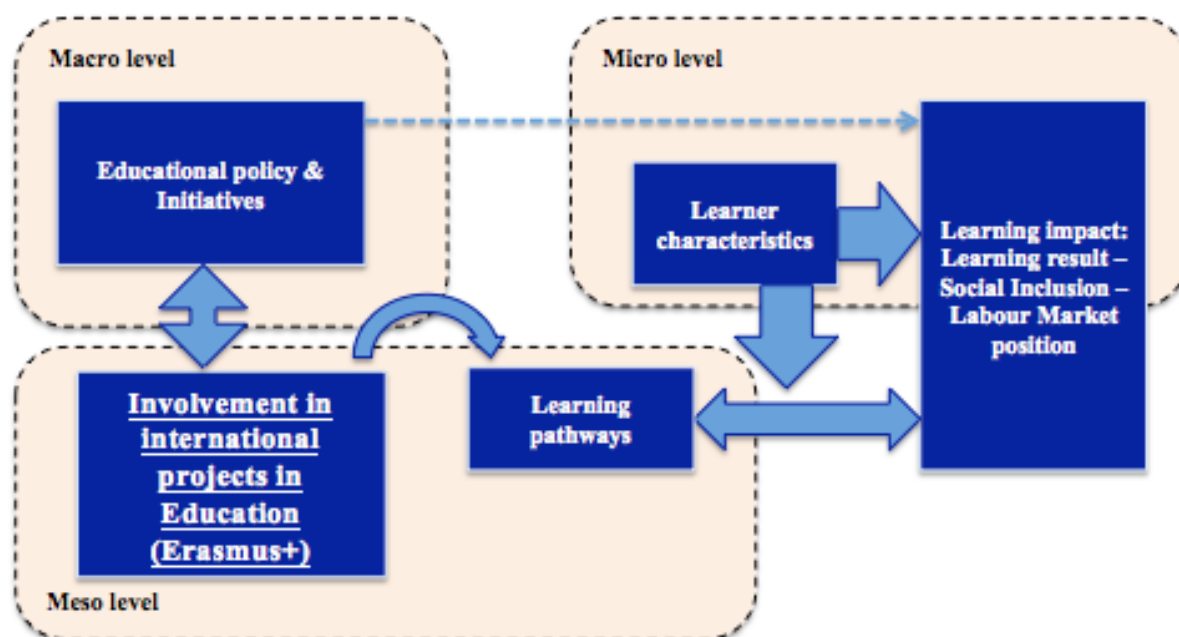


FIGURE 2: INTERPLAY OF KEY FACTORS AT MACRO, MESO AND MICRO LEVELS

1.4 Purpose of the study and research questions

The main objective of the transnational monitoring study is to provide the National Agencies with information on the impact of the Programme on (1) participating institutions, (2) staff and (3) adult learners who have participated in a mobility activity individually or in groups, as well as on the benefits for their living environment and socio-economic resilience.

Although the monitoring study aims to determine the impact of individual actions at micro, meso and macro levels differentiated according to the guiding principles KA1 and KA2, in practice the beneficiary organisations often participate in several parts of the programme and projects (KA1 and KA2) and in different roles (e.g. as coordinators and partners). Such "double" participation has a cumulative effect on the organisation, staff and learners, making it difficult to attribute the impact to individual parts of the programme or projects. Rather, a link between effects can be assumed. In this way, KA2 projects can directly strengthen the educational offer of organisations. However, this provision also has an impact on adult education staff and individual learners. Staff and learner mobility could also have an indirect impact on organisations. Therefore, we jointly present the research questions to be addressed in Table 1.

Research
How accessible/inclusive is the programme for the target groups? (chapter 4)
What are the specificities and characteristics of the adult education organisations participating in the Erasmus+ programme?

What are the specificities and characteristics of participants, staff, volunteers and adult learners who, individually or in groups, participate or have participated in an Erasmus+ project?
What does this information say about the accessibility and inclusiveness of Erasmus+ internationalisation projects in the network countries (Erasmus+ priority inclusion and diversity)? Are there any 'Mobstacles' for organisations, professionals and learners to participate?
What is the impact of participation in KA1 and KA2 projects at the AE institution on the following areas... (chapter 5)
The quality of the organisation and in particular the organizational embedding of internationalisation in the organisations (strategy, finances, project management, networks, validation of international competences)?
Policies for the professional development of their staff in relation to individual needs and organisational objectives?
The introduction of new or adaptation of existing offers (programmes, activities, modules or new/adapted pedagogical, didactic and validation activities)?
The adaptation of (educational) activities and programmes to the needs of learners?
The involvement of learners in programme design?
Improving accessibility for adult learners (inclusion)?
Quality assurance policies?
The use of information and communication technologies and the digitisation of programmes (Erasmus+ priority digital transformation)?
The promotion of the teaching of international competences and common values (inclusion and diversity; tolerance; sustainability/ environment/ fight against climate change, digitisation, global citizenship, equal opportunities, anti-discrimination, etc.) in the offers (see Erasmus+ priorities: Inclusion & diversity / digital transformation / sustainability / participation in democratic life?
Sustainable cooperation and synergies between adult education institutions, charities, cultural institutions, labour market actors and civil society to promote the independence of adult learners?
The dissemination, exchange of knowledge and experience within the organisation and with other (more or less experienced) organisations?
The establishment and development of an international network?
How do the impacts differ between the different types of adult education institutions (formal, non-formal, governmental, civil society, private)?
What impact does participation in KA1 and KA2 projects have on staff in the areas of ...(chapter 6.2)
<p>Skills, knowledge, attitudes, competences</p> <ul style="list-style-type: none"> - Foreign language and intercultural awareness - Digital competences, including to allow a shift towards digital education - Competences linked to occupational profiles - Understanding of practices, policies and systems across countries - Understanding for and ability to address issues of social inclusion and diversity - Capacity to trigger changes in terms of modernisation and international opening within their educational organisations - Organising mobility projects - Managing cooperation with European partners

<ul style="list-style-type: none"> - Management skills (mentioned only in KA2) - Sustainability competences (mentioned only in KA2)
Self-confidence, adaptability and perseverance?
The application and exchange of the international experience gained among the employees?
Identification with European society and the values associated with it (integration, diversity, tolerance, anti-discrimination, etc.)?
Professional development and career?
Motivation and satisfaction in daily work?
What impact do KA1 and KA2 projects have on adult learners in the areas of ... (chapter 6.3)
<p>Skills, knowledge, attitudes, competences?</p> <ul style="list-style-type: none"> - Foreign language and intercultural awareness - Awareness and understanding of the European Union and common European values (e.g. respect for democratic principles, human dignity, unity and diversity, intercultural dialogue, as well as European social, cultural and historical heritage) - Key competences - Digital skills and media literacy - Sustainability-related skills and awareness for green transformation - Self-empowerment and self-esteem - Sense of initiative and entrepreneurship
<p>Labour market outcomes?</p> <ul style="list-style-type: none"> - Enhanced employability, improved career prospects and economic independence
<p>Lifelong learning?</p> <ul style="list-style-type: none"> - Improved learning performance and motivation for taking part in education and training - Enable learners to participate in training
<p>Social Inclusion?</p> <ul style="list-style-type: none"> - More active participation in society and enhanced positive interactions with people from different backgrounds - Socio-economic resilience
Is there a difference in impact between participation in group and individual mobility?
What impact do KA1 and KA2 projects have on other organisations and policy developments? (Chapter 7)
Will the experiences from the KA1 and KA2 projects be taken over by other organisations that have not participated in Erasmus+ (dissemination of results)?
<p>Do the results of the KA1 and KA2 projects contribute to policy developments at local, regional, national and European level?</p> <ul style="list-style-type: none"> - Policy reforms - Attracting new resources for mobility opportunities - Raising participation of adult of all ages and socio-economic background in adult education

Lessons to support the effectiveness and efficiency of future Erasmus+ programmes (Chapter 8)
How can the accessibility of the Erasmus+ programme to the target group adult learning be improved?
Which AE organisations are pioneers and why (with which institutional peculiarities including special features of the offers)?
What are the opportunities and challenges for the participation of target groups?
What are the first experiences with the KA1 individual or group mobility of adult learners and what are the opportunities and risks?
What monitoring information is needed annually in addition to the "participation reports" in order to monitor the effectiveness of the Erasmus+ programme on the target group of adult learners? Can research provide a frame of reference that enables a sustainable improvement in effectiveness?
How can the NAs support the AE institutions even more strongly in reaching impact?

TABLE 1: RESEARCH QUESTIONS

2. Research design

2.1 Introduction

The methodological approach of the national monitoring study includes five modules, which are repeated over the three waves 2023, 2025 and 2027 and thus enable an update of the impact monitoring. Since Czechia only joined the project at the end of 2023, just the quantitative module has been implemented so far. The remaining parts of the research (case studies and interviews) will be included in subsequent research rounds.

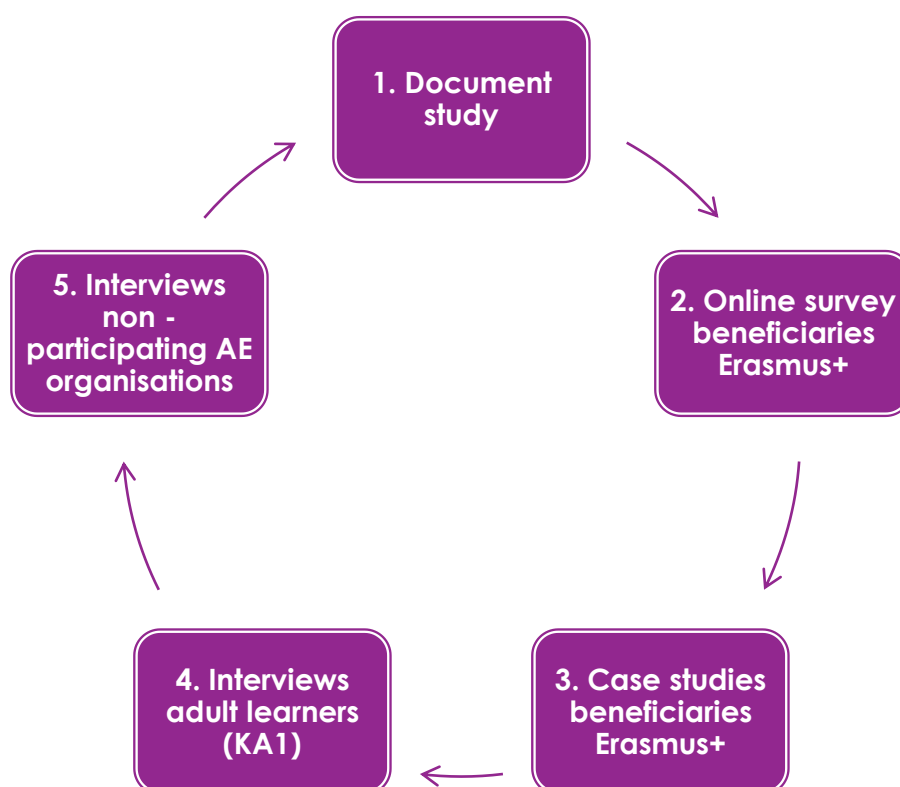


FIGURE 3: FIVE MODULES OF METHODOLOGICAL APPROACH

2.2 Module 1: Analysis of existing impact studies and project documentations

Available existing impact research was considered that has been carried out in the last decade on the impact of Erasmus on the adult education sector at national level. Moreover, programme data were analysed on type of beneficiaries that participated in Erasmus+, topics addressed in Erasmus+ projects and impact data based on participant reports (making use of programme monitoring data, based on QlikView and QlikSense).

2.3 Module 2: Survey among participants AE organisations

To get a good picture of the impact of Erasmus+ on AE institutions in Czechia, all AE institutions, which participated as coordinator in a KA1 and KA2 project in the previous (from 2018



onward) and current programming period (till the end of 2022), were invited to participate in an online survey.⁴ The response rate among coordinators of KA1 and KA2 projects is 84%.

⁴ Contact persons of beneficiary organisations of projects were selected whose start date according to the grant agreement is no earlier than 1st of January 2018 and whose end date is no later than 31st of December 2022.

C.II KEY FINDINGS

3. Short portrait of the adult learning sector in country

3.1 Introduction

This chapter provides an overview of the governance of the adult education sector in Czechia, the Adult Education infrastructure, type of stakeholders involved and main policy priorities. It also provides an overview of existing impact research on the adult education sector, and Erasmus+ more specific.

3.2 Adult Education Policies in Czechia

Czech adult education covers practically all fields of education, with an emphasis on the development of professional skills, especially in the retraining area, retraining and education for employment/employability, developing digital skills and "life skills" - skills for life.

The fundamental role in the field of development and support of adult education is played by the [Ministry of Education, Youth and Sports](#) (MEYS) and the [Ministry of Labour and Social Affairs](#) (MLSA).

The main powers of the **Ministry of Education** in the area of adult education at national level are to make legislation for the whole field of further education, prepare policies and strategies, set out the system for verification and recognition of professional qualifications according to the [Act on Verification and Recognition of Further Education Outcomes](#) and develop and implement the [National Qualification System](#), to interconnect the initial and further education, to support learners and providers of education or to support promotion of adult education. The Ministry of Education is granted special power in the field of retraining where it acts as an accreditation body for [retraining programmes](#) according to the [Act on Employment](#). It also coordinates activities of other ministries, other central state administration bodies and professional chambers in [relevant areas](#) according to the [Act on Recognition of Professional Qualifications](#).

The **Ministry of Labour and Social Affairs** guarantees above all the state employment policy. In the field of adult education, its agenda consists of: monitoring and assessing current and future demands for qualifications on the labour market, continuous dialogue with social partners, developing and updating the description of occupations (in co-operation with employers) as a necessary prerequisite needed for specifying qualification requirements for their performance and their recognition ([National Occupations System](#)); creating tools for support of further education in compliance with demands of the labour market with the aim to achieve a maximum possible accord between the human resources and demands (see catalogue of educational opportunities [Jsem v kurzu](#)); retraining in conformity with the demands of the labour market including its funding and educating of applicants and other persons interested in employment with the aim to increase their employability on the labour market; supporting education of adults who have a difficult access to the labour market; supporting the human resources development on the labour market, supporting education of employers and employees, implementing systems of human resources development in companies with special attention to the support of small and medium-size enterprises (SME);

systemic provision of career guidance and counselling for applicants and persons interested in employment and persons entering the labour market.

In 2010, the Ministry of Labour and Social Affairs and the Ministry of Education established the [National Guidance Forum](#) as a mutual advisory body in the field of career guidance in a lifelong perspective. It unites subjects providing and developing services of career guidance and counselling in Czechia, including state administration institutions.

The [Ministry of Industry and Trade](#) also plays an important role in the adult education field. It devotes special attention to the Industry's competitiveness enhancement through e. g. the Operational Programme [Technology and Applications for Competitiveness](#) for 2021–2027.

The [Ministry of Culture](#) as a central state administration body for the media, libraries and cultural and educational activities provides for a substantial part of cultural, social, and interest-based adult learning.

All ministries are responsible for vocational training in regulated professions within their sectors. As the authorizing bodies they grant authorization to [verify and recognize further education results](#) and participate in preparation of qualification and assessments standards in their sectors.

Regions, due to division of powers among respective levels of public administration, play a decisive role in education and training including adult education, mainly because they are authorized to establish upper secondary and tertiary professional schools (*střední školy* and *vyšší odborné školy*). At the same time, they implement long-term plans for education and development of regional education systems, which are primarily focused on the area of initial education, but also support lifelong learning and further education at the level of individual regions.

Municipalities play an important role in education and training since they are entitled not only to establish basic schools (*základní školy*) which provide spaces, means of instruction or staff for educational courses but also establish most museums, galleries, libraries and cultural community centres which are traditional venues for adult education and learning and cultural activities.

In addition to the above mentioned administrative bodies the adult education field is significantly influenced by **advisory bodies of the government**, especially by the [Council of Economic and Social Agreement](#), and **social partners**. Individual regions set up councils for the development of human resources (with advisory function). Chambers of commerce also act as providers of vocational training at national and regional level.

Strategic documents

- [Lifelong Learning Strategy](#)
- [National Qualifications Framework](#)
- [Strategy for the Educational Policy of the Czech Republic 2030+](#)
- [Strategy of Digital Literacy of the Czech Republic for 2015-2020](#)

the [Strategy for Educational Policy of the Czech Republic until 2030+](#) goals and tools of the educational policy for the next ten years (2020-2030+). The document includes the area of non-formal education and lifelong learning, and focuses also on the development of civic education, with regard to adults.

the [Strategic Framework for Employment Policy until 2030](#) of the [Ministry of Labour and Social Affairs](#) develops the priorities in order to capture the labour market response to the entire medium-term economic cycle.

the [Strategy of Digital Literacy of the Czech Republic for the Period 2015–2020](#) was the development of digital literacy of Czech citizens so that they were able to use the potential of digital technologies for their personal lifelong development, increasing the quality of life and social participation.

Act the [National Qualification Framework](#) is was implemented with the aim to enable everybody to verify his or her knowledge and skills regardless of the manner in which it was acquired.

Providers of further education

Adult education is provided by:

- [commercial training institutions](#) (also schools can organise educational courses on a profit basis)
- [firms/organisations](#) (enterprises, institutions, government departments), which provide education primarily for their employees, either by their own lecturers/institutions or (mainly) by purchasing such training from specialised institutions (schools, not-profit, or commercial organisations), possibly external lecturers
- sectoral educational institutions, professional associations
- basic schools (*základní školy*) which organise mainly courses for people who have not yet completed their basic education (*základní vzdělání*)
- upper secondary schools (*střední školy*) and tertiary professional schools (*vyšší odborné školy*)
- language schools (*jazykové školy*)
- basic art schools (*základní umělecké školy*)
- [higher education institutions](#) (*vysoké školy*)
- [non-profit organisations](#): foundations, churches, trade unions, political parties, educational institutions established as public benefit corporations
- cultural institutions (museums, galleries, libraries, community culture centres)

4. The accessibility and inclusiveness of Erasmus+

4.1 Introduction

Inclusion is one of the priorities of the Erasmus+ programme and it is therefore important that the programme is attractive to organisations that have not previously benefited from Erasmus+, as well as to vulnerable participants who would otherwise be less likely to participate in internationalisation activities. This chapter discusses the characteristics of AE institutions that participated in Erasmus+ in the previous and current programme period, but also the characteristics of adult learners who benefit from the developed outputs (KA2) and/or mobility (KA1). On this basis, statements can be made about the accessibility and inclusiveness of Erasmus+ within the AE sector in Czechia.

4.2 Participating organisations in Erasmus+

In the 2018-2020 period, the most frequent types of organisations (both in KA1 and KA2 projects) are NGOs followed by schools or educational centres.

Type of organisation that participated in KA104 in the period 2018-2020 (Source: QlikSense)

Organization Type	
Non-governmental organisation/association	37,41%
School/Institute/Educational centre – Adult education	14,56%
Higher education institution (tertiary level)	4,95%
Local Public body	4,22%
Regional Public body	3,49%
Research Institute/Centre	3,35%
Public service provider	2,77%
Foundation	1,89%
European NGO	1,89%
National Public body	1,60%
School/Institute/Educational centre – Vocational Training (tertiary level)	1,31%
School/Institute/Educational centre – General education (secondary level)	1,02%
Cultural operators	0,87%
Publically funded cultural organizations	0,87%
Civil Society Organisation	0,73%
School/Institute/Educational centre – Vocational Training (secondary level)	0,58%
Social enterprise	0,44%
School/Institute/Educational centre – General education (primary level)	0,44%
Civil society organisations working at European level	0,44%
Non-Profit making cultural organizations	0,44%
Large enterprise	0,29%
International agencies and organisations	0,15%
Film Market organisation	0,15%

European or international public body	0,15%
Street art association	0,15%
Sport federation	0,15%
Pan European network active in the audiovisual sector	0,15%

TABLE 2: TYPE OF ORGANISATION THAT PARTICIPATED IN KA104 (2018-2020)

Type of Organisations participated in KA204 in the period 2018-2020 by types (Source: EPlusLink database)

Organization Type	
Non-governmental organisation/association	37,41%
School/Institute/Educational centre – Adult education	14,56%
Small and medium sized enterprise	8,73%
Other	6,84%
Higher education institution (tertiary level)	4,95%
Local Public body	4,22%
Regional Public body	3,49%
Research Institute/Centre	3,35%
Public service provider	2,77%
Foundation	1,89%
European NGO	1,89%
National Public body	1,60%
School/Institute/Educational centre – Vocational Training (tertiary level)	1,31%
School/Institute/Educational centre – General education (secondary level)	1,02%
Cultural operators	0,87%
Publically funded cultural organizations	0,87%
Civil Society Organisation	0,73%
School/Institute/Educational centre – Vocational Training (secondary level)	0,58%
Social enterprise	0,44%
School/Institute/Educational centre – General education (primary level)	0,44%
Civil society organisations working at European level	0,44%
Non-Profit making cultural organizations	0,44%
Large enterprise	0,29%
International agencies and organisations	0,15%
Film Market organisation	0,15%
European or international public body	0,15%
Street art association	0,15%
Sport federation	0,15%
Pan European network active in the audiovisual sector	0,15%
Total	100,00%

TABLE 3: TYPE OF ORGANISATIONS PARTICIPATED IN KA204 (2018-2020)

Which category describes best the organisation you work for? (Source: Survey, Question 1, n=64)

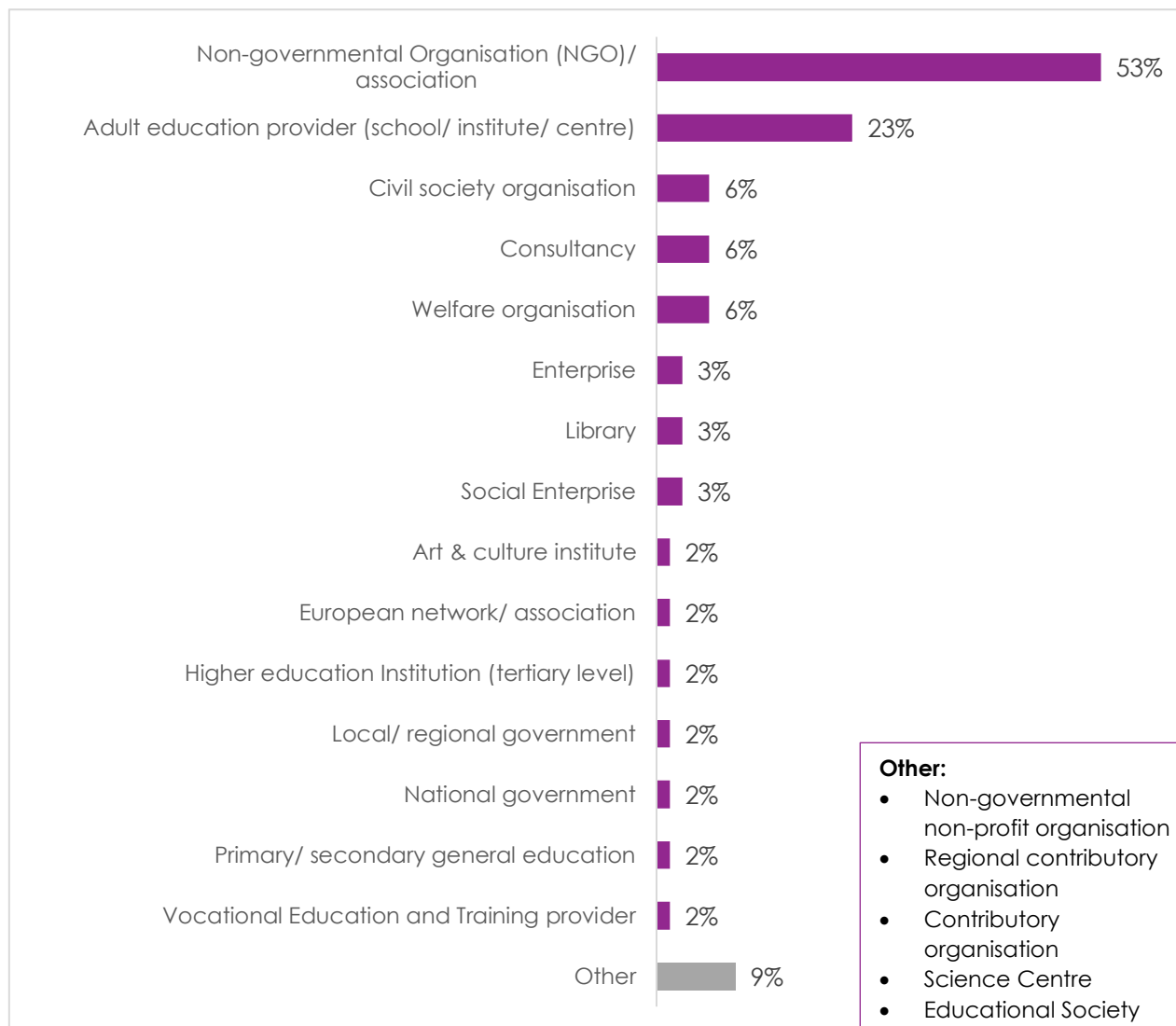


FIGURE 4: WHICH CATEGORY DESCRIBES BEST THE ORGANISATION YOU WORK FOR?

More than half of organizations from the sample are NGO's, one-fifth are adult education providers such as schools or institutes. Others include Civil society organizations, consultancy, or welfare organizations (all 6 %).

2021 – 2027 period

In the 2021-2023 period, the most frequent types of organisations in KA1 projects are the same as in the previous programme: NGOs followed by adult education providers.

Type of organisations that participated in KA120, KA121 and KA122 in the period 2021-2023 (Source: QlikSense)

Organization Type	
Non-governmental organisation/association	55,56%
School/Institute/Educational centre – Adult education	13,89%
Regional Public body	8,33%
Small and medium sized enterprise	5,56%
Research Institute/Centre	2,78%
Public service provider	2,78%
Other type of organisation	2,78%
National Public body	2,78%
Local Public body	2,78%
Regional Public body	2,78%

TABLE 4: TYPE OF ORGANISATIONS THAT PARTICIPATED IN KA120, KA121 AND KA122 (2021-2023)

Type of organisations that participated in KA210 in the period 2021-2023 (Source: QlikSense)

Organization Type	
Non-governmental organisation/association	66,33%
Small and medium sized enterprise	9,18%
School/Institute/Educational centre – Adult education	4,08%
Public service provider	4,08%
Higher education institution (tertiary level)	4,08%
Foundation	4,08%
Research Institute/Centre	3,06%
Other type of organisation	2,04%
National Public body	1,02%
Local Public body	1,02%
School/Institute/Educational centre – Vocational Training (secondary level)	1,02%

TABLE 5: TYPE OF ORGANISATIONS THAT PARTICIPATED IN KA210 (2021-2023)

Type of organisations that participated in KA220 in the period 2021-2023 (Source: QlikSense)

Organization Type	
Non-governmental organisation/association	48,60%
Small and medium sized enterprise	21,50%
Higher education institution (tertiary level)	8,41%
Research Institute/Centre	3,74%
Local Public body	3,74%
School/Institute/Educational centre – Adult education	3,74%
Other type of organisation	1,87%
Social partner or other representative of working life (chambers of commerce, trade union, trade association)	1,87%
Social enterprise	1,87%
Regional Public body	0,93%
Public service provider	0,93%
Youth organisation	0,93%
School/Institute/Educational centre – Vocational Training (tertiary level)	0,93%
School/Institute/Educational centre – Vocational Training (secondary level)	0,93%

TABLE 6: TYPE OF ORGANISATIONS THAT PARTICIPATED IN KA220 (2021-2023)

In KA2 projects, in addition to NGOs, SMEs are more often involved, while the participation of adult education providers is lower.

Size of participating organisations

How many staff worked in your organisation at the end of 2022? If you do not know exact numbers, please give an indication. (Source: Survey, Question 2, n=64)

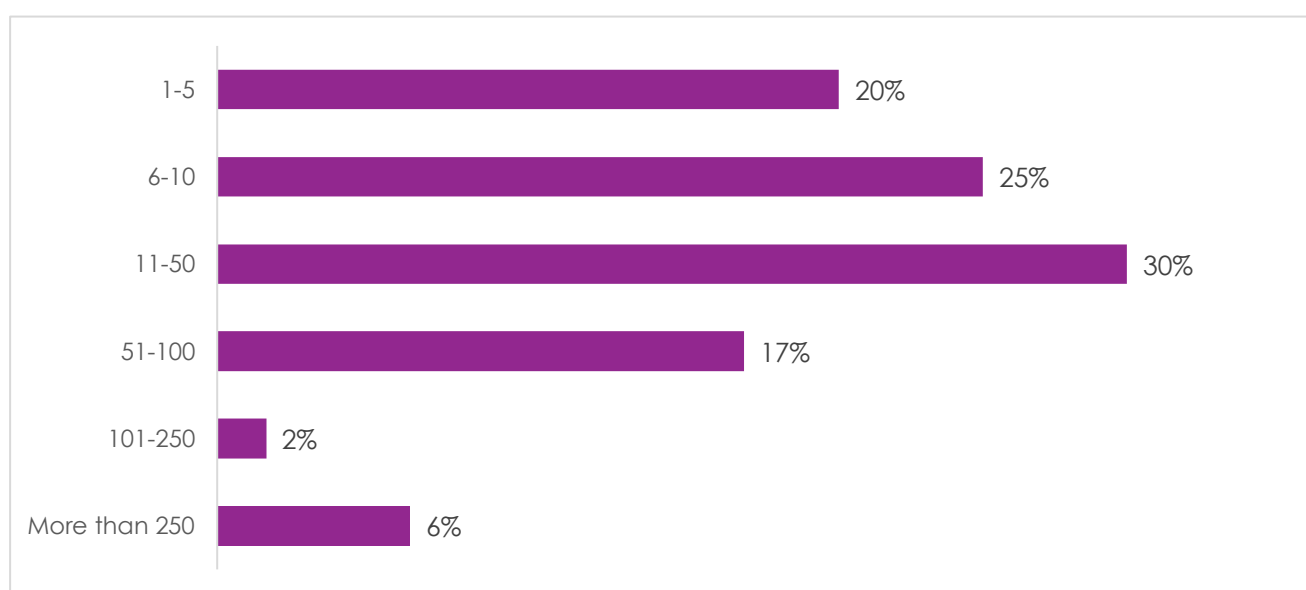


FIGURE 5: HOW MANY STAFF WORKED IN YOUR ORGANISATION AT THE END OF 2022?

One-third of participating organizations have as many as 50 working staff members. One-quarter of organizations have a maximum of 10 workers. Smaller organizations with five or fewer staff members represent 20 % of the sample.

How many adult learners participated in learning activities provided by your organisation in 2022? (Source: Survey, Question 3, n=63)

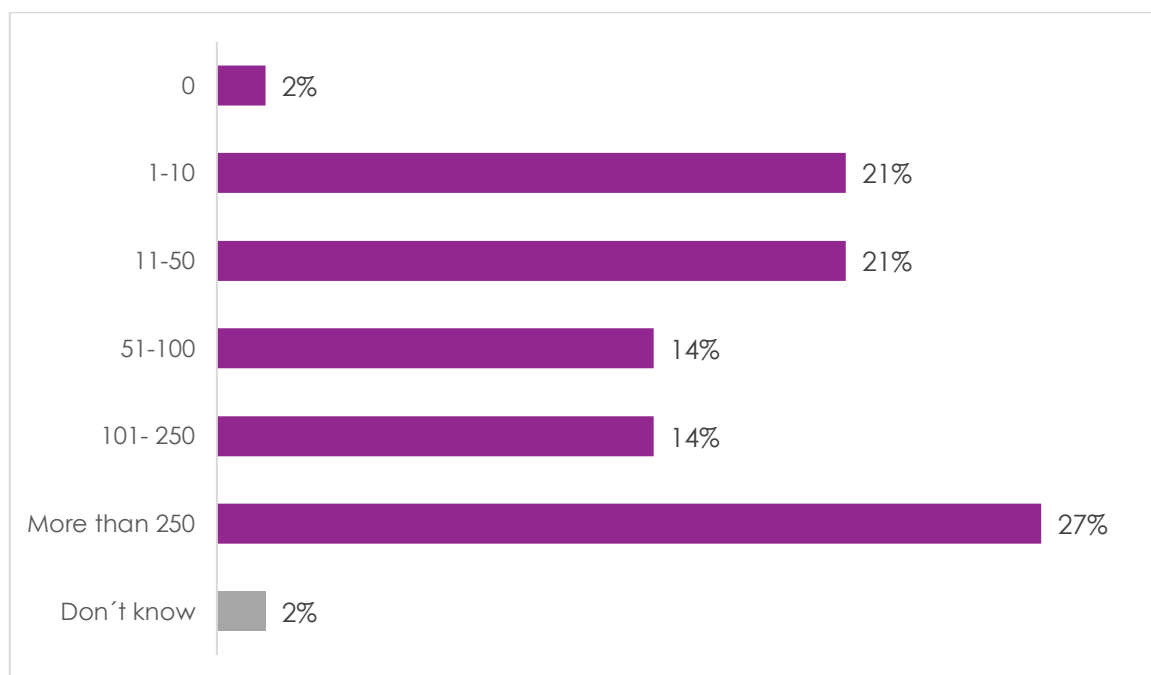


FIGURE 6: HOW MANY ADULT LEARNERS PARTICIPATED IN LEARNING ACTIVITIES PROVIDED BY YOUR ORGANISATION IN 2022?

Most commonly more than 250 adult learners have participated in the learning activities for engaged organization. Less frequently it was between 11 to 50 adult learners or 1 to 10 who took part in the learning activities (both 21 %).

Newcomers to the programme

In how many projects (KA1 and KA2) within the Erasmus+ programme have your organisation participated (as coordinator or partner) since 2014? (Source: Survey, Question 5, n=62)

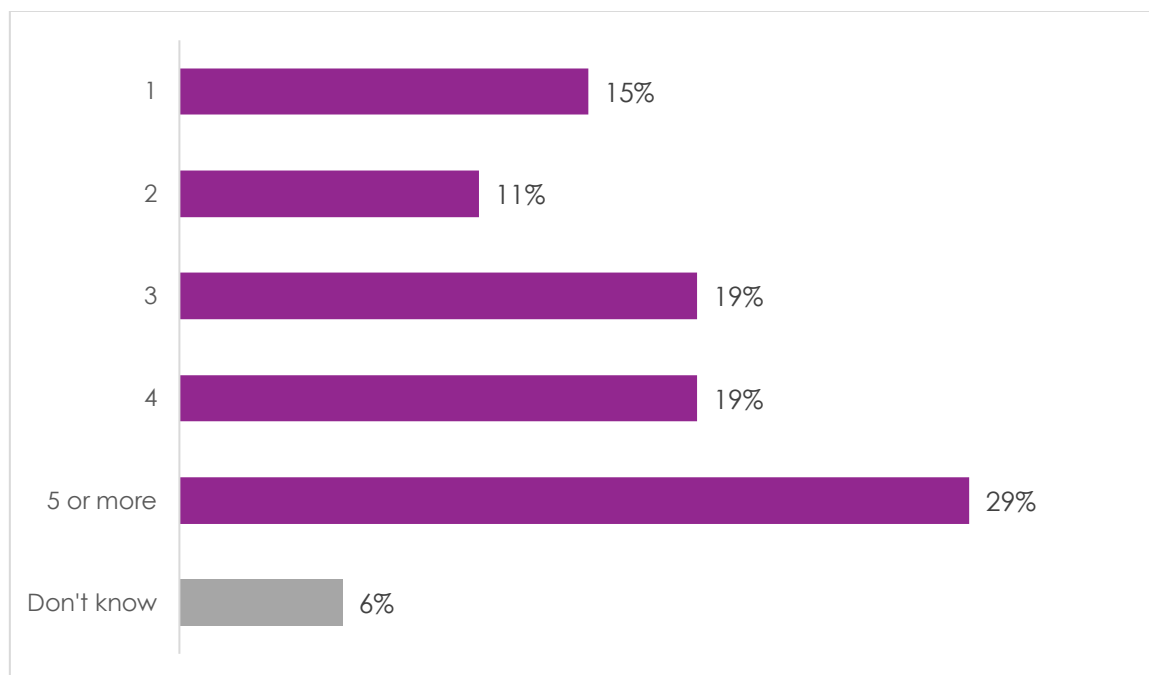


FIGURE 7: IN HOW MANY PROJECTS (KA1 AND KA2) WITHIN THE ERASMUS+ PROGRAMME HAVE YOUR ORGANISATION PARTICIPATED SINCE 2014?

Most organizations have engaged in 5 or more projects (29 %). Identically, 19 % of organizations have participated in 3 or 4 projects.

What role(s) did your organisation have in the KA2 Erasmus+ project(s) in which your organisation participated in the previous (2014-2020) and current (2021-2027) programme? Multiple answers possible. (Source: Survey, Question 6, n=37)

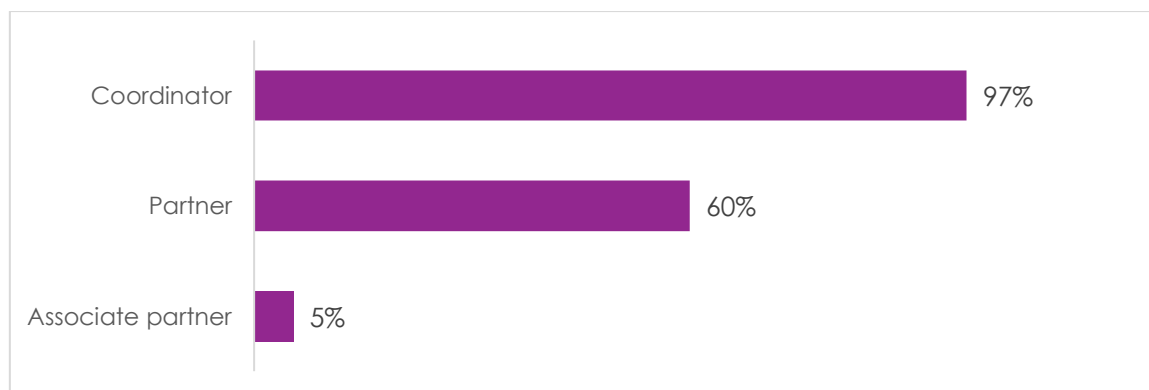


FIGURE 8: WHAT ROLE(S) DID YOUR ORGANISATION HAVE IN THE KA2 ERASMUS+ PROJECT(S) IN WHICH YOUR ORGANISATION PARTICIPATED IN THE PREVIOUS (2014-2020) AND CURRENT (2021-2027) PROGRAMME?

6 out of 10 organizations have participated in the programme as partners, 97 % as coordinators, and just 3 % as associate partners.

The number of newcomer organisations and institutions taking part in the Programme under key actions 1 and 2 and the relative share of all organisations and applicants (Source: QlikSense)

2018 – 2020

Large number of newcomers reported in KA1 and KA2 projects according to Yearly Reports; no precise numbers given.

2021-2023

In 2021, regarding all applications, there were 8 newcomers from 21 organisations in KA122, no newcomer in KA121, 14 newcomers from 20 organisations in KA210 and 8 newcomers from 48 organisations in KA220. This makes 38% of newcomers in KA122, 70% in KA210 and 16% in KA220. In regard to contracted projects, there were 6 newcomers from 18 organisations in KA122, 9 newcomers from 13 organizations in KA210 and 1 from 11 in KA220. These make 33% in KA122, 69% in KA210 and 9% in KA220.

In 2022, there were 38 newcomers from 52 organisations in KA122, no newcomer in KA121, 31 newcomers from 35 organisations in KA210 and 15 newcomers from 29 organisations in KA220. This makes 73% of newcomers in KA122, 88% in KA210 and 51% in KA220. In regard to contracted projects, there were 27 newcomers from 39 organisations in KA122, 10 newcomers from 11 organizations in KA210 and 1 from 4 in KA220. These make 69% in KA122, 90% in KA210 and 25% in KA220.

In 2023, there were 31 newcomers from 43 organisations in KA122, 28 newcomers from 16 organisations in KA121 (partner organisations are included in the newcomers' number), 44 newcomers from 60 organisations in KA210 and 10 newcomers from 36 organisations in KA220. This makes 72% of newcomers in KA122, 73% in KA210 and 27% in KA220. In regard to contracted projects, there were 20 newcomers from 26 organisations in KA122, 28 newcomers from 16 organizations in KA121 (partner organisations are included in the newcomers' number), 10 from 12 in KA210 and 2 from 5 in KA220. These make 76% in KA122, 83% in KA210 and 40% in KA220.

Does your organisation currently hold an Erasmus+ accreditation for mobility in adult education? (Source: Survey, Question 7, n=63)

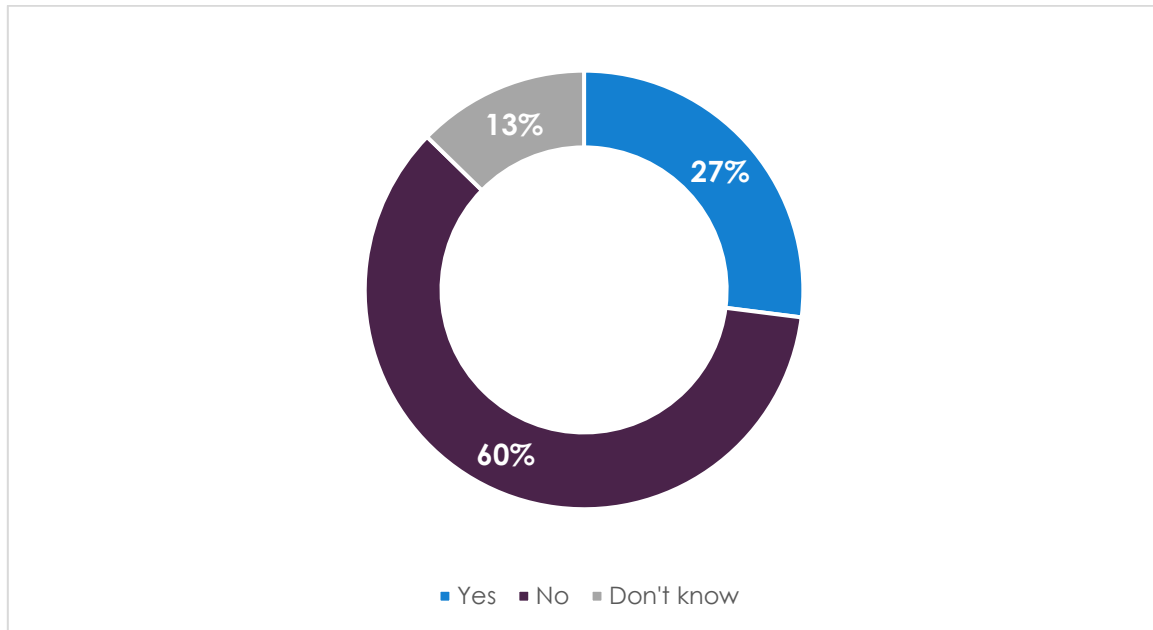


FIGURE 9: DOES YOUR ORGANISATION CURRENTLY HOLD AN ERASMUS+ ACCREDITATION FOR MOBILITY IN ADULT EDUCATION?

60 % of engaged organizations do not currently hold an Erasmus+ accreditation for mobility in adult education. 27 % does have it.

4.3 Adult learners' participation

What group of adult learners did your Erasmus+ project(s) target since 2018 (Source: Survey, Question 12, n=62)

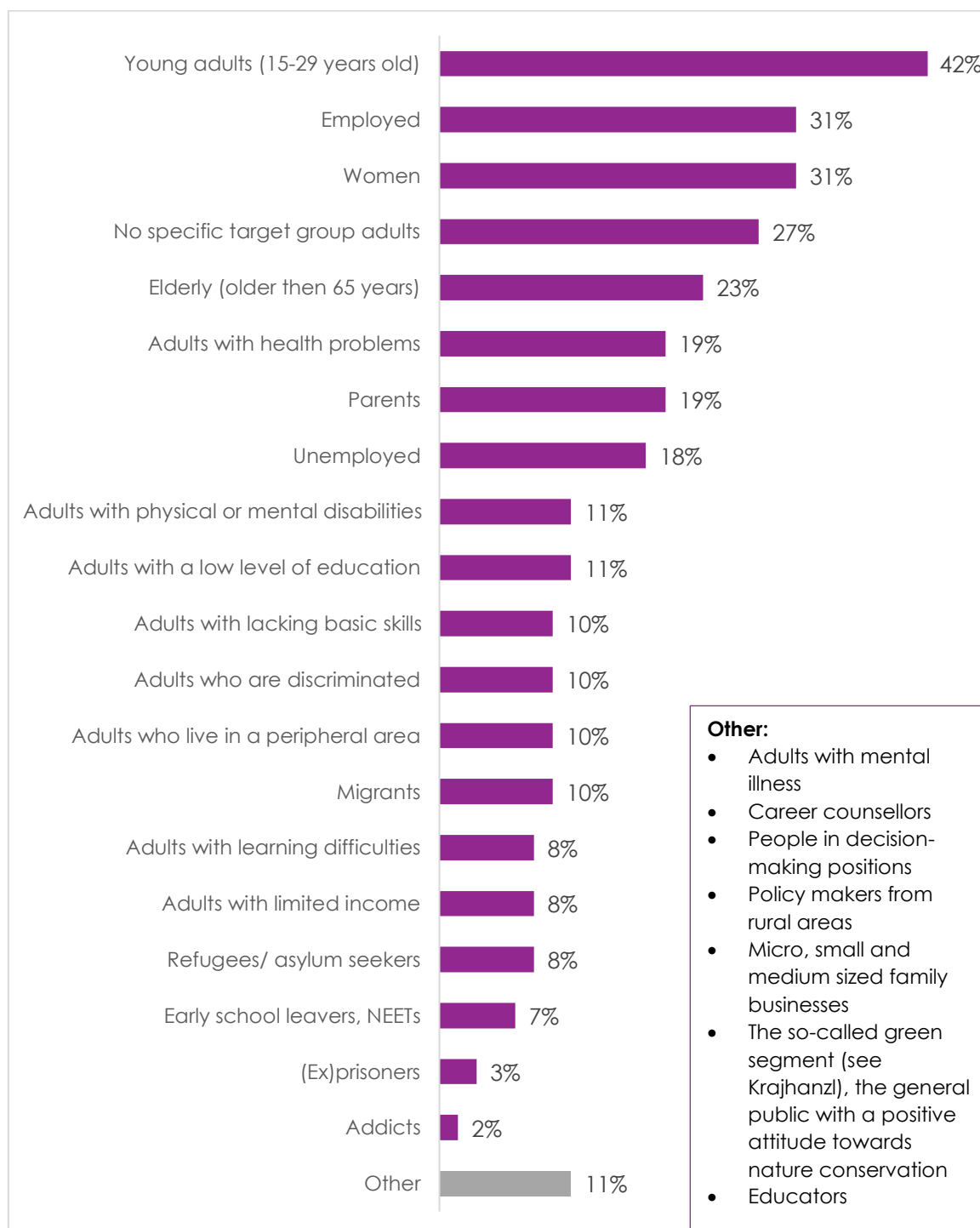


FIGURE 10: WHAT GROUP OF ADULT LEARNERS DID YOUR ERASMUS+ PROJECT(S) TARGET SINCE 2018

Organizations engaged in Erasmus+ programmes in 42 % of cases focused their attention on young adults (15 – 29 years old), then employed people and women (31 %). Often the organizations had no specific target group of adults (27 %). 23 % concentrated on the elderly (older than 65 years).

4.4 Obstacles for participating in Erasmus+

General mobility obstacles

Based on your experience with the Erasmus+ programme, will your organisation apply to the programme again in the future? (Source: Survey, Question 29, n=58)

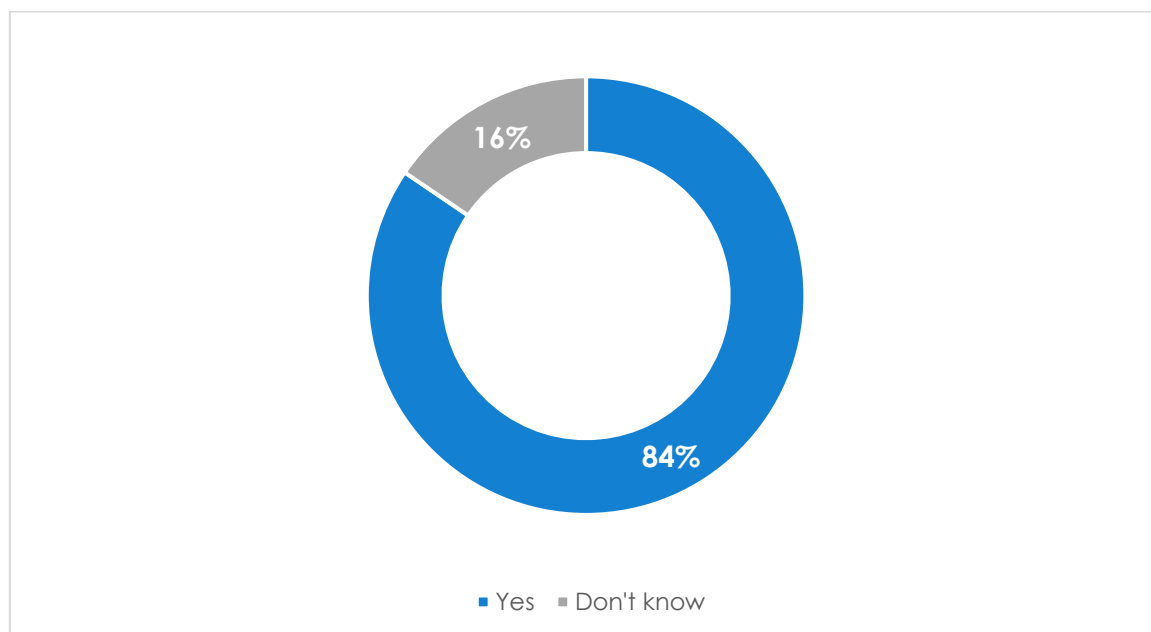


FIGURE 11: BASED ON YOUR EXPERIENCE WITH THE ERASMUS+ PROGRAMME, WILL YOUR ORGANISATION APPLY TO THE PROGRAMME AGAIN IN THE FUTURE?

Based on their experience with the Erasmus+ programme, 84 % of participating organizations believe that they would apply to the programme again in the future, 16 % don't know.

What is the biggest obstacle or barrier for your organisation to participate in Erasmus+? (Source: Survey, Question 30, n=42)

In terms of barriers to participation in the programme, the most frequently cited problem is the lack of staff capacity in the organisation, followed by demanding time requirements and complex administration.

“Demanding and unnecessarily complicated administration of the programme - a large number of contracts, confirmations, agreements, certificates, etc. that need to be completed/created for each learning mobility.”

“Some partnerships have worked well, and we would like to continue working on very similar projects with the same team, however new partnerships and innovation are more likely to get funding.”

“We are not yet accredited, so we are limited in the number of applications over the years.”

Specific obstacles for KA1 mobility for adult learners

Do you plan to organise mobility activities for adult learners in the framework of a future KA1-Project ("Learning mobility of individuals") (Source: Survey, Question 31, n=58)

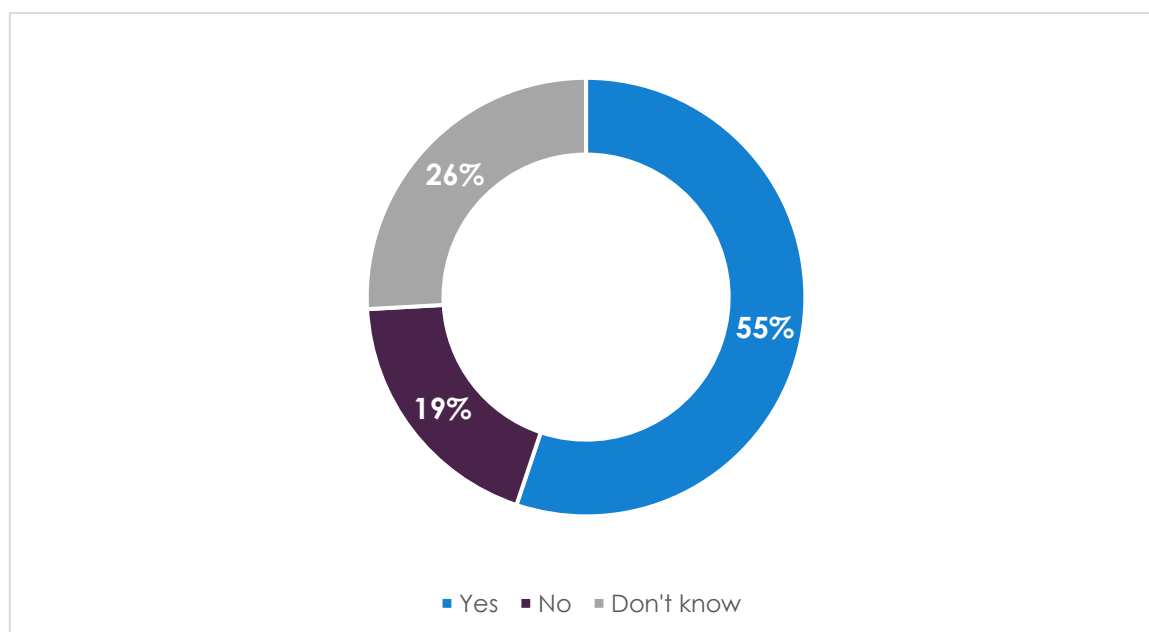


FIGURE 12: DO YOU PLAN TO ORGANISE MOBILITY ACTIVITIES FOR ADULT LEARNERS IN THE FRAMEWORK OF A FUTURE KA1-PROJECT

More than half of engaged organizations plan to apply for KA1 in the future. One quarter does not know yet and one-fifth does not plan to do so.

What prevents you from planning mobility activities for adult learners in the framework of a future KA1 project? (Source: Survey, Question 32, n=18)

Organisations that do not plan to participate in KA1 in the future (or do not know yet) cite as a major obstacle that their priorities or the focus of their activities are not fully achievable through individual mobilities. Other barriers mentioned remain the same as in the previous question, namely lack of staff capacity and time.

"We are more practice oriented. Little capacity for administration, evaluation, and project management. Lack of a fundraiser."

"Individual learning mobility is not entirely beneficial to the focus of our organisation."

4.5 Conclusions on accessibility and inclusiveness

More than half of the participating organizations engaged in the Erasmus+ program are NGOs, and one-fifth are adult education providers such as schools or institutes. Then it's significantly more diverse at a lower share. At 6 %, there are Civil society organizations, consultancies, and welfare organizations. In KA2 projects, in addition to NGOs, SMEs are more often involved, while the participation of adult education providers is lower.

Most commonly organizations acted as coordinators of the project in 97 % and 60 % as partners.

For participants, it is common that they have participated in larger groups and are from relatively big organizations. Only 20 % of participants came from an organization smaller than 5 employees. The rest of the participants were employed at larger organizations, most notably 30 % of participants from organizations with between 11 to 50 employees. The rest of the participants were employed at larger organizations, most notably 30 % of participants from organizations with between 11 to 50 employees. Also, only a fifth of participants took part in the Erasmus+ a group of between 1 and 10 adult learners. Most respondents participated in groups larger than 11, most notably 27 % with more than 250 learners.

Participating organizations focused on various groups of adult learners. In 42 % organizations targeted young adults between the ages of 15 and 29. The second most prominent group were employed learners and the third were women. 27 % of organizations had no specific target groups. Inclusion is one of the horizontal priorities of Erasmus+ programs therefore many organizations focus on inclusive projects and target specific groups. Such groups include adults with physical or mental disabilities, discriminated adults, adults lacking basic skills, adults with learning difficulties, etc.

Regarding obstacles to joining the program, the most common issue reported is the organization's shortage of staff capacity, with the next major challenges being the extensive time commitments and complicated administrative procedures required. Organizations that either do not intend to engage in KA1 in the future or are uncertain about it point out that the main hurdle is the incompatibility of their priorities or activity focus with individual mobilities. Other barriers mentioned remain the same as in the previous question, namely lack of staff capacity and time.

5. Impact of Erasmus+ at meso level

5.1 Introduction

In this chapter, we look at the impact of Erasmus+ on the organization. This includes the impact of Erasmus+ on how internationalisation and other Erasmus+ priorities are embedded in participating organisations, but also the quality of staff and the learning offer of participating organisations. As organisations could carry out various activities and projects with Erasmus+ funding, we first looked at the different types of products developed. We then asked what sustainable impact Erasmus+ participation had, including on the organization and the learning.

5.2 Type of products developed and topics addressed

Main topics addressed by KA104 projects in the period 2018-2020 (Source: QlikSense)

Most of KA1 projects aimed at new innovative curricula, educational methods, development of training courses, teaching and learning of foreign languages, intercultural and intergenerational education and lifelong learning and natural sciences, pedagogy and didactics, inclusion – equity, environment and climate changes, disabilities - special needs, social entrepreneurship and social innovation, ICT, new technologies and digital competences.

Main topics addressed by KA204 projects in the period 2018-2020 (Source: QlikSense)

The most frequent topics in KA204 projects were creating new innovative curricula, international cooperation, international relations, development cooperation, ICT - new technologies - digital competences, disabilities - special needs, labor market issues including career guidance, youth unemployment and open and distance learning.

Topics addressed by KA 210 and 220 projects (Source: QlikSense)

The most frequent topics in KA210 and KA220 projects were digital skills and competences, environment and climate change, physical and mental health, digital content, technologies and practices; new learning and teaching methods; inclusion, promoting equality and non-discrimination and green skills.

Digital skills and competences	55
Environment and climate change	41
Physical and mental health, well-being	33
Digital content, technologies and practices	31
New learning and teaching methods and approaches	29
Inclusion, promoting equality and non-discrimination	24
Green skills	20
Development of training courses	14
Cooperation between educational institutions and business	12
Active ageing	9
Community development	9
Creating new, innovative or joint curricula or courses	9
Open and distance learning	7
Creativity, arts and culture	6
Entrepreneurial learning - entrepreneurship education	6

TABLE 7: TOPICS ADDRESSED BY KA 210 AND 220 PROJECTS

Type of products developed

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)? (Source: Survey, Question 8, n=37)

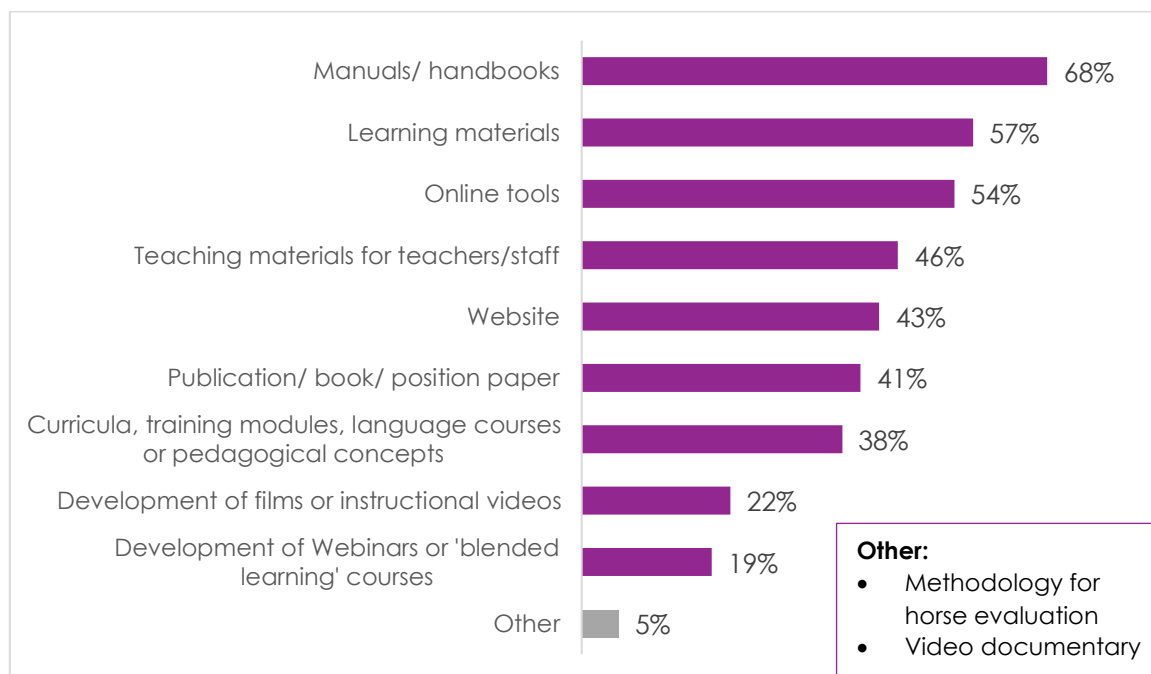


FIGURE 13: WHAT OUTPUTS OR PRODUCTS HAVE BEEN DEVELOPED WITHIN YOUR ORGANISATION AS PART OF PARTICIPATION IN KEY ACTION 2 IN ERASMUS+ (2018 - 2022)

As a result of participation in the Erasmus+ programme, organizations mostly developed manuals or handbooks (68%), then learning materials (57%), online tools (54%), and teaching materials for teachers/staff (46%). Among other abundantly represented options is the creation of a website (43%) as well as a release of a publication/book or position paper (41%).

Added value of Erasmus+ support

If your organisation had not participated in Erasmus+, would the supported actions by Erasmus+ after 2018 otherwise have been implemented? (Source: Survey, Question 9, n=63)

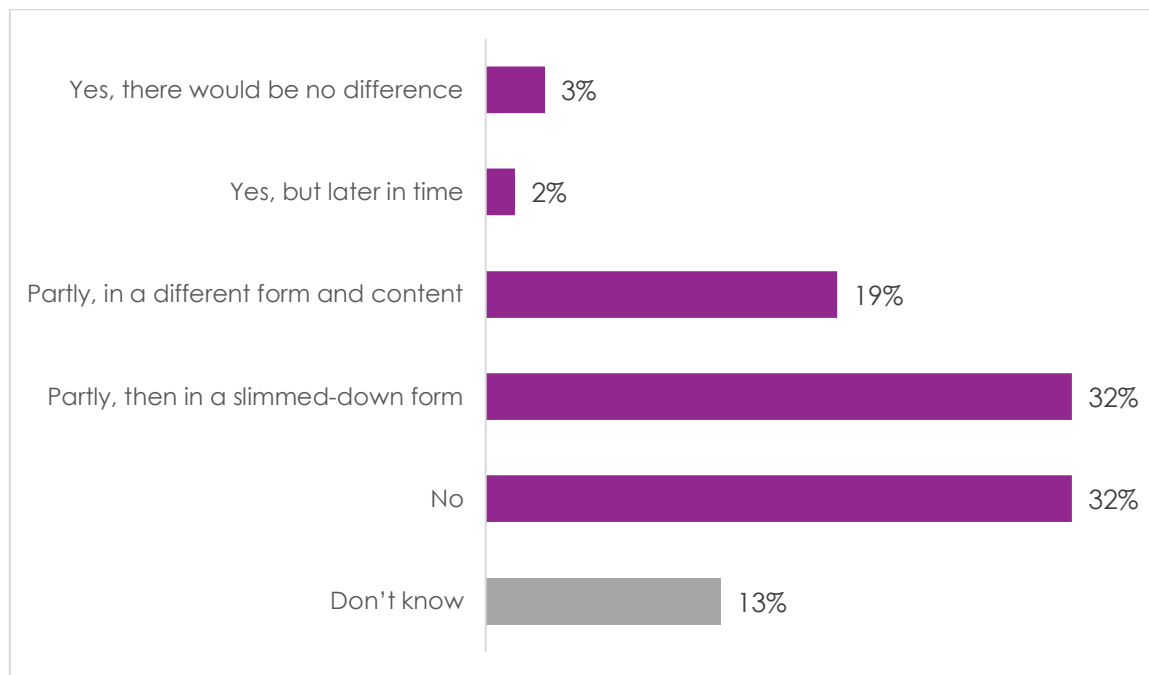


FIGURE 14: IF YOUR ORGANISATION HAD NOT PARTICIPATED IN ERASMUS+, WOULD THE SUPPORTED ACTIONS BY ERASMUS+ AFTER 2018 OTHERWISE HAVE BEEN IMPLEMENTED?

When answering the question whether the actions supported by Erasmus+ programme would be implemented if the organization would not have participated, most organizations said that the actions either would not be implemented at all or would be implemented only partly in a slimmed-down form (both 32 %). One fifth of organizations also believes that the actions would be implemented in a different form and content.

5.3 Impact at organisation level

Impact on internationalisation

Please identify which of the following conditions are in place in your organisation to facilitate internationalisation processes. (Source: Survey, Question 13, n=58)



FIGURE 15: PLEASE IDENTIFY WHICH OF THE FOLLOWING CONDITIONS ARE IN PLACE IN YOUR ORGANISATION TO FACILITATE INTERNATIONALISATION PROCESSES

67 % of engaged organizations systematically participates in international networks and internationalisation activities. Half has guidelines and agreed processes in place on how manage international projects. One third has discussed development of international competences in performance appraisals and career talks.

Did the conditions within your organisation to facilitate internationalisation processes improved, remained the same, or worsened since 2018? (Source: Survey, Question 14, n=62)

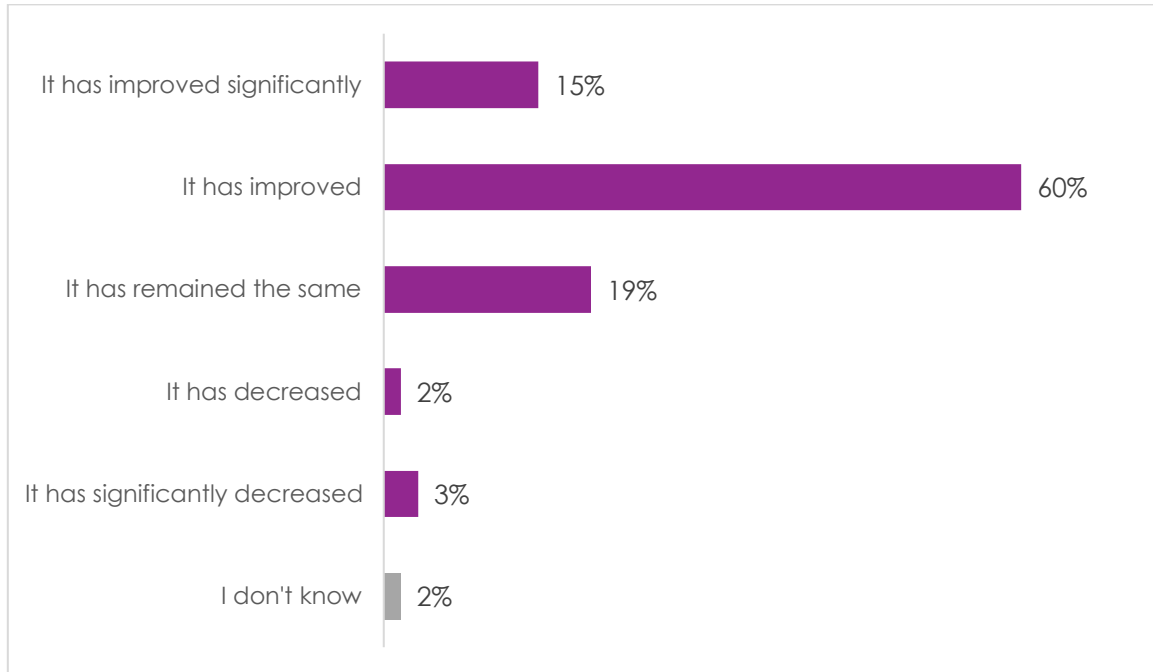


FIGURE 16: DID THE CONDITIONS WITHIN YOUR ORGANISATION TO FACILITATE INTERNATIONALISATION PROCESSES IMPROVED, REMAINED THE SAME, OR WORSENE SINCE 2018?

In 60 % of cases the conditions within the organization to facilitate internationalisation has improved. In one fifth it has remained the same and in 15 % it has improved significantly.

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? (Source: Survey, Question 15, n=59-62)

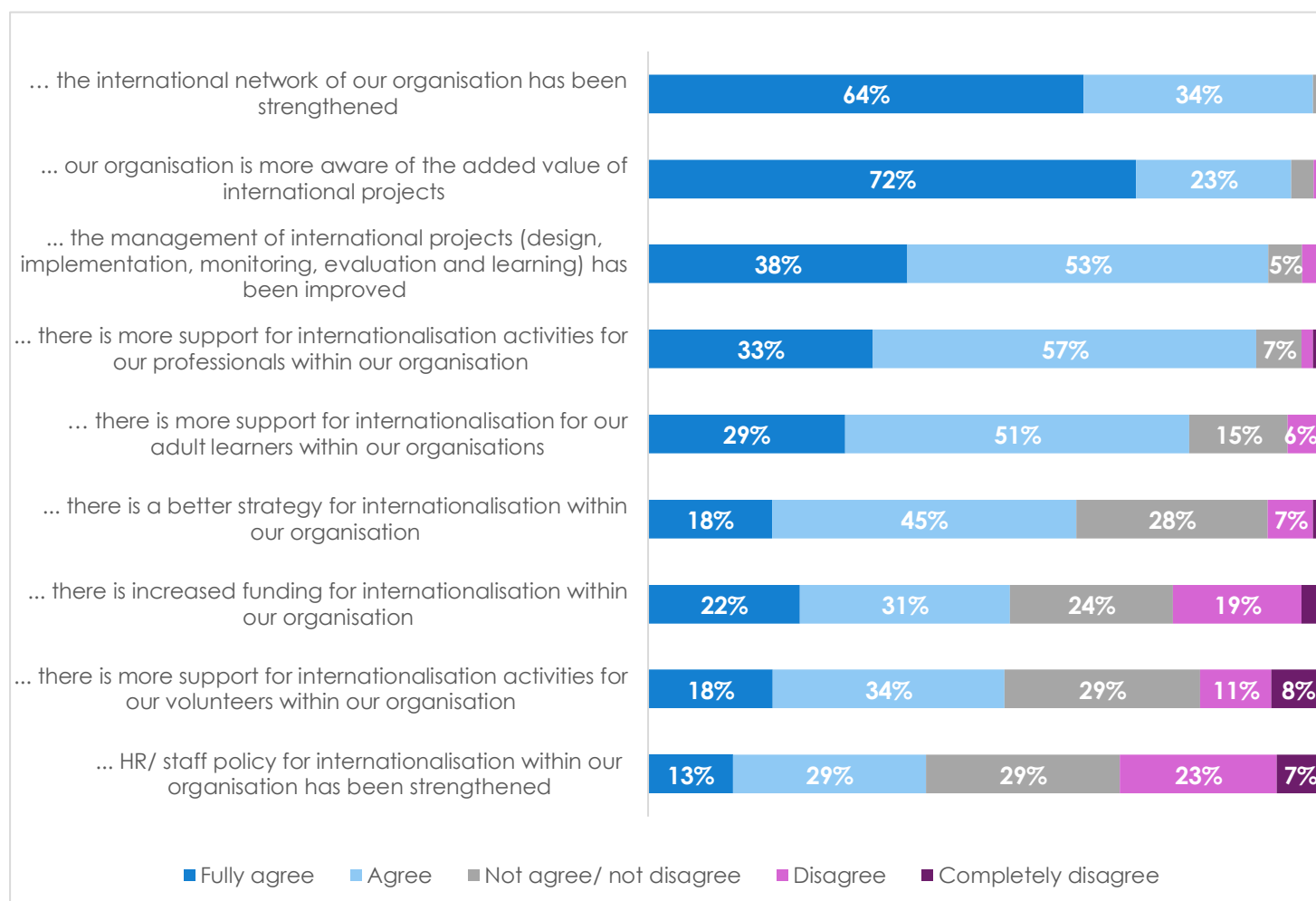


FIGURE 17: TO WHAT EXTENT DO YOU (DIS)AGREE WITH THE STATEMENTS PRESENTED BELOW ABOUT THE IMPACT OF PARTICIPATION IN ERASMUS+ SINCE 2018 ON THE ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION WITHIN YOUR ORGANISATION?

98 % of organizations has agreed that their international network has been strengthened due to the participation in the Erasmus+ programme. 95 % is more aware of the added value of international projects. On the other hand, only 42 % believes that staff policy for internationalisation has been strengthened within their organization, also just a little more than half thinks there is more support for their volunteers in the internationalisation activities.

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n= 46)

In terms of the main benefits for the internationalisation of organizations, establishing cooperation with foreign institutions or joining international associations (e.g. the European

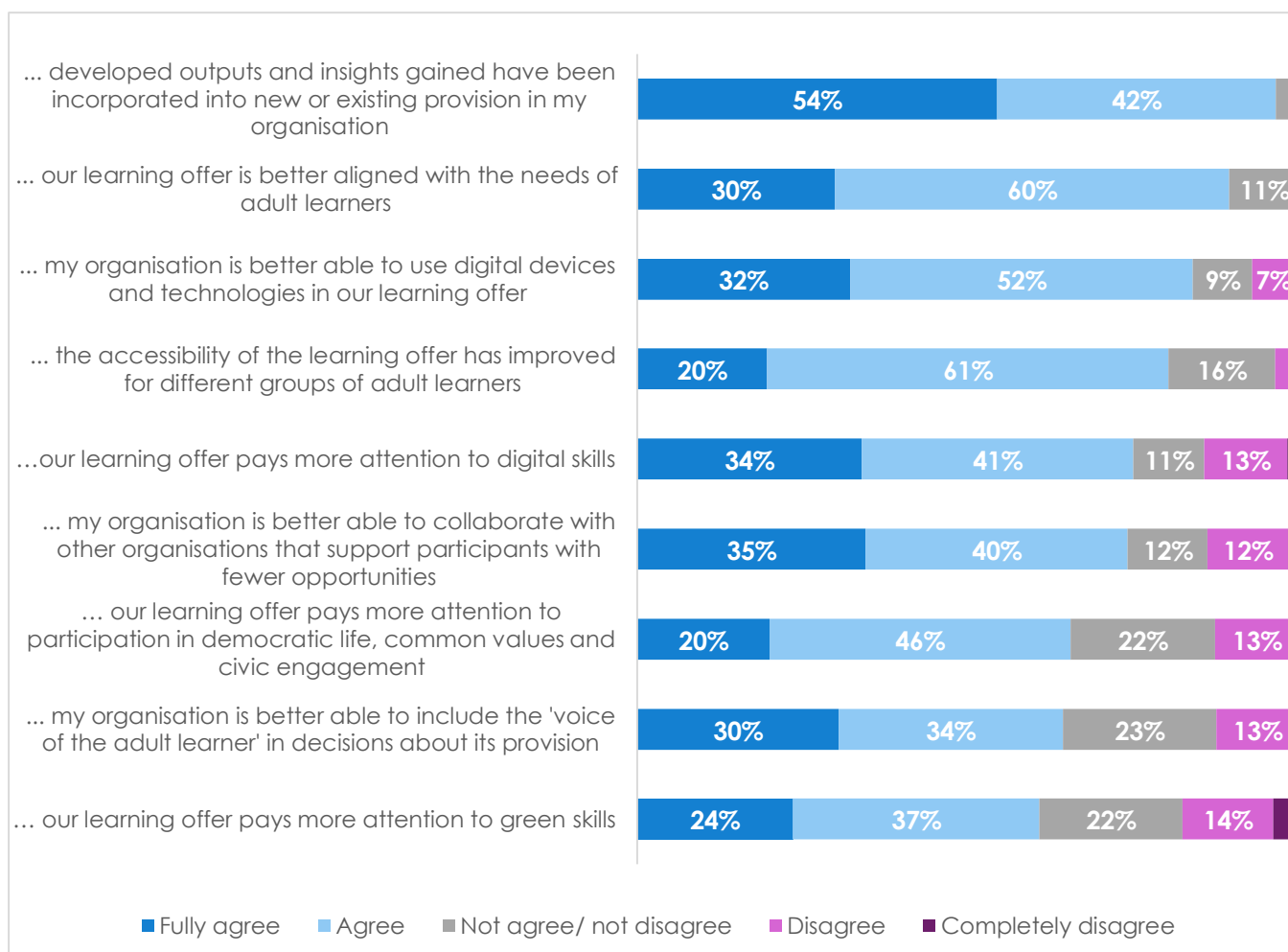
Association of Cities, Institutions and Second Chance Schools) is key, as is strengthening existing cooperation and sharing good practice.

“Huge outreach to other organizations and people working on similar topics, networking, inspiring similarly minded organizations to take on similar projects.”

“International networking, exchange of know-how with foreign companies, inclusion of new educational products in our portfolio.”

Impact on learning offer

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. (Source: Survey, Question 21, n=56-58)



Participating organizations agree that the Erasmus+ programme had various positive impacts. 96 % have said that developed outputs and insights gained have been incorporated into new or existing provision in my organisation. 9 out 10 thinks that their learning offer is better

aligned with the needs of adult learners. Moreover, 6 out of 10 organizations believe that their learning offer pays more attention to green skills.

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? (Source: Survey, Question 22, n=59)

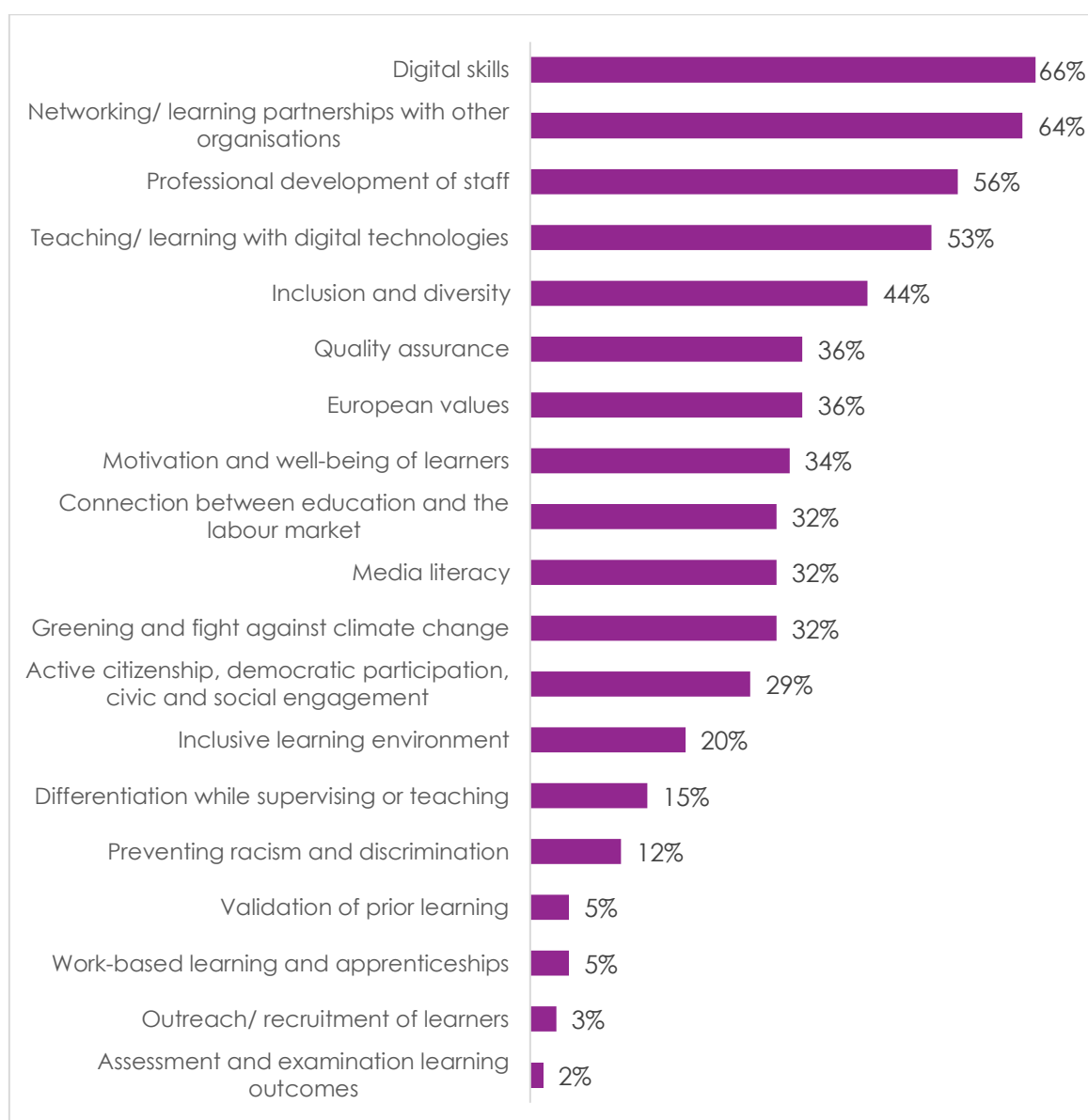


FIGURE 18: NOW THAT YOUR ORGANISATION HAS PARTICIPATED IN ONE OR MORE ERASMUS+ PROJECTS SINCE 2018, WHICH TOPICS ARE RECEIVING MORE ATTENTION WITHIN YOUR ORGANISATION THAN BEFORE?

While reassessing which topics are currently receiving more attention after the Erasmus+ programme, most noted digital skills with 66 %. Also, among other highlighted topics is

networking, professional development of staff and teaching or learning with digital technologies. In 44 % of cases inclusion and diversity is receiving more attention than before.

Can you give a concrete example showing that participation in one or more Erasmus+ projects since 2018 has permanently strengthened your learning offer to adult learners/ participants? (Source: Survey, Question 23, n=24)

Thanks to the implementation of Erasmus+ projects, a number of educational programmes and courses have been developed and continue beyond the project, often using modern technologies or happening in an online environment. Some of them are also designed for disadvantaged groups or for people with fewer opportunities, such as single parents, the elderly or the hearing impaired. Manuals and other educational aids have also been created both for the general public (e.g. interactive displays on water retention and the fight against climate change) and for very specific target groups (e.g. teachers of New Greek or people running small family businesses).

“Within the Pal Women project, for example, we created manuals for Romani women entrepreneurs, where we worked to ensure the sustainability of the service of providing tax and economic consulting for women entrepreneurs.”

“Introducing regular training programmes in digital education for seniors (in cooperation with other partners).”

“Offering a course on assistive technology for people with hearing impairments.”

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

The biggest benefits for the learning offer of organisations are the use of new methods and approaches from abroad, improving the quality of educational products for adult learners or generally expanding the learning offer (e.g. by quality language courses).

“Ability to transfer know-how to Czechia in the process of innovation and the ability to develop systemic projects for the development of new activities (e.g. the Dementia Friendly Communities project) thanks to the knowledge gained from abroad.”

“Enhancement of didactic competences of the participants. Familiarization with different didactic trends in adult education.”

“New ideas for new activities that would not have happened without the project.”

Impact on horizontal priorities

Inclusion and diversity

Please identify which of the following conditions are in place in your organisation facilitating inclusion and diversity? (Source: Survey, Question 16, n=59)



FIGURE 19: PLEASE IDENTIFY WHICH OF THE FOLLOWING CONDITIONS ARE IN PLACE IN YOUR ORGANISATION FACILITATING INCLUSION AND DIVERSITY?

When facilitating inclusion and diversity, organizations are most commonly cooperating with other organizations that support participants with fewer opportunities (59 %). More than half of organizations use the voice of the learners for developing, monitoring, and evaluating their offer. 48 % have procedures in place to assure their training offer is inclusive. Positive is also the fact that from 2018 onwards the attention towards inclusion and diversity has improved by 62 % within the engaged organizations. However, just 5 % have an inclusion and diversity strategy and action plan in place.

Did the following aspects in your organisation in the delivery of adult learning improved, since you participated in Erasmus+ from 2018 onwards? (Source: Survey, Question 20, n=58-60)

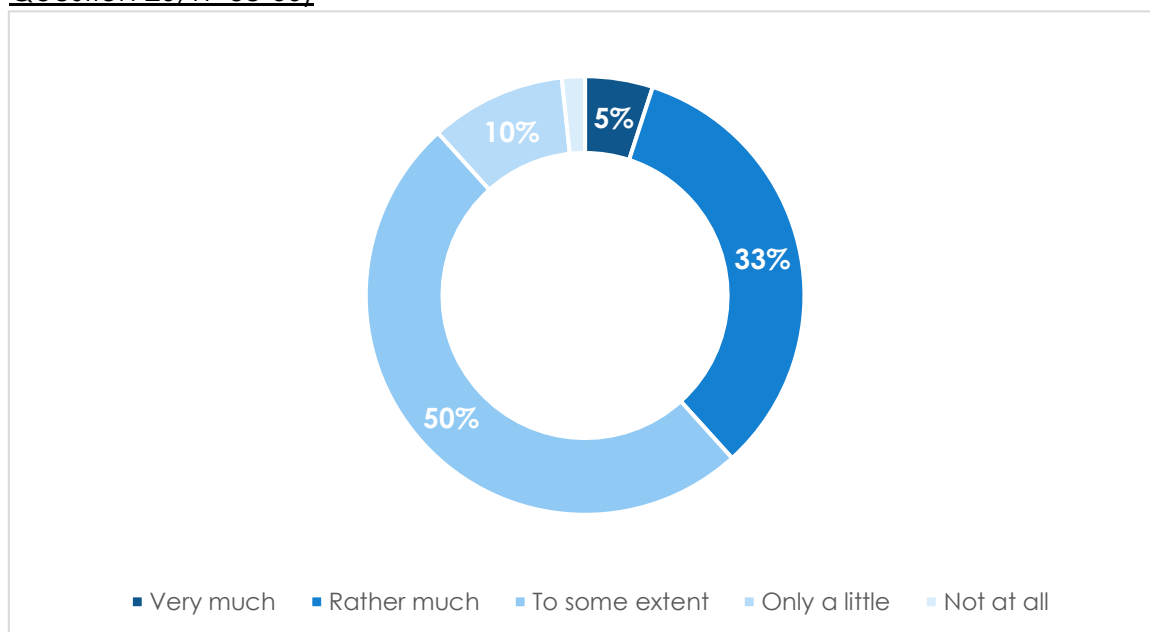


FIGURE 20: DID THE FOLLOWING ASPECTS IN YOUR ORGANISATION IN THE DELIVERY OF ADULT LEARNING IMPROVED, SINCE YOU PARTICIPATED IN ERASMUS+ FROM 2018 ONWARDS?

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

“Based on the experience of people working together as a team, cooperation in individual group activities promoted the development of tolerance. All this through the process of inclusion, acceptance and understanding of mutual needs between different cultures and religions, we gained respect for cultural peculiarities and different opinions, interests, ways of behaviour and thinking of people from different socio-cultural environments.”

Digital transformation

Please identify which of the following conditions are in place in your organisation facilitating digital transformation? (Source: Survey, Question 17, n=59)

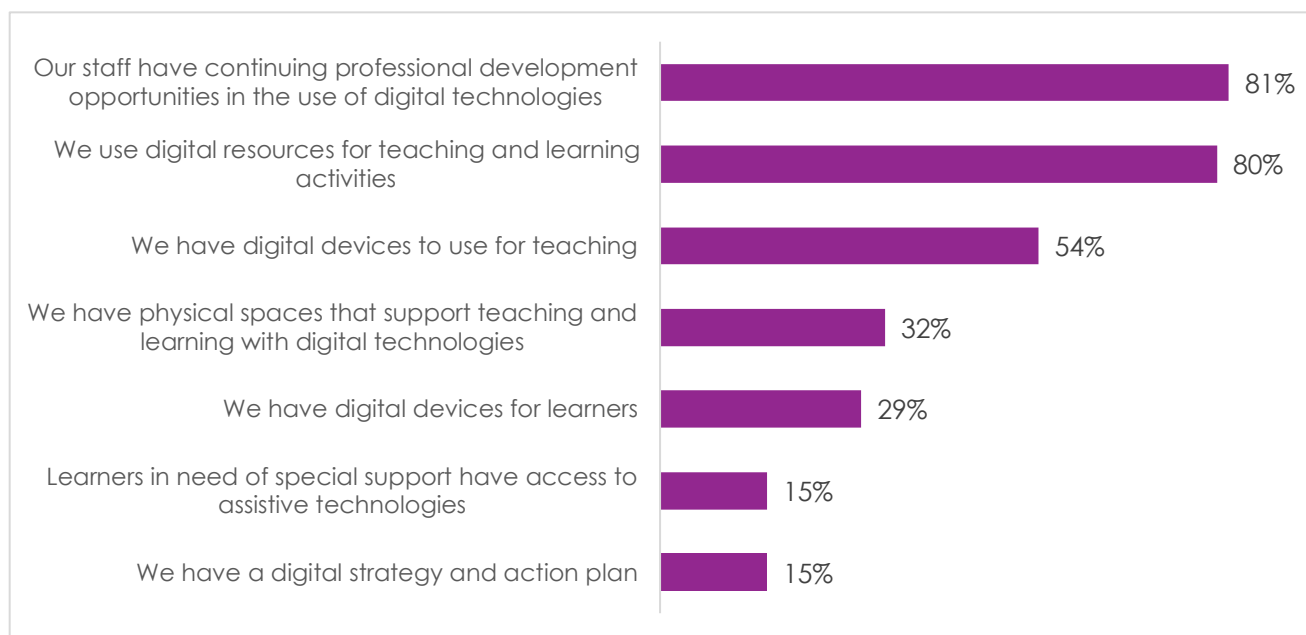


FIGURE 21: PLEASE IDENTIFY WHICH OF THE FOLLOWING CONDITIONS ARE IN PLACE IN YOUR ORGANISATION FACILITATING DIGITAL TRANSFORMATION?

While facilitating digitalisation organizations most frequently provide their staff with continuing professional development opportunities in the use of digital technologies in 8 out of 10 cases. Same number of organizations uses digital resources for teaching and learning activities. Less frequently, digital devices are used for teaching in 54 %. More importantly, the attention to digitalisation has improved significantly since 2018. 95 % of participating organizations pay greater attention to digitalisation.

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

“Participation in ERASMUS+ - gaining new experiences, examples of good practice, educational methods, approaches including thinking ahead approach, implementing the above into the running of the organisation, educational programmes, maintaining the staff capacity of the organisation (very important!), finding new opportunities through digital tools (thinking ahead).”

Did the following aspects in your organisation in the delivery of adult learning improved, since you participated in Erasmus+ from 2018 onwards? (Source: Survey, Question 20, n=58-60)

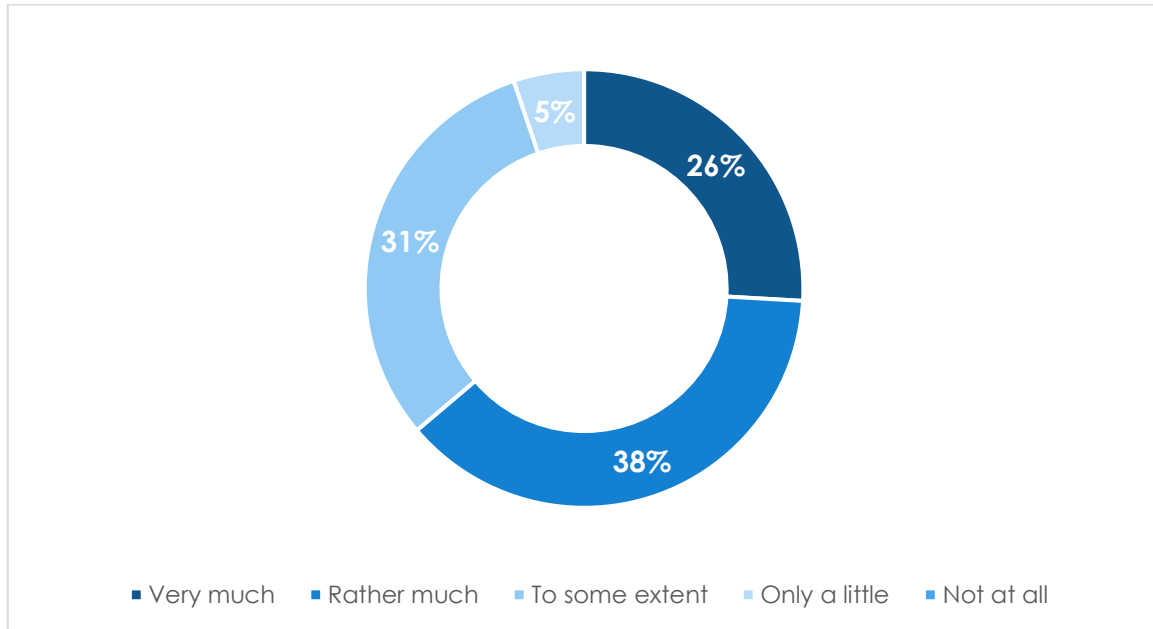


FIGURE 22: DID THE FOLLOWING ASPECTS IN YOUR ORGANISATION IN THE DELIVERY OF ADULT LEARNING IMPROVED, SINCE YOU PARTICIPATED IN ERASMUS+ FROM 2018 ONWARDS?

Green transition

Please identify which of the following conditions are in place in your organisation to facilitate a green transition? (Source: Survey, Question 18, n=53)

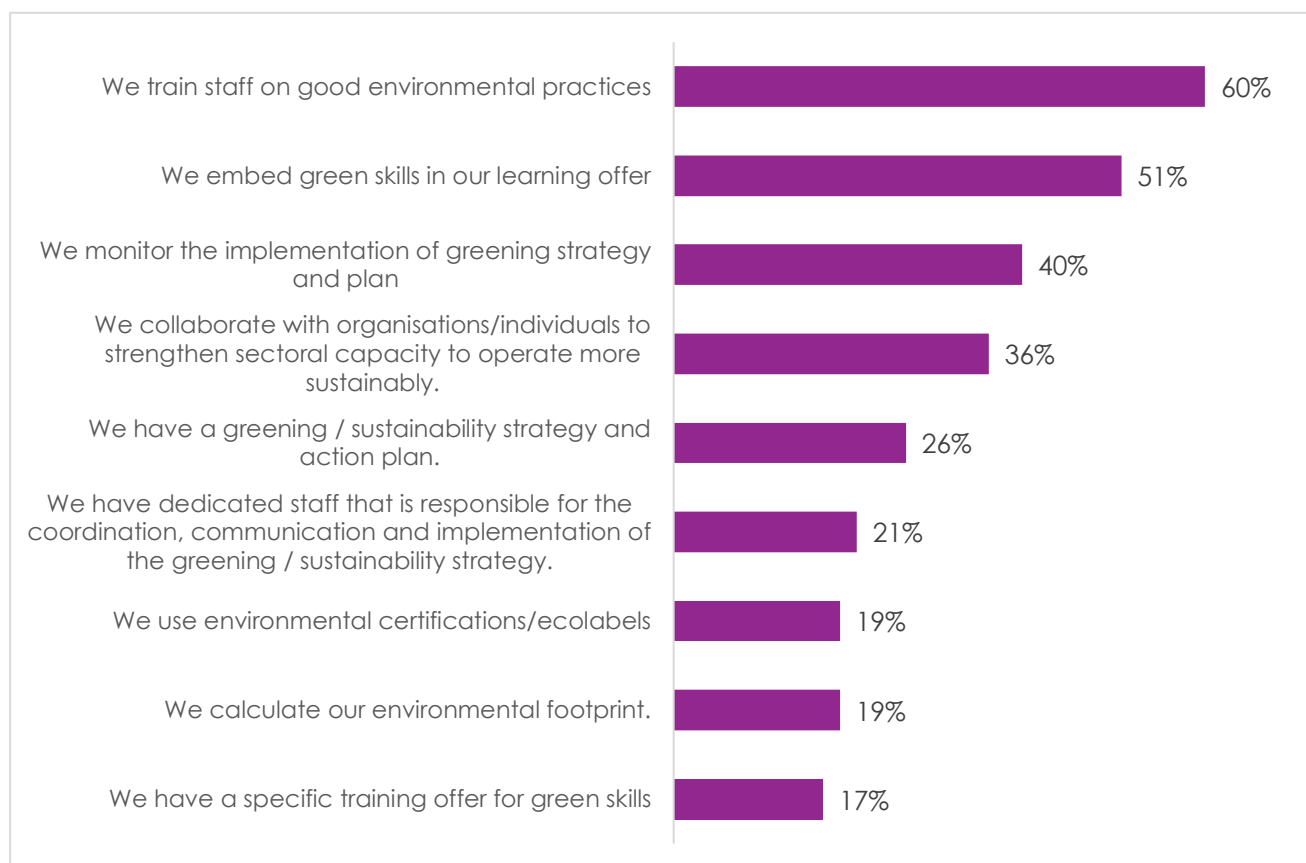


FIGURE 23: PLEASE IDENTIFY WHICH OF THE FOLLOWING CONDITIONS ARE IN PLACE IN YOUR ORGANISATION TO FACILITATE A GREEN TRANSITION?

Green transition is one of the priorities of Erasmus+ programme. To facilitate such transition 6 out of 10 organizations train their staff members on good environmental practices. 51 % of organizations also embed green skills in their learning offer. Moreover, 40 % monitor the implementation of greening strategy and 26 % have greening/sustainability strategy and action plan already in place. It is also important to mention that 85 % of organisations pay more attention to environment and fight against climate change than they did before participating in the Erasmus+ programme.

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

“Participation in the previous Grundtvig programme gave rise to the URSUS Experience Centre and the Beskydy MPA (the first of its kind in MSK), the only one at the national level, as it is a private non-profit organisation without the support of any other entity that built this nature-oriented centre.”

Did the following aspects in your organisation in the delivery of adult learning improved, since you participated in Erasmus+ from 2018 onwards? (Source: Survey, Question 20, n=58-60)

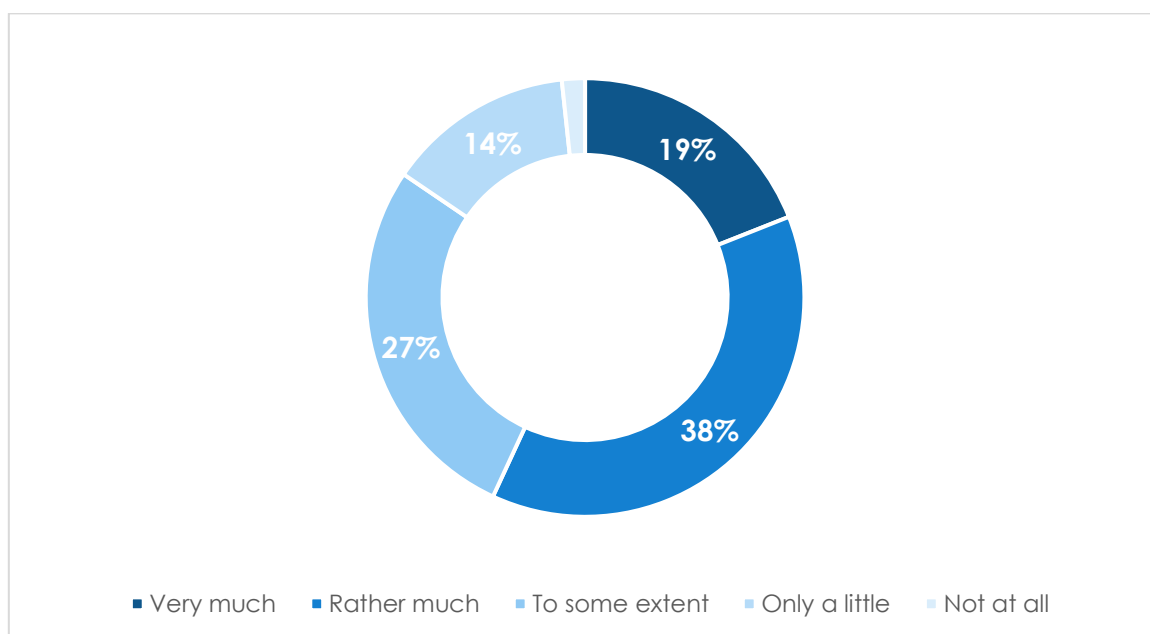


FIGURE 24: DID THE FOLLOWING ASPECTS IN YOUR ORGANISATION IN THE DELIVERY OF ADULT LEARNING IMPROVED, SINCE YOU PARTICIPATED IN ERASMUS+ FROM 2018 ONWARDS?

Participation in democratic life, common values and civic engagement

Please identify which of the following conditions are in place in your organisation to facilitate participation in democratic life, common values and civic engagement?
 (Source: Survey, Question 19, n=55)

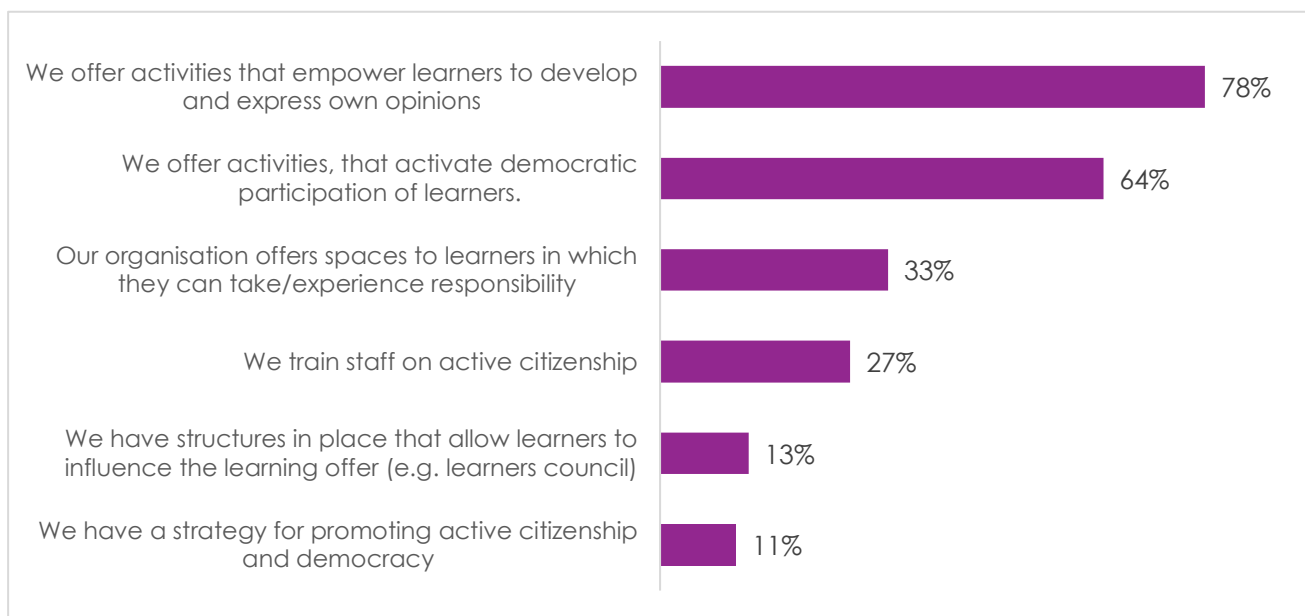


FIGURE 25: PLEASE IDENTIFY WHICH OF THE FOLLOWING CONDITIONS ARE IN PLACE IN YOUR ORGANISATION TO FACILITATE PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT?

Participation in democratic life, common values and civic engagement is one of the priorities of Erasmus+ programme. Engaged organizations promote this priority by facilitating activities that empower learners to develop and express their own opinions, as well as offering activities that activate democratic participation of learners. Less frequent activities include offering spaces in which learners can experience responsibility and training staff on active citizenship. It is notable that since 2018, 88 % of participating organisations pay more attention to promoting participation in democratic life, common values, and civic engagement.

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

“Establishing cooperation with foreign institutions and joining the European Association of Cities, Institutions and Second Chance Schools and further developing E2C initiatives and advocacy in our context.”

Did the following aspects in your organisation in the delivery of adult learning improved, since you participated in Erasmus+ from 2018 onwards? (Source: Survey, Question 20, n=58-60)

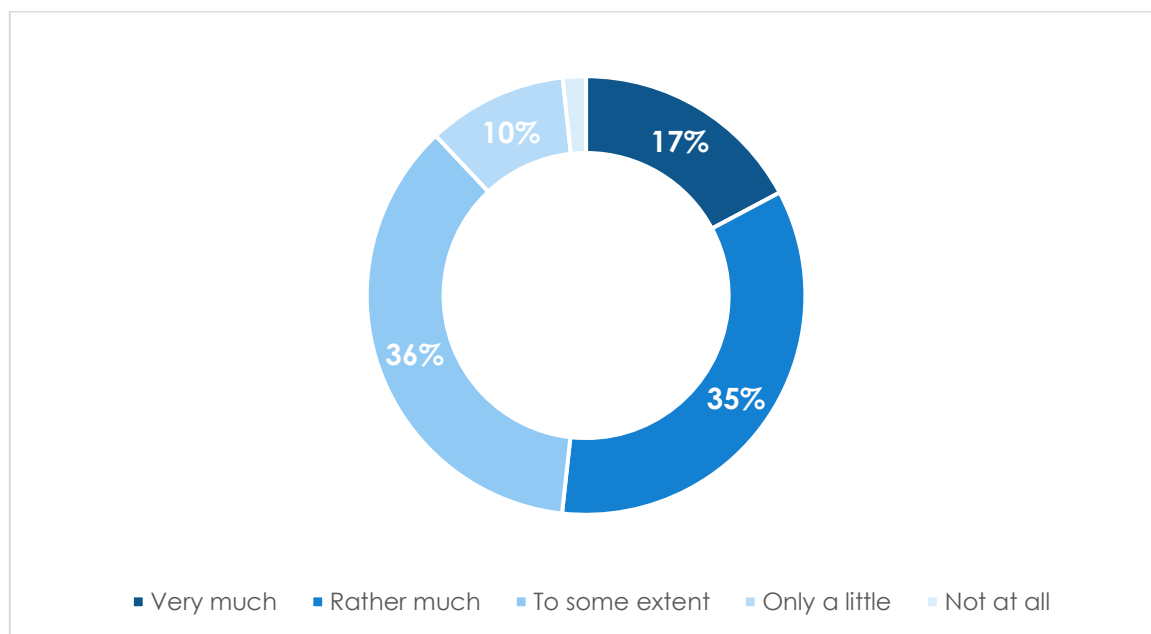


FIGURE 26: DID THE FOLLOWING ASPECTS IN YOUR ORGANISATION IN THE DELIVERY OF ADULT LEARNING IMPROVED, SINCE YOU PARTICIPATED IN ERASMUS+ FROM 2018 ONWARDS?

5.4 Factors hampering or stimulating impact.

To what extent are outputs and products developed in Key Action 2 since 2018, still used by your organisation? (Source: Survey, Question 10, n=38)

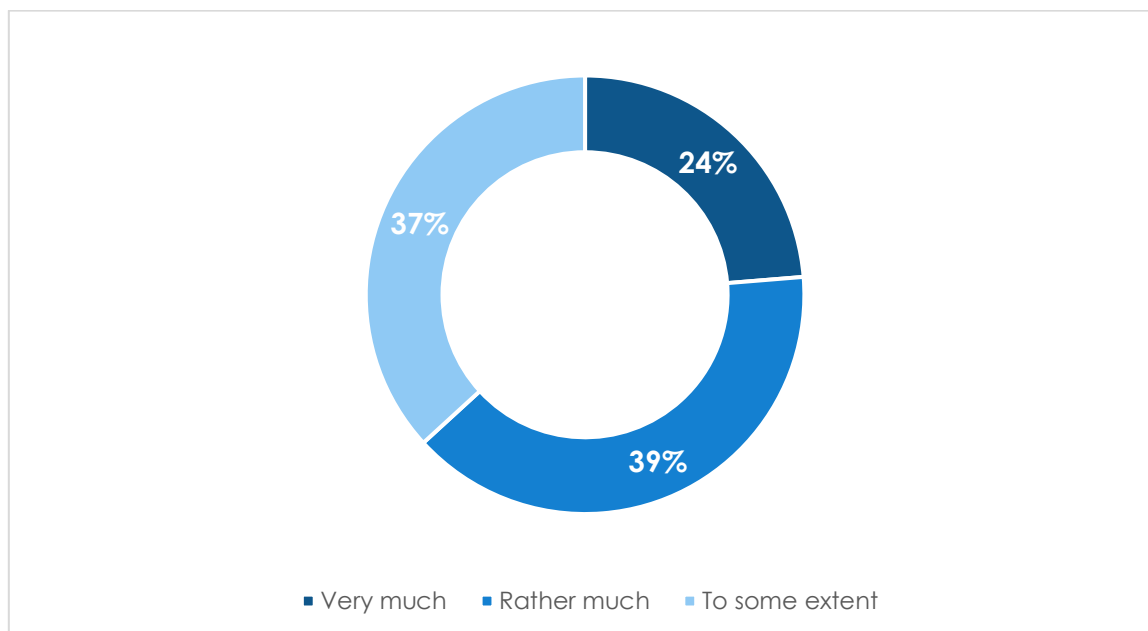


FIGURE 27: TO WHAT EXTENT ARE OUTPUTS AND PRODUCTS DEVELOPED IN KEY ACTION 2 SINCE 2018, STILL USED BY YOUR ORGANISATION?

Positively, outputs and products developed in KA2 since 2018 are still used by the participating organisations. 39 % of organisations very much, 24 % rather much, 37 % to some extent.

What factors hampered or stimulated the take up and use of outputs and products developed with the support of Erasmus+ since 2018? (Source: Survey, Question 11, n=16)

In their responses, organisations focused significantly more on the factors that hindered rather than stimulated output and product development and use. These included covid, financial difficulty of sustaining the products, and change of priorities or activities. In contrast, a quarter of the respondents indicated that they continued to fully use the products they had developed or made them available for use by others.

“Changes in the market, different priorities on the part of companies - energy crisis, covid, war in Ukraine, supply shortages, etc.”

“Our organization is not involved in education, the products of the projects are for other - educational - organizations.”

“If we had not been involved in ERASMUS+, we would not have gained a wealth of unique experiences to develop and sustain a non-profit organization and thus fulfil its mission, including sustainability and further development of staff capacity.”

5.5 Conclusion

The majority of dedicated organizations actively participate in global networks and international initiatives. Roughly half of these entities have developed policies and procedures to manage international projects effectively. About one-third have integrated the enhancement of global skills into performance evaluations and career development discussions. In 60% of cases, the support for internationalization within organizational environments has improved. For one-fifth of these instances, the situation has remained the same, while 15% have experienced significant enhancements.

The Erasmus+ programme has consistently had a positive effect, with 98% of participating organizations reporting a strengthened international network. Additionally, 95% have grown more aware of the value that international projects add. Moreover, 91% have noticed improvements in their management of international projects, and 90% have seen increased support for internationalization activities among professionals in their organizations.

One of the Erasmus+ project's key objectives is to foster more comprehensive learning, and the outcomes from such efforts have been substantially positive. 96 % of organizations have stated that the outputs and insights obtained have been integrated into new or existing initiatives within their organization. 9 out of 10 believe that their learning offers are now better aligned with the needs of adult learners. The implementation of Erasmus+ projects has resulted in the development and continuous evolution of a variety of educational programs and courses. Many of these initiatives utilize modern technologies or take place online, thereby extending their relevance beyond the original project timeframe. Additionally, several programs have been deliberately designed to address the needs of disadvantaged groups or those with fewer opportunities, including single parents, the elderly, and the hearing impaired.

The Erasmus+ programme emphasizes four horizontal priorities: inclusion and diversity, digital transformation, green transition, and participation in democratic life, along with fostering common values and civic engagement.

Regarding inclusion, organizations have mainly concentrated on the networking aspect of Erasmus+ and have collaborated with others sharing similar interests. They have also actively listened to learners' needs to better meet their requirements. It's positive to note that inclusivity aspects have been enhanced in their respective organizations since joining Erasmus+.

Through digital transformation, organizations are mainly trying to support their staff member in further development of their digital skills and utilizing these skills for learning and teaching.

In green transition priority, organizations are educating their employees in good environmental practices as well as embedding green skills in their learning offer.

Participation in democratic life, common values, and civic engagement is set up in a way that most commonly it empowers learners to develop and express their own opinions. Organizations participating in this priority also offer activities that activate the democratic participation of learners.

Through these efforts, the Erasmus+ program significantly contributes to advancing educational quality, inclusivity, and international collaboration, highlighting its role in shaping a more interconnected and understanding global community.

Organizations focused more on the factors that hindered rather than stimulated output and product development and use. These included COVID-19, financial difficulty in sustaining the products, and changes in priorities or activities. In contrast, a quarter of the respondents indicated that they continued to fully use the products they had developed or made them available for use by others.

6. Impact of Erasmus+ at micro level

6.1 Introduction

In this chapter, we look at the impact of Erasmus+ on staff and adult learners within participating organisations. Aspects of professionalisation includes the guidance of learners, the mapping of learning outcomes and the focus on inclusion and diversity.

6.2 Impact on staff

Learning outcomes of staff that participated in mobility exchange (Source: Statistics participant reports, several years)

2018

According to the 102 participants' reports (78 within the Call 2016 and 26 within the Call 2017) received by the end of December 2018 the feedback from the participants and organisations on realised mobility activities was very positive. As mentioned above most of participants reported that mobilities had a great impact not only on the development of individuals, but also on the development of their organizations.

2019

Participants' reports (139 within Call 2017, 100 within Call 2018) received by the end of 2019 was very positive. The realized mobilities had impact not only on the development of individuals, but also on the development of the organizations. 98% of the participants of all types of educational activities were satisfied. 100% participants would recommend their experience to his colleagues. 97% of participants reported that they had learned from good practice abroad and became more motivated to develop their professional skills.

2020

KA1

-Impact on the organisation and participants: new contacts, introduction of newly acquired experience into own practice/methodology/internal training, cooperation with partners on new activities (e.g. exchange of exhibitions), improvement of the programme offer at relevant institutions (new exhibitions, language courses, training courses), use of modern



technologies and better response to the Covid-19 pandemic, which requires living in an online environment.

Impact on the target group: more and better offer from language and educational courses, exhibitions, etc., use of modern technologies - e.g. online learning during the Covid-19 pandemic.

Impact at regional and European level: sharing of know-how between organisations, networking, sharing of new practices in the region (used in one project e.g. to help other educational institutions in the Czech region to introduce online learning during the Covid-19 pandemic).

KA2

Impact on the organisation and participants: improved quality of the organisation's outputs improved the position of the organisation in the region, also contributed by mutual cooperation, sharing of practices and know-how, promotion of own work during dissemination activities, use of new knowledge with modern technology in dealing with complications during the Covid-19 pandemic.

Impact on the target group: wider offer of educational or professional materials, use of modern technology - e.g. going online during the Covid-19 pandemic.

Impact at regional and European level: networking, sharing of educational materials across regions.

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? (Source: Survey, Question 24, n=58)

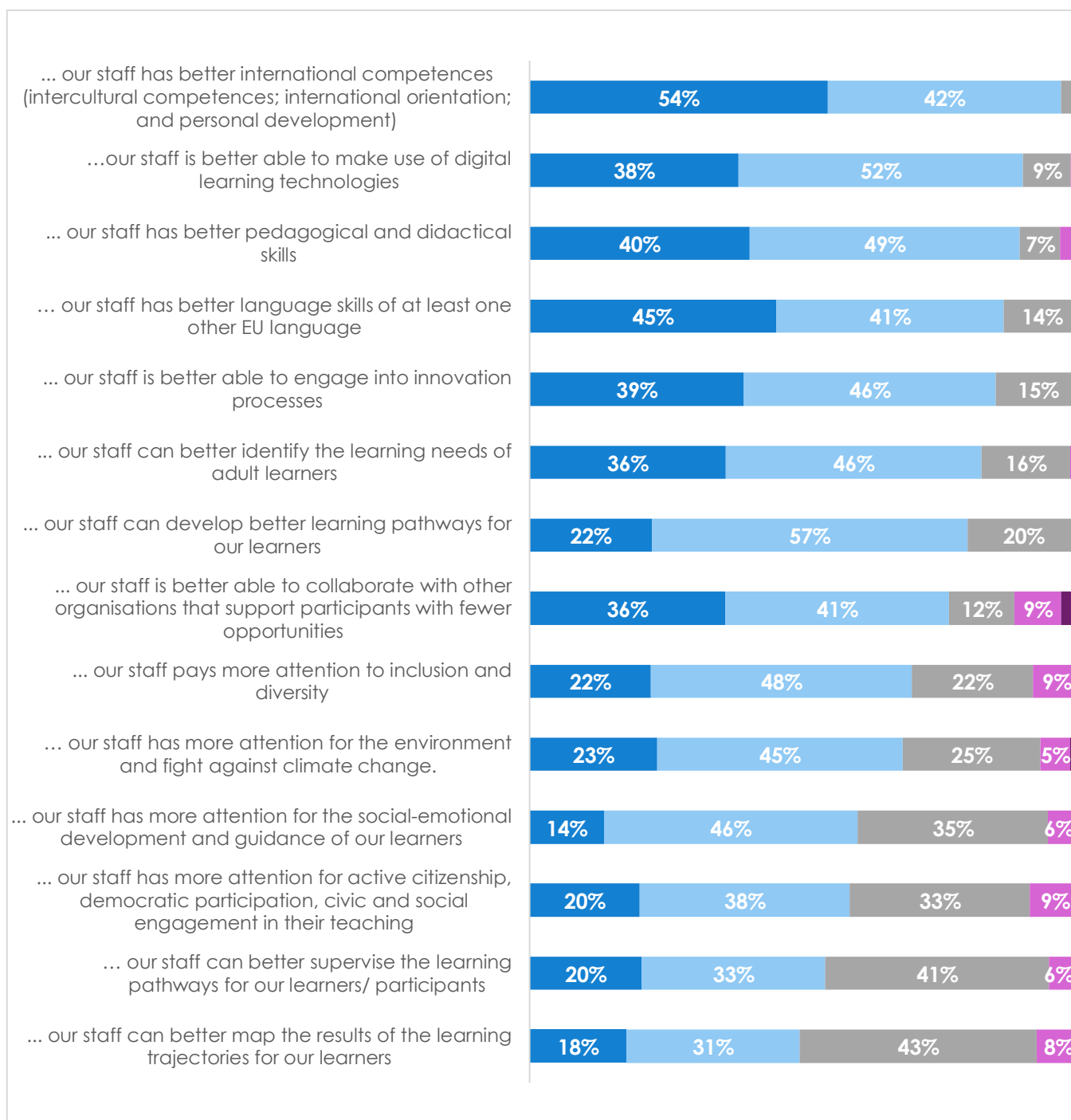


FIGURE 28: TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE STATEMENTS PRESENTED BELOW REGARDING THE IMPACT OF PARTICIPATION IN ERASMUS+ SINCE 2018 ON THE PROFESSIONALISATION AND DEVELOPMENT OF STAFF WORKING IN YOUR ORGANISATION?

Impact on professionalisation and development of staff working in the engaged organisations have been largely positive. Most notably, the staff has better international competences and is more competent to use digital learning technologies. In 70 % the staff also pays more attention to inclusion and diversity. 68 % pays more attention to environment and climate therefore are also contributing to 4 horizontal priorities among other things.

Can you give a concrete example of how participation in one or more Erasmus+ projects since 2018 have improved the quality of staff in your organization (Source: Survey, Question 25, n=25)

The most frequently mentioned impact is the sharing of good practice and mutual inspiration. In terms of concrete abilities, staff improved their language and digital skills, established international cooperation, and strengthened their leadership and project management skills. They also gained insight into new educational methods.

"We have introduced new educational programmes inspired by our travels abroad (ecology, media literacy, robotics)."

"Thanks to Erasmus+, selected staff members learned how to speak in public and present project activities at various conferences, meetings, workshops, etc., both nationally and internationally."

"By participating in Erasmus+ projects, our employees became innovators in the organisation and the region in: 1. introduction of digital including graphic tools, use of artificial intelligence in administration, creative approach (ChatGPT, DeepL...); 2. inclusion and diversity - introduction of approaches and methods in educational programmes for the disadvantaged with health or socio-economic barriers."

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

The most frequently mentioned benefit for staff is the sharing of good practice and know-how. Furthermore, the opportunity to establish international contacts and professional and personal development. Gaining new skills and experience is also important.

"The opportunity to meet people and organisations that are working on similar topics (and problems) as us, peer to peer learning."

"Sharing good practice or know-how, mutual inspiration. "

"Enriching staff knowledge, skills, and language. "

6.3 Impact on adult learners

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? (Source: Survey, Question 26, n=57-58)

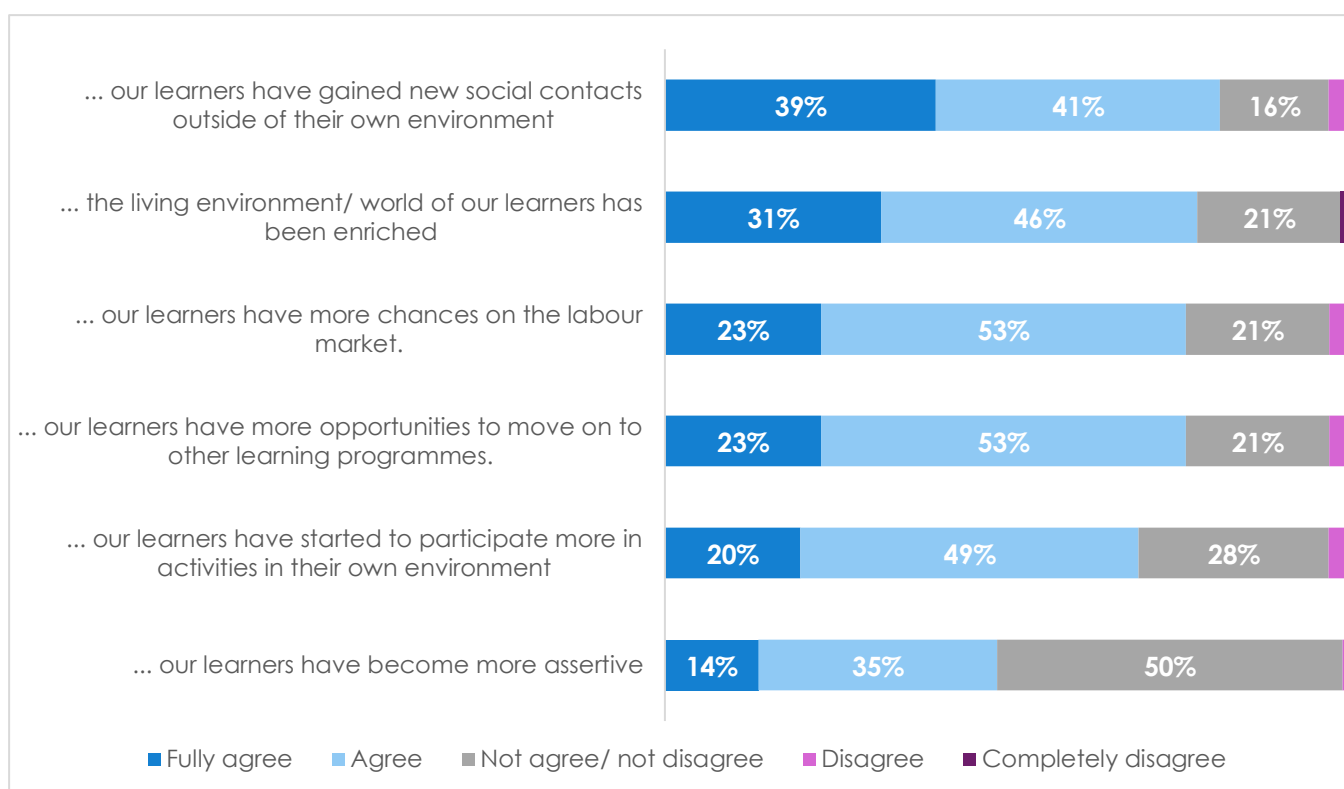


FIGURE 29: TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE STATEMENTS PRESENTED BELOW REGARDING THE IMPACT OF PARTICIPATION IN ERASMUS+ SINCE 2018 ON ADULT LEARNERS IN YOUR ORGANISATION?

Asked organizations have stated that their learners have gained new social contacts outside of their own environment as well as the experience has enriched their world. Moreover, by participating in Erasmus+ they have gained more opportunities on the labour market. Learners also feel they have more learning opportunities.

Can you give a concrete example that shows that participation in Erasmus+ has had an impact on learners? (Source: Survey, Question 27, n=26)

The most frequently mentioned impact is the acquisition of new experiences and insights, which also leads to a better range of organisations' activities, often aimed directly at disadvantaged groups of adult learners (e.g. the elderly, people with mental illness, individuals living in remote areas, etc.). Furthermore, the development of various types of skills, from digital to professional, which enrich the individual's personal and professional life, is also strongly represented. Interesting impacts to highlight are unique outputs created by adult learners, e.g. the publication of fairy tales and short stories by contemporary Roma authors.

"People with intellectual disabilities have remained our active volunteers after the end of the project and help with the preparation of our next events."

"Thanks to the introduction of new online career guidance tools, the service is being used by adult clients even from remote areas in our region."

What has been the greatest benefit to yourself and/or your organisation after participating in Erasmus+? (Source: Survey, Question 33, n=46)

The main benefits for adult learners overlap considerably with those for staff, in particular the establishment of international contacts, the acquisition of new experiences and knowledge and peer to peer learning. For adult learners themselves, the main benefits also include broadening their horizons through the opportunity to go abroad, increased flexibility or improved ability to lead discussions.

"Broadening horizons and social and language skills associated with travelling abroad, increased motivation of participants."

"Recognition of European values, exchange of experiences, increased personal and organisational flexibility, ability to listen and contribute to discussions."

6.4 Conclusions

Concluding statements on the following questions:

According to feedback from organizations, involvement in the Erasmus+ program has generally had a positive effect, enhancing both the technical and interpersonal skills of their employees. One aspect is that staff has better international competencies which can be illustrated by better international orientation and personal development. Also, employees are better equipped to use digital technologies and have better pedagogical and didactical skills. Furthermore, staff members are more equipped to follow the horizontal priorities of the Erasmus+ programme. In 70 % the staff pays more attention to inclusion and diversity. 68 % pay more attention to the environment and climate. Generally, for members of engaged organizations, the most notable benefit they gained from participating in Erasmus+ is the sharing of good practices and know-how, which they frequently mentioned in the open-ended questions.

The main benefits for adult learners overlap considerably with those for staff. Generally, the focus of the programme was to broaden learners' horizons and gain new experiences and insights. Programme mostly focused on providing learners with new social contacts outside of their environments thus enriching their living environment. Learners also now have more chances in the labor market and more opportunities to move on to other learning programmes. Similarities with staff can be also found in the open-ended questions, particularly the establishment of international contacts, the acquisition of new experiences and knowledge, and peer-to-peer learning.

7. Impact of Erasmus+ at macro level

7.1 Introduction

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

7.2 Impact on other organisations and national, regional, and sectoral policies

To what extent do you agree or disagree with the statements presented below regarding the impact of participation in Erasmus+ beyond your own organisation?
 (Source: Survey, Question 28, n=57-58)

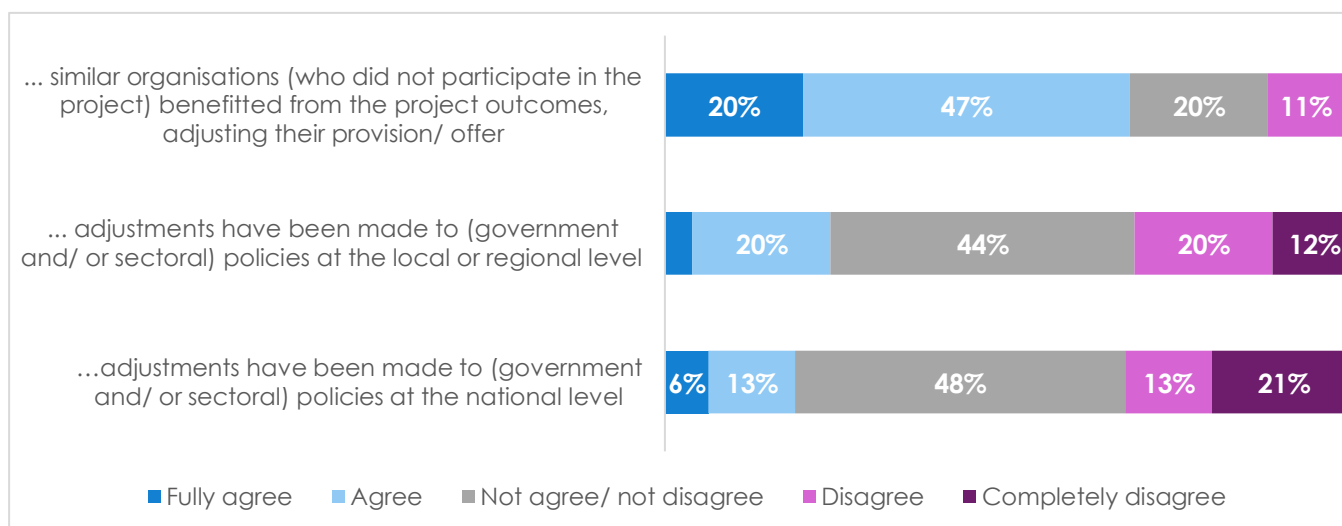


FIGURE 30: TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE STATEMENTS PRESENTED BELOW REGARDING THE IMPACT OF PARTICIPATION IN ERASMUS+ BEYOND YOUR OWN ORGANISATION?

7 out of 10 projects had larger impact on other organizations who did not participate in the Erasmus+ programme. Moreover, in 24 % of cases adjustments have been made to policies at the local or regional level and 19 % at national level.

7.3 Conclusions

The underlying fact in this part is that there is evidence of the widespread effect of participation in Erasmus+ beyond organizations that participated in the program. There is a documented impact on organizations that did not participate in the Erasmus+ and on policies at both regional and national levels.