

Impact of Erasmus+ on the Adult Education Sector

National report RIA-AE network
Hungary

August / 2024

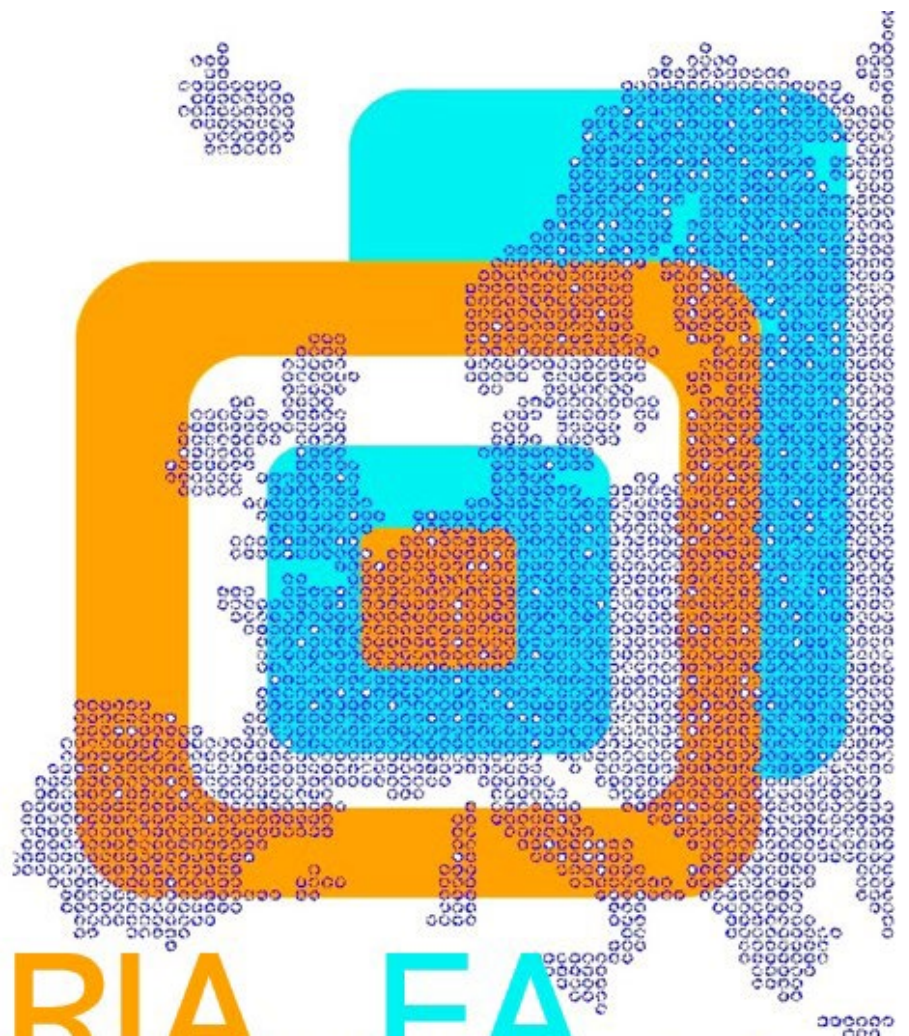


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Abbreviations

AE	Adult Education
E+	Erasmus+
EU	European Union
KA1	Key Action 1
KA2	Key Action 2
NA	National Agency
NGO	Non-governmental Organisation
RIA-AE	Research-based Impact Analysis of Erasmus+ Adult Education Programme Network
SME	Small and Medium-Sized Enterprise

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SHORT SUMMARY REPORT

Summary of result

Background of the monitoring study

The **Erasmus+ programme** plays an important role in supporting **international cooperation, innovation, and mobility** in adult education across Europe. At the same time, the **accessibility and impact** of the programme are shaped by **national institutional contexts, policy frameworks, provider structures**, and the characteristics of participating organisations and learners. In Hungary, these contextual factors are particularly significant, as the adult education sector is **highly diverse**, strongly influenced by **labour-market and vocational priorities**, and marked by **uneven participation in lifelong learning**.

This monitoring study was undertaken to assess how **Erasmus+ functions in the Hungarian adult education sector**, with particular attention to **who participates, what barriers exist, and what types of impact the programme generates**. The study aimed to provide **evidence-based insights** to support the further development of Erasmus+ in Hungary by identifying both **structural challenges** and areas of **clear added value**. Special attention was paid to **accessibility and inclusiveness**, especially for organisations and adult learners from **disadvantaged backgrounds**, and to the programme's contribution at **organisational, individual, and systemic levels**.

The study also sought to examine the extent to which Erasmus+ contributes not only to **successful projects**, but also to **longer-term organisational learning, broader participation, and policy-relevant knowledge** within the Hungarian adult education landscape.

Methodological approach

The study applied a **mixed-methods design** combining **quantitative and qualitative data collection** in order to provide a comprehensive picture of Erasmus+ participation and impact in Hungary.

A **national survey** was conducted among adult education organisations involved in Erasmus+ projects. The survey generated quantitative evidence on **participation patterns, accessibility barriers, target groups, organisational experiences, and perceived programme benefits**. This was complemented by **in-depth case studies** of Hungarian organisations participating in **KA1 and KA2 projects**, which explored practical experiences of Erasmus+ engagement, including both **positive developments** and **implementation challenges**.

In addition, interviews were conducted with **representatives of participating organisations, representatives of non-participating organisations, and adult learners** who had taken part in **KA1 mobility projects**. These interviews helped to deepen understanding of **organisational motivations and barriers**, as well as **learner-level experiences and outcomes**.

By combining **survey data, case studies, and interviews**, the study provides a **nuanced and evidence-based account** of how Erasmus+ operates in Hungary's adult education sector. This approach makes it possible to identify not only **general trends**, but also the **conditions** under which the programme is more or less accessible and more or less effective.

Key findings

Accessibility and inclusiveness of Erasmus+ in Hungary

The study shows that Erasmus+ plays an important role in supporting **inclusion-oriented adult education** in Hungary, but that **access to the programme remains uneven**. Participation is concentrated primarily among **non-profit actors**, with **NGOs, foundations, and adult education centres** forming the core of the applicant base. By contrast, **for-profit training providers**, which represent a substantial share of the Hungarian adult education sector, are **significantly underrepresented**. This points to a clear **mismatch** between the overall structure of the national provider market and the profile of Erasmus+ participants.

The reasons for this imbalance are complex, but the evidence suggests that **administrative burden, limited human resources, perceived financial risk**, and **strategic focus on domestic training markets** all contribute to lower participation among for-profit providers and other underrepresented actors.

A second key issue concerns **geographical concentration**. The majority of Erasmus+ applications originate from **Budapest-based organisations**, while participation from **regional centres and rural areas** remains considerably lower. This suggests that access is more favourable for organisations with **stronger institutional capacity, better information**, and **more developed international networks**.

The picture is similarly mixed in relation to learners. While **54% of Erasmus+ projects** reported a specific focus on **disadvantaged or vulnerable groups**, participation among **low-skilled adults, older learners, rural populations**, and some other disadvantaged groups remains limited. **Language barriers, financial concerns, lack of information, limited confidence, and practical mobility-related obstacles** were identified as major constraints. Overall, the evidence suggests that Erasmus+ in Hungary **supports inclusion**, but that **inclusiveness is not yet fully reflected in actual participation patterns** across the sector.

Impact at the meso level: organisational impact

At **organisational level**, Erasmus+ has had a **clearly positive effect** on participating institutions. Many organisations reported that participation in **KA1 and KA2 projects** strengthened their **international networks**, opened new opportunities for **cooperation**, and contributed to **strategic development**. The programme has also supported **staff professionalisation** and encouraged the adoption of **new methods, tools, and educational approaches**.

Participating organisations frequently reported improvements in **project management capacity**, stronger openness to **innovation**, and better alignment with European priorities such as **inclusion, digitalisation, and international cooperation**. In many cases, Erasmus+ outputs, including **curricula, training modules, and methodological tools**, were incorporated into **regular educational practice**.

The programme is especially important for **NGOs and smaller civil society actors**. For many of these organisations, Erasmus+ is not simply an additional opportunity, but a significant source of **innovation, organisational learning**, and **professional development** that domestic funding structures do not readily provide.

At the same time, **meso-level impact is not equally strong or equally sustainable** in all organisations. Project benefits often remain concentrated within **existing partnerships and networks** rather than extending to new actors. Smaller organisations, in particular, may

struggle with **application procedures, financial reporting, dissemination**, and the **longer-term integration of project results into institutional strategy**. Organisational benefits are therefore substantial, but their **durability depends heavily on internal capacity and follow-up**.

Impact at the micro level: individual impact

At the level of **individual participants**, Erasmus+ has generated **substantial benefits** for both **staff and adult learners**.

For staff, participation in Erasmus+ mobilities and cooperation activities has contributed to the development of **teaching methods, digital competences, communication skills, intercultural awareness**, and **professional confidence**. Many participants reported that international experiences broadened their perspectives, increased motivation, and strengthened their **sense of professional belonging**. Exposure to international practice also encouraged **experimentation and reflection**, supporting the **modernisation of adult education work**.

For adult learners, the programme has had similarly important effects. Learners reported gains in **self-confidence, communication skills, intercultural openness**, and **motivation for further learning**. In some cases, participation in Erasmus+ mobility represented a **turning point** in learners' personal or educational trajectories. The experience of travelling, learning in an international environment, and participating actively in a European programme was particularly significant for adults with **limited prior exposure to international or formal educational settings**.

The findings suggest that **micro-level impact extends beyond formal skills acquisition**. It also includes **broader personal development, stronger engagement with lifelong learning**, and, in some cases, **greater willingness to participate in community life** or pursue further opportunities.

However, access to these benefits remains **uneven**. **Older learners**, adults with **low levels of formal education**, and those from **disadvantaged backgrounds** continue to face barriers related to **language, cost, confidence, health, and family or work responsibilities**. Micro-level impact is therefore **substantial**, but **conditional on the availability of adequate support and accessible forms of participation**.

Impact at the macro level: wider sectoral and policy impact

At **macro level**, the influence of Erasmus+ is **more limited** than at organisational and individual level. The programme contributes to national priorities in areas such as **lifelong learning, digital transformation, inclusion**, and, to some extent, **community development and active citizenship**. It also generates valuable **project experience, methods**, and **examples of good practice** that can inform wider sectoral learning.

However, the study found that there is currently **no systematic mechanism in Hungary** for translating Erasmus+ project outcomes into **national policymaking** or broader system development. While some projects influence **organisational practice, local cooperation**, or **stakeholder thinking**, their wider policy uptake remains **modest and uneven**. This constrains the programme's **longer-term systemic effect**.

A further challenge concerns the **recognition of skills and competences** developed through Erasmus+ participation. Although international learning experiences are often valued by organisations and participants, there is **no structured national framework** for consistently

recognising or validating learning outcomes acquired through Erasmus+ within the adult education system.

Taken together, these findings suggest that Erasmus+ generates meaningful **macro-level influence** mainly through the **horizontal circulation of ideas, methods, and networks**, while its **vertical influence on national policy** remains comparatively weak.

Policy pointers

Increasing accessibility and inclusiveness

Participation could be broadened by making Erasmus+ more accessible to **underrepresented provider types and regions**. Stronger outreach toward **for-profit training providers, smaller local organisations**, and **rural actors** would help ensure that the programme better reflects the **diversity of the Hungarian adult education sector**. **Simpler entry-point information, more practical guidance**, and **tailored support for first-time applicants** could reduce barriers to engagement.

At learner level, **pre-mobility language support, clearer and more accessible documentation**, and **better support for participants facing financial or practical barriers** would improve access. More flexible participation formats, including **shorter, blended, or group-based options**, may also help address the realities of adult learners whose participation is constrained by **work, family responsibilities, or limited confidence**.

Increasing meso-level impact

To strengthen organisational impact, additional support should be provided to help institutions **embed Erasmus+ results more systematically** into **long-term strategies, internal procedures**, and **dissemination activities**. This is particularly important for organisations with **limited human resources**. Practical support in **implementation, follow-up, and partnership development** could help participating institutions move beyond project-based success toward more **durable organisational learning**.

Cross-sectoral collaboration between **NGOs, training providers, public institutions, and local actors** could also increase the reach of programme results and support wider innovation in adult education.

Increasing micro-level impact

At individual level, greater attention should be given to the **recognition and sustainability of learning outcomes**. Mechanisms for **validating competences acquired during mobility** could improve the visibility and transferability of Erasmus+ experiences. Additional **follow-up support** could also help maintain learners' motivation and encourage continued engagement in **education or community life** after mobility.

Stronger language preparation, more inclusive planning, and **targeted support for learners with fewer opportunities** would further improve both the **quality and accessibility of participation**.

Increasing macro-level impact

The longer-term impact of Erasmus+ could be strengthened by creating more **structured channels between project experience and policy reflection**. More regular dialogue between **project coordinators, National Agency actors, sector stakeholders, and policymakers** could help ensure that successful initiatives contribute to broader learning in the adult education system.

A more systematic approach to monitoring **broader outcomes**, including **inclusion effects, learner development, and organisational learning**, would also improve the programme's **visibility and policy relevance**.

Final considerations

Erasmus+ has generated **substantial benefits** for the Hungarian adult education sector, especially at the **organisational and individual level**. It has supported **innovation, internationalisation, staff development, learner confidence**, and the **inclusion-oriented work** of many participating organisations. At the same time, **participation remains selective**, and the **wider systemic uptake of project results** is still limited.

The central challenge for the coming period is therefore not simply to demonstrate the value of Erasmus+, but to **widen access, reduce barriers to participation, and strengthen the pathways through which project-based learning contributes to broader sectoral and policy development in Hungary**.



MAIN REPORT



INTRODUCTION

1 Introduction

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.

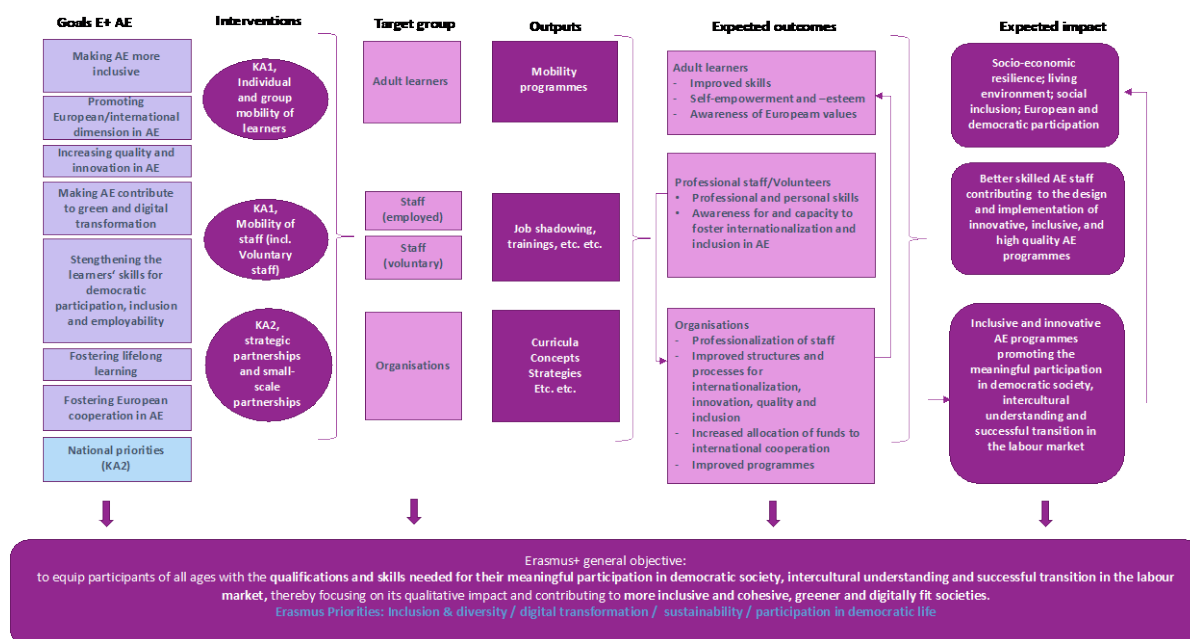
The **general objective** of Erasmus+ emphasises **lifelong learning** as underpinning the educational, professional, and personal development of people in education, training, youth, and sport, both in Europe and beyond. The programme Actions aim to contribute to sustainable growth, ensuring that citizens 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>



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

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.

1. BOX: MISSION STATEMENT RIA-AE NETWORK

Multi-level framework

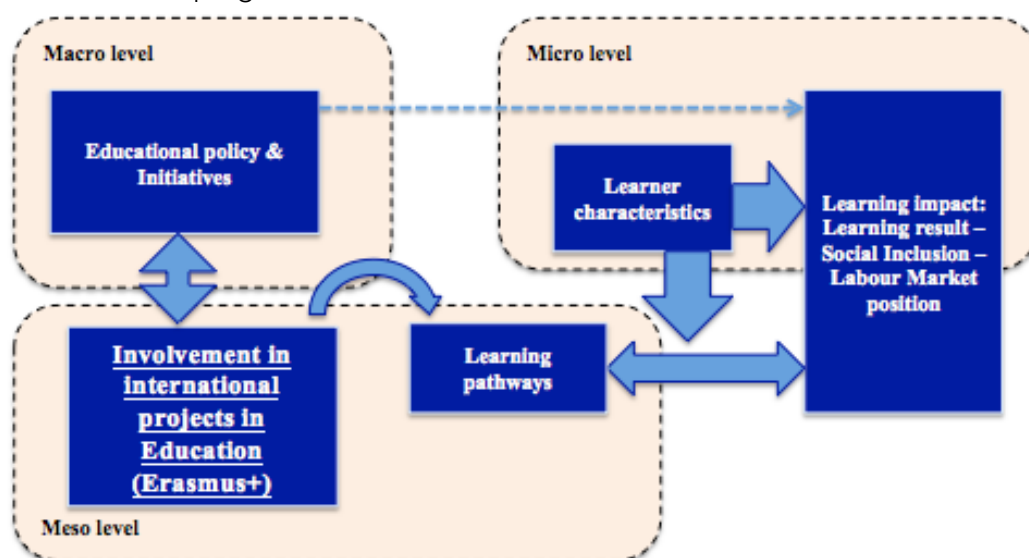
The RIA-AE network works on the development of a transnational monitoring study for programme evaluation and impact analysis in the field of adult learning. The monitoring focuses on the question of the benefits of participating in Erasmus+ adult education projects, i.e. the identification of factors 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 realised. 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).^{2,3} 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 organisations (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 1 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. FIGURE: INTERPLAY OF KEY FACTORS AT MACRO, MESO AND MICRO LEVELS

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

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

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 organisational 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)
– Skills, knowledge, attitudes, competences <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 – 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
<ul style="list-style-type: none"> – Social Inclusion? <ul style="list-style-type: none"> – More active participation in society and enhanced positive interactions with people from different backgrounds – Socio-economic resilience
<ul style="list-style-type: none"> – Is there a difference in impact between participation in group and individual mobility?
<p>What impact do KA1 and KA2 projects have on other organisations and policy developments? (Chapter 7)</p>
<ul style="list-style-type: none"> – Will the experiences from the KA1 and KA2 projects be taken over by other organisations that have not participated in Erasmus+ (dissemination of results)?
<ul style="list-style-type: none"> – Do the results of the KA1 and KA2 projects contribute to policy developments at local, regional, national and European level? <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
<p>Lessons to support the effectiveness and efficiency of future Erasmus+ programmes (Chapter 8)</p>
<ul style="list-style-type: none"> – How can the accessibility of the Erasmus+ programme to the target group adult learning be improved?

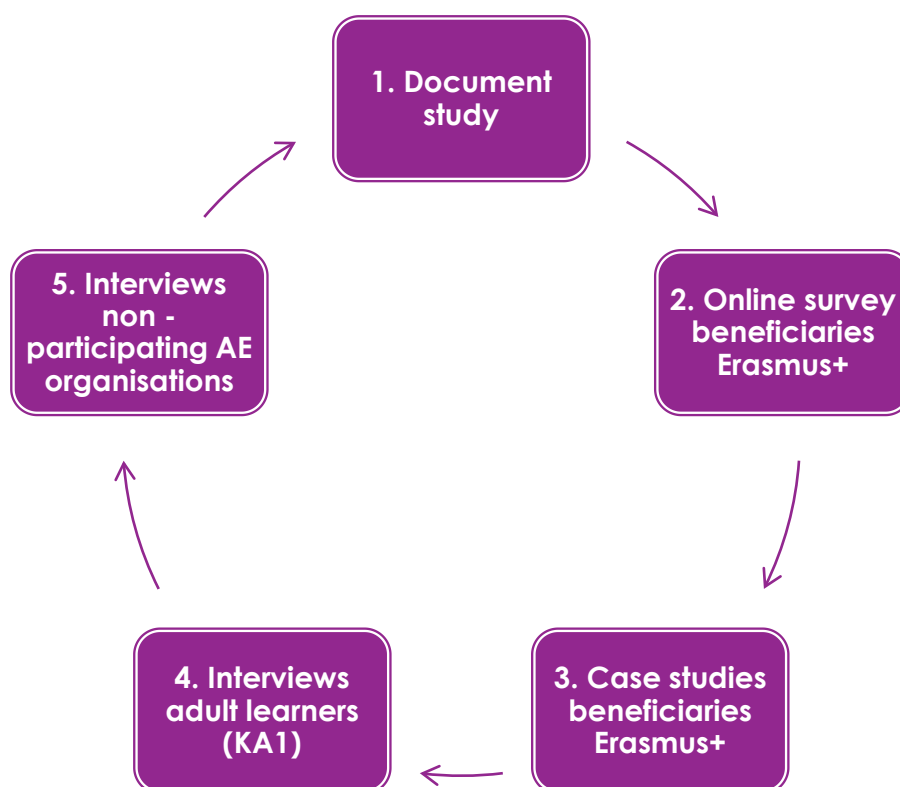
<p>– Which AE organisations are pioneers and why (with which institutional peculiarities including special features of the offers)?</p>
<p>– What are the opportunities and challenges for the participation of target groups?</p>
<p>– What are the first experiences with the KA1 individual or group mobility of adult learners and what are the opportunities and risks?</p>
<p>– 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?</p>
<p>– How can the NAs support the AE institutions even more strongly in reaching impact?</p>

1. TABLE: RESEARCH QUESTIONS

2 Research design

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:



3. FIGURE: RESEARCH DESIGN

Module 1: Analysis of existing impact studies and project documentation

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).

Module 2: Survey among participating AE organisations

To get a good picture of the impact of Erasmus+ on AE institutions in Hungary, 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 32%.

Module 3: Case studies

The inclusion of case studies in the Hungarian research was designed to provide a nuanced understanding of the Erasmus+ programme's impact on the adult education sector. Seven organisations were selected, representing a diverse array of institutional types, geographic locations, and project focuses. This included a non-profit association, a university, a consultancy firm, a national-level museum, and a municipal social service provider. The diversity of the selected organisations ensured a comprehensive view of the programme's influence across Hungary, capturing both urban and rural perspectives and encompassing Key Action 1 (KA1) mobility projects and Key Action 2 (KA2) partnerships.

Case studies were developed through a combination of document analysis and in-depth interviews, which were conducted on two levels: with institutional leaders and project managers to provide strategic insights, and with educators, staff, and other participants to illuminate practical aspects of implementation and personal development. In total, 30 individuals were interviewed, including 14 leaders and 16 educators or project participants. These interviews offered both high-level strategies and on-the-ground realities, enriching the research with detailed qualitative insights.

The case studies provided detailed insights into how Erasmus+ projects address specific challenges, such as fostering inclusivity, enhancing digital skills, and building international networks. They also highlighted examples of best practices that can be adapted by other organisations and added qualitative depth to the broader findings, showcasing personal stories and organisational transformations. These findings not only underscore the tangible benefits of Erasmus+ but also identify areas where further support and development could amplify the programme's impact.

Module 4: Interviews with non-participating organisations

Five interviews were conducted with organisations in the adult education sector that have not applied for Erasmus+ funding. This module aimed to better understand the barriers these organisations face in engaging with the programme, particularly in relation to Key Action 1 (KA1) and Key Action 2 (KA2) activities.

The selection process ensured diversity among the organisations to capture a wide range of perspectives. The interviewed organisations varied in their focus areas, including social initiatives, professional training providers, small private companies, and grassroots

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.

organisations involved in informal adult education. The group also included newly established entities and those with longer histories, offering insights into both structural and contextual challenges.

These interviews explored the organisations' familiarity with Erasmus+, their perceptions of the programme, and the specific obstacles preventing participation. By including organisations from diverse sectors and geographic areas, the research aimed to identify systemic and organisational barriers, as well as potential entry points for engaging non-participants.

Module 5: Interviews adult learners (individual and group mobility)

To gain a comprehensive understanding of the participation, experiences, and impact of mobility for adult learners – a new component in the current Erasmus+ programme – a total of 11 adult learners were interviewed. These interviews included participants from mobility actions as well as representatives from adult education institutions that successfully applied for KA1 mobility projects. The interviews were conducted both online and on-site to ensure accessibility and depth.

The learners were selected to represent a variety of perspectives, including differences in age, professional background, and prior experience with international mobility. Semi-structured interviews were used to ensure flexibility while covering core topics such as motivations for participation, experiences during mobility, and personal or professional changes resulting from the programme. The organisations selected for this phase of the research represented diverse profiles, ensuring a broad spectrum of participant experiences.

The interviewed learners ranged in age from 19 to 80, reflecting a wide demographic diversity. Many participants had previous connections with the organisations facilitating the mobility, whether through community involvement or professional ties. The activities undertaken during mobility included workshops and training sessions covering topics such as stress management, cultural heritage, and psychosynthesis. These activities were designed to combine professional development with opportunities for personal growth, showcasing the wide range of possibilities offered by Erasmus+ Key Action 1.



KEY FINDINGS

3 Short portrait of the adult learning sector in Hungary

Introduction: Institutional Framework, Infrastructure, and Participation

Governance and regulatory framework

The adult learning sector in Hungary operates within a multi-layered governance structure, which has undergone significant systemic transformation since 2020 with the stated aim of improving responsiveness to labour market needs. Top-level governance is divided between two primary ministries: the **Ministry of Interior** oversees public education and school-based adult education, while the **Ministry of Culture and Innovation** is responsible for vocational education and training (VET), non-formal adult education, and higher education.

The sector is strictly regulated by the **Act on Adult Training (Act LXXVII of 2013)** and the **Act on Vocational Education and Training (Act LXXX of 2019)**. A major policy shift in 2020 aimed to transition the sector from a process-controlled to an **output-controlled** adult training system. Under this framework, administrative and licensing duties are centralised under the **Pest County Government Office**. Furthermore, overarching strategy and labour market forecasting are supported by the **VET Innovation Council** and 19 **Sector Skills Councils**, coordinated by the Hungarian Chamber of Commerce and Industry.

Provider structures and quality assurance

The provider market is highly privatised. There are **13,881 registered adult training providers**, of which 845 hold full operating licenses. Approximately 60% of adult training institutions are for-profit commercial organisations focused strictly on delivering market-driven training. Public institutions (e.g., VET centres and universities) account for about 20% of the sector, while the remaining 20% consists of non-profit organisations and NGOs.

A rigorous quality assurance (QA) framework was introduced in 2020. All adult training activities—especially those publicly or EU-funded—must be officially notified through the **Data Reporting System for Adult Training (FAR)**. External evaluations of these QA systems are conducted by the **Innovative Training Support Centre (IKK)** using methodologies aligned with European **EQAVET** principles. Notably, the output-controlled shift separated training providers from examination bodies, mandating that qualifying vocational exams be taken at independent, state-accredited examination centres.

Participation rates and demographics

Despite extensive structural reforms, participation in adult learning remains a challenge. In 2023, Hungary's participation rate for adults aged 25-64 was **9.6%** (compared to the EU average of 12.8%). Participation is highly unequal; engagement is exceptionally poor among vulnerable populations, with only **3.9% of those with low educational attainment** engaging in training. Furthermore, nearly 50% of the working-age population lacks basic digital skills. Available evidence suggests that low participation is linked to **weak learning motivation, low perceived returns** from further education, and persistent **cultural attitudes** that associate education primarily with the early years rather than **lifelong learning**.

Adult Education Policies and National Priorities

3.1.1 National policy framework and strategic priorities

Hungarian adult education policy is currently defined by a "dual-track" strategy: economic competitiveness and social cohesion.

- **Economic competitiveness:** The VET 4.0 Strategy focuses on the digital and green transformation of the workforce. The policy prioritizes "Short-Cycle" vocational programmes that allow for rapid upskilling and reskilling to meet immediate industrial needs.
- **Social cohesion:** The National Social Inclusion Strategy 2030 (NSIS 2030) identifies adult learning as the primary vehicle for the socio-economic elevation of the Roma population and residents of the country's most disadvantaged "catch-up" settlements. It emphasises "competency-based" training that bridges the gap between functional illiteracy and vocational qualification.
- **Digitalisation:** Digitalisation Strategy 2021–2030 identifies that nearly 50% of the working-age population still lacks basic digital skills and advances digital competence systematically (through DigKomp).⁵
- **Funding landscapes:** The sector relies heavily on ESF+ (Human Resource Development Operational Programme Plus, Digital Renewal Operational Programme Plus, Economic Competitiveness Operational Programme Plus,) and Erasmus+. Direct state funding is largely reserved for formal school-based VET, leaving non-formal providers to rely on participant fees or EU funding. This contributes to structural funding vulnerability, especially among NGOs and smaller providers.

3.1.2 Mapping national policies to Erasmus+ horizontal priorities

- **Inclusion and diversity:** The NSIS 2030 provides an important policy foundation for Erasmus+ projects targeting learners with fewer opportunities. However, a gap remains in domestic support for professional development, methodological innovation, and organisational capacity building, areas in which Erasmus+ plays a compensatory role.
- **Digital transformation:** The Digitalisation Strategy 2021–2030 sets ambitious targets for adult digital literacy. In this context, Erasmus+ contributes as a source of innovation, particularly through staff training and digital pedagogy development.
- **Environment and climate change:** Document analysis suggests that this remains an emerging rather than fully institutionalised priority. While the Adult Training Act refers to technological adaptation, a dedicated green skills strategy for adult education is still lacking. In this respect, Erasmus+ often functions as a pilot space for sustainability-related learning and project experimentation.
- **Participation in democratic life:** Current legislation remains strongly oriented toward vocational outcomes. As a result, the promotion of active citizenship is largely carried by the NGO sector, which uses Erasmus+ to support learning activities related to civic

⁵ Government of Hungary, *Nemzeti Digitalizációs Stratégia 2022-2030* – National Digitalisation Strategy 2022-2030 (Budapest) <https://kormany.hu/dokumentumtar/nemzeti-digitalizacios-strategia-2022-2030>

participation, community development, and personal growth that fall outside the narrower state-funded vocational framework.

Existing Studies and Research on Adult Learning Impact

As Erasmus+-specific impact studies remain limited in Hungary, this section draws on broader national research and recent mobility-related evidence to establish a baseline for interpreting the findings of this report.

General research on adult learning benefits

National studies, including work by the Educational Authority, indicate that adult learning in Hungary is positively associated with subjective well-being and social capital among participants. However, these benefits remain only partially visible in the national evidence base, because data collection through the FAR system focuses mainly on employment outcomes and certification rates.

National research on Erasmus+ mobility operations (2024)

A pivotal study commissioned by the Tempus Public Foundation in 2024, titled *Searching for measures for the better exploitation of Mobility for learners and staff in adult education*, highlights structural barriers affecting participation and impact.

The research identified a **clear sectoral divide**:

1. For-profit providers have access to the largest learner populations, but their participation in Erasmus+ remains limited, partly due to perceived administrative burden and low programme fit.
2. NGOs and cultural institutions, including museums, are relatively active in Erasmus+, but they often face institutional fatigue, limited staffing, and weak long-term financial sustainability.

Overall, the study suggests that Erasmus+ impact in Hungary is currently stronger in depth than in breadth: it generates substantial benefits for participating organisations, but it has not yet reached the full diversity of the national adult learning provider market.

Conclusions

Concluding analysis

The Hungarian adult education system is a highly regulated and strongly output-oriented environment that has undergone substantial reform in recent years. Its institutional architecture is comparatively robust in vocational education and training, but important gaps remain in relation to non-formal adult learning, broad participation, and the monitoring of longer-term and non-economic outcomes.

From the perspective of this report, four conclusions are particularly important.

1. National policy priorities

Adult learning policy in Hungary is shaped primarily by two overarching priorities: workforce competitiveness and social inclusion. Digital skills development, labour market responsiveness, and targeted inclusion of disadvantaged groups are prominent themes, while green skills and democratic participation remain less firmly embedded in the core domestic policy architecture.

2. Main stakeholders in the sector

The sector is characterised by a mixed provider landscape, but one in which for-profit providers are numerically dominant, while public institutions, NGOs, and other non-profit actors play a particularly important role in inclusion-oriented and community-based provision. Governance is centralised, and strategic steering is closely linked to VET and labour market institutions.

3. Relevance of Erasmus+ to national priorities

Erasmus+ is especially relevant in those areas where domestic support is weaker: organisational development, methodological innovation, staff internationalisation, inclusion-oriented experimentation, and selected themes such as sustainability and civic participation. In this sense, Erasmus+ does not simply mirror national priorities; it also expands the scope of what adult learning organisations are able to do.

4. Main research gaps and blank spots

The most important blank spots concern long-term impact, learner-level outcomes beyond certification and employment, and the wider diffusion of programme benefits across the adult learning sector. Existing monitoring systems remain more effective at capturing outputs than broader social, organisational, or well-being effects.

These findings provide the contextual basis for the following chapters, which examine who participates in Erasmus+ adult education projects in Hungary, what kinds of impact are generated at organisational and individual level, and to what extent these effects extend beyond participating institutions into the wider system.

4. The accessibility and inclusiveness of Erasmus+

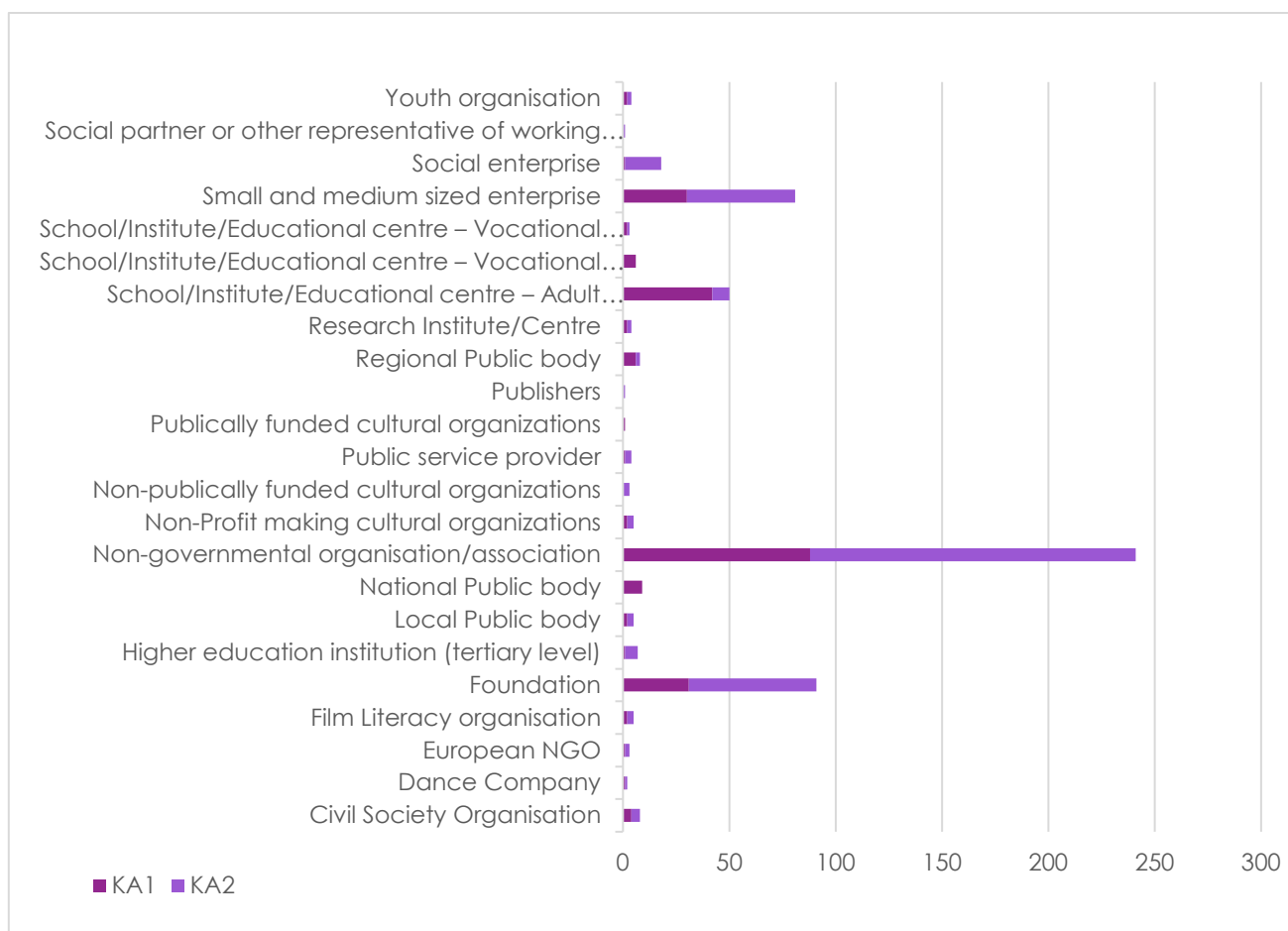
4.1 Introduction

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 Hungary

4.2 Participating organisations in Erasmus+

4.2.1 2018-2020 period

To gain a comprehensive understanding of the types of organisations participating in Erasmus+, we analysed the data available on the Erasmus+ Project Results Platform. This platform provides detailed information about all KA1 and KA2 projects, including the coordinators and partners involved. Additionally, the platform categorises the types of organisations in Hungary that participated in KA1 and KA2 projects. It is important to note that the beneficiaries or applicants themselves classify their organisation under a type of organisation, which is not monitored, furthermore, that the different categories of the Erasmus+ Project Results Platform do not always exclude each other and partly overlap., but still presents a good image of which types of organisations operate within Erasmus+ and the relative share of these organisations.



4. FIGURE: NUMBER AND TYPE OF AE ORGANISATIONS THAT TOOK PART IN A KA1 OR KA2 PROJECT AS COORDINATOR (2018-2020)

SOURCE: QLIKSENSE

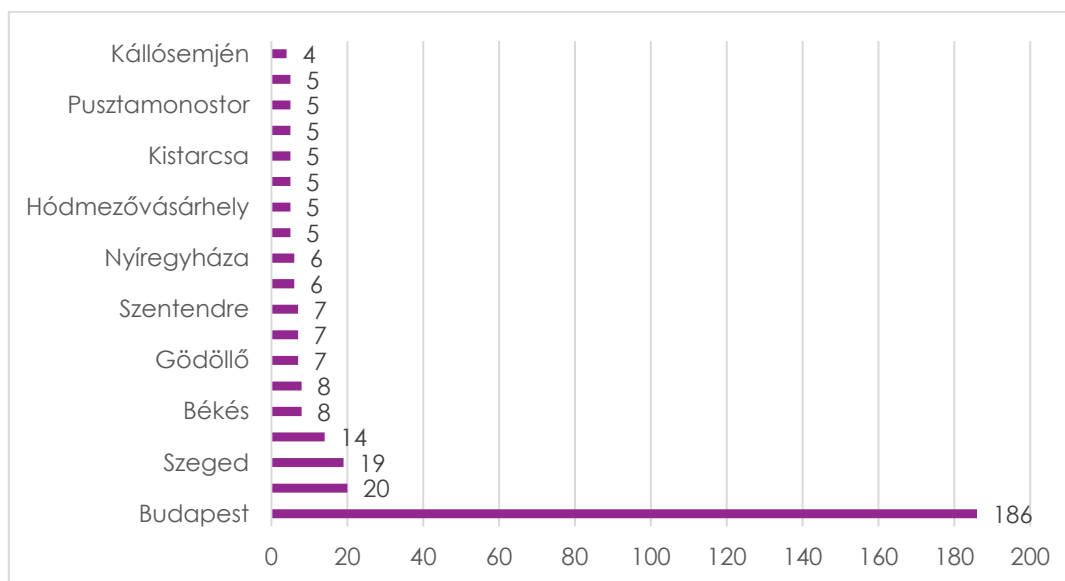
The analysis reveals that non-governmental organisations/associations (35% in KA1 and 48% in KA2) and foundations (14% in both KA1 and KA2) are the primary participating organisations in both KA1 and KA2 action types of Erasmus+. It is also notable that a relatively large number of small and medium-sized enterprises (SMEs) take part in the programme, with 12% participating in KA1 and 16% in KA2. Educational institutions, specifically those focused on adult and vocational education, participate to a lesser extent, with adult education centres participating at 18% in KA1 and 3% in KA2, and vocational training centres showing 2% participation in KA1 and almost 0% in KA2. Vocational training centres are most likely to apply in the category of KA1 and KA2 dedicated to the vocational education and training sector. The participation of public bodies is also noteworthy, with national public bodies having a 5% participation rate in KA1, but their participation in KA2 is very low. Social enterprises, while present, show a lower participation rate of 1% in KA1 but a much higher, 5% in KA2.

It is important to emphasise that it is up to the applicant organisations themselves to classify their organisation into a category and that there is an overlap between categories. European NGOs and CSOs, for example, would most likely fall into the category of "Non-governmental organisation", further increasing it. And social enterprise could also be part of small and medium sized company.

In summary, the data indicate that **NGOs and foundations** are the most active participants in Erasmus+ projects, with a balanced yet notable representation in both KA1 and KA2 action types. **SMEs** also show **significant** involvement, particularly **in KA2**. Despite expectations, educational institutions are not as dominant as anticipated, though adult education centres show strong participation in KA1. Public bodies and social enterprises, while present, contribute less frequently.

When comparing the above findings with the predominant service providers in the adult education system, it becomes evident that typical training providers are not the primary applicants for Erasmus+ projects. In Hungary, 60% of training providers are for-profit organisations, whereas the majority of KA1 and KA2 project applications were submitted by non-profit organisations. This discrepancy highlights that the Erasmus+ programme is mainly attracting non-profit entities rather than the prevalent for-profit training providers in the adult education sector.

The territorial distribution of applicant organisations also points to a strong geographical concentration of participation. As shown in the figure below, Budapest clearly dominates the Hungarian Erasmus+ adult education landscape, with 186 KA1 and KA2 applications between 2018 and 2022, while all other locations remain far behind. Debrecen, Szeged and Pécs emerge as secondary centres of participation, but the gap between the capital and the rest of the country is considerable. This pattern suggests that access to Erasmus+ opportunities is still strongly concentrated in the capital and in a limited number of larger urban centres.



5. FIGURE: LOCATION OF KA1 AND KA2 APPLICANT ORGANISATIONS BETWEEN 2018 AND 2022

Source: QlikSense

4.2.2 2021–2027 Programme Period and Differences in Key Actions

While the overall composition of participating organisations—led by NGOs, foundations, and SMEs—has remained relatively stable across the overlapping 2018–2022 period, a closer analysis of the current programme period reveals distinct trends in how organisations engage with different Key Actions.

Differences between KA1 and KA2 applications. Data covering the transition into the current programme reveals a significant disparity in the accessibility and success rates of different Key Actions. Organisations show a higher demand for Key Action 2 (Cooperation partnerships), which accounts for 58% of submitted applications. However, KA2 applications are highly competitive, resulting in a success rate of only 39%. In contrast, Key Action 1 (Learning mobility) receives fewer applications but boasts a much higher success rate of 64%, indicating that mobility projects may offer a more accessible entry point for organisations seeking Erasmus+ funding.

Furthermore, when looking at KA2 cooperation projects specifically within the 2021–2023 timeframe, participating organisations heavily prioritised broad societal goals. The most targeted horizontal priorities were "Common values, civic engagement and participation" (addressed by 31 organisations) and "Inclusion and diversity" (addressed by 30 organisations).

Newcomer trends in the current period. When assessing the accessibility of the current programme for new applicants, the trends are mixed. While the overall proportion of granted organisations joining applications in various roles is decreasing, the absolute number of successful newcomer applicants has shown an increasing trend over the first three years of the current programme period.

The introduction of KA1 adult learner mobility. A defining difference in the current 2021–2027 period is the introduction of KA1 individual and group mobility for adult learners. An examination of the data from 2022 and 2023 indicates that 88 adult learners participated in

these newly available mobility activities. This new action has demonstrated a strong trend toward inclusiveness: 73% of the participating learners were female, and notably, all participants reported having special needs, suggesting that this new Key Action is successfully reaching highly vulnerable target groups.

4.2.3 Size of participating organisations

Most organisations (48%) responding to the survey had between 1-5 staff members. Additionally, several organisations (24%) had between 11 - 50 colleagues, while 20% had between 6 - 10. Only a negligible number of organisations have a large staff.

Value	Percent	N
1-5	48.0%	12
6-10	20.0%	5
11-50	24.0%	6
51-100	4.0%	1
101-250	4.0%	1
	Totals	25

2. TABLE: NUMBER OF STAFF OF THE ORGANISATION ANSWERING TO THE SURVEY IN 2022

Most organisations (36%) had 11-50 learners involved in activities developed in 2022. Additionally, several organisations (24%) had between 101 - 250 participants, while 20% had between 51 - 100. Only a negligible number of organisations reached 10 or fewer adult participants.

Value	Percent	N
1-10	8.0%	2
11-50	36.0%	9
51-100	20.0%	5
101- 250	24.0%	6
More than 250	12.0%	3
	Totals	25

3. TABLE: LEARNERS WHO PARTICIPATED IN ACTIVITIES IN 2022

4.2.4 Newcomers to the programme

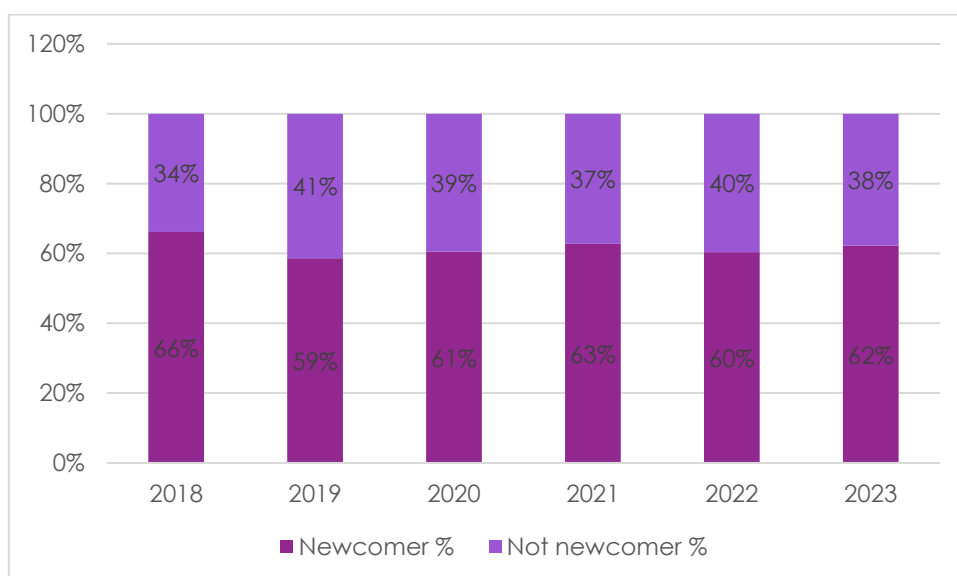
When assessing the accessibility and inclusiveness of Erasmus+ funding, it is crucial to examine the integration of newcomer organisations and their chances of submitting a successful grant application.

Overall participation trends for newcomers

Between 2018 and 2023, when considering both KA1 and KA2 categories together, there has been little variation observed in the proportion of newcomer organisations applying for grants

each year. On average, 62% of the applying organisations are newcomers to the programme.

While it is encouraging that the absolute number of successful newcomer applicants has shown an increasing trend over the past three years, slightly fewer organisations are receiving support as newcomers compared to earlier periods. Furthermore, data indicates that while an increasing number of organisations are joining applications in various roles (such as partner, applicant, or consortium member), the overall proportion of granted organisations is decreasing.



6. FIGURE: THE PROPORTION OF NEWCOMERS AND NON-NEWCOMERS

Profile of newcomer organisations

Survey data provides further insight into the profile of these newer participants. According to the survey among participating adult education organisations, 36% of the respondents had participated in only one project so far. A significant majority (78%) of the organisations that have participated in only a single project are civil society organisations or NGOs.

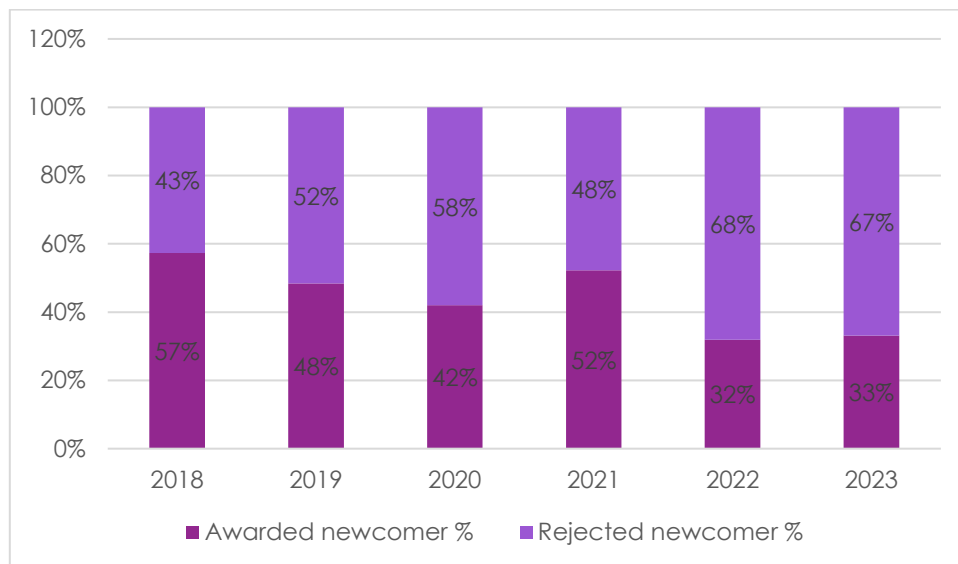
Regarding organisational readiness and long-term experience, the vast majority of surveyed organisations (76%) currently do not hold an Erasmus+ accreditation for mobility in adult education, indicating that many operate on a project-by-project basis rather than through a formalised, long-term mobility strategy.

Challenges faced by newcomer organisations

Qualitative data from case studies and interviews reveals that newcomer organisations face significant hurdles entering the programme, primarily related to administrative complexity.

Qualitative findings from case studies and interviews indicate that newcomer organisations often experience the administrative aspects of Erasmus+ as demanding, particularly during their first application and implementation cycle. Several findings suggest that first-time participants may need additional support in order to comply with programme requirements. This also points to the importance of simplification and clearer guidance if the programme aims to remain accessible to less experienced organisations.

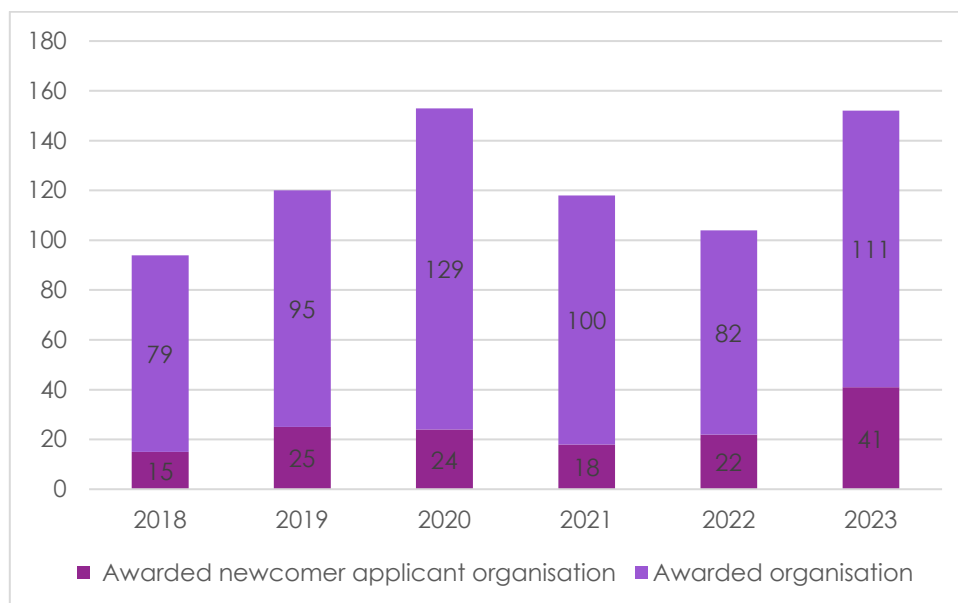
These barriers are also strongly perceived by organisations outside the programme. Interviews with non-participating adult education providers reveal that the application system is viewed as highly complex. Potential newcomer organisations report that the application forms are robust and demand several days of preparation just to interpret and complete correctly, which often deters organisations with limited human resources from applying.



7. FIGURE: THE PROPORTION OF AWARDED AND REJECTED NEWCOMERS

Source: QlikSense

It is encouraging that the number of successful newcomer applicants has shown an increasing trend over the past 3 years to some extent.



8. FIGURE: THE NUMBER OF AWARDED PROPOSALS AND THE NUMBER OF AWARDED PROPOSALS SUBMITTED BY NEWCOMERS

Source: QlikSense

However, it is worth noting that while an increasing number of organisations are joining for an application in some role (partner, applicant, consortium member), the proportion of granted organisations is decreasing.

4.3 Adult learners' participation

Target groups of adult learners in Erasmus+ projects

Survey results indicate that Hungarian Erasmus+ adult education projects have engaged a diverse range of participants. The most frequently targeted groups since 2018 include:

- **Employed adults (34%)** – The largest participant group, involved mainly in professional development, workplace training, and digital literacy programmes.
- **Young adults (15-29 years old) (28%)** – Frequently participating in projects related to career transition, entrepreneurship, and social skills development.
- **Women (26%)** – Engaged in projects focusing on career reintegration, self-employment, and skills enhancement.
- **Adults with low education levels or lacking basic skills (21%)** – Beneficiaries of literacy, numeracy, and fundamental IT training initiatives.
- **Unemployed adults (19%)** – Engaged in training aimed at improving job-seeking strategies and workforce reintegration.
- **Older adults (50+) (17%)** – Participating in lifelong learning programmes related to active aging, social engagement, and digital skills.
- **Adults living in rural or peripheral areas (15%)** – Addressed in initiatives that provide access to education in less accessible regions.
- **Other disadvantaged groups (14%)** – Including individuals with disabilities and those facing social or economic exclusion.

Survey respondents reported that projects often cater to multiple target groups simultaneously. For example, some initiatives focus on both unemployed individuals and those with low levels of formal education, while others address the needs of older learners and rural populations.

Patterns of participation and motivation

The case studies highlight various motivations for participation in Erasmus+ projects:

- **Career and professional development**
 - Many adult learners join Erasmus+ projects to develop sector-specific skills, enhance digital literacy, or gain international experience.
 - Several organisations emphasised that participants with professional backgrounds in education, healthcare, and technical fields frequently engage in mobility projects to improve their qualifications.

- **Lifelong learning and social inclusion**
 - Some projects have focused on improving basic skills among low-educated adults, including literacy, numeracy, and problem-solving abilities.
 - Learners from disadvantaged backgrounds highlighted the role of Erasmus+ in providing networking opportunities and building confidence in learning settings.
- **International mobility and cultural exchange**
 - Participants described international mobilities as opportunities to experience new pedagogical methods and educational cultures.
 - Some projects, particularly those targeting young adults and professionals, included cross-border cooperation activities and peer-learning experiences.

Barriers to participation

Survey respondents and case study participants identified several barriers that may limit participation in Erasmus+ projects:

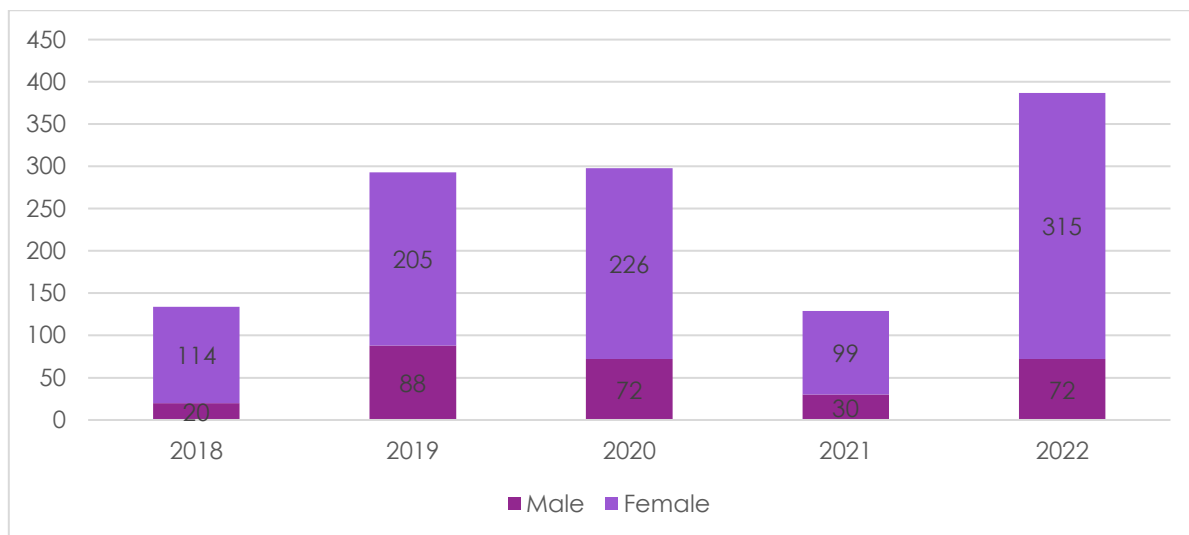
- **Limited awareness and outreach**
 - Some learners, particularly in rural areas, reported a lack of information about Erasmus+ opportunities.
 - Organisations noted that potential participants often do not see Erasmus+ as a relevant option for their personal or professional growth.
- **Language barriers**
 - Foreign language requirements were frequently mentioned as a challenge, particularly in international mobility projects.
 - Several organisations indicated that the lack of available interpreters or preparatory language courses restricts participation.
- **Time constraints and work commitments**
 - Full-time employees, parents, and caregivers often struggle to engage in learning due to limited free time.
 - Organisations reported that the duration and structure of mobility opportunities do not always align with participants' schedules.
- **Administrative complexity**
 - Smaller organisations and disadvantaged learners face difficulties due to the complexity of the application and reporting processes.
 - Some projects mentioned that simplified procedures or additional administrative support could improve participation rates.

Participation trends in case studies

The case studies provide additional insights into how different organisations engage adult learners:

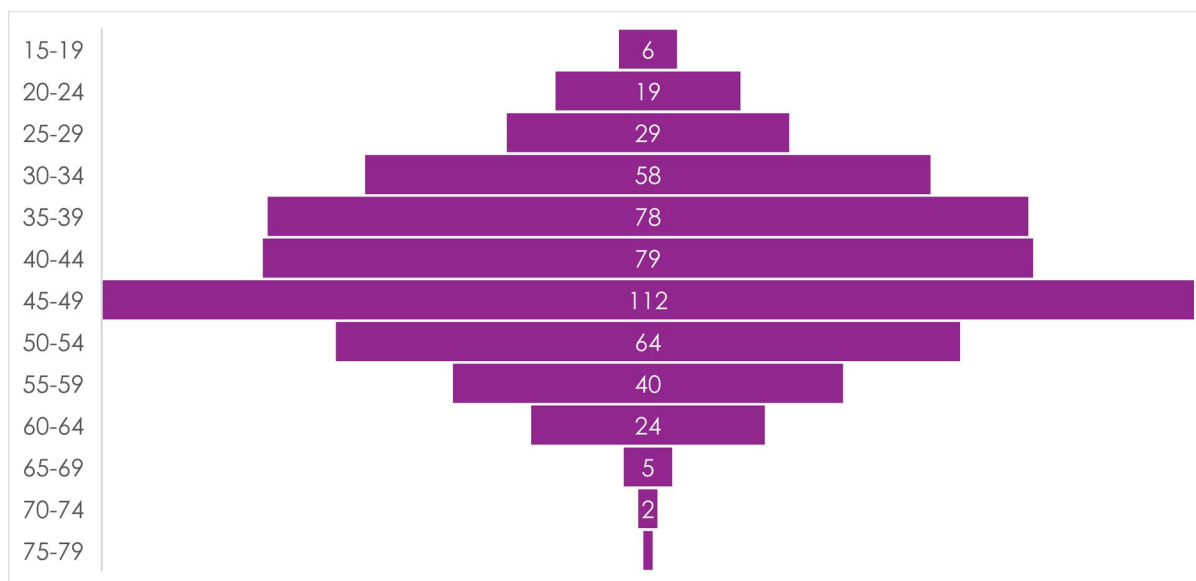
- Some institutions specifically target learners from disadvantaged backgrounds, including low-skilled adults, unemployed individuals, and those facing social or economic exclusion.
- Several case studies highlight blended learning approaches that combine in-person and online activities to increase participation.
- Projects involving older learners often include non-formal learning methods, such as experiential and intergenerational learning.
- Rural projects frequently address geographic isolation by using digital tools or decentralised training locations.

Demographic deep dive (gender and age) An analysis of the QlikSense participation data reveals distinct demographic trends within KA1 mobilities, particularly regarding gender imbalances and peak participation ages. There is a significant overrepresentation of women in Hungarian adult education mobilities. Between 2018 and 2022, 77.3% of KA1 staff mobility participants were female, compared to just 22.7% male. This trend is mirrored in the newly introduced KA1 learner mobilities: in 2022 and 2023, 73% of participating adult learners were women. Regarding age distribution, staff mobility data from 2021 and 2022 indicates an average participant age of 43.1 years (ranging from 17 to 76 years old). The peak participation age falls within the 45-49 age bracket, closely followed by the 40-44 and 35-39 age groups, highlighting that mid-career professionals are the most active participants in these internationalisation activities.



9. FIGURE: KA1 STAFF MOBILITY PARTICIPANTS (2018-2022)

Source: QlikSense



10. FIGURE: THE AGE DISTRIBUTION OF PARTICIPANTS IN STAFF MOBILITY PROJECTS FUNDED IN 2021 AND 2022.

Source: QlikSense

Participants with fewer opportunities The new KA1 adult learner mobility action has shown exceptional success in reaching highly marginalised groups. Data from 2022-2023 shows that 100% of the 88 adult learners participating in individual and group mobilities were reported to have special needs. Qualitative insights from the national case studies highlight the unique challenges and successes of including specific marginalised groups:

- **Roma women and marginalised families:** Organisations like Kapcsolódó Nevelés Egyesület successfully utilised culturally responsive approaches to engage Roma women in parenting workshops and sexual/reproductive health education. These projects helped break down social barriers, allowing disadvantaged women to confidently express their opinions in professional circles.
- **Adults with special needs (dementia/visual impairment):** The Hungarian Museum of Science, Technology, and Transport used international mobility to learn how to design inclusive, hands-on museum programmes specifically tailored for adults with dementia and visually impaired individuals, ensuring infrastructure and pedagogical barriers are addressed.
- **Homeless individuals:** BMSZKI adapted international peer-support and low-threshold service models to foster dignity, community-building, and social reintegration for homeless individuals facing complex social and health barriers.
- **Rural seniors:** CAM Consulting focused on energy efficiency education for rural seniors. This group faces a severe lack of digital skills and resources, requiring organisations to heavily adapt international methodologies into non-digital, practical formats suitable for the elderly.

Despite these successes, reaching vulnerable learners involves overcoming unique obstacles. Older learners (50+), individuals with low formal education, and those from rural areas frequently struggle with language barriers and a fear of traveling abroad, which is often

compounded by their limited digital literacy needed to navigate travel logistics independently. Furthermore, family responsibilities (caring for children or elderly relatives) and the financial strain of pre-financing mobility costs or taking unpaid leave prevent many from participating.

4.4 Obstacles for participating in Erasmus+

4.4.1 General mobility obstacles

Participation in Erasmus+ mobility projects presents several challenges for organisations and their staff. While some obstacles are structural, others stem from **organisational capacities, language barriers, administrative burdens, and strategic considerations**. This section outlines the most frequently reported barriers to participation in Erasmus+ Key Action 1 (KA1) and Key Action 2 (KA2) mobility projects.

Barriers faced by organisations

Language barriers and target group limitations

One of the most significant barriers to participation is language proficiency, affecting both staff and the primary target groups of many organisations. Adult learners, particularly older adults (50+), low-skilled workers, and rural populations, often lack the necessary language skills to engage in international learning activities. Some organisations reported that even their staff feel uncertain about their foreign language abilities, which discourages them from applying for mobility opportunities.

For some institutions, the only viable solution is to partner with organisations from German-speaking countries. However, limiting cooperation to one language region significantly reduces the range of available partnerships and learning opportunities.

Administrative complexity and bureaucratic burdens

The administrative workload associated with Erasmus+ participation is often perceived as overwhelming. Organisations, particularly smaller institutions and NGOs, struggle to handle complex reporting requirements, financial administration, and compliance with Erasmus+ rules.

- Some organisations view grant writing and reporting as a completely separate skillset from their core professional work, making it difficult to allocate resources for application preparation.
- Others expressed concerns that small administrative errors could lead to financial penalties, creating an additional layer of risk.
 - “For a small organisation like ours, the administrative requirements feel impossible to handle. We would need someone working full-time just to deal with the paperwork.” (Project coordinator)
- A former leader of an association stated that the administrative burden was so high that it diverted attention from professional activities, ultimately discouraging future participation.

Limited human resources and staff availability

Many organisations cited lack of human resources as a major barrier. This challenge affects both project implementation and the ability to send staff on mobilities.

- Some institutions operate with very small teams, making it nearly impossible to temporarily replace staff while they participate in mobility programmes.
- Even when external colleagues are available, there is uncertainty about long-term staffing, affecting planning and decision-making regarding mobility participation.

"We cannot afford to send staff abroad because we simply don't have enough people to keep things running while they are away." (Director of a vocational training centre)

Difficulties in finding partners

Smaller organisations, particularly those without strong international networks, reported difficulties in finding reliable Erasmus+ partners. The lack of established connections limits opportunities for cooperation, and organisations often find it challenging to evaluate the credibility of potential partners before committing to a project. This issue is especially pronounced when there is no funding available for hosting partners, making it financially unfeasible for some organisations to engage in mobility projects.

Lack of awareness and negative perceptions of grants

Some organisations, particularly those with little previous EU project experience, were not aware of Erasmus+ opportunities or did not see them as relevant to their work. Additionally, a negative perception of grants was reported by some organisations, particularly those that previously engaged in other grant-funded programmes with rigid or unpredictable funding conditions. Concerns include:

- The perception that grants are administratively burdensome and may be withdrawn due to technical errors.
- A belief that the success rate of applications is low, discouraging organisations from applying unless they can afford professional grant writers.
- Concerns that evaluators may not fully understand the specific professional field of the applicant, leading to uncertainty about how applications are assessed.

Barriers faced by staff

In addition to organisational barriers, several **individual-level challenges** were reported by staff members considering participation in Erasmus+ mobility:

- Work Absence and Replacement Issues – In small organisations, the absence of a staff member during mobility can cause operational difficulties, making it hard to ensure continuity in their regular tasks.
- Language Anxiety – even staff members who hold official language certifications sometimes feel that their skills are insufficient for professional-level engagement in an international setting.

"Even if you have a language certificate, it doesn't mean you feel comfortable working in an international environment. Many people hesitate because they fear they won't be able to express themselves properly." (Adult education trainer)

4.4.2 Specific obstacles for KA1 mobility for adult learners

While Erasmus+ Key Action 1 (KA1) mobility projects offer valuable opportunities for adult learners, several barriers limit participation. Survey responses, case studies, and interviews with both participating and non-participating organisations highlight three main categories of obstacles:

- **Organisational barriers** – Challenges faced by institutions in planning and managing KA1 mobility.
- **Learner-specific barriers** – Individual concerns that prevent adult learners from participating.
- **Structural barriers** – Policy and systemic issues that hinder accessibility.

Organisational barriers

Limited institutional readiness and awareness

Survey results indicate that 48% of responding organisations plan to organise KA1 mobility for adult learners, while 22% do not, and 30% are unsure. Among those who do not plan KA1 mobilities, some were unaware of the opportunity, while others felt their institution was not ready yet.

Some institutions also noted that they had primarily focused on staff mobility (KA1 for educators) rather than learner mobility and had not considered the possibility of involving learners in Erasmus+ activities.

Staffing and capacity issues

Organisations with limited human resources face difficulties in both managing the application process and providing adequate support to learners during mobility. Many institutions lack the administrative capacity to handle Erasmus+ paperwork, and smaller organisations struggle to replace staff who accompany learners on mobility programmes.

Some institutions noted that they rely on external support or partnerships to overcome these limitations, but this is not always a sustainable solution.

Difficulties in recruiting and motivating learners

Even when organisations are ready to implement KA1 mobility, they often face challenges in identifying and motivating learners to participate. Many adults hesitate to apply due to personal constraints (e.g., family, work commitments, lack of confidence).

Learner-specific barriers

Language barriers

A significant number of adult learners – particularly older adults (50+), individuals with lower formal education, and those from rural areas – struggle with foreign languages, making participation in KA1 mobility challenging.

While some organisations offer pre-mobility language preparation, these efforts do not fully eliminate the hesitation among learners.

Fear of travel and cultural adaptation

Several potential KA1 participants expressed concerns about traveling abroad, particularly those with no prior experience in international settings. This includes anxiety about cultural differences, navigating an unfamiliar country, and being away from home.

For some, this fear is compounded by limited digital literacy, making it harder to manage travel logistics independently.

Family responsibilities and financial constraints

Many adult learners cite family commitments (e.g., caring for children, elderly relatives) as a reason they cannot participate in KA1 mobility. In addition, while Erasmus+ funding covers travel and accommodation, some participants struggle with pre-financing costs or taking unpaid leave from work.

Structural barriers

Complexity of the application process

Several organisations, particularly first-time applicants and smaller institutions, reported that the Erasmus+ application and reporting requirements discourage them from organising KA1 mobility.

Limited awareness and outreach

A significant number of potential learners are not aware of Erasmus+ KA1 mobility opportunities or do not fully understand their benefits. Some organisations noted that outreach efforts could be more targeted toward disadvantaged learners.

Several institutions suggested that more structured mentoring and promotional campaigns could help increase participation and boost confidence among adult learners.

Based on the review of the sources, particularly the qualitative data from the Hungarian case studies and interview notes, there is specific evidence addressing the structural and financial barriers mentioned in the Strategic Framework.

For instance, the interview notes regarding the Skanzen project (Magyar Műszaki és Közlekedési Múzeum / Open Air Museum) explicitly highlight that the automatic questionnaires sent by the system to learners are poorly formulated and that the financial rates (lump sums) claimable for adult learners are lower than usual. Additionally, other case studies (like Kapcsolódó Nevelés Egyesület and Pannon University) mention discrepancies between allocated lump sums and actual travel expenses.

Unadapted programme tools for vulnerable learners A highly specific structural barrier in KA1 learner mobility is the reliance on unadapted programme tools that do not account for the profile of disadvantaged adult learners. Official Erasmus+ documentation, such as learning agreements and automated participant reports, are often not provided in plain, accessible language. In Hungary, project coordinators highlighted that the automated questionnaires sent by the system to participants are too complex and need to be formulated much more simply. For adult learners with lower educational attainment, limited digital skills, or low literacy levels, independently navigating and completing these formal documents is a significant, and sometimes intimidating, hurdle that requires intense, hands-on support from the sending organisation.

Financial discrepancies and inadequate lump sums While Erasmus+ funding is meant to remove financial barriers, systemic financial discrepancies within the grant structure create practical challenges for organisations managing KA1 learner mobilities. Coordinators report unequal funding structures, noting that the lump sum rates that can be accounted for adult learners are often lower than those provided for accompanying staff or other mobility types.

Furthermore, organisations frequently struggle with a discrepancy between the allocated Erasmus+ lump sums and the actual costs of travel and accommodation, exacerbated by recent inflation. Case studies, such as those from *Kapcsolódó Nevelés Egyesület* and *Pannon University*, note that these financial gaps force organisations to engage in "creative budgeting" or sometimes opt for online meetings instead of physical mobility to stay within budget constraints. For the adult learners themselves, the requirement to occasionally pre-finance travel costs or take unpaid leave from work remains an insurmountable barrier for those from lower socio-economic backgrounds.

4.5 Conclusions on accessibility and inclusiveness

Erasmus+ plays an important role in Hungarian adult education by creating opportunities for organisations, educators, and learners to participate in international mobility and cooperation projects. At the same time, the evidence from the Hungarian survey, case studies, and interviews shows that accessibility remains uneven. Participation patterns are shaped by organisational type, regional location, prior experience, and the characteristics of the learners reached by participating organisations.

Main findings on participating organisations

Survey responses and project data indicate that NGOs and foundations are among the most active participants in Erasmus+ projects, with significant involvement in both KA1 mobility and KA2 cooperation projects. Small and medium-sized enterprises also show participation, particularly in KA2 projects, likely due to their interest in innovation and transnational partnerships.

In contrast, for-profit training providers, which account for 60% of Hungary's adult education sector, are significantly underrepresented in Erasmus+ projects. The survey findings suggest that most KA1 and KA2 applications come from non-profit organisations, indicating that the Erasmus+ programme primarily attracts non-profit actors rather than the majority of formal adult education providers in Hungary.

This points to a structural imbalance between the composition of the national adult education sector and the profile of organisations participating in Erasmus+.

Regional disparities also affect accessibility. Between 2018 and 2022, Budapest-based organisations accounted for the majority of Erasmus+ applications (186 projects), far exceeding the numbers from other cities, including Debrecen (20), Szeged (19), and Pécs (14). The survey results confirm that institutions based in major cities are far more likely to participate, while those in smaller towns and rural areas face greater difficulties in accessing Erasmus+ opportunities.

Overall, access is more favourable for urban-based organisations with stronger administrative capacity and more developed international networks.

Main findings on participant profiles

Erasmus+ aims to support adult learners from diverse backgrounds, yet survey data indicate that not all adult education institutions participating in the programme have a clearly defined target group. According to survey responses, 40% of institutions stated that they do not focus on a specific learner group, though this may be due in part to the structure of the questionnaire rather than a genuine lack of focus. In contrast, 54% of projects specifically target disadvantaged learners, suggesting that many Erasmus+ projects are designed with inclusivity in mind, even if they do not explicitly categorise their participants.

The most commonly reported learner groups engaged in KA1 mobility projects include:

- educators, trainers, and adult education professionals;
- older learners aged 50+, who often face language and confidence barriers;
- low-skilled adults, individuals with social disadvantages, and unemployed learners, although participation among these groups remains limited;
- learners with disabilities, although organisations reported that accessibility-related challenges continue to restrict full participation.

Despite the emphasis on inclusiveness, survey and interview data indicate that many disadvantaged learners remain underrepresented in KA1 projects due to language barriers, financial concerns, and lack of awareness.

Main hampering factors

As outlined in Section 4.4, several key obstacles limit the accessibility of Erasmus+ in Hungary.

For organisations, the main barriers are:

- administrative burden, especially for smaller institutions facing complex application and reporting requirements;
- lack of resources, including insufficient staff capacity to prepare and manage projects;
- difficulties in finding partners, particularly for organisations that are new to international cooperation.

For adult learners, especially in KA1 mobility, the main barriers are:

- language difficulties, particularly for older learners and those with lower educational backgrounds;
- fear of travel and cultural adaptation, especially among those with no prior international experience;
- health issues and accessibility concerns, which can prevent full participation of some learners with disabilities or chronic conditions;
- financial constraints and family responsibilities, as upfront costs, work absences, and caring obligations remain significant challenges even where Erasmus+ covers formal mobility costs.

Overall assessment

Based on the survey and interview data, Erasmus+ is accessible to a relatively broad range of organisations and learners, but participation is not evenly distributed across all groups. The predominance of non-profit organisations, urban-based institutions, and well-established actors with prior Erasmus+ experience suggests that access to the programme favours those that already possess international networks, organisational confidence, and administrative capacity.

While many Erasmus+ projects focus on disadvantaged learners, there are clear gaps in accessibility for low-skilled adults, rural learners, and those facing financial or language barriers. This means that, in the Hungarian context, inclusiveness is present as a programme intention and as a project-level practice, but not yet fully realised in participation patterns across the sector.

Added value of Erasmus+ support

Despite the administrative complexity, human resource limitations, and financial constraints outlined above, participating organisations show a strong willingness to remain engaged in the Erasmus+ programme. This reflects the fact that Erasmus+ offers forms of capacity building, professional development, and innovation that are difficult to reproduce through domestic support structures alone.

Dependence on EU funding

A critical indicator of the programme's added value is whether these internationalisation and adult education activities could exist without EU support. Survey data from Hungarian adult education providers indicate a strong dependency on Erasmus+ funding. A majority of respondents (64%) reported that their Erasmus+-funded activities would not have been implemented at all without the programme's financial support. A further 20% stated that these activities could only have been realised in a significantly reduced form, while 12% indicated that they would have had to redesign the activities substantially. Only 4% were unsure whether they could have proceeded without the grant.

Scope for innovation and professional growth

The programme provides room for networking, experimentation, creative cooperation, and the development of new educational methods in ways that standard national funding rarely enables. For many Hungarian civil society organisations and NGOs, which rely heavily on internal resources and face limited domestic funding opportunities, Erasmus+ functions as a key source of professional development and organisational sustainability.

As noted by the management of the homeless support service BMSZKI, the programme enables the organisation to expand its service portfolio and staff development in ways that would have been difficult to realise through national resources alone.

Similarly, educators at Shinbukan Egyesület emphasised that without Erasmus+, it would have been very difficult to find resources for their specialised training needs in Hungary. For Kapcsolódó Nevelés Egyesület, international exchange is central to the organisation's professional vision, with respondents stressing that without Erasmus+ they could not provide training at the same level and would not have reached their current scale of impact.

The programme also strengthens the profile and prestige of commercial and adult training providers. Antener Oktatásszervező Ltd., for example, reported that Erasmus+ has significantly shaped its market position, noting that without the programme it would lack the innovative foundation that supports its development.

Concluding synthesis

In conclusion, the Hungarian evidence shows that Erasmus+ makes a substantial contribution to accessibility and inclusiveness in adult education, but in an uneven way. Its strongest effects are visible among organisations that already possess some degree of capacity, initiative, and openness to international cooperation. At the same time, smaller organisations, rural providers, for-profit actors, and several groups of disadvantaged learners remain less fully reached. The chapter therefore suggests that Erasmus+ in Hungary is simultaneously an inclusion-enabling programme and a selective opportunity structure: it opens important pathways, but these pathways are not yet equally accessible across the sector.

5. Impact of Erasmus+ at meso level

5.1 Introduction

In this chapter, we look at the impact of Erasmus+ on the organisation. 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 organisation and the learning.

5.2 Type of products developed and topics addressed

5.2.1 Type of topics addressed

The analysis of Erasmus+ projects implemented in Hungary during the 2018–2022 period highlights a broad array of topics addressed through Key Action 1 (KA1) and Key Action 2 (KA2) activities. These topics align with the strategic objectives of the Erasmus+ programme and address key priorities relevant to the national adult education context.

Erasmus+ projects in Hungary addressed diverse topics, reflecting the needs of adult learners and organisations, as well as aligning with broader national and European priorities. Table 1 provides a more detailed breakdown of the primary topics addressed across KA1 and KA2 projects.

Topic	KA1	KA2	Total
New learning and teaching methods	48	15	63
Digital skills and ICT	27	16	43
Inclusion and non-discrimination	33	23	56
Environmental sustainability	10	28	38
Intercultural and intergenerational learning	27	14	41
Creativity and culture	29	12	41
Media literacy	12	8	20
Entrepreneurial skills	7	9	16
Health and well-being	5	10	15

4. TABLE: TYPE OF TOPICS ADDRESSED IN KA1 AND KA2 PROJECTS (2018–2022)

Focus areas in KA1 projects

KA1 projects predominantly focused on the professional development of educators and staff in the adult education sector. Key topics included:

- Innovative Learning Methods: Projects explored new pedagogical approaches, such as blended learning and experiential methodologies, aiming to enhance the quality of education.

- Digital Transformation: With Hungary facing challenges in digitalisation, projects prioritised ICT training and digital skill-building for educators and learners, helping bridge the digital divide.
- Inclusion: A significant proportion of projects focused on making education accessible to disadvantaged groups, including rural populations, older adults, and people with disabilities. These initiatives aimed to reduce inequalities and foster equitable access to learning opportunities.

Focus areas in KA2 projects

KA2 projects emphasised collaboration, innovation, and addressing global challenges. Key topics included:

- Environmental Sustainability: Many KA2 projects concentrated on green skills and sustainability, developing educational content that supported climate action and environmental awareness.
- Cultural Heritage and Creativity: Projects frequently included creative approaches to education, integrating arts, cultural heritage, and intercultural dialogue to foster community development and collaboration.
- Community and Social Impact: Initiatives often addressed societal challenges, emphasising the role of adult education in strengthening social cohesion and promoting lifelong learning.

Cross-cutting themes

Across both KA1 and KA2 projects, recurring themes emerged, including:

- Intercultural and Intergenerational Learning: Projects sought to build bridges between generations and cultures, fostering mutual understanding and cooperation.
- Media Literacy and Entrepreneurial Skills: Although addressed less frequently, these topics provided valuable opportunities for participants to develop transferable skills.

The emphasis on topics such as digital transformation, inclusion, and environmental sustainability aligns with broader European priorities for adult education, as supported by the Erasmus+ framework. These themes also align closely with Erasmus+ objectives, particularly in addressing societal challenges like digital and green transitions and improving access for disadvantaged groups. The projects' adaptability to these priorities underscores the programme's role in supporting both local and international goals.

The variety and depth of topics addressed by Erasmus+ projects in Hungary demonstrate the programme's capacity to meet diverse educational and societal needs. By tackling both emerging challenges and persistent gaps in the adult education sector, these projects have supported efforts in professional development, fostered social inclusion, and promoted awareness of sustainable practices, aligning with Erasmus+ priorities.

5.2.2 Type of products developed

The Erasmus+ projects implemented in Hungary from 2018 to 2022 resulted in the development of a wide range of outputs and products that supported the objectives of adult education (AE). These products reflect the diverse priorities and creative approaches adopted by participating organisations.

Survey results indicate that most participating organisations created tangible outputs to enhance adult education practices and align with the goals of the Erasmus+ programme. Table 5 provides an overview of the types of products developed.

Product Type	Percentage	Number
Manuals/Handbooks	70.6%	12
Websites	58.8%	10
Online Tools	52.9%	9
Curricula, Training Modules, Pedagogical Concepts	35.3%	6
Teaching Materials for Teachers/Staff	35.3%	6
Webinars or Blended Learning Courses	23.5%	4
Instructional Videos or Films	17.6%	3
Learning Materials	17.6%	3
Publications/Books/Position Papers	11.8%	2

5. TABLE: NUMBER OF ORGANISATIONS ACCORDING TO OUTPUTS AND PRODUCTS DEVELOPED IN THE IMPLEMENTATION OF ERASMUS+ PROJECTS

Source: Survey conducted among Erasmus+ participating organisations in Hungary.

The development of manuals and handbooks emerged as the most frequent output across Erasmus+ projects, demonstrating the sector's focus on providing structured and practical resources for educators and learners. These materials often aimed to introduce innovative teaching methodologies and support the implementation of new approaches within adult education institutions. Similarly, digital tools and resources, including websites and online platforms, were widely developed, reflecting the growing importance of digital transformation within the sector. Many organisations leveraged these tools to enhance accessibility, foster collaboration, and meet the increasing demand for digital education solutions.

Creative outputs, such as instructional videos and cultural publications, were another significant category of products, showcasing the innovative and interdisciplinary approaches adopted by Hungarian organisations. These outputs often combined artistic elements with educational objectives, contributing to a richer learning experience. Additionally, training-oriented products, such as curricula, training modules, and pedagogical concepts, highlighted the emphasis on professional development for educators and the need to improve the quality of teaching in the sector.

5.2.3 Added value of Erasmus+ support

The Erasmus+ programme has played a significant role in enabling Hungarian adult education organisations to implement projects that might not have been feasible without its support.

Response	Percentage	Number
Not possible	64%	16
Slimmed-down form	20%	5
Different form and content	12%	3
Don't know	4%	1

6. TABLE: THE POSSIBILITY TO CARRY OUT THE SUPPORTED ACTIVITIES WITHOUT ERASMUS+

Source: Survey conducted among Erasmus+ participating organisations in Hungary.

Survey data indicates that 64% of respondents reported their Erasmus+-funded activities would not have been implemented without the programme, while 20% stated that such actions could only have been realised in a significantly reduced form. Only 12% indicated they might have carried out the projects in a different form or content, and 4% were uncertain about the feasibility without Erasmus+.

Case studies further reinforce the survey findings, showing how Erasmus+ has enabled organisations to access international expertise, share best practices, and develop resources that are tailored to the needs of adult learners. The programme's emphasis on international cooperation has also encouraged long-term partnerships and strengthened organisational capacities, fostering improvements that extend beyond the immediate scope of funded projects.

5.3 Impact at organisation level

Erasmus+ has demonstrably influenced the participating adult education organisations in Hungary, fostering internationalisation, professional development, and the enhancement of their institutional frameworks.

5.3.1 Impact on internationalisation

Survey data reveal that 29.2% of organisations reported having a formal policy or strategy for internationalisation. In contrast, over 70% indicated active participation in international networks and activities, showcasing practical engagement even without formal strategies. Additionally, 25% of organisations reported having established guidelines or processes for managing international projects, including design, implementation, and evaluation. Discussions on international competences during performance appraisals or career planning were reported in 25% of organisations.

Organisational Conditions Supporting Internationalisation	Percent	No.
The organisation systemically participates in international networks and internationalisation activities	70.8%	17
The organisation has a policy/ strategy for internationalisation	29.2%	7
Development of international competences is discussed in performance appraisals and career talks (e.g. as part of a personal development plan)	25.0%	6
Guidelines or agreed processes are in place how to manage international projects (e.g. design, implementation, monitoring and evaluation)	25.0%	6

7. TABLE: ORGANISATIONS HAVING A POLICY AND STRATEGY FOR INTERNATIONALISATION

More than 70% of organisations reported improvements in conditions facilitating internationalisation since participating in Erasmus+ projects. Among these, 20% observed significant improvements, while 52% noted moderate progress. These advancements were most evident in areas such as project management, staff awareness, and institutional support for mobility activities.

Improvement in Conditions for Internationalisation	Percent	No.
Improved significantly	20.0%	5
Improved	52.0%	13
Remained the same	16.0%	4
It has decrease.	4.0%	1
Significantly decreased	4.0%	1
Don't know	4.0%	1

8. TABLE: THE IMPACT OF PARTICIPATION IN THE ERASMUS+ PROGRAMME ON THE CONDITIONS OF THE ORGANISATION TO FACILITATE INTERNATIONALISATION PROCESSES.

A significant portion of respondents agree that their organisation is now more aware of the added value of international projects, has developed a better strategy for internationalisation, and offers more support for internationalisation activities for their professionals. However, while there are more opportunities for staff to engage in internationalisation, this may not necessarily be the case for their volunteers or adult learners. Additionally, despite improvements in the management of international projects (including design, implementation, monitoring, and evaluation), increased funding for internationalisation within their organisation is not yet guaranteed.

Organisational Embedding in Internationalisation	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Awareness of Added Value of International Projects	20.0%	48.0%	24.0%	8.0%	0.0%
Improved Strategy for Internationalisation	16.0%	40.0%	36.0%	8.0%	0.0%
More Support for Internationalisation Activities	12.0%	48.0%	36.0%	4.0%	0.0%
Opportunities for Staff in Internationalisation	16.0%	40.0%	32.0%	12.0%	0.0%
Opportunities for Volunteers and Adult Learners	8.0%	24.0%	40.0%	24.0%	4.0%
Increased Funding for Internationalisation	8.0%	8.0%	48.0%	28.0%	8.0%

9. TABLE: ORGANISATIONAL EMBEDDING IN INTERNATIONALISATION

Respondents highlighted several key benefits of participating in Erasmus+ for themselves and their organisations. These include learning best practices from partners, expanding their networks by connecting with new organisations, and broadening their perspectives. The programme emphasised the importance of adult education and language training, sparking positive HR processes within their organisations. It provided a reliable opportunity for international collaboration, experience exchange, and the joint development of materials

and methods. Participants valued the focused exploration of specific topics, the development of targeted educational materials, and the introduction of new knowledge and methods that would not have been possible without the programme. Additionally, the programme facilitated internationalisation, enhanced professional effectiveness, leadership skills, teamwork, communication, mental well-being, stress management, and fostered creativity and innovation within their organisations.

The survey findings are reinforced by examples from the case studies. For instance, a museum leveraged Erasmus+ to foster partnerships with European institutions, enhancing knowledge exchange in heritage education. Similarly, a consultancy firm used the programme to improve staff training in sustainable practices, strengthening its operational capabilities and international reputation.

5.3.2 Impact on learning offer

This section evaluates the impact of Erasmus+ participation on the learning offers of adult education organisations in Hungary, focusing on the integration of project outputs, the alignment of learning offers with learner needs, and enhancements in accessibility and teaching methodologies. Data from surveys and case studies provide insights into these changes.

The survey respondents identified several important impacts of participating in Erasmus+ on their organisations. Most of the respondents reported successfully incorporating the insights and outputs developed through the programme into new or existing provisions. They noted that their learning offers are now better aligned with the needs of adult learners, with improved accessibility for diverse groups. The programme also enhanced the inclusion of adult learners' voices in organisational decisions and strengthened the use of digital technologies in their educational offerings. However, the respondents noted that the Erasmus+ programme had less impact on the development of green skills in their learning offers.

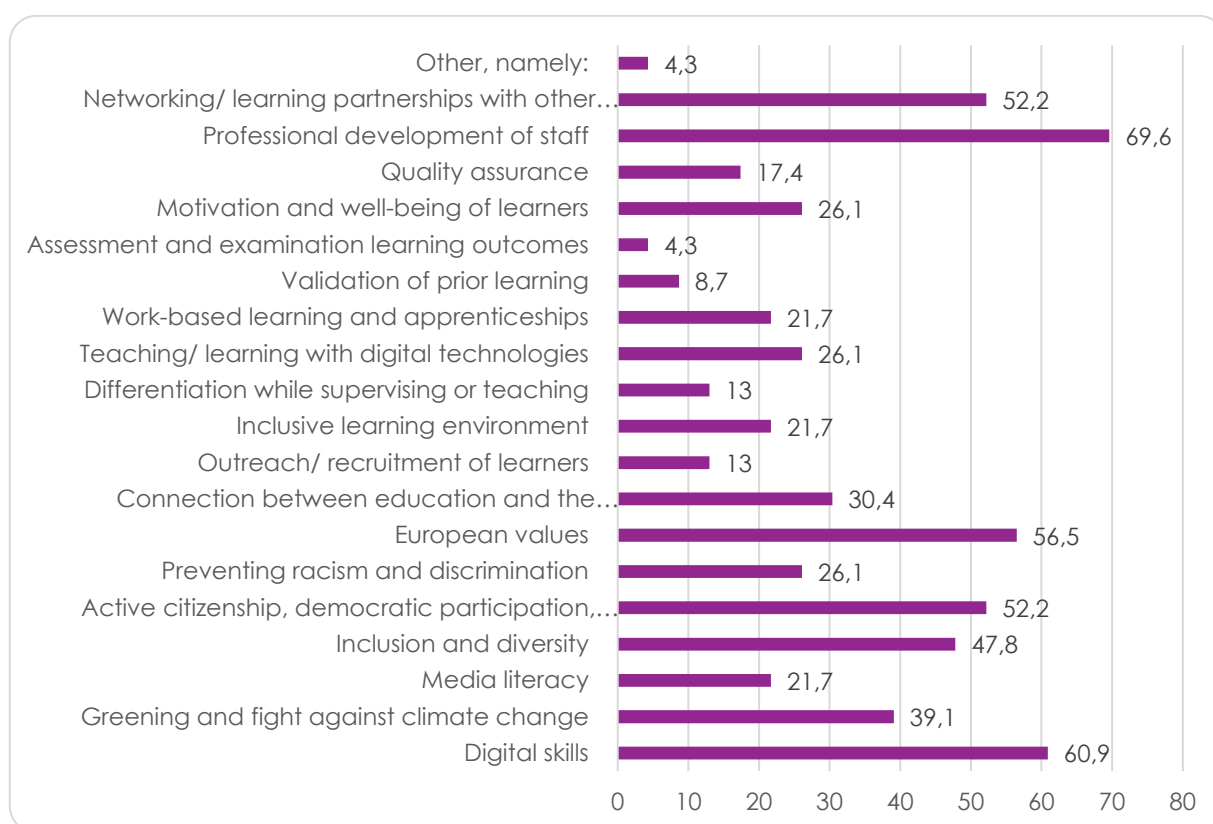
The survey responses reveal how organisations perceive the influence of Erasmus+ on their learning offers. Table 10 summarises these insights:

Statement	Fully Agree	Agree	Undecided	Disagree	Completely Disagree	Not Applicable	Responses
Developed outputs and insights gained have been incorporated into new or existing provision in my organisation	56.5%	39.1%	4.3%	0%	0%	0%	23
Our learning offer is better aligned with the needs of adult learners	39.1%	47.8%	13.0%	0%	0%	0%	23
The accessibility of the learning offer has improved for different groups of adult learners	27.3%	45.5%	18.2%	4.5%	0%	4.5%	22
My organisation is better able to include the 'voice of the adult learner' in decisions about its provision	22.7%	40.9%	31.8%	0%	0%	4.5%	22
My organisation is better able to use digital devices and technologies in our learning offer	34.8%	34.8%	21.7%	4.3%	0%	4.3%	23
Our learning offer pays more attention to digital skills	27.3%	40.9%	18.2%	9.1%	0%	4.5%	22
Our learning offer pays more attention to green skills	22.7%	27.3%	36.4%	4.5%	4.5%	4.5%	22
Our learning offer pays more attention to participation in democratic life, common values, and civic engagement	34.8%	34.8%	26.1%	0%	0%	4.3%	23
My organisation is better able to collaborate with other organisations that support participants with fewer opportunities	47.8%	39.1%	8.7%	0%	0%	4.3%	23

10. TABLE: PERCEIVED IMPACT OF ERASMUS+ PARTICIPATION ON THE DEVELOPMENT OF THE LEARNING OFFER

Survey respondents highlighted several key outcomes of participating in Erasmus+. Over 95% confirmed incorporating outputs such as manuals, training modules, and curricula into their learning offers, enhancing their relevance and diversity. Additionally, 87% of respondents reported improvements in aligning their programmes with learner needs, reflecting a significant shift toward more tailored educational provisions. Improved accessibility for diverse groups was noted by 72.8%, while 63.6% emphasised greater inclusion of adult learners' voices in organisational decisions. Digital transformation was another area of impact, with 69.6% of respondents incorporating digital skills and technologies into their offerings.

Thematic priorities varied among organisations, with a strong focus on digital skills, European values, and civic engagement. However, topics such as green skills and media literacy received comparatively less attention, suggesting potential gaps in addressing emerging global challenges. Despite these disparities, organisations acknowledged that Erasmus+ facilitated broader collaboration and strengthened their ability to cater to learners from disadvantaged backgrounds.



11. FIGURE: TOPICS EMPHASISED AFTER ERASMUS+ PROJECT DEVELOPMENT

The case studies further illustrate these impacts. For example, a museum leveraged Erasmus+ outputs to design interactive workshops that combined heritage education with modern pedagogy, effectively engaging diverse learner groups. Another organisation introduced training for Roma women, using culturally sensitive approaches to foster inclusion. A third case described a rural organisation implementing digital literacy programmes for seniors through blended learning, ensuring accessibility and engagement despite geographic challenges.

These examples highlight how Erasmus+ participation translates into real-world improvements, supporting innovation, inclusivity, and learner-centred approaches. While notable progress has been made, particularly in areas like digital transformation and alignment with learner needs, continued efforts are necessary to address underrepresented themes such as green skills and media literacy.

5.3.3 Impact on horizontal priorities

Inclusion and diversity

Survey results demonstrate that a considerable proportion of organisations are actively working toward inclusion and diversity. Table 1 summarises the specific strategies and structures in place within organisations:

Condition	% of Organisations	Number of Respondents
Inclusion and diversity strategy and action plan	26.1%	6
Dedicated staff for inclusion activities	47.8%	11
Training staff on inclusion	30.4%	7
Using learners' voices for monitoring and evaluating offerings	47.8%	11
Procedures ensuring inclusive training offers	17.4%	4
Cooperation with organisations supporting disadvantaged groups	69.6%	16

11. TABLE: ORGANISATIONS CONCERNED WITH INCLUSION AND DIVERSITY STRATEGY AND ACTION PLANNING

The survey reveals that while many organisations engage in specific activities to foster inclusion, there is room for improvement in formalising these efforts. For instance, only 26.1% of respondents have a dedicated inclusion and diversity strategy, indicating that these practices are often implemented informally rather than through structured frameworks. The involvement of learners in monitoring and evaluating programmes is more prevalent, with 47.8% of organisations highlighting this as part of their inclusion efforts. Collaboration with external stakeholders, such as NGOs and organisations supporting disadvantaged groups, emerged as the most common approach (69.6%), reflecting the importance of partnerships in addressing systemic barriers to inclusion.

Organisations reported significant progress in embedding inclusive practices into their operations since participating in Erasmus+. Table 12 illustrates these improvements:

Aspect	Not at all	Only a little	To some extent	Rather much	Very much	Responses
Attention to inclusion and diversity	4.3%	0%	17.4%	43.5%	34.8%	23
Attention to digitalisation	0%	4.3%	34.8%	30.4%	30.4%	23
Attention to environment and climate	8.7%	17.4%	17.4%	26.1%	30.4%	23
Participation in democratic life	4.5%	4.5%	31.8%	13.6%	45.5%	22

12. TABLE: IMPROVEMENT IN ASPECTS OF ADULT LEARNING DELIVERY SINCE PARTICIPATION IN ERASMUS+

The data indicate that 78.3% of respondents observed moderate to significant improvements in their organisations' attention to inclusion and diversity since 2018. This progress aligns with broader efforts to adapt learning environments and methodologies to better address the needs of diverse learner groups. However, the proportion of organisations reporting "only a little" or "no" improvement suggests that some challenges remain, particularly in formalising inclusion strategies and ensuring that these practices are consistently implemented across all organisational activities.

Digitalisation and environmental considerations also saw substantial attention, with 65.2% and 56.5% of respondents, respectively, reporting moderate to significant improvements in these areas. These results underscore the interconnected nature of Erasmus+ priorities, where inclusion often overlaps with other horizontal themes.

The case studies provide diverse examples of how Erasmus+ funding has supported inclusion and diversity in Hungarian adult education organisations:

1. **Digital literacy for marginalised learners:** A rural training provider implemented digital literacy workshops tailored for older adults, effectively bridging the digital divide and enhancing access to online education.
2. **Inclusive museum programmemeing:** A national museum introduced inclusive educational programmes for individuals with disabilities, ensuring their participation by designing accessible and hands-on learning experiences.
3. **Culturally responsive parenting workshops:** A non-profit organisation developed parenting workshops for Roma women, blending traditional and modern approaches to foster trust and engagement within marginalised communities.

These initiatives showcase the tangible ways Erasmus+ resources have been used to address diverse learner needs, emphasising the programme's role in promoting equity and accessibility.

Digital transformation

Survey data indicate significant progress in the integration of digital tools and resources into adult education organisations. Table 13. summarises the conditions facilitating digital transformation:

Condition	% of Organisations	Number of Respondents
Availability of digital devices for teaching	77.3%	17
Use of digital resources in teaching and learning	77.3%	17
Staff training on digital technologies	45.5%	10
Digital devices available for learners	31.8%	7
Physical spaces supporting digital teaching and learning	31.8%	7
Existence of a digital strategy	18.2%	4

13. TABLE: CONDITIONS FACILITATING DIGITAL TRANSFORMATION IN ORGANISATIONS

The survey findings reveal that the majority of organisations have access to digital tools and integrate them into teaching and learning processes. However, only 18.2% reported having a formal digital strategy, indicating that while operational capabilities have improved, strategic oversight remains limited. Staff training on digital technologies is present in 45.5% of organisations, reflecting efforts to enhance the digital competencies of educators but also highlighting a need for broader professional development initiatives.

Organisations also noted disparities in the availability of digital devices for learners (31.8%) and the presence of dedicated physical spaces for digital teaching and learning (31.8%). These gaps underscore the challenges of ensuring equitable access to digital resources, particularly for disadvantaged groups.

The case studies offer practical examples of how Erasmus+ projects supported digital transformation in various settings:

1. **Rural training provider:** Introduced blended learning programmes combining digital and face-to-face methodologies, increasing accessibility for remote learners.
2. **University initiative:** Developed a virtual learning platform enabling interactive workshops and resource sharing among adult learners.
3. **Non-Profit organisation:** Delivered tailored digital literacy programmes for older adults, bridging gaps in confidence and technical skills for marginalised groups.

These initiatives highlight the diverse applications of digital tools and their role in fostering inclusive and innovative learning environments.

Green transition

Survey responses reveal a moderate presence of green transition initiatives across organisations. The data indicates that while some organisations have embraced environmentally conscious strategies, there is significant room for growth. Table 14. summarises the key conditions facilitating green transition:

Condition	% of Organisations	Number of Respondents
Inclusion of green skills in learning offers	33.3%	7
Sustainable resource use in operations	23.8%	5
Staff training on sustainability practices	42.9%	9
Greening strategy and action plan	23.8%	5
Monitoring of greening strategy implementation	38.1%	8
Collaboration with external green initiatives	42.9%	9
Calculation of environmental footprint	19.0%	4

14. TABLE: CONDITIONS FACILITATING A GREEN TRANSITION IN ORGANISATIONS

The inclusion of green skills in learning offers (33.3%) reflects the growing awareness of sustainability among organisations, yet less than a quarter (23.8%) have implemented formal greening strategies or resource use policies. Staff training on sustainability practices (42.9%) indicates an understanding of the need to equip educators with the skills to promote green practices, though this has not yet translated into widespread operational changes. Notably, only 19.0% of organisations reported calculating their environmental footprint, highlighting a lack of systematic monitoring to evaluate sustainability efforts.

Collaboration with external green initiatives was reported by 42.9% of organisations. These partnerships often enhance the delivery of sustainability education by incorporating expertise from specialised groups, but the relatively low adoption rate suggests an untapped potential for further collaboration.

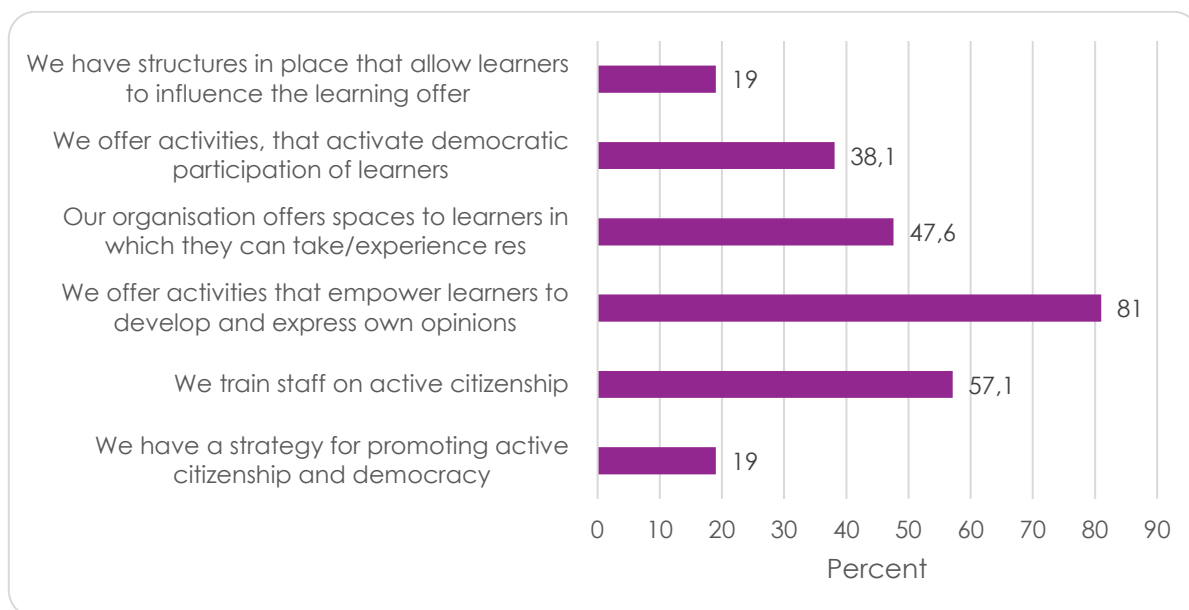
Participation in democratic life, common values and civic engagement

Survey responses reveal a moderate presence of initiatives aimed at fostering participation in democratic life, common values, and civic engagement across organisations. The data indicate that while some organisations have embraced these priorities through various activities and training, there remains significant room for growth in institutionalising these practices. Table 15. summarises the key conditions facilitating participation in democratic life, common values, and civic engagement:

Condition	% of Organisations	Number of Respondents
We offer activities that empower learners to develop and express their opinions	81.0%	17
We train staff on active citizenship	57.1%	12
Our organisation offers spaces for learners to experience responsibility	47.6%	10
We offer activities that activate democratic participation	38.1%	8
We have a strategy for promoting active citizenship and democracy	19.0%	4
We have structures in place that allow learners to influence the learning offer	19.0%	4

15. TABLE: CONDITIONS FACILITATING PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES, AND CIVIC ENGAGEMENT

The data reveals that while a significant majority (81.0%) of organisations engage learners in activities designed to empower and encourage expression, fewer organisations have formalised these efforts through strategies or structures. Only 19.0% of respondents reported having a dedicated strategy or mechanisms for incorporating learner input into their educational offerings. The relatively high percentage of organisations offering staff training on active citizenship (57.1%) indicates awareness of the need for professional development in this area, but the limited structural integration suggests challenges in sustaining these efforts institutionally.



12. FIGURE: CONDITIONS FACILITATING PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT

Practical examples drawn from Hungarian case studies illustrate how Erasmus+ projects have contributed to democratic participation:

1. A training provider integrated activities promoting teamwork, shared responsibility, and mutual respect into its adult education programmes, using innovative educational methodologies to foster civic engagement.
2. A parenting-focused organisation conducted workshops emphasizing active listening, collaborative decision-making, and the creation of democratic communities, targeting both parents and educators.
3. A consultancy firm developed modules on civic responsibility and local governance, equipping participants with skills to actively engage in community-level decision-making processes.

These examples highlight how organisations have tailored their approaches to align with Erasmus+ priorities, promoting civic engagement and democratic values through diverse and context-specific methods.

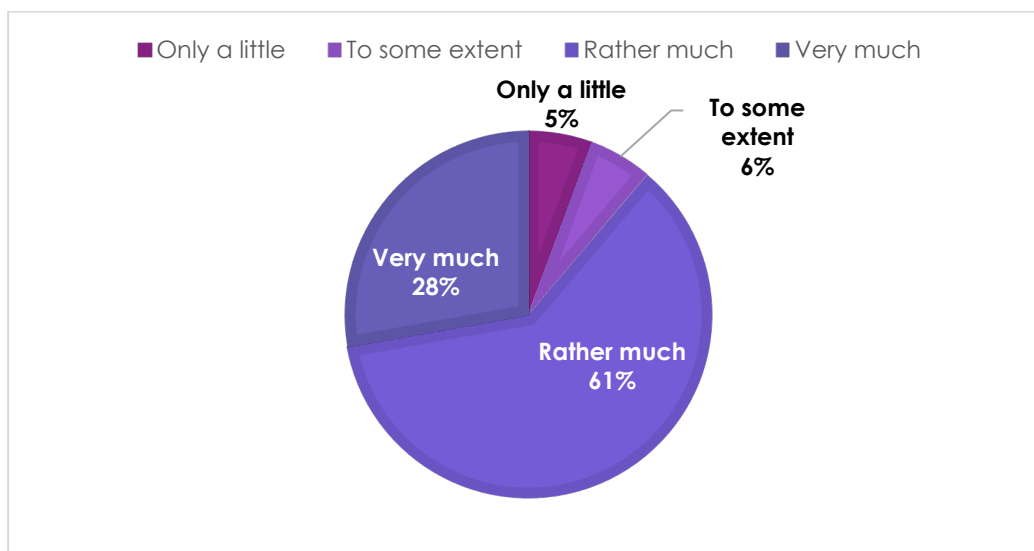
5.4 Factors hampering or stimulating impact

Erasmus+ participation has influenced the development and use of outputs and products in Hungarian adult education organisations, with both successes and challenges shaping their long-term impact. Insights from the survey and case studies reveal a nuanced picture of the factors affecting the uptake and sustained use of project outputs.

Sustained use of Erasmus+ outputs

Survey responses indicate that many organisations have successfully integrated Erasmus+ outputs into their practices, particularly in areas like curriculum development and digital transformation. Around 61.1% of respondents reported "rather much" use of these outputs,

with an additional 27.8% stating "very much" use. This high level of continued application demonstrates the programme's relevance. However, the survey also highlighted some cases of limited or rare utilisation, accounting for approximately 11.2% of respondents.



13. FIGURE: EXTENT OF USE OF PREVIOUS PROJECT RESULTS

Case studies provide further depth to these findings, illustrating practical examples of sustained use. For instance, one organisation described how Erasmus+ outputs became a cornerstone of their digital strategy, with a project manager explaining, "The tools we developed during the project are still used regularly, not just in our courses but in planning future initiatives." Similarly, a regional centre successfully adapted training modules to align with evolving learner needs, ensuring their continued relevance.

Factors stimulating impact

Organisations identified several enablers that facilitated the adoption and effective use of Erasmus+ outputs:

- **Strategic Alignment:** Outputs that directly addressed organisational goals or sectoral priorities were more likely to be sustained. For example, a community-based organisation emphasised, "By embedding the outputs into our strategy, we ensured they remained integral to our operations."
- **Staff Engagement and Capacity Building:** Active involvement of staff in the design and implementation of Erasmus+ projects emerged as a critical factor. Several organisations highlighted the role of internal workshops in promoting the practical application of outputs, with one interviewee noting, "The success of these tools depends on how well staff understand and value them."
- **Collaboration with Partners:** Case studies frequently referenced the importance of strong partnerships in sustaining the impact of outputs. One organisation credited its international network with providing the resources and support needed to adapt outputs for diverse contexts.

Factors hampering impact

Despite these enablers, organisations faced several challenges in maintaining the relevance and usage of Erasmus+ outputs:

- **Resource Constraints:** A lack of financial and human resources was a recurring theme. One respondent admitted, *"We simply don't have the capacity to fully integrate these tools into our daily operations."*
- **Relevance to Current Needs:** As organisational priorities shifted, some outputs became less applicable. For example, an organisation reported, *"While these resources were highly valuable initially, they no longer align with our current objectives."*
- **Limited Dissemination and Visibility:** Smaller organisations often struggled to share outputs effectively within their teams or with external stakeholders, diminishing their impact.

Integrated insights

The interplay between survey data and case studies offers a comprehensive understanding of Erasmus+ impact. While survey respondents often cited strategic alignment and collaboration as enablers, case studies provided detailed examples of how these factors played out in practice. For instance, a consultancy highlighted how Erasmus+ funding enabled them to develop digital tools that remain in use today, despite financial limitations elsewhere. Similarly, an educational NGO leveraged partnerships to extend the reach of its civic engagement programmes.

Quotations from interviewees further illuminate these dynamics. One participant described the role of Erasmus+ in overcoming resource constraints: *"By working closely with partners, we were able to pool resources and achieve outcomes that would have been impossible alone."*

Reflections on representativeness

While the survey results provide valuable insights, the limited number of respondents suggests caution in generalizing findings to the broader Hungarian adult education community. However, the combination of survey data and case study insights presents a robust narrative, highlighting the programme's potential to stimulate meaningful change in organisations.

This integrated analysis underscores the importance of addressing barriers while leveraging enablers to maximise the long-term impact of Erasmus+ projects in Hungary.

5.5 Conclusion

The evidence presented in this chapter shows that Erasmus+ has had a substantial meso-level impact on participating adult education organisations in Hungary. Its strongest effects are visible in organisational development, staff professionalisation, internationalisation, and the quality and inclusiveness of learning offers. At the same time, the sustainability and broader institutional embedding of these effects depend strongly on organisational capacity, strategic planning, and the ability to integrate project results into everyday practice.

Main findings: strengthened internationalisation

Erasmus+ has significantly contributed to the internationalisation of Hungarian adult education organisations. Most participating organisations reported improvements in their international collaboration capacities, project management skills, and strategic alignment with European priorities. Enhanced participation in international networks and projects has reinforced the global presence and operational scope of these organisations, fostering a culture of cross-border knowledge exchange and cooperation.

Main findings: enhanced learning offers

The programme has played an important role in improving the relevance, accessibility, and diversity of learning opportunities. Participating organisations reported that Erasmus+ outputs, such as curricula and training modules, were widely incorporated into their educational provisions. These enhancements reflect a broader alignment with learner needs, particularly through the integration of digital tools and the prioritisation of inclusive practices.

Main findings: stronger attention to inclusion and diversity

Inclusion and diversity have become increasingly prioritised within participating organisations. The programme has encouraged greater attention to equitable learning environments, stronger collaboration with stakeholders supporting disadvantaged groups, and more deliberate efforts to respond to the needs of diverse learner populations. At the same time, the evidence suggests that these efforts are not yet equally formalised or embedded across all organisations.

Main hampering and stimulating factors

Despite these achievements, organisations face several challenges in sustaining and expanding the impact of Erasmus+. Limited financial and human resources remain a significant barrier, particularly for smaller organisations, which often struggle to integrate Erasmus+ outputs into their long-term strategies. Additionally, the evolving priorities of both organisations and the broader adult education sector can make it difficult to maintain the relevance of certain outputs over time.

A further challenge concerns the degree of formalisation. While many organisations have made visible progress in inclusion, digital transformation, and environmental sustainability, these priorities are not always supported by structured internal strategies. Dissemination practices also vary considerably: some organisations are effective in sharing outputs and embedding results, while others lack the staff time, infrastructure, or networks needed to do so.

At the same time, the chapter shows that Erasmus+ itself acts as an important stimulating factor. It creates opportunities for innovation, strategic reflection, partnership-building, and organisational learning that many institutions would otherwise struggle to access. Stronger partnerships, both within Hungary and internationally, can support the longer-term integration of Erasmus+ outputs and extend their reach beyond the immediate project cycle.

Overall assessment of meso impact

Overall, Erasmus+ has strengthened the institutional capacity of participating adult education organisations in Hungary. Its meso-level impact is visible not only in new methods, materials, and partnerships, but also in the way organisations re-orient their practices toward internationalisation, innovation, and more inclusive provision. However, the depth and

durability of this impact vary according to organisational size, resources, and strategic preparedness.

Concluding synthesis

In conclusion, the Hungarian evidence indicates that Erasmus+ functions as an important driver of organisational change in adult education. It supports the modernisation of learning offers, reinforces international orientation, and encourages greater attention to inclusion and diversity. At the same time, its impact is most sustainable where organisations have the internal capacity to absorb, formalise, and disseminate project results. The chapter therefore suggests that meso-level impact in Hungary is strong, but unevenly consolidated: Erasmus+ generates substantial organisational benefits, yet the long-term embedding of these benefits remains more secure in some institutions than in 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

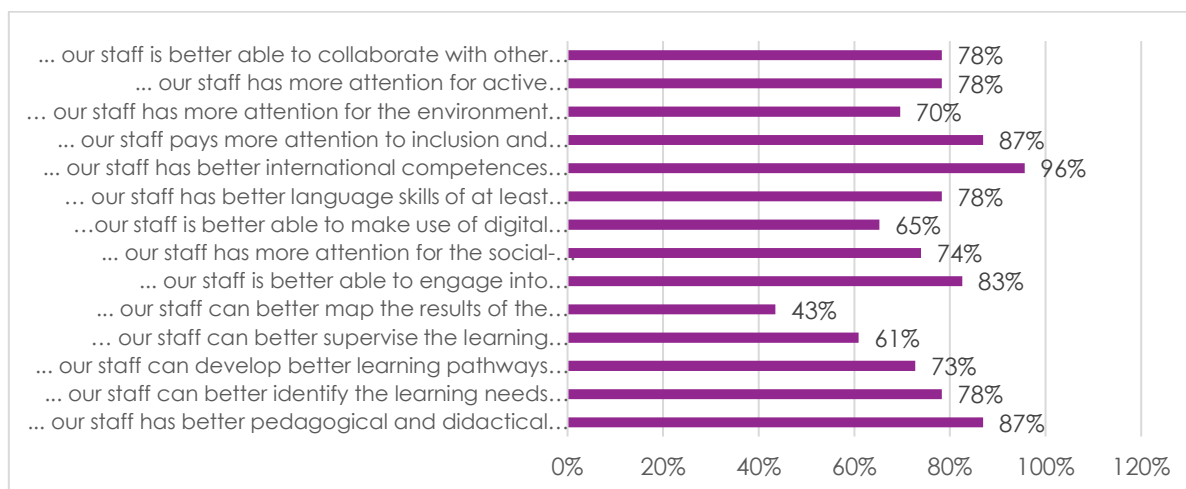
The survey responses reveal significant advancements in staff professionalisation and skill development through Erasmus+. Key areas of impact include enhanced international competences, pedagogical improvements, and increased engagement with inclusive and innovative practices.

One of the most prominent outcomes identified in the survey was the improvement in **international competences among staff**, with nearly 96% of respondents agreeing that participation in Erasmus+ enhanced their ability to collaborate and communicate in cross-cultural contexts. The case studies support this, demonstrating how organisations have effectively used mobility experiences to deepen staff awareness of cultural diversity and foster partnerships with international institutions.

Pedagogical and didactical skills also saw marked improvement, as noted by 87% of respondents. This aligns with case study findings where training providers integrated methods learned during Erasmus+ mobilities into their educational practices. For example, one organisation adopted collaborative problem-solving techniques, significantly enriching their learning environment and increasing learner engagement.

The survey also highlighted the impact of Erasmus+ on **aligning staff capabilities with organisational priorities**. Nearly 87% of respondents observed enhanced attention to inclusion and diversity among staff, a trend mirrored in case studies where organisations emphasised equitable access to education. For instance, workshops focusing on teaching strategies for underserved populations were implemented following staff participation in Erasmus+ projects.

Significant progress was also observed in staff's **ability to engage in innovation processes**.



14. FIGURE: IMPACT OF ERASMUS+ PARTICIPATION ON STAFF PROFESSIONALISATION AND DEVELOPMENT

The case studies offer rich examples of how Erasmus+ has influenced staff development in diverse contexts. One training provider shared that mobility opportunities led to the adoption of collaborative problem-solving techniques, enhancing classroom interaction and learner involvement. “These new methodologies have made a significant difference in how our educators approach challenges,” remarked a project coordinator. Such initiatives align closely with survey findings, which highlight the emphasis on pedagogical innovation.

At a community-based organisation, staff reported notable improvements in their intercultural competencies, particularly in working with learners from diverse backgrounds. As one participant reflected, “The exchange of ideas with international partners has helped us reframe how we think about inclusivity in education.” This sentiment underscores the transformative potential of Erasmus+ in fostering an inclusive learning environment.

Another example comes from a consultancy firm, where Erasmus+ funding was used to train staff on advanced digital tools. These trainings not only improved staff confidence in using technology but also enabled the organisation to implement blended learning methods. “We now have the capacity to reach learners who previously faced barriers to participation, thanks to the digital skills we developed,” explained a staff member.

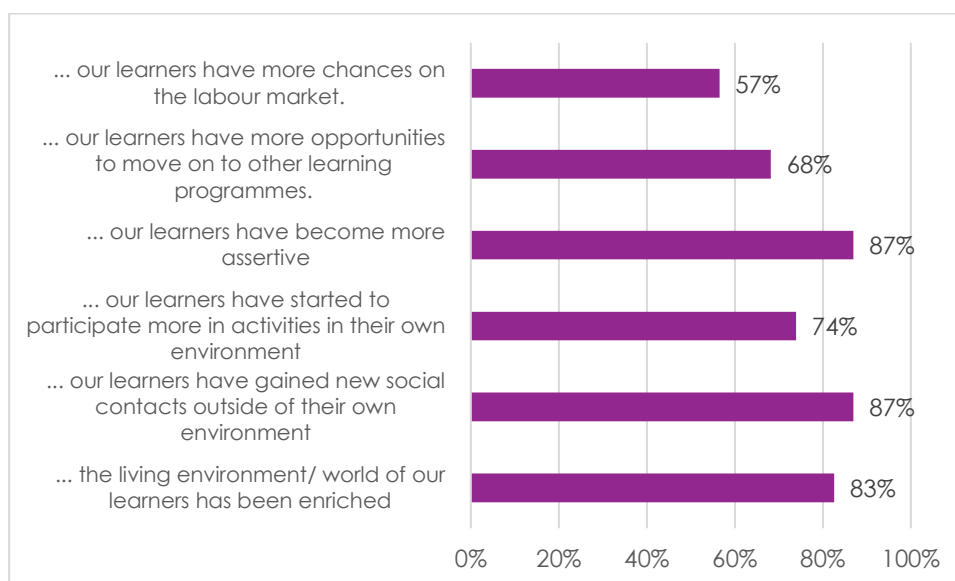
6.3 Impact on adult learners

Drawing on survey responses, interviews with adult learners, and case studies, this section highlights the multifaceted impacts of the programme, focusing on skill acquisition, cultural awareness, and motivation for lifelong learning.

Survey results provide a detailed picture of the ways in which Erasmus+ has positively influenced adult learners. As illustrated in the figure below, participants reported substantial benefits across several key dimensions:

- **Increased Assertiveness:** 87% of respondents observed that learners became more assertive, reflecting enhanced confidence and self-efficacy.
- **Expanded Social Networks:** 87% noted that learners gained new social contacts outside their immediate environment, emphasizing the programme's role in fostering inclusion and connectivity.

- Enrichment of Living Environment: 83% reported an enriched living environment for learners, suggesting broader personal and social impacts.
- Participation in Local Activities: 74% indicated that learners became more active in their local communities, demonstrating greater civic engagement.
- Opportunities for Further Education: 68% stated that learners were more motivated to pursue additional learning opportunities, highlighting the programme's success in encouraging lifelong learning.
- Improved Labour Market Prospects: 57% reported that learners had improved chances on the labour market, underlining the practical benefits of the programme.



15. FIGURE: IMPACT OF ERASMUS+ PARTICIPATION ON ADULT LEARNERS

These findings underscore the programme's comprehensive influence on learners, from personal growth to societal participation and professional opportunities.

The case studies and interviews with learners provide qualitative depth to the survey results, illustrating the transformative effects of Erasmus+ on participants.

Learners frequently described their mobility experiences as important moments in their lives. One participant shared, *"This was my first time traveling abroad, and it completely changed my perspective on learning and personal growth. I returned home with not only new skills but also the confidence to pursue more ambitious goals."* This sentiment was echoed across multiple projects, where learners emphasised the empowering nature of international mobility.

Practical skill acquisition emerged as a dominant theme. Erasmus+ projects provided learners with opportunities to develop digital competencies, language proficiency, and cross-cultural communication skills. In one case, a mobility programme for disadvantaged learners included workshops on digital literacy, which participants later applied in their local communities.

Social inclusion was another key area of impact. Erasmus+ initiatives often created environments where learners from diverse backgrounds collaborated on shared goals. For instance, a project involving marginalised groups, including Roma learners, successfully

fostered teamwork and mutual understanding, breaking down social barriers and building community resilience.

Professional development also featured prominently. Learners highlighted the value of transferable skills, such as problem-solving, leadership, and adaptability, acquired through their participation. One respondent noted, *“The project taught me how to work effectively in an international team, which has since helped me secure better employment opportunities.”*

While the Erasmus+ programme has demonstrated considerable success in enriching adult learners' experiences, certain areas warrant further attention. Digital skills and media literacy, though improved, remain areas where greater emphasis could yield even more substantial outcomes. Additionally, ensuring sustained engagement with learners after their participation could help organisations measure long-term impacts more effectively.

6.4 Conclusions

The evidence presented in this chapter indicates that Erasmus+ has generated substantial micro-level impact in Hungary, both for staff and for adult learners. Its effects are visible in professional development, personal confidence, intercultural openness, motivation, and the acquisition of new competencies. At the same time, the depth and accessibility of these benefits are shaped by participants' prior experience, language confidence, mobility conditions, and the support structures available to them before, during, and after participation.

Main findings: impact on staff

Participation in Erasmus+ has enhanced the professional skills and competences of staff members in adult education organisations. Insights from Hungarian case studies and interviews demonstrate that staff reported increased confidence in their abilities, strengthened international and intercultural competences, and greater motivation to apply innovative methods in their work. Exposure to international best practices has inspired many participants to broaden their perspectives and improve their teaching and facilitation approaches. Furthermore, involvement in Erasmus+ has supported the development of teamwork and communication skills, which are essential in collaborative and diverse educational settings.

The evidence also suggests that these experiences often extend beyond individual learning episodes. For many staff members, Erasmus+ participation reinforces professional identity, increases openness to experimentation, and encourages more reflective and internationally informed educational practice.

Main findings: impact on adult learners

For adult learners, Erasmus+ has been transformative in many ways. Case studies and interviews illustrate how learners have gained valuable new skills, such as improved digital and communication abilities, which have enhanced their confidence and adaptability. Participation in mobility projects has also encouraged many learners to engage more actively in their local communities and pursue further education opportunities. Additionally, the programme has contributed to a better understanding of different cultures, fostering openness and acceptance. For many participants, these experiences have led to meaningful personal growth, including greater self-assurance and a broader outlook on life.

For adult learners in particular, the program appears to have value not only in terms of skills acquisition but also in terms of confidence-building, motivation, and widening horizons. This is especially important in adult education, where prior educational experiences may have been limited, interrupted, or discouraging.

Main hampering and stimulating factors

The chapter also suggests that micro-level impact is not produced automatically. Its strength depends on several enabling conditions, including the quality of preparation, the relevance of the mobility or cooperation activity, the presence of supportive organisational environments, and participants' readiness to engage with unfamiliar linguistic, cultural, and professional contexts.

At the same time, several barriers can limit or unevenly distribute these benefits. For learners, language difficulties, fear of travel, family responsibilities, health-related constraints, and limited prior international exposure may reduce participation or affect the depth of the experience. For staff, time pressure, uneven institutional support, and limited opportunities for follow-up and dissemination may weaken the longer-term use of newly acquired knowledge and competences.

Overall assessment of micro impact

Taken together, the survey, case study, and interview evidence show that Erasmus+ makes an important contribution to personal and professional advancement at the micro level. Its effects are especially visible in increased confidence, broader perspectives, improved communication and intercultural competencies, and greater willingness to engage in further learning or new professional practices.

Concluding synthesis

In conclusion, the Hungarian evidence shows that Erasmus+ has a strong micro-level impact on both staff and adult learners. It supports not only the development of practical competences but also personal growth, motivation, and openness to new experiences. However, these benefits are not equally easy to access for all participants. The chapter, therefore, indicates that micro-level impact is both substantial and conditional: Erasmus+ creates meaningful individual change, but the extent of that change depends heavily on participants' starting position and the support mechanisms surrounding their participation.

7. Impact of Erasmus+ at macro level

7.1 Introduction

In this chapter, the focus shifts to the broader impact of Erasmus+ beyond the participating organisations in Hungary. It examines how project outcomes have influenced other organisations by shaping their provisions and offerings. Additionally, it explores whether Erasmus+ has contributed to adjustments in national and regional policies, particularly within the adult education sector. This analysis reflects the extent to which Erasmus+ projects have had a wider influence, fostering systemic changes and promoting innovation at a macro level.

7.2 Impact on other organisations

The Erasmus+ programme's influence extends beyond the participating organisations, fostering positive changes in the broader landscape of adult education. This section explores the impact of Erasmus+ on other organisations in Hungary, drawing on survey findings and case studies to illustrate the wider influence of knowledge sharing, innovation, and capacity building.

The survey responses reveal that Erasmus+ has impacted other organisations through the dissemination of good practices and inspiring collaboration, though the extent of this impact varies across different contexts and activities. A significant 73.9% of respondents agreed or fully agreed that similar organisations, which did not participate directly in the projects, benefited from Erasmus+ outcomes by adjusting their provision or offer. However, fewer respondents perceived an influence on policy adjustments, with only 26% agreeing to changes at the local or regional level and 17.4% at the national level.

Statement	Fully Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Responses (N)
"Similar organisations (who did not participate in the project) benefitted from the project outcomes, adjusting their provision/offer."	21.7	52.2	13.0	13.0	23
"Adjustments have been made to (government and/or sectoral) policies at the local or regional level."	13.0	13.0	34.8	21.7	23
"Adjustments have been made to (government and/or sectoral) policies at the national level."	8.7	8.7	34.8	26.1	23

16. TABLE: IMPACT OF ERASMUS+ PARTICIPATION BEYOND THE ORGANISATION: PERCEPTIONS ON POLICY AND SECTORAL ADJUSTMENTS

One respondent noted, "Our dissemination workshop attracted interest from local organisations that are now applying our digital training tools in their own programmes," while others mentioned challenges in effectively engaging organisations that lack digital infrastructure or have limited capacity to adopt new methods. This highlights how Erasmus+ outputs can inspire practical changes in similar organisations while also underscoring existing barriers.

The Hungarian case studies provide concrete examples of how Erasmus+ projects have influenced other organisations, illustrating the programme's broader impact through knowledge transfer and collaborative practices.

1. **Digital and pedagogical innovations:** One organisation involved in Erasmus+ facilitated the sharing of digital and pedagogical training modules with partner institutions. During its projects, it collaborated with European partners to adapt blended learning methods that were subsequently adopted by regional adult education providers in Hungary. A partner organisation remarked, "The expertise in integrating digital tools inspired our own curriculum redesign, especially in reaching remote learners."
2. **Innovative parenting education:** Another organisation introduced innovative parenting education methodologies to external stakeholders through international workshops. Partner organisations integrated these methods into their own training sessions, highlighting the scalable nature of Erasmus+ outputs. One instructor shared, "The exchange of practices enriched our understanding of trauma-informed approaches, which we now apply in our community programmes."
3. **Inclusive educational strategies:** A museum's Erasmus+ project emphasised inclusive adult education strategies. Following study visits, the museum shared its learnings with local cultural institutions, leading to the adoption of more accessible programme designs. As one museum representative noted, "Our hands-on exhibits inspired several local museums to rethink their approach to accessibility and interactive learning."
4. **Sustainability education:** A consultancy's focus on sustainable practices resonated with municipalities and NGOs. Outputs from its project—such as best practices in energy efficiency education—were shared through workshops, enabling local organisations to implement sustainability initiatives tailored to rural communities. One municipality reported, "We applied the methods to enhance our community's awareness of renewable energy solutions."

The combined findings from surveys and case studies demonstrate how Erasmus+ projects encourage the transfer of knowledge, tools, and methodologies to other stakeholders, while also highlighting areas where engagement could be further strengthened, such as support for organisations with limited resources or infrastructure. While not all participating organisations act as hubs of innovation, many play a crucial role in enabling these exchanges. These interactions contribute to:

- **Enhanced professional networks:** Organisations involved in Erasmus+ projects often establish long-term partnerships, amplifying the reach and sustainability of their outputs.
- **Capacity building:** The dissemination of project outcomes equips other organisations with skills and resources to improve their own services.

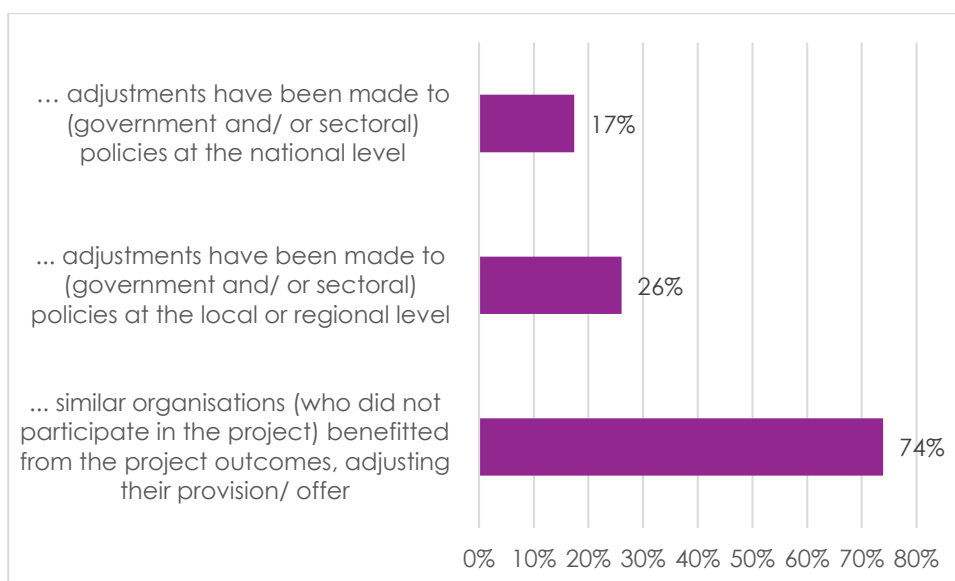
- **Policy influence:** By sharing practices and insights, participating organisations indirectly contribute to shaping regional and sectoral policies.

The Hungarian experience with Erasmus+ demonstrates the programme's potential to promote systemic improvements in adult education through strategic collaboration and knowledge sharing.

7.3 Impact on national, regional and sectoral policies

Erasmus+ has influenced policy frameworks at various levels in Hungary, though the extent and depth of this influence vary. This section examines how the programme has contributed to shaping national, regional, and sectoral policies through the integration of project outcomes, collaboration, and alignment with broader European objectives.

Survey responses and insights from case studies indicate that Erasmus+ has facilitated adjustments in policy at local and regional levels more frequently than at the national level. Approximately 26% of survey respondents agreed that Erasmus+ participation contributed to adjustments in local or regional policies, while only 17.4% observed changes at the national level. These figures underscore the programme's stronger impact on more localised policymaking processes.



16. FIGURE: IMPACT OF ERASMUS+ PARTICIPATION BEYOND THE ORGANISATION: PERCEPTIONS ON POLICY AND SECTORAL ADJUSTMENTS

One example of policy alignment comes from KA2 projects that introduced flexible learning pathways in adult education. These projects, implemented in collaboration with European partners, supported reforms aimed at recognising prior learning and integrating digital and distance learning methods. Such initiatives were consistent with amendments to Hungary's Vocational Education and Training Act and the Adult Education and Training Act.

Similarly, KA1 projects focusing on quality assurance in adult training have informed the development of national strategies. For instance, a training centre involved in the programme enhanced its quality assurance mechanisms, aligning them with legislative efforts to improve the quality of adult education and training in Hungary.

However, challenges remain in translating project-level innovations into broader policy changes, particularly at the national level. Hungary's policy framework for adult education is characterised by centralised decision-making, which can limit the adaptability and implementation of localised or sector-specific initiatives. This dynamic highlights the need for stronger connections between Erasmus+ project outcomes and national policy priorities.

Overall, the integration of Erasmus+ outputs into policy has been most effective when aligned with broader European priorities such as inclusion, digital transformation, and sustainability. While there is evidence of progress, the centralised nature of Hungary's adult education governance presents both opportunities and challenges for further leveraging Erasmus+ as a tool for systemic policy development.

7.4 Conclusions

The evidence presented in this chapter suggests that Erasmus+ has generated visible macro-level effects in Hungary, particularly through inter-organisational collaboration, exchange of practices, and the diffusion of new approaches across participating networks. At the same time, these wider effects remain more limited and less systematically embedded than the meso- and micro-level impacts described in the previous chapters.

Main findings: impact on organisations and networks

Erasmus+ has facilitated meaningful collaboration among adult education organisations and related institutions, supporting the exchange of practices, methods, and project-based innovation. Participating organisations reported strengthened capacities, broader professional networks, and improved ability to engage with international and cross-sectoral cooperation. These wider effects contribute to the circulation of knowledge beyond individual projects and, in some cases, beyond the organisations directly involved.

At the same time, the reach of these effects is uneven. Organisations with stronger initial capacity, wider networks, and greater readiness for international cooperation are better positioned to extend project benefits outward, while smaller or less connected organisations often have more limited diffusion potential.

Main findings: impact on policy and the wider system

The programme's influence on policy is more limited and nuanced than its impact on organisations. The evidence suggests that Erasmus+ projects can inform local practices, municipal initiatives, and the work of specific stakeholder groups, and in some cases, they may contribute indirectly to policy learning. However, the translation of project outcomes into national policy development remains weak and unsystematic.

This indicates that while Erasmus+ can generate valuable grassroots innovation, the channels through which such innovation reaches broader policy frameworks are still underdeveloped in the Hungarian context.

Main stimulating and hampering factors

Macro-level impact is shaped by a combination of enabling and limiting conditions. On the positive side, institutional commitment has been a key enabler. Organisations with strong leadership support for internationalisation and organisational learning are generally better able to leverage Erasmus+ opportunities, maintain partnerships, and disseminate project

outcomes. Projects that are well aligned with existing institutional or policy priorities also appear more likely to gain visibility and traction among stakeholders.

However, resource constraints, such as limited financial and human resources, pose significant challenges for many organisations, preventing them from fully capitalising on the programme's potential. Moreover, the centralised nature of decision-making in Hungary's education system often limits the scalability of local innovations, making it difficult for these projects to impact national policy frameworks. As a result, promising local practices do not automatically translate into wider sectoral uptake or national-level change.

Overall assessment of macro impact

Overall, the Hungarian evidence suggests that Erasmus+ has greater success in generating horizontal influence across networks and peer organisations than vertical influence on the national policy system. Its macro-level added value lies mainly in the spread of ideas, methods, and collaboration practices across institutions, rather than in direct policy transformation.

Concluding synthesis

In conclusion, Erasmus+ contributes to macro-level development in Hungarian adult education, but this contribution is uneven and relatively modest compared with its stronger organisational and individual effects. The programme helps widen professional networks, circulate innovation, and stimulate local or sectoral learning, yet these effects are only partially converted into broader systemic or policy change. The chapter therefore indicates that macro-level impact in Hungary is present but weakly institutionalised: Erasmus+ creates wider influence, but the mechanisms needed to scale and embed that influence remain limited.



CONCLUSIONS AND POLICY POINTERS

8. Support of NA: strengths and challenges

8.1 Key findings

This chapter synthesises the main findings of the Hungarian national report and highlights the principal strengths and challenges of Erasmus+ in the adult education sector. The evidence from the 2021–2027 programme period to date shows that Erasmus+ generates substantial benefits at organisational and individual levels, while wider sectoral and policy-level effects remain more limited and unevenly distributed.

8.1.1 Accessibility and inclusiveness

The Hungarian evidence shows that Erasmus+ plays an important role in widening learning opportunities and supporting inclusion-oriented adult education initiatives. The programme has been particularly valuable for organisations working with disadvantaged groups and for learners with fewer opportunities. Monitoring data from 2022 and 2023 also indicates that adult learner mobility has strong inclusion potential, with participating learners frequently reported as having fewer opportunities or special needs. In addition, 54% of surveyed projects reported a specific focus on disadvantaged groups.

At the same time, accessibility remains uneven. Participation is concentrated among NGOs and foundations, while for-profit providers, which make up a large share of the Hungarian adult education sector, remain underrepresented. Access is also geographically uneven, with Budapest-based organisations participating far more frequently than organisations in smaller towns and rural areas. In practice, participation still favours organisations with stronger administrative capacity, prior international experience, and better-developed networks.

For learners, the main barriers remain language difficulties, financial pressure, family responsibilities, health and accessibility constraints, and lack of confidence in travelling abroad. For organisations, the key barriers are administrative complexity, limited staff capacity, and difficulties in partner finding, especially among newcomers.

8.1.2 Meso-level impact

Erasmus+ has had a strong meso-level impact on participating organisations. The programme has supported internationalisation, improved project management capacities, strengthened strategic cooperation, and encouraged the development of more innovative and inclusive learning offers. Participating organisations reported that project outputs, including curricula, methods, and training modules, were often integrated into their everyday educational practice.

The programme is especially important for NGOs and smaller civil society actors, for whom Erasmus+ often provides access to innovation, professional development, and international cooperation opportunities that domestic funding structures do not easily support. This is reflected in the strong reported dependency on Erasmus+ funding: 64% of organisations stated that their project activities would not have been implemented at all without programme support.

At the same time, the durability of meso-level impact varies across organisations. Smaller organisations and those with fewer internal resources often face difficulties in embedding Erasmus+ results into long-term strategies, dissemination practices, and structured organisational development.

8.1.3 Micro-level impact

At the micro level, Erasmus+ has produced substantial benefits for both staff and adult learners. For staff, participation has strengthened international, intercultural, pedagogical, and communication competences, while also increasing confidence, professional motivation, and openness to innovation. Exposure to international practice has often encouraged more reflective and experimentally oriented educational work.

For adult learners, the programme has supported skills development, confidence-building, broader social horizons, and greater motivation for lifelong learning. Interview and case study evidence suggests that learner mobility can be particularly valuable for adults whose earlier educational experiences were limited, interrupted, or negative. The benefits extend beyond formal learning outcomes and include greater self-assurance, adaptability, intercultural openness, and stronger engagement in further learning or community life.

However, the strength of these benefits remains conditional on preparation, support, accessibility, and participants' starting positions. Micro-level impact is therefore substantial, but not equally easy to access for all groups.

8.1.4 Macro-level impact

Macro-level impact is visible, but more limited than organisational and individual impact. Erasmus+ has facilitated collaboration among institutions, encouraged exchange of practices, and supported the wider circulation of project-based innovation across professional networks. In this sense, the programme contributes to horizontal learning across organisations and sectors.

Its vertical influence on policy is weaker. While Erasmus+ projects may inform local practice, municipal initiatives, or the work of specific stakeholder groups, the translation of project outcomes into national policy development remains limited and unsystematic. The highly centralised nature of governance in Hungarian adult education reduces the likelihood that local innovation will be scaled into broader policy frameworks.

The main challenge at macro level is therefore not the absence of valuable results, but the lack of mechanisms that would consistently connect project-based learning to wider sectoral uptake, policy reflection, and long-term systemic development.

8.2 Policy pointers

The following policy pointers build directly on the findings of this report and focus on how the National Agency, policymakers, and participating organisations can strengthen accessibility, inclusion, and impact in the Hungarian adult education sector.

8.2.1 Increasing accessibility and inclusiveness

- Provide clearer and more accessible entry-point information for newcomer organisations, including concise guidance materials, practical examples, and beginner-oriented support.
- Target outreach more actively toward underrepresented provider types and regions, especially for-profit providers, rural organisations, and smaller local actors with limited prior programme exposure.
- Strengthen mentoring, peer support, and partner-search opportunities for newcomers, including through Transnational Cooperation Activities and facilitated matchmaking formats.
- Improve the accessibility of learner-facing documentation by using clearer language and more user-friendly formats, especially for participants with lower literacy or limited administrative confidence.

8.2.2 Increasing meso-level impact

- Support organisations in embedding project results more systematically into long-term strategies, internal procedures, and dissemination practices.
- Offer targeted non-financial support for organisations with limited human resources, such as administrative coaching, implementation mentoring, and practical management guidance.
- Recognise the role of host organisations and encourage stronger follow-up on how project outputs are integrated into learning offers, organisational development, and partnership structures.
- Encourage management-level engagement so that internationalisation and innovation are treated as strategic organisational priorities rather than isolated project activities.

8.2.3 Increasing micro-level impact

- Provide more flexible support for language preparation, interpretation, and peer-based linguistic assistance, especially for learners with fewer opportunities and participants with limited foreign language confidence.
- Encourage participatory planning of mobility activities so that learners are involved in preparation and feel stronger ownership of the experience.
- Consider support arrangements that better reflect the realities of adult learners' lives, including family responsibilities, health-related needs, and financial constraints linked to participation.
- Strengthen recognition and follow-up of learning outcomes so that the individual benefits of participation are more visible and more durable.

8.2.4 Increasing macro-level impact

- Develop more structured mechanisms for harvesting and synthesising project results in ways that are useful for sector development and policy reflection.
- Strengthen links between project outcomes and national policy discussions, especially in areas such as inclusion, digital skills, community learning, and adult learner mobility.
- Promote regular thematic dissemination formats that connect beneficiaries, policymakers, and sector stakeholders around emerging lessons from Erasmus+ projects.
- Support better monitoring of broader outcomes, including organisational learning, inclusion effects, and learner-level soft outcomes that are often not captured by output-oriented systems alone.

8.3 Future research and monitoring needs

To strengthen future impact monitoring in Hungary, three areas deserve particular attention.

1. Tracking non-participation more systematically.

Further research is needed on the barriers that prevent underrepresented organisations, including rural actors and for-profit providers, from engaging with Erasmus+.

2. Longitudinal monitoring of learner outcomes.

Future monitoring should pay greater attention to the longer-term effects of participation on learners with fewer opportunities, including confidence, social participation, further learning, and, where relevant, labour market trajectories.

3. Review of digital and administrative accessibility.

A more systematic review is needed of the accessibility of programme tools, reporting systems, and learner-facing documentation for users with limited digital or literacy competencies.



Annexes



Annex 1: Individual case study reports

1. Case Study: Strengthening Digital and Pedagogical Skills in Adult Corporate Education via Erasmus+

Antener Oktatásszervező Ltd. (KA1 and KA2)

1. General characteristics of the organisation

Antener Oktatásszervező Ltd. is a Hungary-based educational organisation with a strong focus on adult education, particularly in corporate training. Initially concentrating on language training for corporate clients, the organisation has since expanded its services to cater to individual learners seeking to enhance their language skills.

The organisation's core offerings include:

- Corporate and language training for companies and private individuals.
- Trainer and coach training programmes, which are among the flagship services provided by Antener, meeting the demand for professional development in both corporate and personal coaching contexts.

The company's primary serves are adult learners who aim to acquire new skills or enhance existing competencies, especially in digital literacy, intercultural communication, and vocational training as well as professionals and educators in adult education who benefit from Antener's professional development programmes and training resources.

Key Activities and Approach

Antener Oktatásszervező Ltd. is committed to:

- Developing and implementing educational programmes that cater to both local and international needs, focusing on digital education, skill development, and mobility opportunities for adults.
- Fostering international partnerships and collaborations through Erasmus+ projects, enhancing its curriculum with global best practices.
- Applying innovative teaching methodologies tailored to adult learning, including blended learning models, digital tools, and experiential learning techniques.

Through its involvement in both Erasmus+ Key Action 1 (KA1) mobility projects and Key Action 2 (KA2) cooperation among organisations and institutions, the organisation has developed a strong network of European partners and established itself as a key contributor to adult education development in Hungary. This dual focus allows the organisation to address both the professional and personal growth of its learners, equipping them with skills relevant to the modern job market and fostering a culture of lifelong learning.

Interview Details

To gain insight into Antener Oktatásszervező Ltd.'s project experiences, two levels of interviews were conducted for this case study. Interviews on an institutional level involved both the company manager and the leader of the Erasmus+ KA1 mobility projects. Additionally, a second set of interviews was held with one employee engaged in both KA1 and KA2

(partnership) projects and another employee involved specifically in mobility (KA1) projects. In total, four individuals were interviewed across these two sessions.

2. Experience with Erasmus+, challenges addressed, and outputs created

Antener Oktatásszervező Ltd. has built substantial experience in Erasmus+ projects, beginning with Key Action 1 (KA1) mobility initiatives in 2016 and later expanding into Key Action 2 (KA2) cooperation among organisations and institutions. Through its involvement in Erasmus+, the organisation has successfully tackled specific challenges in adult education, developed innovative educational tools, and contributed to lifelong learning.

Challenges addressed

- **Enhancing Trainer Skills in Modern Pedagogy and Digital Competence:** One of the primary challenges Antener faced was ensuring that trainers had the necessary skills in digital pedagogy and blended learning methodologies. Erasmus+ projects supported the organisation in building these competencies, allowing trainers to meet the evolving demands of adult learners, especially in a digital context.
- **Strengthening International Partnerships for Knowledge Exchange:** Antener sought to build sustainable, long-term partnerships to facilitate knowledge-sharing and continuous development. Erasmus+ KA2 cooperation among organisations and institutions allowed Antener to engage with other educational providers across Europe, thereby gaining insights into best practices and incorporating new techniques into their adult education programmes.

"Erasmus+ allowed us to learn from our European partners, bringing their best practices back to our programmes."

Outputs created

Through Erasmus+, Antener Oktatásszervező Ltd. produced several key outputs that enriched its educational offerings:

- **Training Modules and Curricula:** As part of both KA1 and KA2 projects, Antener developed training curricula focused on language skills, coaching techniques, and vocational competencies, tailored to the needs of both corporate clients and individual learners.
- **Digital Learning Resources:** The Erasmus+ projects enabled Antener to incorporate digital resources, including online courses and interactive tools, to support flexible learning options for adult students.
- **Professional Development Programmes for Trainers:** Antener launched programmes aimed at enhancing trainers' digital and coaching skills, ensuring the organisation's staff could deliver effective, high-quality education in line with contemporary standards.

By addressing these challenges and developing tailored outputs, Antener Oktatásszervező Ltd. has been able to enhance its trainers' digital and pedagogical skills, strengthen its curriculum for corporate and individual learners, and establish valuable partnerships with European institutions. These developments have allowed the organisation to expand its

educational offerings and improve service quality in line with evolving adult education standards.

3. Impact at organisation, staff and learners' level

Impact on the organisation

Through its engagement with Erasmus+ projects, Antener Oktatásszervező Ltd. has observed significant growth at an organisational level. One of the most notable impacts has been the development of a dedicated internal management system. Initially, the organisation used basic Excel sheets to manage operations, but as the scope and complexity of Erasmus+ projects increased, this approach proved insufficient. To meet the complex planning and organisational needs of Erasmus+ projects, Antener developed its own enterprise management system, which has since become integral to its operational efficiency.

Additionally, the experience gained from both KA1 and KA2 projects has helped the organisation develop a more structured approach to international cooperation, creating a sustainable model for future collaborations. This involvement has strengthened Antener's reputation as a competent provider of adult education, especially in the fields of language training and professional development. Furthermore, the organisation has enhanced its digital capabilities, adopting new tools and methodologies that support both in-person and virtual learning environments.

Impact on staff

For the staff, especially trainers and educators, the Erasmus+ projects have brought notable benefits. Trainers have had the opportunity to improve their digital skills, adapting to blended learning and online training formats essential for modern adult education. Participation in KA2 cooperation among organisations and institutions has also exposed staff members to a diverse range of teaching methodologies and pedagogical approaches. This exposure has enriched their professional skill set, boosting both their teaching effectiveness and confidence in handling varied learner needs.

Impact on learners

Learners have benefited directly from the improvements in training quality and access to new learning resources. The integration of digital tools and flexible learning models has made it easier for adult learners to participate in courses that fit their schedules and learning preferences. Moreover, the updated curricula and enhanced language training options have contributed to greater learner satisfaction, equipping them with relevant skills for both professional and personal advancement. Learners involved in mobility projects reported increased intercultural awareness and personal growth, which have positively impacted their career opportunities and life perspectives.

4. Wider impact (other organisations and policy level)

Antener Oktatásszervező Ltd.'s participation in Erasmus+ projects has influenced other adult education providers and contributed indirectly to discussions on best practices within Hungary's adult education network. However, the journey has also highlighted challenges

that may inform further improvements in adult education collaborations and policy considerations.

Through its collaborations in Erasmus+ KA2 cooperation among organisations and institutions, Antener has shared digital tools and blended learning approaches with partner institutions, sparking interest in adopting similar methods. One partner organisation shared, *"We found practical ways to incorporate technology in our adult education through collaboration with Antener."* However, Antener also noted that adapting these approaches requires significant resources and ongoing support, which can be a barrier for some institutions. The variability in digital readiness among partners highlighted the challenge of creating uniform progress across different organisations.

Antener's experiences in Erasmus+ have raised awareness of the importance of international cooperation and digital adaptation in adult education, although resource limitations and varying institutional capacities present ongoing challenges. While Antener's representatives have shared insights at conferences and workshops – emphasizing adaptability and digital competence – these exchanges have also revealed gaps in support structures for adult education providers. As an Antener representative noted, *"Our work with Erasmus+ has shown us the importance of digital competence, but implementing it consistently requires more support than is currently available."*

5. Added value of Erasmus+

The Erasmus+ programme has brought substantial added value to Antener Oktatásszervező Ltd., contributing to both organisational growth and the professional development of its staff and learners. While the benefits are evident, the journey has also highlighted areas where additional resources and support could enhance the programme's impact.

Enhanced digital and pedagogical competencies

One of the key benefits for Antener has been the opportunity to enhance digital and pedagogical competencies among staff members. Participation in Erasmus+ projects provided training resources and exposure to new methodologies that have strengthened the team's ability to deliver modern, blended learning solutions. A staff member reflected, *"Our involvement in Erasmus+ pushed us to step up our digital capabilities, which has become essential in today's educational landscape."* However, integrating these competencies has required time and adaptation, particularly for trainers less familiar with digital tools, which remains an ongoing process.

Strengthened market position and organisational prestige

The Erasmus+ programme has also enhanced Antener's market reputation and credibility. As the management noted, *"Without Erasmus+, we would lack the innovative foundation that drives our growth. Our company's position in the market is largely shaped by Erasmus+."* The organisation's success with Erasmus+ has inspired others to apply for funding opportunities, helping to spread awareness of Erasmus+ benefits within the local education sector. As one manager explained, *"We are carrying the good name of Erasmus+ forward. Others have pursued Erasmus+ funding after seeing our results."*

Improved organisational capacity for project management

Managing complex Erasmus+ projects led Antener to develop a tailored enterprise management system to handle project requirements effectively. This system, influenced by the programme's organisational demands, has since become an integral part of their operations. A team member explained, *"The Erasmus+ projects showed us the need for a robust management approach; Excel sheets alone couldn't handle the complexity anymore."* While this development improved internal efficiency, the initial setup required a significant investment of time and resources.

6. Success and fail factors

The Erasmus+ projects undertaken by Antener Oktatásszervező Ltd. have yielded valuable lessons, highlighting both the success factors that drove the projects forward and the obstacles that presented challenges.

Strong Organisational Commitment to Innovation: A key element of Antener's success has been its dedication to continually evolving and adapting its training methodologies. As one staff member noted, *"Our commitment to staying current with educational trends is what makes these projects successful."* This openness to innovation has allowed Antener to integrate new digital tools and teaching methods effectively, benefiting both staff and learners.

Effective Partnership and Knowledge Sharing: Antener's success in Erasmus+ KA2 projects was bolstered by strong collaboration with international partners. This cooperation allowed the organisation to learn from other institutions, gaining insights that were essential for refining their adult education programmes. One team member commented, *"The knowledge we gained from our European partners was invaluable; it opened up new perspectives on adult education."*

Adaptability and Resourcefulness in Project Management: The flexibility to develop a tailored project management system was crucial in managing Erasmus+ projects effectively. By moving beyond simple tools like Excel, Antener could better track and organise complex project elements, ensuring smoother execution. *"Creating our own management system was a game-changer for handling project demands,"* shared an administrator.

While Erasmus+ has supported Antener Oktatásszervező Ltd. in achieving significant advancements, certain challenges have persisted. Implementing new digital skills across the organisation has required substantial time and resources, as some trainers, particularly those less familiar with digital tools, needed additional support to adapt effectively. *"It was challenging to bring everyone up to speed with digital tools – some needed more support than we initially anticipated,"* commented a project leader, reflecting on the ongoing process of digital integration.

7. Need for additional support strengthening the impact of the programme

To fully capitalise on Erasmus+ opportunities, Antener Oktatásszervező Ltd. has identified areas where additional support could enhance the programme's impact, both for their organisation and the broader adult education sector. A key area highlighted was the need

for a centralised course catalogue to the structured catalogue used in previous programmes, such as Grundtvig and Comenius. This catalogue allowed course providers to submit detailed descriptions with quality assurance measures, offering both organisers and participants a clear overview of accredited courses. As a manager commented, "A centralised, quality-assured course catalogue would act as a reliable filter for course providers and sending organisations alike." Reintroducing such a system would help increase transparency and ensure consistent quality across Erasmus+ training offerings.

Further, Antener expressed the need for improved partner-seeking mechanisms that facilitate meaningful connections among institutions. Current partner-finding seminars, often embedded in broader thematic training (e.g., design thinking), can lack adequate time and space for networking, which limits opportunities for institutions to establish practical partnerships.

Additionally, increased resources dedicated to ongoing digital skill-building for trainers remain essential. While Erasmus+ has facilitated initial digital skill development, continued funding and targeted support are necessary to ensure all trainers can confidently integrate digital tools and methodologies in their teaching.

2. Case Study: Empowering Social Services through Erasmus+: The Case of BMSZKI's Innovative Homeless Support Initiatives

Budapesti Módszertani Szociális Központ és Intézményei / BMSZKI (KA1)

1. General characteristics of the organisation

The Budapesti Módszertani Szociális Központ és Intézményei (BMSZKI) is the largest homeless service provider in Budapest, operating under the Budapest Municipal Government. Since its founding in 1993, the organisation has continuously expanded to meet the needs of homeless individuals, becoming one of the most extensive social service providers in Central Europe. BMSZKI's services include various shelters, transitional housing, family crisis homes, and specialised medical services, all staffed by trained social workers and professionals dedicated to providing dignified, needs-based support.

In recent years, BMSZKI has actively participated in Erasmus+ projects to enhance its services and exchange innovative practices in social work, client engagement, and community-building. The organisation has worked to integrate international insights into its support programmes, particularly focusing on housing and social reintegration for homeless individuals.

Interview details

To gain insights into BMSZKI's experience with Erasmus+, two interviews were conducted. The managerial interview included the Erasmus+ Project Coordinator at BMSZKI and the Head of International Relations. The staff interview involved two participants—the General Manager and the Professional Director of the Homeless Care Institution—both of whom directly participated in Erasmus+ project activities and travelled abroad as part of the mobility component.

2. Experience with Erasmus+, challenges addressed, and outputs created

BMSZKI has a longstanding history of engaging with international programmes, beginning approximately 20 years ago with their first successful application to the Leonardo programme. Since then, the organisation has consistently pursued international funding opportunities, evolving its approach to incorporate group mobilities and participation in professional conferences. Currently, three staff members are dedicated to coordinating BMSZKI's international projects.

Before Erasmus+ mobilities became available, BMSZKI's staff gained international exposure through events organised by FEANTSA, the European Federation of National Organisations Working with the Homeless. Around 2005, they began actively participating in international projects, which paved the way for ongoing collaboration under Erasmus+.

Two recent Erasmus+ projects highlight BMSZKI's commitment to knowledge exchange and service enhancement:

- "Off the Streets" (2019–2021): This project introduced BMSZKI staff to innovative housing solutions from seven partner countries, enabling them to observe best practices in housing and reintegration support during 3-4 day group study visits. Additionally, training sessions, including international conference participation, allowed 18 staff members to gain insights into varied approaches for addressing homelessness.
- "Látni és Láttatni" (2020–2022): In this project, 25 staff members from four BMSZKI institutions participated in 2-3 day international exchange programmes with partners in Poland, the Czech Republic, Italy, and Slovenia. These exchanges focused on client engagement and community-building, providing staff with new methods to enhance client participation and community involvement within support programmes.

Challenges addressed

Through both projects, BMSZKI addressed core challenges in homeless support services. Staff noted the need to tailor services to a diverse client base with complex social and health needs, highlighting the importance of building trust and ensuring effective client engagement. Additionally, the organisation faces ongoing challenges in fostering sustainable reintegration for clients, which requires adapting insights from international models to local service environments.

Outputs created

BMSZKI's Erasmus+ projects have resulted in several significant outputs that contribute to the organisation's mission and service quality:

- Professional Development Programmes: Insights gained from international exposure have informed the development of new training modules for BMSZKI staff. These modules emphasise client engagement, community-building, and innovative housing solutions and have been integrated into BMSZKI's standard training programme.
- Adapted Service Models: Drawing on best practices observed abroad, BMSZKI has adjusted certain service models in shelters and transitional housing to better meet the needs of its client base.
- Knowledge Sharing and Dissemination: Staff who participated in Erasmus+ projects have compiled reports and conducted internal workshops to share their findings, extending the benefits of these projects across the organisation.

3. Impact at organisation, staff and learners' level

BMSZKI's participation in Erasmus+ projects has contributed valuable insights and improvements across various levels, positively influencing the organisation and its staff.

Organisational impact

Through Erasmus+ collaborations, BMSZKI has expanded its service approach by integrating techniques observed in partner organisations across Europe. Notably, BMSZKI has incorporated the practice of peer support, which they observed in their Erasmus+ exchanges, into their own service models. This method strengthens the supportive network available to homeless individuals by involving peers with shared experiences in the service process.

Additionally, Erasmus+ experiences informed BMSZKI's own homeless support strategy, which includes significant reliance on insights gained through the projects, such as expanding low-threshold services. These developments align BMSZKI's services more closely with the diverse needs of its clients and have supported the organisation's growth in terms of service quality and responsiveness.

Impact on staff

For staff members, Erasmus+ projects have been valuable for professional development, allowing them to gain experience in community-building and client engagement strategies. The projects enabled staff to acquire new skills, such as peer support facilitation, which they now apply in their daily work. This skill enhancement has helped them address the complex challenges associated with working with homeless populations.

Exposure to varied methodologies and successful practices from abroad has fostered a renewed sense of motivation among staff, encouraging them to introduce innovative programmes and approaches within BMSZKI. The collaborative aspect of Erasmus+ exchanges also strengthened team cohesion and promoted a positive, supportive work environment.

Impact on clients

While clients were not directly involved in Erasmus+ activities, they benefit from the enhanced service quality resulting from these projects. Staff have transferred the knowledge gained from Erasmus+ to their interactions with clients, especially in client engagement and skill development. The adoption of peer support and expanded low-threshold services encourages clients to take a more active role in their support process, helping to foster dignity and self-determination among the individuals served by BMSZKI.

4. Wider impact (other organisations and policy level)

BMSZKI's involvement in Erasmus+ projects has led to notable wider impacts, particularly through knowledge-sharing initiatives and contributions to policy discussions within the Hungarian social services sector. By sharing insights and practices gained from Erasmus+ exchanges, BMSZKI has encouraged other social service providers to consider new, client-focused approaches, such as peer support and low-threshold services. This openness to sharing has helped promote a culture of innovation and collaboration in homeless support services across Hungary.

On an international policy level, BMSZKI's influence has grown due to the active involvement of its staff member in FEANTSA (the European Federation of National Organisations Working with the Homeless). Recently appointed as a member of FEANTSA's Administrative Council, this representative plays a leadership role within the organisation, advocating for the importance of EU funding and international cooperation in the field of homelessness. Through this position, BMSZKI can communicate its experiences and project outcomes on an international platform, contributing insights that can shape future EU policy and funding priorities.

Given the limited availability of national funding for development in the homeless support sector, BMSZKI's involvement in Erasmus+ projects has underscored the importance of EU

resources for social service innovation. Their active role in sharing project findings through FEANTSA demonstrates the significant role Erasmus+ can play in facilitating impactful, cross-border policy discussions.

5. Added value of Erasmus+

For BMSZKI, Erasmus+ has provided substantial added value by facilitating international collaboration and enabling the organisation to expand its service offerings and professional development in ways that would have been challenging through national resources alone. Erasmus+ has introduced BMSZKI staff to diverse approaches and methodologies from European partners, which they have adapted to fit the unique needs of their client base in Hungary.

One of the most valuable aspects of Erasmus+ has been the opportunity for BMSZKI staff to observe and adopt effective practices directly from international colleagues. Exposure to innovative methods in areas like community-building, peer support, and low-threshold services has helped staff enhance the inclusivity and quality of their support for homeless individuals.

The programme has also contributed to a stronger sense of cooperation, empathy, and holistic thinking among BMSZKI staff. Working closely together during the Erasmus+ mobilities fostered stronger internal relationships within the organisation, creating valuable connections across different roles and departments. Staff members noted that this experience strengthened their sense of community within BMSZKI, building lasting professional networks and a culture of collaboration in an organisation of considerable size.

Erasmus+ projects have also inspired BMSZKI staff to embrace a holistic approach, emphasizing the importance of addressing clients' needs in a comprehensive manner. Through exposure to client-centred practices abroad, staff have gained practical insights that they can directly apply in their work, contributing to an environment of ongoing learning and innovation.

As highlighted by BMSZKI's management, Erasmus+ has also increased the organisation's visibility and reputation within the social services field. Through active participation in Erasmus+ and a growing role in networks like FEANTSA, BMSZKI has become a respected contributor to international conversations on homelessness and social support.

6. Success and fail factors

The Erasmus+ projects were met with several factors that contributed to their success as well as some challenges along the way.

One of the primary success factors was the motivation and enthusiasm of the team members. According to the management, having a well-coordinated and cohesive team with specific expertise areas allowed for efficient project implementation, minimizing internal challenges and maximizing the project's impact. The supportive stance of the organisation's management also played a key role, as they encouraged participation in international collaborations and invested resources to ensure project sustainability.

Another significant success factor was the collegial atmosphere created by the international partners. As one participant noted, *“Abroad, we were treated not as guests but as colleagues, with openness and genuine knowledge sharing.”* The sense of true partnership was highlighted by BMSZKI staff, who valued that the foreign experts shared not only their successes but also their challenges, providing an honest and balanced view that went beyond a “promotional” partnership.

Challenges encountered included the language barrier, which required adaptability and patience from participants. Communicating across languages sometimes slowed the process, but team members were committed to overcoming this limitation. Another notable challenge was related to administrative requirements, particularly in terms of detailed reporting and documentation. While these were new and required extensive time and effort, participants acknowledged that the thorough documentation process provided useful references for future projects.

7. Need for additional support strengthening the impact of the programme

While BMSZKI greatly values the Erasmus+ programme and recognises its substantial benefits, several areas of support could further enhance the impact and accessibility of the programme for participants.

Firstly, BMSZKI staff noted the need for broader funding availability, particularly for KA2 projects, where competition is high, limiting partnership opportunities. Increased funding would help ensure a more inclusive programme, enabling a broader range of partnerships and richer exchange experiences.

In addition, streamlining the administrative requirements would help alleviate the burden on staff. While the organisation can manage the documentation process, the team expressed that financial reporting requirements, especially for strategic partnerships, can be demanding. Simplifying these requirements or providing clearer guidelines throughout the process would improve efficiency and reduce administrative strain.

The team also highlighted capacity limitations as a challenge, as project preparation often competes with daily responsibilities. While manageable, balancing these demands requires careful planning, and additional clarity on application timelines could further ease this burden.

Finding suitable partners has also posed challenges, particularly due to language barriers and logistical limitations. Although BMSZKI benefits from its affiliation with European networks, a more structured system for locating and connecting with vetted partners would make the process smoother and expand collaboration possibilities.

Despite these areas for improvement, BMSZKI's team expressed great enthusiasm for Erasmus+ and actively promotes it within Hungary's social sector. As one staff member shared, *“We are very enthusiastic – recently we even participated in Erasmus Days. In a way, we act as Erasmus+ ambassadors in the Hungarian social sector.”* Another noted, *“Working with the team at Tempus is excellent; they are flexible, solution-oriented, and supportive.”* These positive experiences underscore Erasmus+'s essential role in advancing BMSZKI's mission and fostering innovation in Hungary's social services.

3. Case Study: Broadening Horizons in Adult Education

Magyar Műszaki és Közlekedési Múzeum (KA1)

1. General characteristics of the organisation

Magyar Műszaki és Közlekedési Múzeum (the Hungarian Museum of Science, Technology, and Transport) is a longstanding institution founded in 1899, recognised as one of the oldest transportation and technology museums in Europe. This national museum has a large organisational structure, managing around 80 locations throughout Hungary, which include regional branches, exhibits, and technical heritage sites. Its wide reach allows the museum to present a comprehensive view of Hungary's scientific, industrial, and transportation heritage.

The museum operates under a broad mandate, engaging in:

- **Educational and Knowledge-Transfer Programmes:** With a focus on both historical and contemporary technology, the museum offers educational programmes and materials. It serves as a research and resource hub, with an extensive library and archival collection providing primary sources for technical and transportation sciences.
- **Public Exhibitions and Outreach:** Exhibitions span across multiple sites and cover diverse topics such as transportation history, metallurgy, and Hungary's achievements in chemistry and electrical engineering. The museum's programmes aim to bring historical knowledge into a modern context, emphasizing sustainability and social responsibility.
- **Cultural and Community Engagement:** The museum develops programmes aimed at raising public awareness of Hungary's technical contributions and the societal impacts of technological advancements. A significant area of focus includes engaging groups with special needs, such as adults with dementia. Through partnerships with specialised institutions and insights gained from international collaborations, the museum is enhancing its capacity to provide inclusive and supportive programming. These efforts, along with broader outreach initiatives tailored for family and school groups, reflect the museum's dedication to accessible and relevant educational experiences.

The museum's commitment to education and public engagement aligns with its active participation in the Erasmus+ KA1 mobility project, which was launched to support the professional development of its educational staff. The project titled "SZABAD UTAKON" ("On Free Roads") enabled museum educators to participate in study visits to institutions in Denmark and Poland. These visits were designed to help staff gain insights into adult education programmes that emphasise community engagement and the preservation of industrial heritage. Through this Erasmus+ project, the museum aimed to strengthen its adult learning programmes and apply new methods across its exhibits and member institutions.

Interview details

To understand the project's impact, two levels of interviews were conducted. The managerial interview was held with the department head during the Erasmus+ KA1 project implementation. A second interview was conducted with the current department head and

a museum educator focused on adult education knowledge transfer. Both educators participated in the mobility activities.

2. Experience with Erasmus+, challenges addressed, and outputs created

The Magyar Műszaki és Közlekedési Múzeum has gradually built its relationship with the Erasmus+ programme, first engaging with it in 2019. This ongoing involvement aligns with the museum's commitment to expanding its educational outreach and enhancing adult learning within the cultural heritage sector. Through its participation in the Erasmus+ KA1 mobility project, titled "SZABAD UTAKON" ("On Free Roads"), the museum aimed to enhance staff skills and develop more inclusive programmes for diverse audiences.

Challenges addressed

- **Developing Inclusive Learning Programmes:** The Erasmus+ project addressed the need for more inclusive learning opportunities, especially for adults with special needs. To tackle this, museum educators sought insights from their international partners on adapting educational approaches to create supportive learning environments, ensuring accessibility for a wider range of adult learners.
- **Engaging Local Communities through Partnerships:** The museum recognised a need to strengthen its partnerships with local communities and cultural organisations. Through the Erasmus+ project, staff gained exposure to community engagement practices in Denmark and Poland, where museums actively collaborate with local organisations to support lifelong learning. This experience has informed the museum's approach to fostering similar partnerships in Hungary.
- **Enhancing Adult Education Skills for Museum Educators:** The project also focused on enhancing the teaching skills of museum educators to better serve adult learners. By participating in study visits, staff were exposed to effective adult education methodologies, particularly in interactive and hands-on learning. A museum educator noted, "We've gained insights into more effective ways to engage adults in learning by observing how our partner institutions implement inclusive methods."

Outputs created

- **New Pedagogical Approaches and Adult Education Methods:** The museum has incorporated innovative adult education methods into its programmes. Inspired by practices observed during mobility visits, museum educators have adapted content to accommodate different learning styles, with a focus on inclusivity.
- **Enhanced Museum Programmes for Community Engagement:** The Erasmus+ project supported the development of new programme offerings tailored to community needs. These expanded exhibitions and educational events aim to make the museum more accessible and relevant to local communities, particularly underserved groups.
- **Staff Development in International and Adult Education Practices:** The project contributed significantly to professional development, equipping museum educators with skills in adult education and international best practices. This training has enhanced the museum's capacity to create engaging educational experiences specifically designed for adult learners.

Through these initiatives, the museum has expanded its impact in adult education, ensuring its programmes are both inclusive and responsive to community needs.

3. Impact at organisation, staff and learners' level

Impact on the organisation

The Erasmus+ KA1 mobility project has strengthened the museum's capacity in adult education and community engagement. Exposure to international practices has enhanced the museum's ability to participate in institutional and national discussions with greater authority, frequently referencing international examples to support best practices. Additionally, the project has enriched the museum's pedagogical approaches and expanded its commitment to social inclusion, embedding these values into future strategies.

Impact on staff

The Erasmus+ project provided significant professional development opportunities for museum educators, particularly those involved in adult education and knowledge transfer. Through study visits, educators gained exposure to new methodologies that emphasised interactive and inclusive learning. A museum educator described the impact, stating, *"These experiences helped us adapt our approaches to better engage adults, particularly through hands-on activities that foster a connection with our exhibits."* The project fostered a shift in staff perspectives, encouraging a more inclusive approach to adult education, especially for groups with specific learning needs.

Impact on learners

Learners have directly benefited from the improvements made to the museum's educational programmes. The integration of inclusive teaching methods has enabled a more welcoming environment for adults, including those from underserved communities and individuals with special needs. Participants in the museum's adult education programmes reported increased satisfaction, citing the relevance and accessibility of the content as key factors. For many adult learners, the enhanced museum programmes have provided a meaningful avenue for personal growth, allowing them to engage more deeply with Hungary's cultural and technological heritage.

4. Wider impact (other organisations and policy level)

The Erasmus+ project has indirectly supported the museum in contributing to the wider field of adult education within the Hungarian cultural sector. Through the international experience gained, the museum has been able to share insights and reference international examples during professional discussions at both institutional and broader levels. This capability has allowed the museum to introduce ideas around inclusive and community-centred adult education, influencing conversations and collaborative approaches within Hungary's museum and cultural education sectors.

5. Added value of Erasmus+

According to the interviewees the Erasmus+ KA1 mobility project has provided significant added value to the Magyar Műszaki és Közlekedési Múzeum, enhancing both institutional capabilities and the professional growth of its staff.

Enhanced professional skills and inclusive education practices

Through Erasmus+, museum educators gained valuable insights into adult education practices, particularly those focused on inclusive learning. They observed methods for designing programmes tailored for groups with specific needs, such as visually impaired individuals or those with dementia. One participant remarked, “*We now approach adult learning with a more adaptable and inclusive mindset.*” These insights are actively being integrated into the museum's own programmes, reinforcing its commitment to accessibility and social inclusion.

Strengthened team dynamics and staff engagement

The project also served as a break from the daily routine for participants, creating a team-building experience that strengthened collaboration among colleagues. This positive outcome has encouraged interest among other staff members, who now wish to participate in future Erasmus+ opportunities. The project demonstrated the benefits of stepping out of everyday work to gain fresh perspectives, which has boosted overall staff morale and engagement.

Recognition and credibility in professional circles

Participation in Erasmus+ has elevated the museum's credibility within both Hungarian and international cultural education circles. The experience has allowed museum representatives to reference concrete international examples in professional discussions, enriching the institution's contributions. Recently, a museum in Finland contacted the museum, expressing interest in visiting and learning from its Erasmus+ projects, highlighting the museum's growing recognition due to its active participation in the programme.

6. Success and fail factors

The Erasmus+ KA1 project provided the Magyar Műszaki és Közlekedési Múzeum with valuable experiences, highlighting both effective elements and challenges faced during implementation.

Success factors

Knowledge Transfer and Practical Insights from International Partners: The project's mobility activities allowed museum staff to observe inclusive teaching methods and best practices for engaging adults with specific needs, such as visually impaired individuals and those with dementia. These insights were directly applicable to the museum's educational programmes, enriching its approach to accessibility and inclusivity.

Focused Team Selection: By selecting a specific team working within a dedicated field, the museum ensured that the knowledge gained was relevant and could be effectively

implemented. This targeted approach facilitated the integration of new practices and strengthened the potential for long-term institutional benefits.

Enhanced Staff Morale and Team Dynamics: The opportunity to step away from everyday routines and participate in an international setting had a team-building effect, strengthening collaboration and morale among the participating staff members. This experience has generated interest among other employees, who have expressed a desire to engage in future Erasmus+ projects.

Fail factors

Challenges in Adapting International Practices to Local Contexts: While international examples provided valuable insights, certain methods needed to be tailored to meet the specific needs of the museum's audience and operational framework, requiring additional adjustments and time.

Extended Project Timeline and Partner Challenges: The project took longer than initially planned due to staff changes and capacity limitations among foreign partners. These unforeseen factors required extra time for coordination and impacted the overall schedule.

Administrative Reporting Demands: The detailed reporting requirements presented a challenge, as the level of detail needed was new to the team. However, the meticulous documentation ultimately proved beneficial, creating a repository of notes that could be referenced for future projects.

7. Need for additional support strengthening the impact of the programme

The museum's leadership suggested that greater flexibility in mobility durations and scheduling could enhance the effectiveness of Erasmus+ for cultural institutions. Adjusting the programme to allow more adaptable timelines would enable organisations to better integrate Erasmus+ experiences into their unique project schedules and capacity constraints, ultimately improving the implementation and sustainability of new practices gained through international collaboration.

Overall, both the management and participating professionals at the Magyar Műszaki és Közlekedési Múzeum view Erasmus+ as an invaluable opportunity that has greatly benefited their institution. The museum's leadership expressed heartfelt appreciation, stating, "*I can only be grateful for this opportunity*" and actively promotes Erasmus+ across various forums to encourage broader participation and awareness within the cultural sector.

4. Case Study: Empowering Change in Parenting Support

Kapcsolódó Nevelés Egyesület (KA1)

1. General characteristics of the organisation

Kapcsolódó Nevelés Egyesület is a Hungarian association dedicated to promoting positive parenting practices. Since its establishment in 2015, the association has been committed to fostering deep, loving connections between parents, educators, and children through a unique, practical approach based on the Hand in Hand Parenting methodology. With a vision of a world where parenting is respected, valued, and supported, Kapcsolódó Nevelés works to create a peaceful, sustainable society where meaningful human relationships form the foundation of everyday life.

The association operates across Hungary, offering workshops, classes, and support both in person and online. With a network of 16 certified instructors and thousands of participants reached annually, Kapcsolódó Nevelés has made a significant impact on families, professionals, and communities. The organisation's activities span over 40 cities in Hungary and internationally, delivering workshops, articles, and online resources aimed at making parenting both more joyful and less burdensome. Their work reaches tens of thousands of parents, providing tools and guidance to help families cultivate stronger, more resilient relationships.

Interview details

For the case study the two sets of interviews were conducted, as follows: the first interview involved a senior board member who also serves as the Erasmus+ project coordinator, providing insights into the organisation's strategic vision and Erasmus+ coordination. The second interview included two educators: one certified instructor and one instructor-in-training, both of whom participated directly in Erasmus+ activities and offered perspectives on practical project implementation and individual impact.

2. Experience with Erasmus+, challenges addressed, and outputs created

Kapcsolódó Nevelés Egyesület achieved accreditation under the Erasmus+ programme for adult education in 2020, which has allowed them to participate continuously in Erasmus+ activities from 2021 to 2027. This opportunity has enabled the association to address specific organisational needs and challenges. By leveraging Erasmus+ support, Kapcsolódó Nevelés has been able to share its unique parenting education methodology internationally while enriching its own teaching practices with diverse insights from abroad.

Challenges addressed

The organisation's engagement in Erasmus+ has been driven by several core needs:

- **Enhancing Instructor Competency:** With a growing demand for their parenting support programmes, the association needed to expand its educators' skills. Erasmus+ provided access to specialised training that addressed gaps in trauma-awareness, embodied facilitation, and modern pedagogical approaches, all of which support

Kapcsolódó Nevelés in delivering high-quality programmes for parents and educators.

- **Increasing Cultural Adaptability:** Working with Hungarian-speaking communities in the neighbouring countries and international audiences presented a need for adaptable teaching methods. Erasmus+ collaborations allowed them to observe and incorporate strategies from other cultural contexts, enabling their instructors to adjust their teaching approaches to meet diverse needs more effectively.
- **Expanding Partnerships and Outreach:** The organisation sought to strengthen its network within Europe and beyond, facilitating knowledge exchange and best practices in positive parenting. This goal aligned well with Erasmus+, which enabled them to establish new partnerships and reach audiences across several countries, including Romania, Greece, and beyond.

Outputs created

The Erasmus+ projects have enabled Kapcsolódó Nevelés Egyesület to produce a range of outputs that have enhanced their programme offerings:

- **Workshops and Toolkits:** They developed new workshops and resources integrating methodologies such as embodied facilitation and trauma-informed practices. These were used both in Hungary and internationally, directly benefiting over 700 parents.
- **Instructor Training Modules:** Insights gained from Erasmus+ were incorporated into their instructor training modules, improving the overall quality and scope of training provided to new educators.
- **Expanded Community Engagement:** The association organised impactful events, including sessions led by an international expert, strengthening their educational reach and fostering new connections with parenting organisations abroad.

3. Impact at organisation, staff and learners' level

The Erasmus+ programme has had a profound impact on Kapcsolódó Nevelés Egyesület across organisational, staff, and learner levels.

At the **organisational level**, Erasmus+ facilitated the association's expansion of international connections and enriched their curriculum with diverse methodologies, including trauma-awareness and embodied facilitation techniques. These approaches align with the association's mission of promoting positive parenting and cooperative problem-solving. The project has strengthened Kapcsolódó Nevelés in developing training materials adaptable to various cultural settings, benefiting Hungarian-speaking communities both in Hungary and abroad. One instructor noted that the programme's *"exchange of knowledge not only brought in new skills but supported our collective mission to create peaceful, compassionate family dynamics."*

At the **staff level**, Erasmus+ has enabled personal and professional growth. Through workshops and trainings abroad, staff members gained insights into areas such as non-punitive approaches to parenting and emotional regulation strategies. Erasmus+ enabled them to deepen their expertise in facilitating supportive group discussions and adopting trauma-sensitive approaches, equipping them to handle diverse groups of parents. *"Being treated as*

colleagues, rather than guests, by international partners has strengthened our sense of professional community and enriched our practices," one participant shared.

Among the **learners and volunteer educators**, the impact has been equally transformative. Volunteers, who often bring diverse backgrounds and represent various organisations, frequently incorporate the Kapcsolódó Nevelés methodologies into their own workplaces. This cross-pollination extends the programme's influence and fosters a ripple effect within other organisations. For parents – the association's primary learner group – the Erasmus+ experience has enabled rapid adaptation of new skills, fostering lasting connections. Many parents stay in touch and learn from each other, forming a supportive community that sustains the programme's impact. One trainee shared, *"The experience offered new ways to connect with families, creating spaces where both parents and children feel heard and valued."*

4. Wider impact (other organisations and policy level)

Kapcsolódó Nevelés Egyesület has achieved a notable impact beyond its direct participants, extending to both other organisations and broader policy discussions. Through its Erasmus+ projects, the organisation has established partnerships in several countries, including Hungarian-speaking regions outside of Hungary, where they have initiated educational programmes. For example, the organisation's presence in Marosvásárhely (Tirgu-Mures), Romania, has allowed them to introduce their parenting education methodology to new communities, thus embedding their practices across borders.

The organisation's volunteer educators, who come from various professional backgrounds and often represent different organisations, frequently incorporate Kapcsolódó Nevelés methodologies into their own workplaces. This ripple effect means that the association's tools and approaches are being adopted and adapted within multiple institutions, enhancing their reach and fostering a network of aligned educational practices.

By sharing their experiences and methods with other educational institutions and professionals, Kapcsolódó Nevelés also contributes to broader social and educational initiatives in Hungary. Their alignment with Erasmus+ standards enables them to bring European perspectives and practices into Hungary's adult education sector, reinforcing their influence on both a practical and policy level. The organisation continues to advocate for these approaches as part of its mission to support positive and cooperative parenting practices both locally and internationally.

5. Added value of Erasmus+

The Erasmus+ programme has been an invaluable asset for the Kapcsolódó Nevelés Egyesület, with the organisation emphasizing that its current successes and capacity for growth are directly attributable to its ongoing participation. The Erasmus+ mobility projects have not only broadened the association's reach but also enriched its training programmes by incorporating diverse and innovative educational techniques gained through cross-cultural exchanges.

Through Erasmus+, the organisation's instructors and volunteers gain access to unique workshops and training sessions across Europe, which are then integrated into Hungary's parenting education sector. One participant shared that *"without Erasmus+, we couldn't deliver this level of training"* and highlighted the initiative as a "win-win" for both the organisation and its community outreach.

Key added values:

- Professional Development and Skill Building: Volunteers and staff members acquire specialised skills, such as digital content management, "embodied" facilitation, and trauma-informed practices, which they pass on to parents in their community.
- Expanded Network and Resources: Erasmus+ enables connections with organisations across Europe, facilitating collaborations with institutions in Romania, Slovakia, and beyond. These partnerships have strengthened the organisation's resources and expanded its support network, providing new insights and practices in educational and mental health fields.
- Support for Nonprofit Growth and Volunteer Retention: Given the organisation's limited funding for paid roles, Erasmus+ helps sustain volunteer engagement by offering opportunities for personal and professional growth. This aspect of the programme serves as a motivator for volunteers, enhancing their commitment to the organisation's mission and creating a supportive environment where all members feel valued.

In summary, Erasmus+ is foundational to the organisation's vision. As one leader summarised, *"the organisation would not have reached its current impact level without the support of Erasmus+"*.

6. Success and fail factors

The Kapcsolódó Nevelés Egyesület attributes the success of its Erasmus+ projects to a range of supportive factors, especially the collaborative environment within the organisation. The team emphasises an open culture where *"everyone shares positive outcomes and experiences"*, which fosters motivation and trust among volunteers and trainers. This sense of unity allows for smooth information sharing and collective learning, with trainers often conducting follow-up workshops to pass on newly acquired knowledge.

A key strength of the Erasmus+ programme has been the strong support from the National Authority, the Tempus Public Foundation. Interviewees highlighted Tempus' flexibility and solutions-oriented approach, which has facilitated the project administration. One staff member remarked: *"Tempus is incredibly accommodating and always focused on finding solutions, making the administrative load more manageable"*.

However, the organisation also faces specific challenges. One noted limitation is the administrative burden associated with the Erasmus+ projects, which can become time-consuming, particularly for those unfamiliar with the reporting and documentation requirements. Another challenge highlighted was the formal compliance requirements for hosting entities in Erasmus+, especially when hosts are smaller or less formally structured

organisations. Sometimes this created additional administrative hurdles when such entities could not meet all Erasmus+ formalities.

Overall, Kapcsolódó Nevelés Egyesület continues to refine its processes and leverage these experiences to strengthen both its internal cohesion and its broader impact through Erasmus+ projects.

7. Need for additional support strengthening the impact of the programme

Through its participation in Erasmus+ KA1 mobility projects, Kapcsolódó Nevelés Egyesület identified key areas where the programme's impact could be enhanced by adjusting its framework and conditions. Their insights suggest that flexibility in project structure, streamlined administration, and strategic support for partnerships would greatly benefit similar organisations aiming to maximise their educational and community-building goals.

Flexibility in Funding and Group Size Requirements

One notable suggestion involves allowing more adaptability in workshop and group size requirements. Educators find that their methodology is more effective with smaller, closely engaged groups, yet current funding structures often push for larger group sizes to justify expenditures. Additionally, while Erasmus+ funding covers many costs, occasional discrepancies between allocated resources and actual travel expenses create a need for creative budgeting. Greater flexibility in both areas would better align funding support with the organisation's operational realities, thereby strengthening the programme's educational impact.

Simplification of Administrative Processes

While Erasmus+ is generally considered manageable compared to other international projects, the organisation noted that first-time participants often struggle with the administrative load. Nearly 80% of staff required additional support to fulfill Erasmus+ requirements on initial attempts. Improvements would enable organisations to focus more on educational activities, reducing time spent on compliance while still meeting Erasmus+ standards effectively.

Enhanced Support for Building and Sustaining Partnerships

The association's staff emphasised the importance of deeper partnership support to cultivate impactful, long-term collaborations with international organisations. While the organisation benefits from personal connections, structured resources or dedicated matchmaking tools for finding international partners would open new opportunities, especially for those working in specialised fields such as trauma-informed parenting education. As one staff member noted, combining expertise with organisations that support marginalised populations abroad could help build unique, hybrid methodologies that benefit all parties involved.

Improved Cultural Sensitivity Training

Considering the diverse audiences Erasmus+ educators encounter, Kapcsolódó Nevelés sees value in expanded cultural sensitivity training within the Erasmus+ framework. Adapting methodologies to different cultural backgrounds often requires additional preparation, and support in this area would strengthen the programme's inclusivity and responsiveness.



Educators find that adapting to cultural differences allows them to connect more deeply and share their work in a way that resonates with participants, enhancing both the reach and quality of Erasmus+ initiatives.

From the association's perspective, programme flexibility, administrative streamlining, partnership facilitation, and cultural sensitivity training are key areas where Erasmus+ could enhance its framework to foster greater impact. These adjustments would not only improve organisational efficiency but also help educators and volunteers to deliver meaningful, culturally relevant experiences across diverse communities. As one participant reflected,

"The real impact of Erasmus+ comes when we can connect deeply, adapt to the people in each unique setting, and bring back knowledge that changes not just our work but our whole approach."

5. Case Study: Blending Heritage with Modern Learning

Shinbukan Egyesület (KA1 and KA2)

1. General characteristics of the organisation

Shinbukan Egyesület is a Hungary-based civil association founded in 2005 with an emphasis on Japanese martial arts and adult education. Initially focusing on Jodo and laido, traditional Japanese swordsmanship disciplines, the organisation has since broadened its activities to include nature-based education and conscious dance (movement meditation), aligning with its mission to promote consciousness and self-development.

The association's core offerings include:

- **Martial Arts Training:** Regular classes and workshops in Japanese martial arts, primarily Jodo and laido, designed to develop discipline, resilience, and personal growth through structured practice in a dojo setting.
- **Nature-Based Education Programmes:** Outdoor and experiential learning activities that foster connection with nature, self-awareness, and resilience in response to real-world challenges.
- **Conscious Dance and Movement Meditation:** Courses that use movement as a form of self-exploration and emotional regulation, blending traditional techniques with modern psychological insights.

The organisation primarily serves adult learners who seek personal growth through structured movement practices and conscious development techniques. These offerings attract individuals interested in lifelong learning, with programmes tailored to cultivate mental and emotional resilience, physical awareness, and a balanced, community-oriented lifestyle.

Shinbukan Egyesület is committed to:

- Providing training opportunities that integrate traditional Japanese martial arts with innovative movement-based education to support holistic personal growth.
- Creating inclusive learning environments that support both individual self-discovery and collective learning within a structured community setting.
- Actively contributing to the development of Jodo-laido, nature-based education, and movement meditation on a national level, while maintaining connections with international experts and trainers.

Through its unique combination of traditional and modern educational modalities, Shinbukan Egyesület fosters a learning environment that encourages self-discipline, community connection, and resilience. This multi-disciplinary approach allows the association to meet diverse learner needs and support the professional and personal development of its members.

Interview Details

To gain a comprehensive understanding of Shinbukan Egyesület's structure and activities, two sets of interviews were conducted:

- **Managerial Level:** The economic director, also responsible for international projects, and the communications officer, designated as the Erasmus values coordinator, shared insights on organisational goals and operational challenges.
- **Participant Level:** Three trainers and volunteers, each with experience in multiple Erasmus+ projects, provided firsthand perspectives on the organisation's educational approach and the impact of its programmes on both participants and the wider community.

2. Experience with Erasmus+, challenges addressed, and outputs created

Shinbukan Egyesület has participated actively in the Erasmus+ programme since 2018, utilizing it as a strategic tool to enhance its professional development offerings and establish itself within the European adult education network. Through Erasmus+, the association has accessed valuable resources, developed new educational methodologies, and cultivated partnerships that have strengthened its impact in Hungary and beyond. The organisation has engaged in both mobility (KA1) and partnership projects (KA2), primarily within Key Action 1 (KA1) Adult Education Mobility.

The "Jóból Jó Sokat – avagy BUP: Building UP" project, launched in 2020, was a significant milestone. This Erasmus+ mobility initiative focused on enhancing the professional identity and skills of Shinbukan's educators, allowing them to meet the needs of a growing and diverse learner base. Participants in the project attended 13 structured training sessions in areas such as movement pedagogy, embodiment practices, and personal resilience, laying the foundation for new, sustainable educational practices within the association. Additionally, the "Science of Safety" strategic partnership project offered Shinbukan an opportunity to incorporate cutting-edge insights from Polyvagal Theory and body-based modalities, further enriching its teaching toolkit.

Challenges addressed

Key motivations for Shinbukan's engagement in Erasmus+ included:

- **Professional Capacity Building:** Instructor training within Shinbukan is intensive and requires years of commitment, slowing organisational growth. Erasmus+ facilitated access to new skills and practices, helping instructors adapt to modern educational needs.
- **Evolving Learner Needs:** The organisation's body-based methods needed updating to address rising concerns around mental health and resilience, particularly post-COVID. Erasmus+ provided resources to integrate modern psychological insights into their programming.
- **Sustainable Partnerships:** Previously one-sided, Shinbukan's partnerships evolved through Erasmus+, allowing the organisation to establish mutual, knowledge-sharing relationships within the European adult education landscape.

Outputs created

The Erasmus+ programme has enabled Shinbukan to develop several valuable outputs:

- **Innovative Course Materials:** Courses such as “The Phoenix” and “The Ground Work” integrate Polyvagal Theory and resilience techniques, designed to prevent burnout and foster boundary-setting in professional contexts.
- **Enhanced Curriculum:** International exchanges have helped Shinbukan tailor its programmes to support trauma-informed care, movement-based learning, and mental health support.
- **European Network:** Partnerships developed through Erasmus+ have strengthened Shinbukan’s role in adult education, expanding its professional network and collaborative opportunities.

3. Impact at organisation, staff and learners’ level

Organisational impact

Participation in Erasmus+ has significantly strengthened Shinbukan Egyesület’s role as an adult education provider, enhancing both its national and European reputation. The organisation’s curriculum now incorporates innovative methods from neuroscience and psychology, positioning Shinbukan as a leader in resilience-focused adult education. Through Erasmus+ projects, Shinbukan has successfully built a European network of partners, enabling knowledge exchange and paving the way for potential long-term collaborations. Reflecting on the impact, a member noted, *“The partnerships we’ve established through Erasmus+ have expanded our perspectives, showing us how our practices align with a larger European context.”*

Impact on staff

For Shinbukan educators, Erasmus+ projects provided access to specialised training in trauma-informed care, movement meditation, and resilience practices that are difficult to source locally. This has equipped them with valuable tools to address learner needs more effectively and prevent burnout. One staff member highlighted the importance of boundary-setting skills learned in “The Phoenix” course: *“These techniques are invaluable; they’ve helped me maintain balance, both in teaching and in my personal life.”* The Erasmus+ experience has also enhanced the staff’s sense of professional identity, with each participant gaining a broader, more integrated understanding of their role as educators and facilitators.

Impact on learners

Shinbukan’s learners have directly benefited from the enriched curriculum and the educators’ expanded expertise. Courses now reflect an updated approach that includes methods for emotional self-regulation, social engagement, and resilience, aligning well with modern educational needs. As one educator shared, *“Our students come away with not only new skills but also a renewed sense of purpose and stability.”* Additionally, the presence of diverse international perspectives has added depth to the learning environment, giving learners insight into global practices and fostering a culture of inclusivity and open-mindedness.

4. Wider impact (other organisations and policy level)

Shinbukan Egyesület's engagement with Erasmus+ has influenced partner organisations by introducing unique approaches in resilience-building and movement-based education, particularly through projects like "Science of Safety." These collaborations allowed Shinbukan to share practical methodologies, such as trauma-informed care and embodied learning practices, which several partners have found adaptable to their contexts. One participant remarked on the "mutual benefit" of this knowledge exchange, noting that while Shinbukan introduced innovative techniques, they also gained insights into adapting their methods for diverse international settings.

Challenges in achieving policy-level impact

Although Shinbukan's involvement in Erasmus+ has increased its visibility, translating these practical approaches into broader policy influence has been challenging. The organisation finds it difficult to advocate for formal recognition of resilience and emotional skills training within Hungary's adult education framework, as these areas often lack established pathways for integration into formal systems. This is compounded by limited resources for sustained outreach, which restricts their capacity to influence beyond immediate partners. Nevertheless, through continued dissemination activities, Shinbukan aims to gradually contribute to the dialogue on the value of holistic adult education within European contexts.

Future directions and limitations

Moving forward, Shinbukan remains committed to sharing its project findings with other adult education providers, though it recognises the limitations in its reach. The organisation plans to continue working within its established networks to foster slow but steady changes, acknowledging that meaningful impact on educational policy will likely require longer-term, collective efforts.

5. Added value of Erasmus+

For Shinbukan Egyesület, Erasmus+ has delivered essential resources and learning opportunities that have significantly enhanced the organisation's professional capabilities and educational offerings.

Professional development and capacity building

Erasmus+ has provided Shinbukan's educators with access to specialised international training in advanced methodologies, including movement pedagogy, trauma-informed care, and resilience-building. These learning experiences have enriched the organisation's curriculum, equipping educators to better meet evolving learner needs. One educator shared, "*Without Erasmus+, it would have been challenging to find resources to support our training, especially with limited options available locally.*" This has translated directly into a more effective and relevant educational experience for Shinbukan's learners.

Enhanced organisational structure and international connections

Participation in Erasmus+ has strengthened Shinbukan's connections with European partners, fostering collaborative relationships that enable knowledge exchange and mutual growth. The programme framework encouraged the organisation to refine internal structures for project management and reporting, which has contributed to more effective coordination and quality assurance across projects. These international ties have also inspired Shinbukan to integrate best practices from its partners, further enhancing its educational approach.

Broadened learner engagement

Erasmus+ has brought new depth to Shinbukan's programmes, incorporating resilience and emotional regulation techniques informed by modern psychological insights. This expanded curriculum aligns with the association's mission to support personal development and self-awareness, increasing learner engagement and supporting well-being in their lives beyond the dojo (the traditional training space for martial arts practice). Learners benefit from courses that promote mental and emotional resilience, equipping them with tools to manage stress and strengthen their personal and professional relationships.

6. Success and fail factors

A core success factor for Shinbukan Egyesület in Erasmus+ projects has been the collaborative spirit and commitment among staff and volunteers. The shared enthusiasm for Erasmus+ values, especially inclusion and lifelong learning, has motivated participants to invest their time and energy, even amid other job commitments. One staff member emphasised the supportive environment, saying, *"The inclusive structure, where everyone's time and limitations are considered, has been essential in overcoming challenges"*.

The association's proactive approach to international collaboration has also been instrumental. By engaging with like-minded European partners, Shinbukan has enriched its educational methods and expanded its impact through knowledge-sharing opportunities. This network-building has provided practical benefits and a sense of mutual growth, making Erasmus+ a powerful vehicle for Shinbukan's mission.

On the other hand Shinbukan faced challenges particularly in navigating the formal requirements of Erasmus+, such as administrative compliance and adapting partner expectations to its own structure. For instance, finding formal hosting partners who meet Erasmus+ standards posed difficulties, especially with informal groups abroad. One staff member explained, *"We faced challenges with informal hosts who couldn't meet all formal Erasmus+ criteria, which slowed down certain activities"*.

Additionally, the administrative workload required for Erasmus+ reporting often stretched Shinbukan's limited resources, as the organisation operates largely on volunteer support. Despite a strong internal support system, these requirements sometimes diverted focus from core activities, underscoring the need for a balance between formal compliance and educational outcomes.

Concluding, Shinbukan Egyesület's experience with Erasmus+ has demonstrated the value of a collaborative, flexible approach. While successes were achieved through dedicated

teamwork and international partnerships, the logistical demands also highlighted areas for process optimisation and support, suggesting that future projects could benefit from more streamlined administrative structures.

7. Need for additional support strengthening the impact of the programme

Recognition beyond mobility pass

Shinbukan Egyesület sees room for improvement in how Erasmus+ recognises participant achievements. Members feel that the current Mobility Pass lacks significant value in professional settings and would prefer a more substantial form of recognition. As one participant noted, *“If there were a more valuable credential beyond the standard Mobility Pass, it would hold greater weight for participants' professional growth”*.

Support for administrative efficiency

The administrative requirements of Erasmus+ were acknowledged as a challenge, particularly for a volunteer-driven organisation. While Shinbukan has become accustomed to these tasks over time, simplification of reporting procedures could ease the burden on staff. The team expressed that, *“Administrative complexity is manageable, but simplifying the process would allow us to dedicate more energy directly to our educational work”*.

Financial stability for civil sector growth

The Erasmus+ programme remains essential for Shinbukan's growth, especially given the reduced availability of other funding options for Hungarian civil organisations. The team highlighted that, unlike private enterprises, many Hungarian civil organisations rely solely on internal resources and member contributions to sustain their activities. *“With limited external funding streams available locally, Erasmus+ is vital for supporting the growth and professional development of civil organisations like ours”*.

6. Case Study: Exchanging Good Practices for Local Relevance

CAM Consulting (KA2, Adult Education, Exchanges of Good Practices)

1. General characteristics of the organisation

Organisation overview

CAM Consulting Ltd. is a consultancy company based in Hungary, with a mission to facilitate economic transformation in an environmentally sustainable way. The organisation specialises in providing expertise in sustainable development, energy efficiency, and renewable energy sources. CAM Consulting is committed to environmental sustainability and has developed a robust portfolio of services supporting the green economy, particularly through projects in strategic consultancy, project management, engineering, and education.

Key activities and approach

CAM Consulting Ltd. offers a range of services tailored to address the needs of public and private sector clients, including:

- **Project Development:** Close collaboration with clients to shape project ideas and align them with funding criteria, preparing comprehensive documentation to secure resources.
- **Project Management:** Efficiently overseeing EU-funded projects to ensure alignment with objectives and optimal use of resources.
- **Strategic Consultancy:** Developing long-term strategies based on organisational capacities and sustainability goals, promoting lasting commitment among clients' leadership and teams.
- **Engineering Activities:** Providing expertise in production automation, mechanical design, research and development in mechanical engineering, and industrial consulting.
- **Education:** Delivering competency-based training primarily for engineers, technicians, and machine industry workers, focused on building practical skills for the labour market.

CAM Consulting Ltd. prioritises partnerships and projects that advance environmental sustainability, energy efficiency, and resilience, positioning itself as a key player in Hungary's green economy transition.

Interview details

This case study draws insights from a combined interview session that covered both managerial and participant perspectives. The managerial interview was conducted with the project manager and professional coordinator, while the participant interview involved the professional implementer. The combined session allowed for a comprehensive understanding of CAM Consulting Ltd.'s experience and activities within the Erasmus+ C.H.A.N.G.E.R.S. project.

2. Experience with Erasmus+, challenges addressed, and outputs created

CAM Consulting Ltd. has a growing history of involvement in Erasmus+ projects, specifically through strategic partnerships that support its mission of promoting sustainable development and environmental awareness. This involvement aligns with the company's core objective to foster an eco-friendly economic transformation, particularly focusing on energy efficiency and renewable energy. Through Erasmus+, CAM has expanded its international reach, strengthened project management skills, and increased its ability to develop and share sustainable practices on a broader scale. The decision to engage with Erasmus+ was driven by several organisational needs. A primary challenge was accessing new methods for effectively educating rural seniors on sustainability, energy efficiency, and renewable practices, a demographic often underserved in digital resources. The need for innovative educational tools for non-digital users was heightened by CAM's commitment to ensuring inclusivity within its green economy initiatives. Additionally, coordinating across international partnerships presented logistical challenges, particularly with maintaining deadlines and handling diverse working cultures, notably in adapting to partners' varying levels of responsiveness.

Outputs created

The C.H.A.N.G.E.R.S. project generated several tangible outputs aimed at extending educational reach and impact:

- **Best Practices Collection:** Compiled a repository of effective practices in energy efficiency, renewable energy sources, and sustainability education tailored for rural senior populations.
- **Recommendation Document:** Developed to assist other organisations in adapting these best practices for similar demographics, particularly for those with limited access to digital resources.
- **Follow-Up Initiatives:** CAM Consulting leveraged the project's success by developing a continuation project, C.H.A.N.G.E.R.S. 2.0, focusing on expanding educational materials and adapting them to local needs, including transgenerational learning aids.

The project's achievements reflect CAM Consulting's commitment to environmental education and its capacity to adapt and innovate under the Erasmus+ framework, creating resources that support sustainable household practices among vulnerable populations.

3. Impact at organisation, staff and learners' level

Organisational and staff impact

CAM Consulting Ltd. has experienced notable organisational benefits through its participation in Erasmus+ projects, particularly in reinforcing its green consultancy expertise and broadening its international reach. The company reported enhanced visibility in the European green economy space, establishing new connections and exchanging methodologies with other organisations. Through Erasmus+, they accessed innovative educational practices in adult learning and sustainability. This engagement has positioned

CAM as a more versatile consultancy firm capable of handling projects in diverse environmental and energy sectors.

Staff members gained significant professional growth, particularly in project design, management, and international collaboration. They acquired new skills, such as adapting teaching methods for different adult learning needs and enhancing their project management competencies in complex, multinational settings. This has empowered staff to adopt innovative approaches in green consultancy, creating a ripple effect on the quality and scope of services offered to clients.

Learner outcomes

Although CAM Consulting's projects primarily target professional development rather than direct learner involvement, the secondary effects on learners in the region have been substantial. The C.H.A.N.G.E.R.S. project, for example, led to the development of educational materials that promote sustainable practices among rural seniors. These resources have provided a practical approach to household energy efficiency and sustainability, meeting a critical need among a population with limited digital access.

4. Wider impact (other organisations and policy level)

Through its Erasmus+ involvement, CAM Consulting Ltd. has demonstrated an influential role beyond its direct organisational outcomes, impacting various stakeholders and promoting policy discussions in green consulting and adult education. The C.H.A.N.G.E.R.S. project exemplified this, fostering collaboration among a diverse array of stakeholders, including municipalities, non-profit organisations, and local community groups, especially in sustainable practices and renewable energy initiatives.

In particular, the C.H.A.N.G.E.R.S. project has initiated dialogues around energy-efficient practices targeting rural communities, which has influenced other organisations to consider similar approaches for sustainable energy usage in underserved regions. CAM's collaboration with international partners facilitated the exchange of educational materials, setting a precedent for cross-national sustainability initiatives. This has led to a valuable pool of knowledge-sharing practices that other organisations can replicate, especially in areas where digital resources remain limited but where environmental education is crucial.

On a policy level, the organisation's involvement in Erasmus+ projects has increased its visibility in the field, giving it a stronger voice in discussions about sustainability education for adults, particularly rural seniors. CAM's engagement within EU networks has also contributed to policy recommendations aiming to integrate practical energy efficiency training into adult education frameworks across Europe. These initiatives, supported by project outcomes, have allowed CAM to contribute to shaping policy discussions that align with both local and EU-level sustainability objectives, thereby supporting the broader objectives of the European Green Deal

5. Added value of Erasmus+

The Erasmus+ programme brought significant advantages to CAM Consulting Ltd., particularly by strengthening its expertise and expanding its network in sustainable development and energy efficiency. Through participation in projects like C.H.A.N.G.E.R.S., the organisation was able to exchange best practices with international partners, thereby enhancing its capacity to address environmental and social challenges relevant to Hungary's rural populations. The collaborative approach in Erasmus+ allowed the team to adapt and apply foreign methodologies, creating a collection of best practices that better served the specific needs of rural seniors in Hungary.

A central benefit of Erasmus+ has been the knowledge transfer that CAM Consulting Ltd. gained. According to the project manager, "These exchanges provided a unique opportunity to see firsthand how other countries approach sustainable household practices, which we could then tailor to our own target groups." This cross-border learning process not only improved project outcomes but also provided CAM Consulting Ltd. with a broader perspective on implementing sustainable solutions practically for local communities.

Participation in Erasmus+ also introduced new professional challenges, which necessitated innovative problem-solving and re-planning. "Facing these unique challenges required us to rethink our strategies and adapt our project design," noted the project team, highlighting how the programme encouraged CAM Consulting Ltd. to devise new approaches and strengthen their internal methodologies. This experience not only addressed immediate project needs but also fostered a lasting capability to handle similar challenges in future projects.

Moreover, the Erasmus+ programme has contributed to CAM Consulting Ltd.'s reputation in the green economy sector by showcasing its commitment to international standards and environmental sustainability. This increased visibility has, in turn, supported the company's strategic objectives of fostering long-term partnerships, facilitating funding opportunities, and enhancing its consultancy offerings to address current environmental needs.

6. Success and fail factors

The success of CAM Consulting Ltd.'s Erasmus+ projects was primarily attributed to strong, effective collaboration with international partners. By pooling resources and expertise, the team was able to leverage diverse perspectives to develop practical solutions for rural seniors. "Our success largely came from the ability to work closely with organisations from various countries, which allowed us to pool resources and knowledge," explained the project manager, emphasizing how this partnership-driven approach enabled more innovative and adaptable outcomes.

Another success factor was the diverse composition of the project team, which included both academics and practitioners. This diversity enriched the project by combining theoretical knowledge with practical application, leading to a well-rounded approach to sustainability education. However, as CAM Consulting Ltd. did not have direct experience in educating the elderly, they relied heavily on their partners' expertise in this area, which proved invaluable in adapting the project to suit the target audience's needs.

Challenges also emerged due to high partner turnover during the project, which impacted continuity and required CAM Consulting Ltd. to repeatedly adjust to new team members and varying perspectives. This fluctuation, although manageable, added complexity to the collaboration process. Furthermore, the diverse team composition, while beneficial, sometimes required extra coordination to align academic and practical approaches effectively.

Another significant challenge was adapting international methodologies to the local context in Hungary. The project team noted, *"Some methods required significant adjustments to be suitable and understandable for our target audience,"* underscoring the need for careful customisation to enhance effectiveness. Additionally, managing collaboration across multiple time zones introduced logistical challenges, necessitating strategic planning to prevent delays and miscommunication.

Despite these obstacles, the outcomes of the Erasmus+ projects were impactful and effectively fulfilled their goals, reinforcing CAM Consulting Ltd.'s commitment to sustainability and its capacity to navigate complex, cross-border initiatives.

7. Need for additional support strengthening the impact of the programme

CAM Consulting Ltd. identified areas where the Erasmus+ framework could enhance support to maximise project impact. One recommendation was for resources that aid in adapting international methodologies to local contexts. Tailored support could ensure that project materials better suit the cultural and educational needs of Hungarian rural seniors, enhancing engagement and relevance.

The organisation also mentioned that high turnover among project partners presented challenges to maintaining consistency in project goals and operations. This required extra effort to onboard and align new members with ongoing project activities. CAM Consulting Ltd. suggested that more streamlined processes or resources for managing transitions among partners would improve continuity and reduce disruptions during project implementation.

In terms of administrative requirements, CAM Consulting Ltd. noted that the current documentation expectations for lump sum funding are particularly rigorous. Although timesheets aren't explicitly requested, the National Agency requires similar documents with comparable data, along with payroll records, job descriptions, and bank transfer details. Aligning these requirements more closely with general Erasmus+ guidelines would reduce administrative burdens, enabling organisations to direct more focus toward impactful project activities.

Additionally, CAM Consulting Ltd. pointed out that the discontinuation of the reserve list for KA2 projects limits opportunities for projects to receive funding in cases where selected projects withdraw. Previously, projects on the reserve list, such as the first C.H.A.N.G.E.R.S. initiative, had the chance to move into funded positions if others dropped out, offering more flexibility and a second chance for valuable projects to be realised.

Through these targeted improvements, CAM Consulting Ltd. believes that the Erasmus+ programme could strengthen its impact by creating conditions that support adaptability, efficient management, and locally relevant outcomes.

7. Case Study: Empowering Transitions: Pannon University's Role in Supporting Career Shifts for Veteran Athletes through Erasmus+

Pannon Egyetem (KA2)

1. General characteristics of the organisation

Pannon Egyetem (University of Pannonia) is a multidisciplinary university in Hungary, headquartered in Veszprém, with additional campuses in Nagykanizsa, Zalaegerszeg, and Kőszeg. Known for its strong academic traditions and diverse research, the university offers programmes across various fields, including humanities, economics, technical informatics, social sciences, and natural sciences. As a research-focused institution, Pannon Egyetem actively collaborates with local businesses, government entities, and communities, enhancing regional development through educational, research, and cross-border initiatives.

The university's central mission focuses on regional growth and social development, with emphasis on knowledge transfer in practical, innovative ways. This makes it a key player in adult education projects and cross-sectoral initiatives that address both professional and personal skills development.

Key activities and approach

Pannon University's activities emphasise:

- Promoting research and academic excellence across multiple disciplines.
- Establishing cross-border and regional partnerships to support both local and international educational goals.
- Enhancing the integration of adult education within the region, particularly by supporting vulnerable populations and fostering employability.

Interview details

For this case study, insights were gathered from two sets of interviews:

- Interviews on an institutional level: Involved the project manager and the project's professional lead and researcher, providing strategic perspectives on the Erasmus+ Bounceback project.
- Participant-level interview: Included a curriculum development researcher, the technical coordinator, and the head of Pannon Egyetem's adult education institute, offering operational and educational insights into the project's execution.

2. Experience with Erasmus+, challenges addressed, and outputs created

Pannon University's engagement with Erasmus+ began in 2017 with its first strategic partnership, where it took on a lead role. This initial success encouraged further participation, with subsequent projects in higher education and collaborations in three additional Erasmus+ initiatives (Lelle, Bounceback, and Skipper). Each of these projects aligns with Pannon University's faculty strategy, which prioritises internationalisation and the development of global partnerships. Erasmus+ has provided a platform for Pannon to broaden its educational

impact, foster cross-border collaborations, and deepen its commitment to international engagement.

The Bounceback project, a central initiative within Pannon's Erasmus+ portfolio, specifically addresses the career transitions of veteran athletes. Through a tailored training approach, Bounceback empowers former athletes to translate their sports-acquired soft skills – such as teamwork, discipline, and resilience – into competencies applicable in business and entrepreneurial sectors. Pannon played a key role in developing the project's innovative resources, including the Match-Making Tool, online learning platform, and multilingual training materials. The university's involvement in Bounceback underscores its dedication to creating impactful educational resources and supporting lifelong learning.

Challenges addressed

Pannon University's participation in Erasmus+ reflects several specific organisational needs:

- **Bridging Career Transition Gaps:** The Bounceback project was designed to address the lack of resources available to veteran athletes facing career transitions. Pannon focused on developing educational tools that help these individuals repurpose their athletic skills for roles in business and entrepreneurship.
- **Enhancing Regional Employment Opportunities:** the university identified an opportunity to contribute to local economic development by assisting athletes in entering the job market. Erasmus+ allowed the university to create programmes that meet this need, benefiting both individual career changers and the broader community by introducing highly motivated individuals into local economies.
- **Expanding Knowledge through Cross-Disciplinary Learning:** As a multidisciplinary institution, Pannon University sought to integrate its expertise in adult education with practical career transition support. Erasmus+ facilitated this expansion, allowing the university to address evolving educational goals within the framework of workforce development.

Outputs created

Through its Erasmus+ projects, particularly Bounceback, Pannon University developed significant resources, including:

- **Match-Making Tool:** A tool designed to align athletes' skills with business needs, facilitating smooth transitions into new careers.
- **Learning Platform and MOOC:** Multilingual, accessible training resources that support veteran athletes in acquiring new skills.
- **Handbooks and Guidelines:** Practical resources for trainers and learners to guide them through the Bounceback training modules.
- **Policy Recommendations:** Informed by project findings, these recommendations contribute to policy discussions on the value of career transition support for athletes across Europe.

Through these outputs, Pannon University has successfully leveraged Erasmus+ to build sustainable, impactful tools that benefit both individual learners and the broader community.

3. Impact at organisation, staff and learners' level

Organisational impact

The Bounceback project notably strengthened Pannon University's partnership with the Adult Education Institute, enhancing its capacity to develop digital learning resources. This collaboration marks an important step towards the University's long-term goals of expanding its digital educational offerings. As a senior project leader noted, this was a pivotal moment that encouraged the institution to engage more deeply in digital curriculum development, significantly advancing the university's expertise in this area also contributed to the university's internationalisation efforts, opening new pathways for collaboration with European partners and expanding its network in adult education and sports. The connections forged through the project have led to additional opportunities, including future partnerships in sports-related adult education initiatives. *"This collaboration has broadened our perspective and created new possibilities for future project generation, which also supports our financial sustainability,"* stated one of the project leads, underscoring the broader strategic impact of these collaborations.

Impact on staff

For Pannon University staff involved in Bounceback, the project fostered valuable skills in curriculum design, digital resource development, and international project management. Many team members reported that the project enhanced their awareness of the unique needs of adult learners, particularly veteran athletes, and equipped them with practical tools for facilitating skills transfer from sports to other career areas. A participant mentioned, "The experience was eye-opening, especially in understanding how to integrate soft skills into vocational training for those transitioning out of sports," reflecting the project's impact on professional growth and pedagogical approaches.

Learner impact fitted from Bounceback project's innovative, blended training modules, which empowered them to recognise and leverage their athletic skills for new career pathways. Feedback from participants in the pilot phase highlighted the transformative effect of the project's self-assessment tools, which helped them articulate their competencies in a business-oriented context. This impact is expected to extend as the Bounceback materials and methods continue to be used in similar initiatives, supporting a broader spectrum of learners in the sports sector and beyond.

4. Wider impact (other organisations and policy level)

Influence on other organisations

The Bounceback project has contributed significantly to the wider adult education community by offering a structured approach to career transitions for athletes, applicable to organisations beyond Pannon University. Through collaboration with international partners, Bounceback has shared its methodologies with other educational institutions, sports organisations, and local government bodies. This has fostered a growing interest in the potential of dual-career support programmes for athletes, positioning Pannon University as a key advocate for using sports-acquired skills in diverse economic sectors. By participating in

events with other institutions and providing access to project outputs, Pannon has encouraged replication of Bounceback's approach across similar fields.

Impact at the policy level

The Bounceback project's policy recommendations were developed with the goal of influencing educational and sports policy across the EU. Through consultations with policymakers, sports associations, and educational leaders, Pannon University gathered insights to strengthen support for dual-career pathways. The project's dissemination activities, including multiplier events and engagements on platforms like EPALE, allowed Pannon University to share its findings with a broad audience, amplifying its reach within the EU's adult education policy community.

Future directions and transferability

Pannon University has actively promoted the transferability of the Bounceback model to other sectors beyond sports, as evidenced by its presentation at notable conferences like a recent professional event in Bologna. These efforts emphasise the project's alignment with the EU's adult education agenda, encouraging similar programmes for skilled individuals transitioning from specialised fields. The Transferability Plan created through Bounceback has provided a clear framework for other organisations interested in adapting the project's methodology, thereby extending its impact.

5. Added value of Erasmus+

Community building and team cohesion

The Erasmus+ programme has provided substantial added value to Pannon University, particularly by fostering strong team cohesion and a collaborative spirit within the Bounceback project team. The collaborative demands of the project encouraged a sense of unity and shared purpose among team members, strengthening professional and personal bonds. Team members noted that the community-building aspect of Erasmus+ projects has had a lasting impact, as the team continues to rely on these relationships in their daily work and ongoing projects.

Professional and skill development

Erasmus+ has also enhanced the team's capabilities in project planning and proposal writing. Initially, Pannon University worked with an external grant-writing agency for its first Erasmus+ applications. However, through the Bounceback project, the team gained firsthand experience in every aspect of project design and application preparation, enabling them to independently manage all stages of future proposals. This growth was described as a "butterfly effect" – an initial spark that led to ongoing development and learning.

Broadened international perspective

The project's international component, a core element of Erasmus+, opened the team's perspective on how other cultures approach similar challenges. Team members actively researched global practices and integrated these insights into the project, ultimately

enhancing Bounceback's adaptability and relevance. Reflecting on this impact, one staff member mentioned, *"Erasmus+ opened our eyes. We had to study how different cultures handle similar issues, and it's something we now apply across our work."* This broader outlook has informed the university's educational strategy and reinforced its commitment to internationalisation.

Sustainable knowledge and resource integration

The resources and knowledge developed through Erasmus+ have been integrated into Pannon University's educational frameworks, establishing lasting value. The Bounceback project created materials and methods that are regularly used and adapted for other initiatives, increasing the university's visibility and capacity for sustained impact.

6. Success and fail factors

The Bounceback project benefited from several key factors that contributed to its achievements. One of the primary strengths was the cohesive and motivated team, who, despite challenges, embraced a "stretch goal" approach by taking on ambitious project elements to drive growth. This approach allowed team members to develop their skills in areas like curriculum design and international project management. As one staff member noted, *"Projects like this require a bit of overcommitment – pushing boundaries is what ensures growth."*

Another success factor was the network of supportive partnerships across Europe, which facilitated knowledge exchange and bolstered the university's reputation in adult education and career transition training. The team's active engagement in international collaboration enriched their understanding of diverse educational practices, expanding their approach to future projects. As the team observed, working across cultures and fields helped *"open their eyes"* to new ways of addressing adult learning needs, particularly in terms of skills transfer.

Although there were no insurmountable problems, certain obstacles emerged during the project. Administrative coordination proved to be a recurring issue, particularly with one of the Greek partners, where cultural differences sometimes led to delays and misunderstandings. The team described these interactions as a form of "culture shock" that required persistent communication efforts to ensure reporting and project closures were completed on time.

In addition, the rigorous compliance standards required by Erasmus+ sometimes slowed down the pace of project implementation. However, the team adapted by developing more efficient processes and strengthened their project management skills as a result.

7. Need for additional support strengthening the impact of the programme

Support for administrative and logistical processes

One of the primary challenges Pannon University faced in the Bounceback project was the complexity of administrative requirements, particularly as a lead institution. This process was made more difficult by partner delays and evolving requirements on the project portal, which led to redundancies and perceived inefficiencies. Although Tempus, the Hungarian National

Agency, provided consistent support, the university expressed that simplified procedures – especially regarding documentation requirements – would enhance project execution. For example, although timesheets were officially removed, equivalent documents are still needed, creating ambiguity and additional work. As a project coordinator noted, *“We faced constant updates and duplications in the system; each change demanded more administrative work, which could be streamlined to help us focus on core activities.”*

Funding and sustainability challenges

The university also noted that certain costs, such as travel expenses, often exceeded the Erasmus+ funding provisions. While this does not deter their participation, it does mean that teams must sometimes opt for online meetings instead of in-person collaboration to stay within budget constraints. Additionally, the recent policy change preventing foundation-based universities in Hungary from applying as lead partners in Erasmus+ projects has impacted Pannon University. While they remain committed to participating in Erasmus+ and are prepared to contribute through self-funding where projects align with their strategic goals, this limitation affects their capacity to secure Erasmus+ support for new initiatives. The university is hopeful that this restriction may be lifted in the future, restoring their eligibility to lead projects.

Enhanced recognition of mobility achievements

Participants also expressed a desire for enhanced recognition beyond the current Mobility Pass. They suggested that a more comprehensive credential or certification could better represent the skills and competencies gained through Erasmus+ projects, offering increased value to participants in their professional journeys. This could further motivate individuals to engage fully with Erasmus+ opportunities, knowing that their achievements hold more substantial recognition.

Improving project preparation capacity

Another support area would be increased resources for project preparation. The team reported that while limited staff capacity can make project writing challenging alongside regular duties, they are nonetheless committed to completing project applications. Additional support in this area could enable smoother preparation and strengthen the strategic alignment of proposals.

Support from the national agency

Throughout the Bounceback project, Pannon University consistently received valuable support from Tempus, the Hungarian National Agency. Their guidance was crucial in navigating administrative requirements and overcoming procedural challenges. The team expressed appreciation for Tempus's responsiveness and assistance, which helped mitigate some of the project's complexities and enhanced the overall experience of participating in Erasmus+.



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