RIA
ADULT EDUCATION

TURKISH NATIONAL REPORT, 2024

IMPACT OF ERASMUS+ ON THE ADULT EDUCATION SECTOR

Dilara Bakan Kalaycıoğlu

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ABBREVIATIONS

AE   Adult Education

KA1   Key Action 1

KA2   Key Action 2

NA   National Agency

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

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PART A – FACTSHEET

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The Impact of Erasmus+ Programme on
Adult Education Sector

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Participants

Among organisations participated in the Erasmus+ Programme, the common actors included adult education providers schools/institutes/education centres, higher education institutions, local and regional public institutions.

The most frequently targeted adult learner groups in Erasmus+ projects were adults with low educational attainment, women, young adults and adults with lacking basic skills with a wider range of adult groups targeted to a lesser extent.

Main impact

The results indicate that participation in Erasmus+ has resulted in a significant increase in the sector's and industry's staff, in strengthening, providing, diversifying, improving the quality of education and developing themselves individually and professionally.

The program has shown that while adult learners' self-confidence, social connections, and participation have increased, the reflection in the labour market has been limited. There is no feedback regarding any factors that might have hampered the impact.

Impact on horizontal priorities

Regarding the impact on horizontal priorities dimension, participation in Erasmus+ Programs has been seen to trigger improvements across all themes, with these impacts being particularly prominent in the areas of Digital Transformation, Inclusion and Diversity, and Participation in Democratic Life, Common Values and Civic Engagement.

There has been significant ongoing use of outputs and products developed.

Policy impact on local, regional and national level

The impact of the Erasmus+ Programme on policies is evident through adaptations at both local and regional levels and national levels (governmental and/or sectoral).

The Programme has a more significant impact on policies at the local and regional levels, impact diminishes at the national level.

PART B – SHORT SUMMARY REPORT

EXECUTIVE SUMMARY

Background of the monitoring study

The RIA-AE (Research-based Impact Analysis of Erasmus+ Adult Education Programme) Network has been established to examine the impact of the Erasmus+ programme on adult learners, staff, volunteers, and organisations/institutions in adult education. The aim of the network is to coordinate research activities aimed at strengthening the impact of international co-operation and mobility projects in adult learning and to further develop and improve the quality of the Erasmus+ programme. The RIA-AE Network has established a multi-level framework to monitor the impact of the Erasmus+ programme at the macro, meso and micro levels.

Methodological approach

The methodological approach of the national monitoring study comprises different modules repeated over three waves in 2023, 2025, and 2027. In the study in Türkiye, two modules were adopted: A document study and an online survey for beneficiaries of the Erasmus+ programme in the Adult Education sector in Türkiye.

The research questions focus on the accessibility and inclusiveness of the programme, institutional/organisational impact, impact on staff and adult learners, potential policy impacts, and lessons to be learned for future programme.

Key findings

- The accessibility and inclusiveness of Erasmus+

Among institutions/organisations participated in the Erasmus+ programme, the most common actors included adult education providers, schools/institutes/education centres, higher education institutions, local and regional public institutions/organisations. More than a quarter of the institutions/organisations active in the Adult Education sector have participated in five or more Erasmus+ projects as partners or coordinators since 2014, with more than half specifying that they have taken on both coordinator and partner roles. However, only a quarter of the organisations hold AE sector Erasmus+ accreditation. The most frequently targeted

adult learner groups in Erasmus+ projects were adults with low educational attainment and women, with a wider range of adult groups targeted to a lesser extent. First time participation in the Learning Mobility of Individuals (KA1) Programme was relatively higher compared to Cooperation among Organisations and Institutions (KA2). The biggest obstacle to participation in Erasmus+ programme is the insufficient funding and the limited number of projects supported. While Erasmus+ projects cover different groups of adult learners, the inclusion of participating institutions/organisations is more limited. The majority lies in public institutions/organisations with a large number of staff (with sufficient institutional/organisational capacity).

- Impact at meso level

The Erasmus+ programme has contributed to the internationalisation of institutions/organisations. It has contributed to the improvement of strategies, support for staff, volunteers, and adult learners, and the development of human resources policies by improving international project management.

Participation in Erasmus+ projects has also had a significant impact on learning opportunities. Institutions/organisations are integrating the outputs and perspectives developed in projects into their new or ongoing initiatives. In particular, collaboration with institutions/organisations supporting participants with fewer opportunities has improved the alignment and accessibility of learning opportunities to the needs of adult learners. Participation in the Erasmus+ programme has triggered improvements across all themes, particularly creating significant effects in the areas of Digital Transformation, Inclusion and Diversity, and Participation in Democratic Life, which are key priorities of the Erasmus+ programme.

- Impact at micro level

Participation in Erasmus+ has created numerous positive impacts on staff. Institutions/organisations have emphasized that their staff's pedagogical and instructional skills in Adult Education have improved, they are better able to identify the needs of adult learners, they place more importance on democratic participation, and they have developed collaborations with other institutions/organisations.

Adult learners participating in the programme have experienced improvements primarily in professional and personal development, motivation and self-confidence, interest in learning foreign languages, overseas experiences and perspectives, social relations, adaptation processes of immigrants, and digital literacy skills. However, the reflection of these improvements in the labour market has been limited. No factors hindering participation in programme have been reported. Among the stimulating factors are gaining professional experience for staff, and supporting pedagogical

approaches aimed at special education and disadvantaged adult learners. Additionally, the opportunity for both staff and learners to learn about European countries and other cultures has contributed to their cultural enrichment.

- Impact at macro level

The Erasmus+ programme has positively affected participating organisations as well as non-participating institutions/organisations. Participating institutions/organisations indicated that similar non-participating institutions/organisations have adapted their services and facilities to the project's outputs thereby benefiting from these outputs.

The impact of the Erasmus+ programme on policies is evident through adaptations at both local and regional levels and national levels (governmental and/or sectoral). The programme has a more significant impact on policies at the local and regional levels; the impact diminishes at the national level.

Policy pointers

This section presents recommendations on how to increase the accessibility and inclusiveness of Erasmus+, as well as how to increase the impact at meso, micro and macro levels.

Strengthening International Collaborations: Expanding and sustaining international networks between institutions/organisations can help increase strategic collaborations.

Supporting Digital Transformation: Promoting digital devices and skills will contribute to expanding learning opportunities and increasing accessibility.

Dissemination of Learning Outcomes: Sharing the learning outcomes and best practices obtained in Erasmus+ projects with other institutions/organisations should be encouraged.

Professional Development of Staff: Pedagogical and instructional skills can be supported by organizing training programmes and workshops that promote the professional development of staff.

Adult Learners: Projects that support the skills of groups with fewer opportunities, who benefit relatively less from the programme, can be prioritized.

Collaboration with Policymakers: Closer collaborations can be established with policymakers to enhance the impacts of the Erasmus+ programme, regularly sharing the programme's benefits and outcomes with policymakers.

Coordination: A cross-sectoral operational coordination can be established, where roles and responsibilities are clearly defined among all Adult Education stakeholders, facilitating both horizontal and vertical coordination.

Research and Evaluation of Impacts: Regular research can be conducted and impact evaluation reports can be prepared to better understand and enhance the impacts of the Erasmus+ programme on policies.

Part C – MAIN REPORT

C.I INTRODUCTION

1 INTRODUCTION

1.1 ERASMUS+

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

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

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

- **KEY ACTION 1: Learning mobility of individuals (staff and learners):** aiming to influence education, training, and youth systems, result in positive long-term effects on individuals, ultimately inspiring policy reforms and drawing new resources for mobility opportunities throughout Europe and beyond.

- **KEY ACTION 2: Cooperation among organisations and institutions (Previous: Cooperation for innovation and the exchange of good practices):** aiming to develop, transfer, and/or implementation of innovative practices at the institutional/organisational, local, regional, national, and

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

European levels, with beneficial long-term consequences on the participating institutions/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.

FIGURE 1: INTERVENTION LOGIC ERASMUS+ IMPACT ON THE ADULT EDUCATION SECTOR
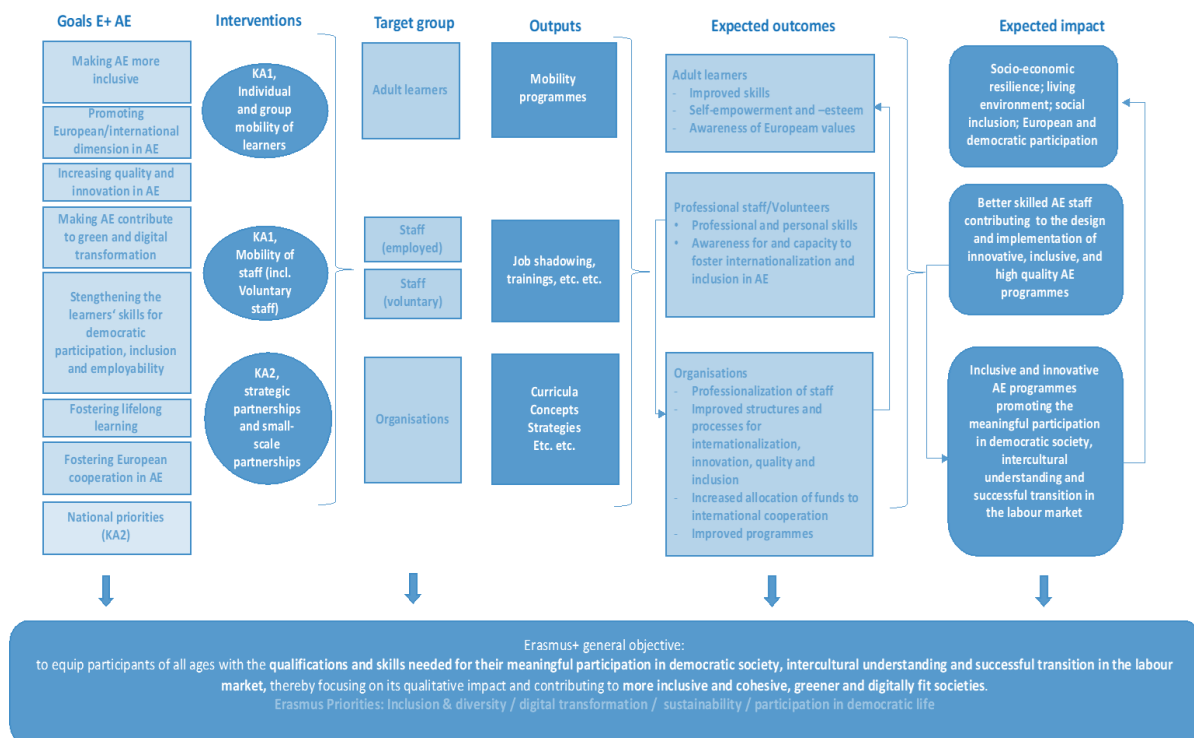
1.2 THE IMPORTANCE OF IMPACT MONITORING

Till now, less is known about the impact of Erasmus+ on adult learners, staff, volunteers and organisations in the field of adult learning. To better coordinate research activities on strengthening the impact of international cooperation and mobility projects in adult education and to enable the further development and quality improvement of the Erasmus+ programme, a transnational research network has been established, funded by Erasmus+ (see box below with the mission statement of the RIA-AE network).

Mission Statement RIA-AE Network

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

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

The impact of Erasmus+ on adult learners has been less researched so far and little is known about the impact of the Erasmus+ programme on the environment and socio-economic resilience of adult learners. To better coordinate research activities on the impact of international cooperation and mobility projects in adult education and to enable the further development and quality improvement of the Erasmus+ programme, a transnational research network is to be established named: The Research-based Impact Analysis of Erasmus+ Adult Education Programme Network (RIA-AE Network)

The objectives of the RIA-AE network

The RIA-AE Network has various objectives:
1) to contribute to a better understanding of the impact of international cooperation and mobility projects in adult education within the Erasmus+ programme;
2) to strengthen cooperation and dialogue between research, policy and practice;

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3) to contribute to further development and quality improvement of the Erasmus+ programme by enabling high quality and practice-oriented evaluation and impact research.
4) to enlarge the visibility of the benefits of adult education in the EU and Member States and the role of Erasmus+ (advocacy).

Means

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

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

Cooperation framework

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

Values

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

BOX 1: MISSION STATEMENT RIA-AE NETWORK

1.3   MULTI-LEVEL FRAMEWORK

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

To be able to address the effects of Erasmus+ on the different programme levels (organisation, staff, learners), we propose to locate the monitoring study in a multi-level model of adult education. The model distinguishes between the micro, meso and macro levels, which can be decisive for access and take-up, but also for the effects of international projects in individual, organisational or systemic terms (Brüning and Kuwan, 2002)[2]. 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. 'Mobilisation strategies' and 'clusters of instruments'[3] are required to provide a basis for the interdependence of these levels, to increase participation in learning or to mobilise specific target groups for learning. 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.

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[2] Brüning, G. & Kuwan, H. (2002): Benachteiligte und Bildungsferne - Empfehlungen für die Weiterbildung. Bielfeld: wbv.
[3] Broek, S. & Hake, B.J. (2012): Increasing participation of adults in higher education: factors for successful policies, International Journal of Lifelong Education, 31:4, 397-417.

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.

FIGURE 2: INTERPLAY OF KEY FACTORS AT MACRO, MESO AND MICRO LEVELS
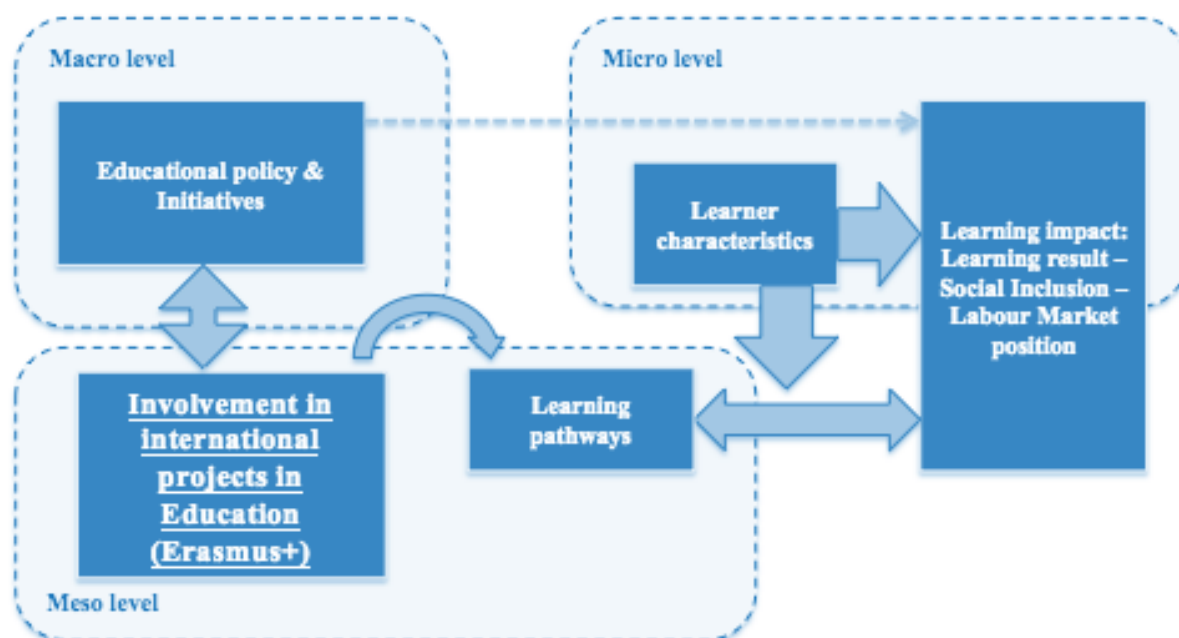
1.4   PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The main objective of the transnational monitoring study is to provide the National Agencies with information on the impact of the Programme on (1) participating institutions/organisations, (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 institutions/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 institution/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 institutions/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 institutions/organisations. Therefore, we jointly present the research questions to be addressed in Table 1.

TABLE 1: RESEARCH QUESTIONS

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
  – 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)

Skills, knowledge, attitudes, competences?
  – 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

Labour market outcomes?
- – Enhanced employability, improved career prospects and economic independence

Lifelong learning?
- – Improved learning performance and motivation for taking part in education and training
- – Enable learners to participate in training

- – Social Inclusion?
  - – More active participation in society and enhanced positive interactions with people from different backgrounds
  - – Socio-economic resilience

- – Is there a difference in impact between participation in-group and individual mobility?

What impact do KA1 and KA2 projects have on other organisations and policy developments? (Chapter 7)

- – Will the experiences from the KA1 and KA2 projects be taken over by other organisations that have not participated in Erasmus+ (dissemination of results)?

- – Do the results of the KA1 and KA2 projects contribute to policy developments at local, regional, national and European level?
  - – Policy reforms
  - – Attracting new resources for mobility opportunities
  - – Raising participation of adult of all ages and socio-economic background in adult education

Lessons to support the effectiveness and efficiency of future Erasmus+ programmes (Chapter 8)

- – How can the accessibility of the Erasmus+ programme to the target group adult learning be improved?

- – Which AE organisations are pioneers and why (with which institutional peculiarities including special features of the offers)?

– What are the opportunities and challenges for the participation of target groups?
– What are the first experiences with the KA1 individual or group mobility of adult learners and what are the opportunities and risks?
– What monitoring information is needed annually in addition to the "participation reports" in order to monitor the effectiveness of the Erasmus+ programme on the target group of adult learners? Can research provide a frame of reference that enables a sustainable improvement in effectiveness?
– How can the NAs support the AE institutions even more strongly in reaching impact?

2 RESEARCH DESIGN

2.1 INTRODUCTION

The methodological approach of the national monitoring study includes various modules, which are repeated over the three waves in 2023, 2025 and 2027. This enables for the updating of the impact monitoring. The study in Türkiye compromises two modules:
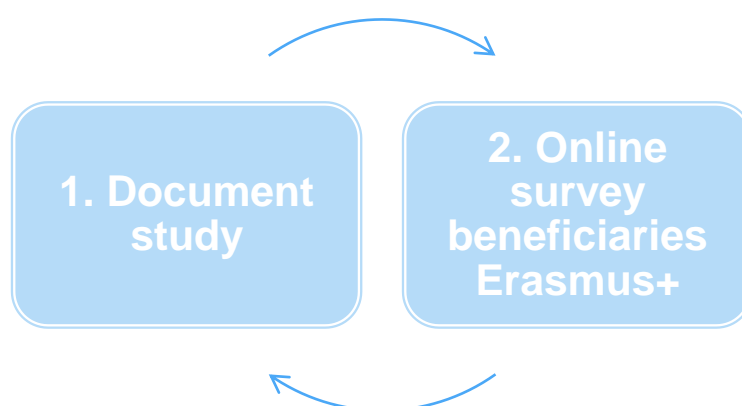
2.2 MODULE 1: ANALYSIS OF EXISTING IMPACT STUDIES AND PROJECT DOCUMENTATION

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 the data obtained from QlikView and QlikSense).

2.3 MODULE 2: SURVEY AMONG PARTICIPATING AE ORGANISATIONS

To get a good picture of the impact of Erasmus+ on AE institutions/organisations in Türkiye, all AE institutions/organisations, which participated as coordinator in a KA1 and/or KA2 project in the previous (from 2018 onward) and current programme period

(till the end of 2022), were invited to participate in an online survey.[4] A total of 226 project coordinators were surveyed, with a response rate of 54 % for KA1 and KA2 projects. As participants left some questions unanswered, the reporting was based on the answers given by respondents to the relevant question, and the number of participants for each question/graph was specified.

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

C.II KEY FINDINGS

3 SHORT PORTRAIT OF THE ADULT LEARNING SECTOR IN TÜRKİYE

3.1 INTRODUCTION

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

3.2 ADULT EDUCATION POLICIES IN TÜRKİYE

Since the proclamation of the Republic, practises on Adult Education in Türkiye have been carried out under the structure of public educational centres. Currently, the Directorate General for Lifelong Learning (DGLL) under the Ministry of National Education (MoNE) is responsible for conducting, implementing, monitoring, and evaluating efforts to expand educational opportunities for individuals outside compulsory education, ensuring they can continue their education and learning throughout their lives.

The main actors in Adult Education, primarily the Directorate General for Lifelong Learning, include the Ministry of National Education (Directorate General for Lifelong Learning, Directorate General for Vocational and Technical Education), The Ministry of Labour and Social Security (Vocational Qualifications Authority, Directorate General for Turkish Employment Agency), Ministry of Foreign Affairs (Directorate for EU Affairs, Turkish National Agency), Department of Agriculture and Forestry, Local Governments, Professional Organisations and Special Educational Institutions (Eurydice, 2024)[5]. In addition to these main providers, other government institutions, private sector, non-governmental organisations and universities also carry out programs and projects for lifelong learning.

Among the different actors, Directorate General for Lifelong Learning stands out in the field of Adult Education. According to 2023 data, there are 1,000 public education centres, 31 maturation institutes and open educational programmes under the

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[5] Eurydice, (2024). https://eurydice.eacea.ec.europa.eu/tr/national-education-systems/turkiye/ana-saglayicilar

Directorate General for Lifelong Learning. Public education centres and maturation institutes provide trainings that strengthen human capacity, enhance quality, open to innovation and development, scientific, awareness-raising, aligning with our cultural values, entrepreneurial, sustainable, inclusive and providing employment through non-formal education course programmes (DGLL, 2023)[6]. The Directorate General for Lifelong Learning currently manages 3,748 courses spread across 75 different disciplines, which include 2,600 vocational and 1,148 general courses, aiming to provide adults with access to formal and non-formal education opportunities.

These courses aim to promote lifelong learning in Türkiye, including programmes designed to increase literacy rates, enhance vocational training opportunities, and encourage community-based learning activities.

The National Agency, also known as the Centre for EU Education and Youth Programmes, was established in 2003 to implement EU education and youth programmes in Türkiye and to promote participation in these programmes. As a public institution with direct support mechanisms for actors in Adult Education, NA provides representatives of public and civil institutions/organisations working in Adult Education access to funding and training opportunities under the Erasmus+ programme.

In Türkiye, Lifelong Learning Strategy Documents were prepared with the goal of creating a sustainable lifelong learning system that can meet the needs and expectations of society, covering the periods 2009-2013 and 2014-2018. The priorities defined in the 2014-2018 Lifelong Learning Strategy Document include establishing a culture and awareness of lifelong learning in society, increasing lifelong learning opportunities and delivery, improving access to lifelong learning opportunities, developing a lifelong guidance and counselling system, developing a system for recognizing prior learning, and improving the lifelong learning monitoring and assessment system (MoNE, 2014)[7].

However, in the MoNE's 2019-2023 Strategic Plan, which is a higher-level document and the most important reference policy document defining the government's priorities in education, Objective 6 is stated as "Vocational and technical education and lifelong learning systems will be organized in accordance with the needs of society and the

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[6] DGLL, (2023). https://hbogm.meb.gov.tr/www/2023-yili-iyi-uygulama-ornekleri/icerik/1657

[7] MoNE, (2014). Türkiye Lifelong Learning Strategy Document and Action Plan 2014-2018. https://aydincik66.meb.gov.tr/meb_iys_dosyalar/2015_01/11024614_hbstratejibelgesiveeylemplan20142018.pdf

requirements of the labour market and the information age." The target set for this objective, target 6.4, is as follows: "Lifelong learning quality, participation, and completion rates will be increased to enhance individuals' work and life qualities, and educational activities directed towards our citizens abroad will continue" (MoNE, 2019)[8].

In the Strategic Plan 2024-2028 of the Ministry of National Education, the objectives and strategies for achieving lifelong learning are developed and defined in Table 2.

TABLE 2: OBJECTIVES AND TARGETS FOR LIFELONG LEARNING

Objective 3. Providing lifelong learning opportunities with a new approach focused on the individual, society and employment, with a view to improving the individual's knowledge, skills and competences.
Objective 3.1: In education, inclusivity will be ensured with the aim of enabling all individuals with varying abilities, characteristics, needs, and achievements to actively benefit from non-formal education.
– Education and training will be provided to disadvantaged groups (women, young people, the elderly, the disabled, the long-term unemployed, persons with disabilities, etc.) in accordance with their basic skills needs. – Projects to increase the human resource capacity and physical capacity of institutions will be conducted to increase the access of disadvantaged groups to education, and staff employment will be supported. – Efforts will be undertaken to facilitate access to education in open education schools for individuals who are beyond the age for formal education and have not completed their education for various reasons to resume and complete their interrupted education. – To ensure that foreign nationals in our country are supported in accordance with the principle of equality and inclusiveness in education and their adaptation to the Turkish Education System, it will be ensured that they benefit from formal and non-formal education opportunities at the highest level by making use of resources such as adaptation trainings, language support, cultural awareness programmes. – Social and cultural activities will be organized along with non-formal education activities on topics such as strengthening the values that hold society together, urban culture, democracy and human rights, and the transfer and teaching of cultural heritage to contribute to the creation of a more just, tolerant, and sustainable society.

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[8] MoNE, (2019). Ministry of National Education 2019-2023 Strategic Plan. https://www.meb.gov.tr/stratejik_plan/

Objective 3.2: Opportunity equality for trainee/learners benefiting from folk education centres will be increased through digital content development activities for distance learning.
– The contents available on the Public Education Centres Information Network Platform will be increased to minimize the limitations of education (time, space, and cost) through distance education technologies and enhance access to lifelong learning opportunities. – To support digital skills through sustainable mechanisms, collaborations and application opportunities will be increased. – Digital content for common courses of open high schools will be updated or created if necessary.
Objective 3.3: Personal, environmental and professional awareness will be raised among individuals through lifelong learning activities.
– Awareness will be raised about the personal and professional benefits of lifelong learning in individuals and participation in lifelong learning will be increased. – Activities will be carried out to inform individuals about learning opportunities and to raise awareness within the scope of learning opportunities. – Projects will be conducted on topics such as renewable energy, clean energy, and green transformation, and the workforce needed by the sector in these areas will be trained through non-formal education activities. – By considering the institution-based competencies of the maturation institutes, efforts will be made for them to conduct effective work in more specific areas, to produce unique and quality products, and thus to contribute to participation in lifelong learning. – Distance education technologies will be utilized to increase access to lifelong learning for various target groups who are disadvantaged in accessing education.
Objective 3.4: General, vocational, and technical training course programmes tailored to the current needs of all individuals will be prepared.
– Non-formal education course programmes will be developed to provide skill development suitable for future employment needs in the areas of climate change, green technologies, digital transformation, energy efficiency, renewable energy, and sustainable agriculture. – By tracking advancements in lifelong learning on a global scale it will be ensured that general, vocational, and technical education course programmes, which are prepared to make education and instruction lifelong and widespread, are updated and aligned with contemporary needs. – Course programmes will be updated in line with sector demands and evolving technology to support the educational activities of the labour market. – The Family School Project will support families in various areas, including family values, communication within the family, social, psychological, and emotional development, stress management, and approaches to preventing addictions.

– Non-formal education courses related to disasters and emergencies will be organized to ensure the community is prepared for such situations, to reduce risks, and to enhance rapid response capabilities.
Objective 3.5: The quality of private non-formal education services will be enhanced in accordance with international standards to support lifelong learning, with a focus on equality of opportunity and accessibility.
– Efforts will be carried out to increase the diversity of educational programmes in private non-formal education institutions and to ensure the international accreditation of certificates issued by these institutions. – The programmes implemented in private non-formal education institutions will be updated to meet international standards. – Efforts will be made to ensure that certificates obtained from courses affiliated with our Ministry (such as heavy equipment operator training, vocational training and development for special transportation services, and other vocational courses) provide employment and business establishment rights without the need for additional documentation. – Legislative regulations and research-development activities will be conducted to develop education, examination, and certification processes in traffic and driver education in accordance with European Union standards. Training will be provided to personnel involved in driver education on new developments and technological advancements to contribute to traffic safety. – Platforms providing online education will be monitored by the Ministry, and legislative changes will be made regarding the examination of the education and educational materials they offer.

Source: MoNE 2024-2028 Strategic Plan, 2024[9].

3.3 EXISTING STUDIES ON THE IMPACT OF ERASMUS+ ON THE ADULT EDUCATION SECTOR

There is limited study in Türkiye on the impact of Erasmus+ on the Adult Education sector. The latest study on this subject is the National Report of Turkey on the Implementation and Impact of Erasmus+ and Predecessor Programmes: Lifelong Learning, Youth in Action (Ministry for EU Affairs, 2017).

The report notes that Erasmus+ projects are highly effective in Türkiye and have contributed significantly to the achievement of the specific objectives set out in the Erasmus+ programme guide. These objectives include developing the skills and

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[9] MoNE, (2024). Ministry of National Education 2024-2028 Strategic Plan, https://www.meb.gov.tr/meb-2024-2028-stratejik-plani-yayimlandi/haber/32485/tr

competences of target groups, increasing awareness about EU culture, values, education, and youth organisations, as well as promoting quality improvements, innovation and internationalization in the fields of education and young people.

The programme report also acknowledges that the Erasmus+ programme is effectively managed in Türkiye, but notes that there is room for improvement in streamlining the process for applicants and beneficiaries. The complexity and lengthy duration of reporting procedures, including application forms and reporting, need to be addressed. In light of these findings, necessary measures have been taken for the Erasmus+ 2021-2027 period, the application and reporting processes have been simplified, and the aforementioned problems have been prevented. Although the allocation of funds across Key Actions 1, 2, and 3 is even and the actions are well-coordinated, there remains confusion among beneficiaries due to the overlapping scope and content of the Adult Education and Vocational Education sectors.

Additionally, the report highlights that the Erasmus+ programme significantly contributes to intercultural understanding, internationalisation, and communication in EU languages and enhances the prestige of individuals and organisations through partnerships with EU countries. Finally, the National Agency in Türkiye boasts strong institutional/organisational capabilities, effective coordination with the European Commission and other national stakeholders, and adequate financial resources for co-financing. This robust infrastructure, coupled with high demand from target groups and strong beneficiary satisfaction, positions the programme well for success should there be an increase in budget allocation (Ministry for EU Affairs, 2017)[10].

3.4   CONCLUSIONS

In this section, the national policy priorities in the field of Adult Education are first summarized, along with stakeholders are involved, followed by the national priorities for Erasmus+ in the field of Adult Education, and the gaps in existing impact research.

The Ministry of National Education's Strategic Plan for 2024-2028 sets a national policy priority for Adult Education as follows: " Providing lifelong learning opportunities with a new approach that is focused on individual, society, and employment needs, with a view to improving knowledge, skills, and competences." To achieve this, five key objectives have been identified:

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[10] Ministry for EU Affairs, (2017). National Report of Turkey on the implementation and the impact of Erasmus+ and Predecessor Programmes: Lifelong Learning, Youth in Action.

(1) to ensure inclusive education in order to enable all individuals with different abilities, characteristics, needs and achievements to actively benefit from non-formal education;

(2) to enhance equality of opportunity for trainee/learners benefiting from public education centres by developing digital content for distance learning;

(3) to raise personal, environmental and professional awareness among individuals through lifelong learning activities;

(4) to develop general, vocational and technical training courses that meet the current needs of all individuals; and

(5) to improve compliance of private non-formal education services with international standards to support lifelong learning in terms of quality, equal opportunities and accessibility.

In Türkiye, a wide range of stakeholders is involved in lifelong learning activities. These include primarily the Ministry of National Education and its subdivisions, such as the Directorate General for Vocational and Technical Education and the General Directorate for Lifelong Learning. Other participants include the Ministry of Labour and Social Security, the Ministry of Foreign Affairs, the Turkish National Agency, the Ministry of Agriculture and Forestry, local public bodies, professional organisations, private educational institutions, various governmental institutions, the private sector, non-governmental organisations, and universities.

Given the currently limited amount of research on the impact of the Erasmus+ programme on the Adult Education sector in Türkiye, increasing the number of studies to measure the programme's impact will be beneficial.

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 institutions/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/organisations 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 Türkiye.

4.2 PARTICIPATING ORGANISATIONS IN ERASMUS+

4.2.1 2018-2020 period

The data from the National Agency details the number of projects executed by different types of institutions/organisations during the period from 2018 to 2020. Figure 3 illustrates the KA104 project numbers carried out by each type of institution/organisation.

FIGURE 3: NUMBER OF KA104 PROJECTS CARRIED OUT BY TYPES OF INSTITUTIONS/ORGANISATIONS IN THE PERIOD 2018-2020 (N=118)
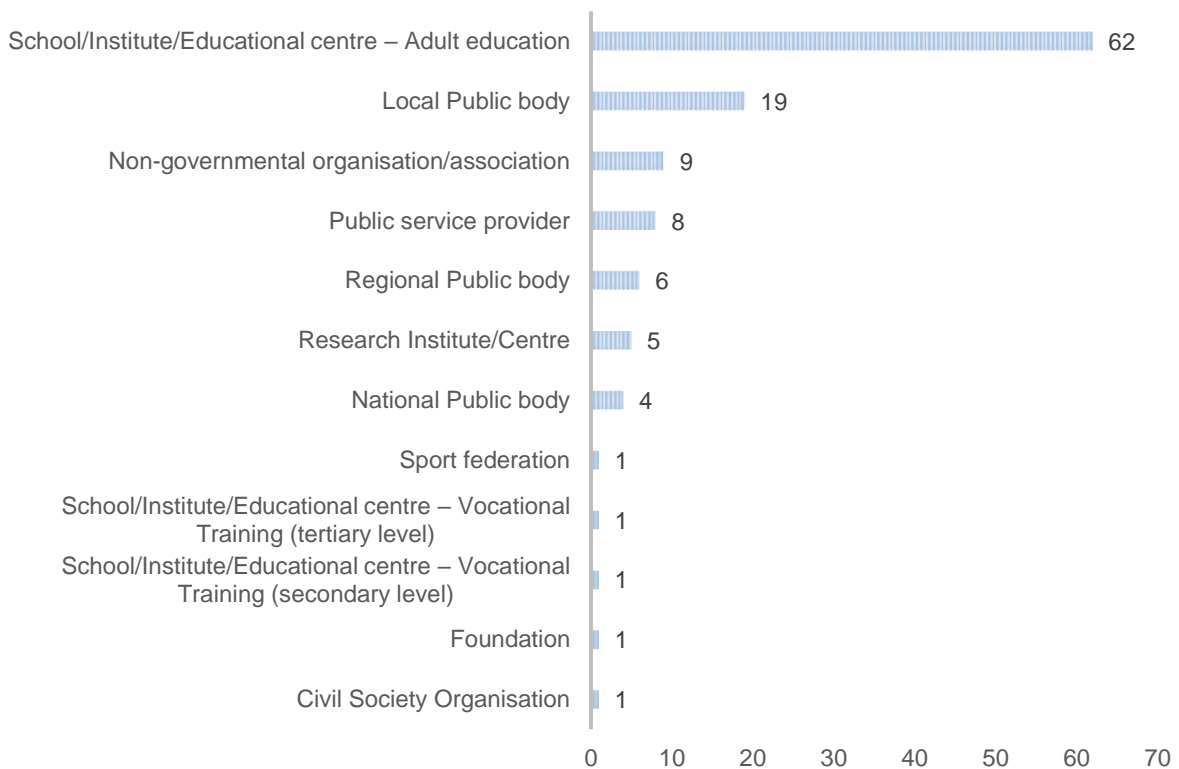
During the period from 2018 to 2020, 118 learning mobility of individuals (KA104) projects have been implemented in Adult Education. The majority of these projects were carried out by 62 (52%) adult education provider schools/institutions/educational centres, 19 (16%) local public bodies, 9 (7%) non-governmental institutions/organisations and 8 (%6) public service providers. Although other institutions/organisations are represented in a smaller number, it may be said that there are different types and diversity of institutions/organisations that benefit from project funding because of their inclusion among the types of granted institutions/organisations.

The number of KA204 projects carried out by type of institutions/organisations is presented in Figure 4.

FIGURE 4: NUMBER OF KA204 PROJECTS IMPLEMENTED BY TYPES OF INSTITUTIONS/ORGANISATIONS IN THE PERIOD 2018-2020 (N=92)
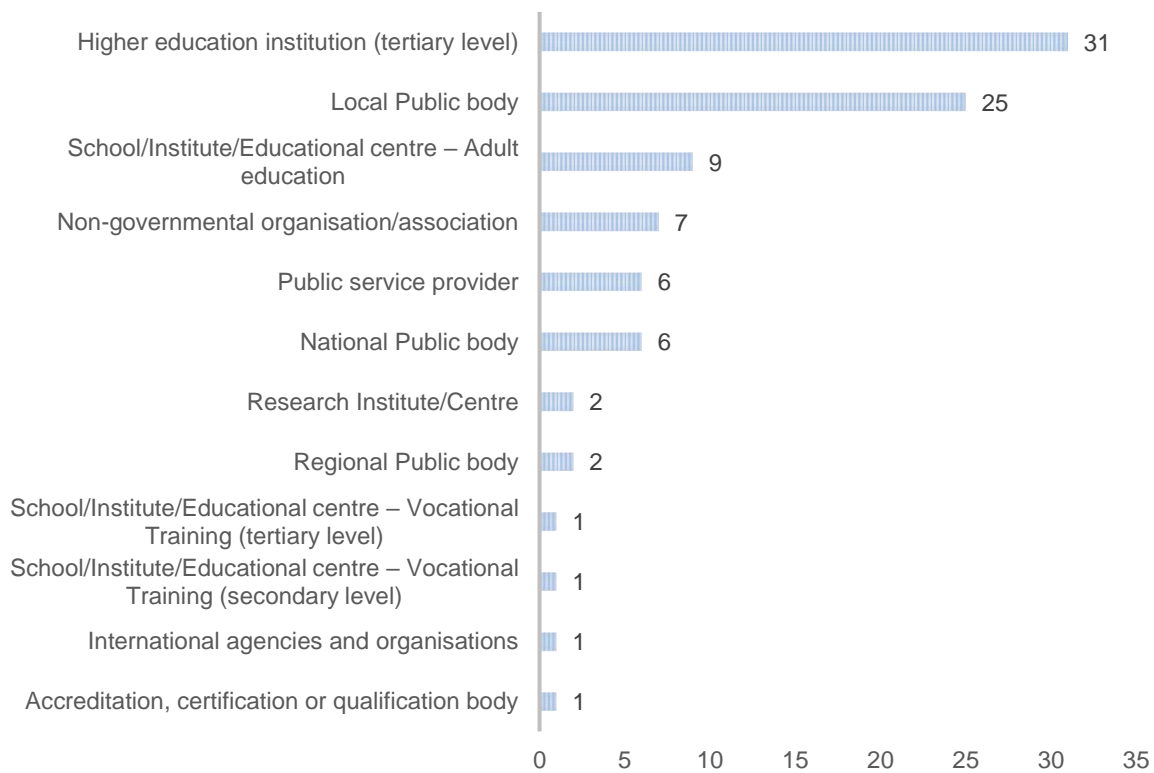
During the 2018-2020 period, 92 institutions/organisations in Türkiye implemented Strategic Partnership (KA204) projects in Adult Education. Higher education institutions led the initiative with 31 of the projects (34%), followed by local public bodies with 25 projects (27%), and adult education provider schools/institutes/educational centres with 9 projects (10%). As in KA104, KA204 projects include a number of organisations represented by fewer projects. This diversity is an indication that, as in the previous chart, different institutions/organisations can benefit from Erasmus+ project funding.

According to the survey respondents, the types of institutions/organisations participating in KA1 and KA2 in the period 2018-2023 are presented in Figure 5.

FIGURE 5: TYPES OF INSTITUTIONS/ORGANISATIONS PARTICIPATED IN KA1 AND KA2 IN 2018-2023 (N=153)

The distribution by type of 153 entities responding to the survey from KA1 and KA2 projects in the period 2018-2023 is presented in Figure 5. 42 (27%) of these projects were carried out by folk high schools, 24 (16%) by adult education providers school/institute/education centres, 17 (11%) by local/regional governments and 14

(9%) by higher education institutions. Other types of institutions/organisations, such as civil society organisations, and non-governmental institutions/organisations have a relatively small share.

4.2.2 2021 – 2027 period

The data provided by the National Agency offers information on the types of institutions/organisations that participated in projects conducted during the 2021-2023 period; the types of institutions/organisations that participated in KA121 are presented in Figure 6.

FIGURE 6: TYPES OF INSTITUTIONS/ORGANISATIONS PARTICIPATED IN KA121 IN 2021-2023 (N=65)
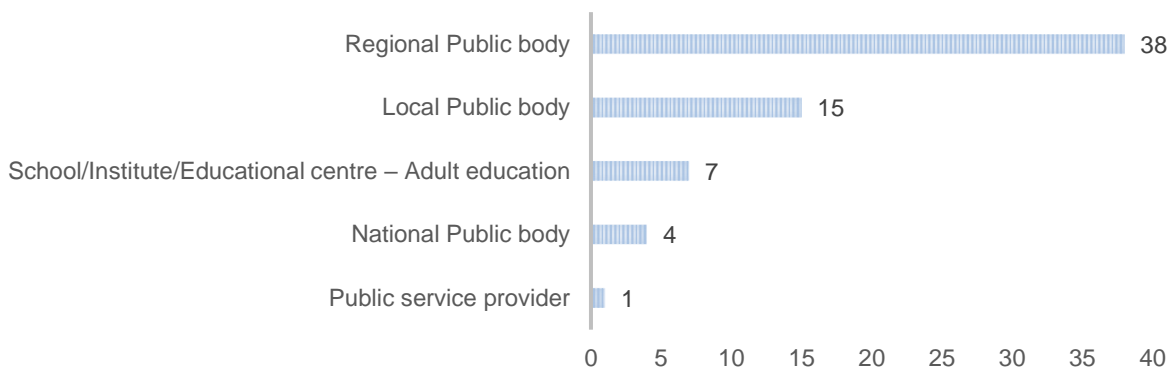
Figure 6 reveals that during the 2021-2023 period, 38 out of the 65 KA121 projects (59%) were conducted by regional public bodies. Following this, local public bodies implemented 15 projects, accounting for 23%. It has been established that all KA121 projects were conducted by public organisations.

The types of institutions/organisations that participated in KA122 for the period 2021-2023 are presented in Figure 7.

FIGURE 7: TYPES OF INSTITUTIONS/ORGANISATIONS PARTICIPATED IN KA122 IN THE PERIOD 2021-2023 (N=65)
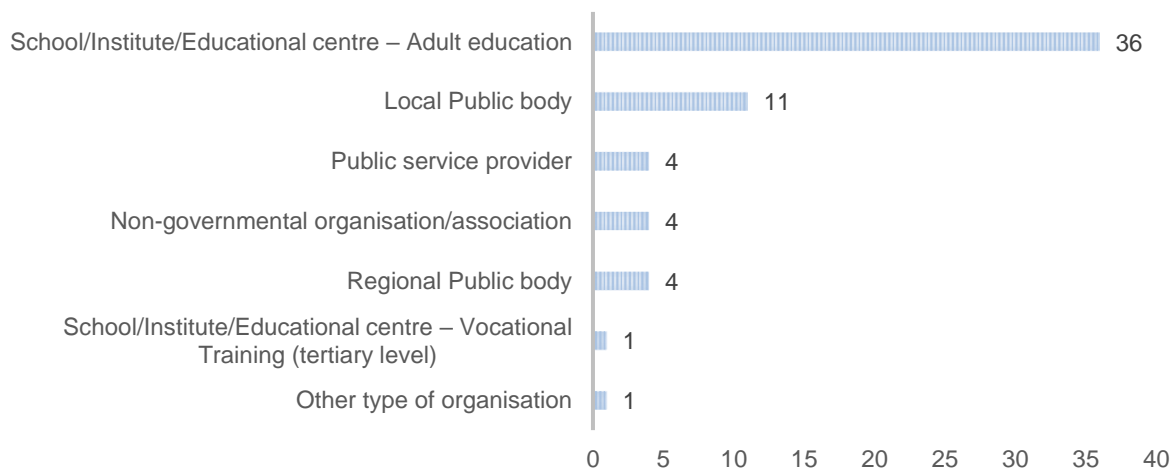
Between 2021 and 2023, a total of 65 KA122 projects were implemented. Among these, 36 projects (55%) were carried out by adult education providers, schools/institutes/educational centres. Local public bodies implemented 11 projects (16%). Public service providers, non-governmental organisations/associations, and regional public bodies each carried out 4 projects (6%). Other types of organisations participated in the KA122 projects at relatively lower rates.

Figure 8 displays the types of institutions/organisations that participated in KA210 projects during the period from 2021 to 2023.
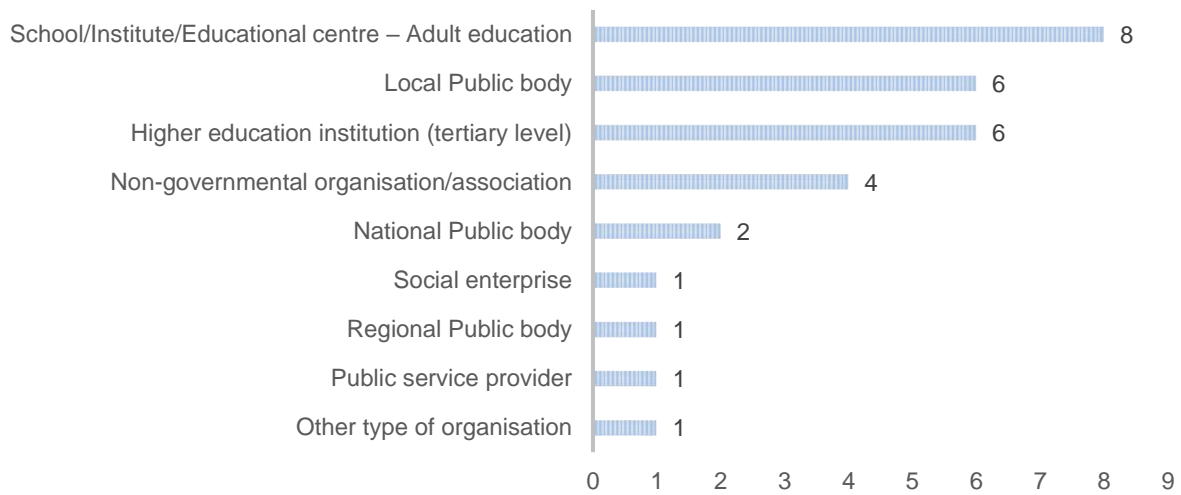
From 2021 to 2023, there were 30 KA210 projects carried out. Leading the initiatives, adult education providers, schools/institutes/educational centres implemented 8 projects, which represented 27% of the total. Local public bodies and higher education institutions each managed 6 projects, corresponding to 20% respectively. Non-governmental organisations/associations followed with 4 projects, contributing 13%. Additional projects were pursued by a variety of other organisations, each participating to a lesser extent.

Figure 9 displays the types of institutions/organisations that participated in KA220 during the period from 2021 to 2023.
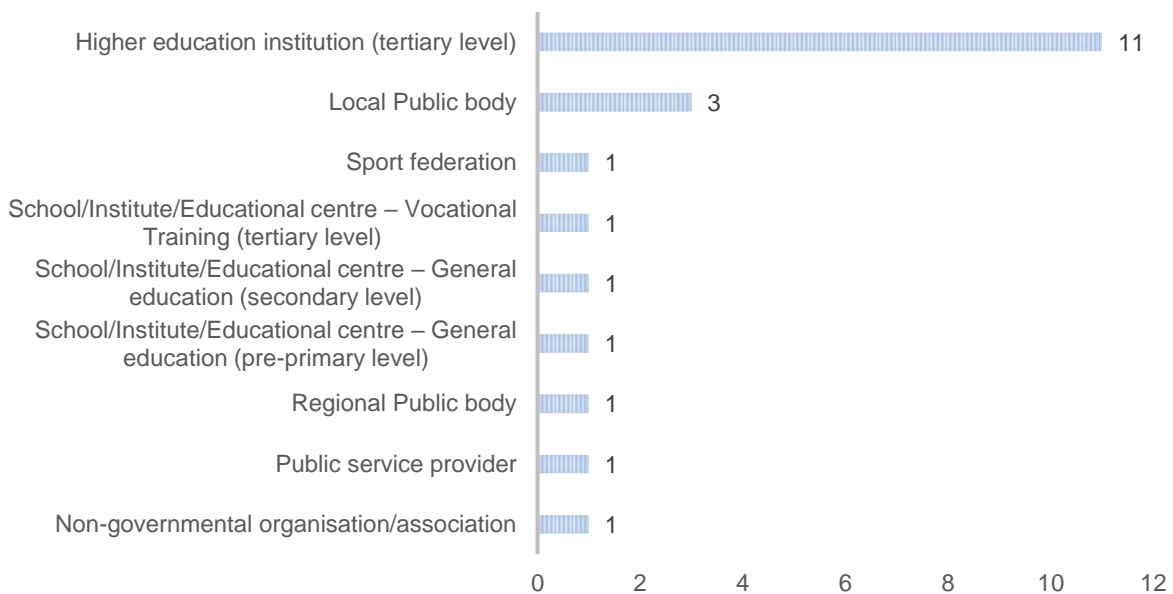
Between 2021 and 2023, a total of 21 KA220 projects were implemented. Higher education institutions led with 11 projects, accounting for 52% of the total. Following them, local public bodies completed 3 projects, representing 14%. Additionally, various other organisations contributed to the remaining 5% with one project each. This diversity demonstrates that a wide range of organisations can benefit from KA220 project funding.

4.2.3 Size of participating organisations

Participants reported the number of staff employed at their institutions/organisations as of the end of 2022 regarding the size of their institutions/organisations. The findings are presented in Figure 10.

FIGURE 10: THE PERCENTAGE OF THE NUMBER OF STAFF EMPLOYED AT PARTICIPATING INSTITUTIONS/ORGANISATIONS AT THE END OF 2022 (N=121)
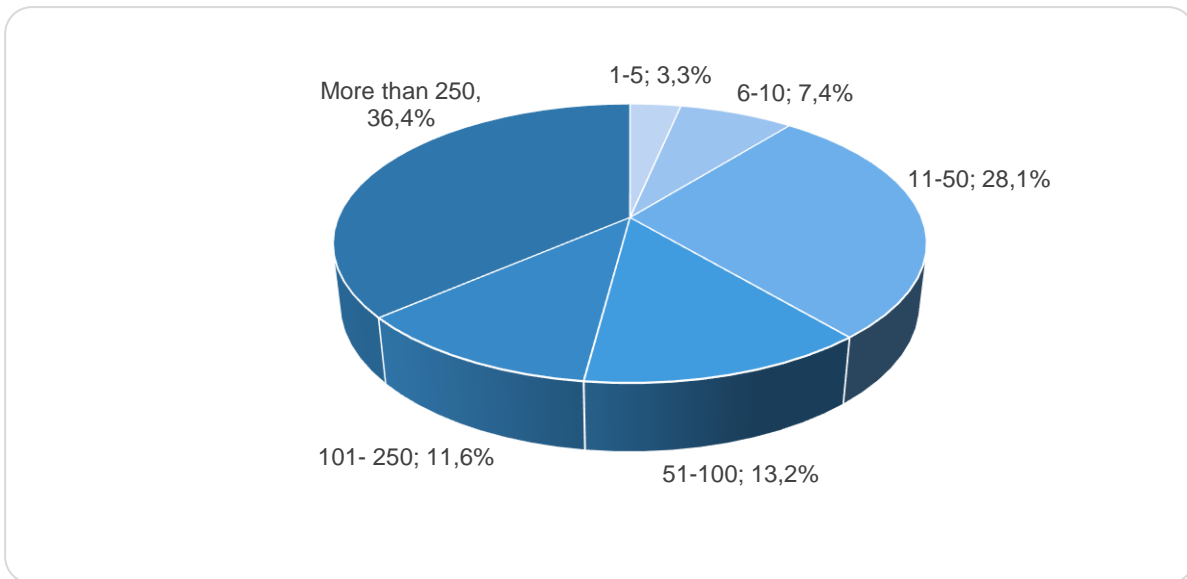
Out of the 121 institutions/organisations that responded to the survey, 36% had more than 250 employees by the end of 2022. The second most common group among respondents comprises institutions/organisations with 11 to 50 staff, making up 28%. Organisations with 51 to 100 staff represent the third group at 13%. The smallest category includes institutions/organisations with 1 to 5 staff, accounting for just 3%. Upon closer examination of the findings, it is evident that the majority of institutions/organisations employ 50 or more staff.

Participants were also asked how many adult learners participated in learning activities provided by their institutions/organisations in 2022. The results are presented in Figure 11.

FIGURE 11: NUMBER OF ADULT LEARNERS WHO PARTICIPATED IN LEARNING ACTIVITIES IN 2022 (N=118)
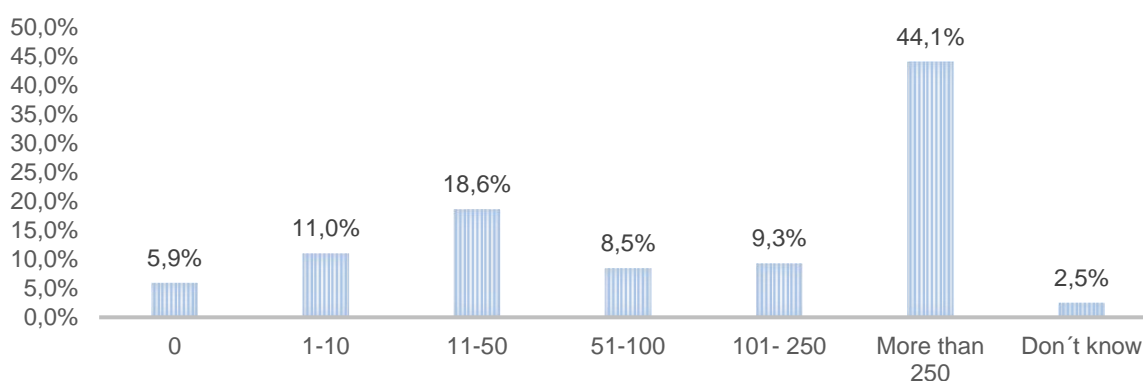
In 2022, the number of adult learners participating in the learning activities of the 118 institutions/organisations that responded to the survey varied significantly. Notably, 44% of institutions/organisations reported having more than 250 adult learners. While 19% had between 11 and 50 adult learners, and 9% had between 101 and 250, only 6% of the institutions/organisations indicated that no adult learners participated in their activities.

4.2.4 Newcomers to the programme

Participants were asked how many KA1 and KA2 projects their institutions/organisations have participated in as coordinators or partners within the Erasmus+ programme since 2014. The results are presented in Figure 12.

FIGURE 12: NUMBER OF PROJECTS INSTITUTIONS/ORGANISATIONS PARTICIPATED IN AS COORDINATORS OR PARTNERS UNDER THE ERASMUS+ PROGRAMME SINCE 2014 (N=117)
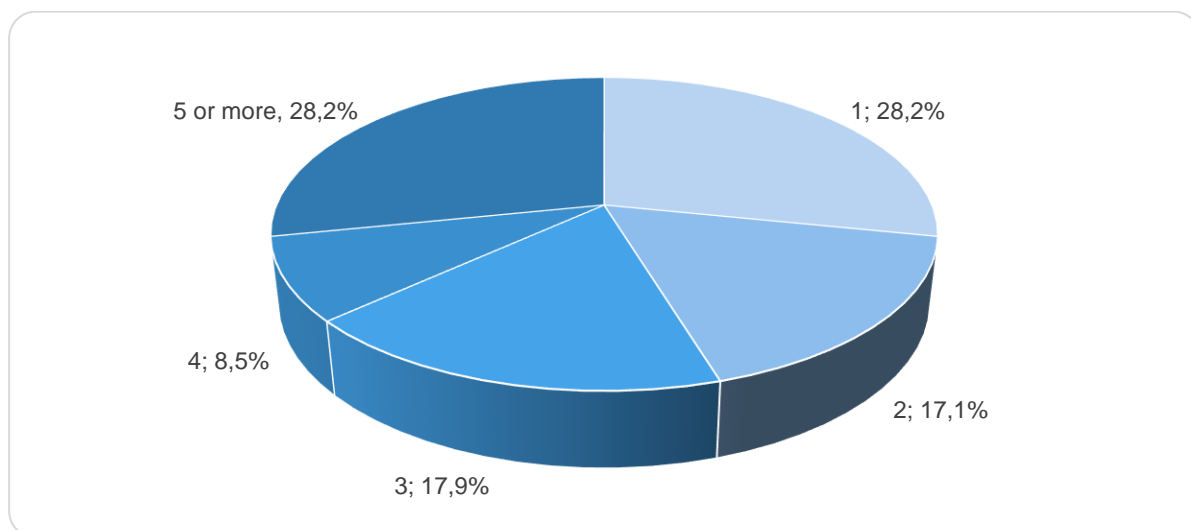
The survey results reveal that 28% of respondents from institutions/organisations that are active in the Adult Education sector have participated in five or more Erasmus+ projects as partners or coordinators since 2014. 28% of the institutions/organisations have participated in only one Erasmus+ project during the same period. Meanwhile, 17% of respondents have participated in two Erasmus+ projects, 18% in three projects, and 9% in four projects.

When examining institutions'/organisations' roles in Erasmus+ KA2 projects since 2014, of the 71 institutions/organisations responding to this question in the survey, 25 (35%) have assumed the role of coordinator alone, and 5 (7%) have only taken on the partner role. The survey was sent to applicant institutions/organisations. Among the surveyed institutions/organisations, no one acts solely as an associate partner. Of the institutions/organisations, 37 (52%) indicate that they have assumed both the coordinator and partner roles, while only 4 (6%) institutions/organisations have taken on all three roles.

The number of institutions/organisations newly participating in the Erasmus+ programme within the scope of KA1 and KA2 is 30 and 11, respectively. The relative share of all institutions/organisations and applicants was determined to be 25% for KA1 and 12% for KA2. Participation in the KA1 programme is relatively higher compared to the KA2 programme.

Participants were also asked whether their institutions/organisations currently hold an Erasmus+ accreditation for mobility in Adult Education.

FIGURE 13: PERCENTAGE OF INSTITUTIONS/ORGANISATIONS HOLD AN ERASMUS+ ACCREDITATION FOR MOBILITY IN ADULT EDUCATION (N=118)
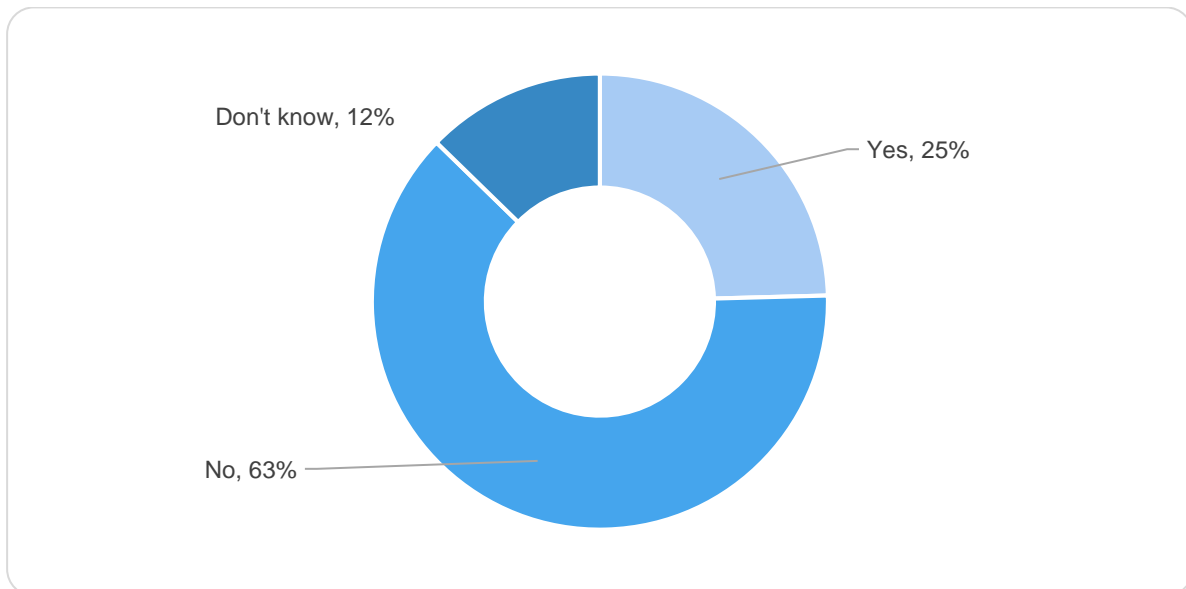
When examining the percentage of institutions/organisations with Erasmus+ accreditations for mobility in Adult Education, it was found that the majority of responding institutions/organisations (63%) did not have accreditation, but only one-quarter had Erasmus+ accreditation.

4.3   ADULT LEARNERS' PARTICIPATION

Participants were asked which adult learner groups have been targeted by Erasmus+ projects since 2018, noting that multiple answers were possible. The distribution of the targeted learner groups is presented in Figure 14.

FIGURE 14: TARGETED ADULT LEARNERS GROUPS IN ERASMUS+ PROJECT(S) SINCE 2018

Target group	Percentage
Adults with a low level of education	10%
Women	9%
Young adults (15-29 years old)	8%
Adults with lacking basic skills	7%
Employed	6%
Adults with limited income	6%
Migrants	6%
Adults with learning difficulties	5%
Elderly (older then 65 years)	5%
Refugees/ asylum seekers	5%
Adults with physical or mental disabilities	5%
Parents	4%
Unemployed	4%
Adults who live in a peripheral area	4%
Adults who are discriminated	3%
Early school leavers, NEETs	3%
Adults with health problems	3%
Addicts	2%
No specific target group adults	2%
(Ex)prisoners	2%
Other	1%
Homeless	0%

As presented in Figure 14, the most frequently targeted learner group of the surveyed institutions/organisations in the Erasmus+ projects are adults with low educational attainment 10%, followed by women with 9%. Subsequently, young adults (15-29 years old) and adults with lacking basic skills are ranked third and fourth among the target groups, respectively. In addition, a smaller targeting rate has been identified for a

variety of adult learner groups, indicating that a wide range of adult groups is targeted in the Erasmus+ projects.

4.4 OBSTACLES FOR PARTICIPATING IN ERASMUS+

4.4.1 General mobility obstacles

Based on their experience with Erasmus+ programme, participants were asked whether their institutions/organisations intend to reapply to the programme in the future. The findings are presented in Figure 15.

FIGURE 15: PLANS OF INSTITUTIONS/ORGANISATIONS TO REAPPLY FOR THE ERASMUS+ PROGRAMME (N=97)
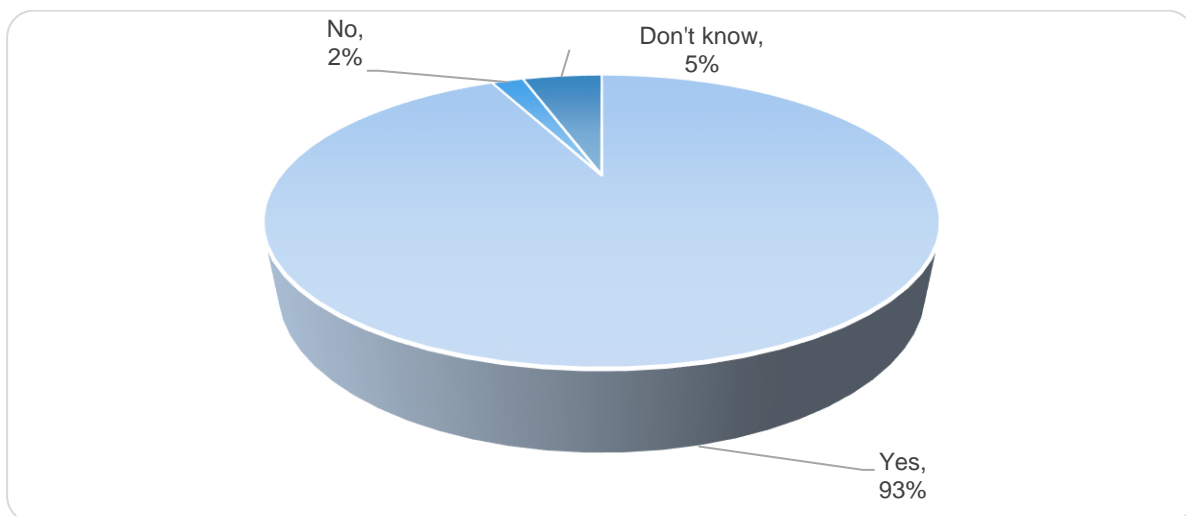
As shown in Figure 15, the vast majority of participating institutions/organisations (93%) plan to reapply for the Erasmus+ Programme in the future. Only 2% of institutions/organisations do not plan to apply again.

Participants were asked in an open-ended question format what the biggest obstacle or barrier is for their institutions/organisations to participate in Erasmus+. The categories resulting from the answers are presented in Figure 16.

FIGURE 16: OBSTACLES OR BARRIERS TO THE PARTICIPATION OF INSTITUTIONS/ORGANISATIONS IN ERASMUS+ (N=71)
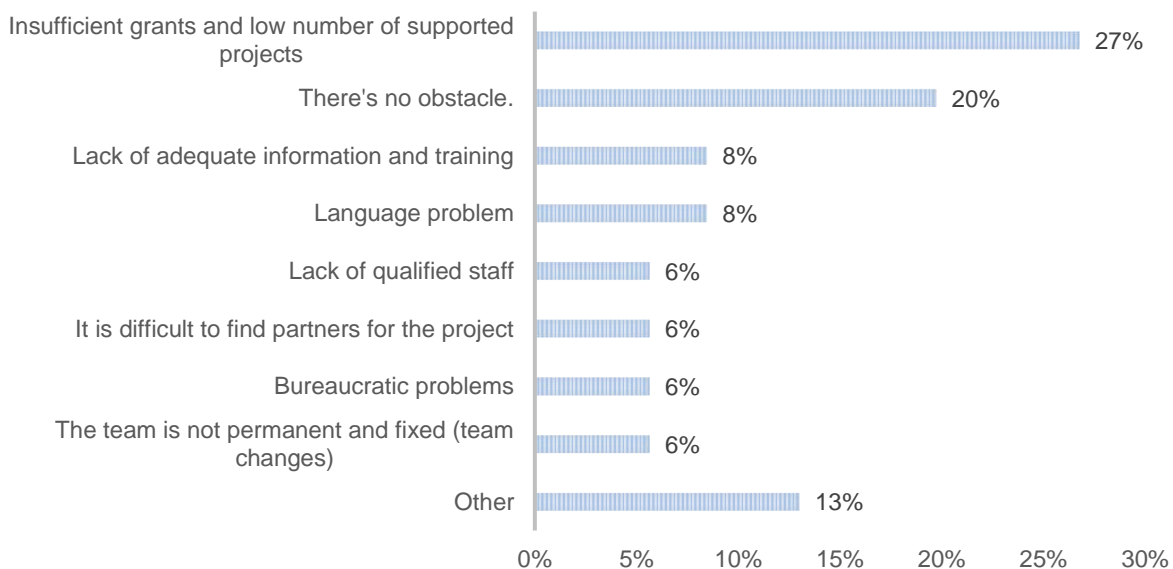
As shown in Figure 16, the biggest obstacles or barriers to the participation of institutions/organisations in Erasmus+ are insufficient grants and the low number of supported projects. Issues such as lack of adequate information and training, language problem, lack of qualified staff, difficulty in finding project partners, bureaucratic problems, and unstable team staff have been highlighted. However, 20% of participants reported encountering no obstacles at all.

4.4.2 Specific obstacles to adult learners' participation in KA1 mobility activities

Participants were asked if they planned to organise mobility activities for adult learners within the framework of a future KA1 project. The findings are presented in Figure 17.

FIGURE 17: INSTITUTIONS'/ORGANISATIONS' PLANS TO ORGANISE FUTURE MOBILITY ACTIVITIES FOR ADULT LEARNERS UNDER THE KA1 PROJECT (N=97)
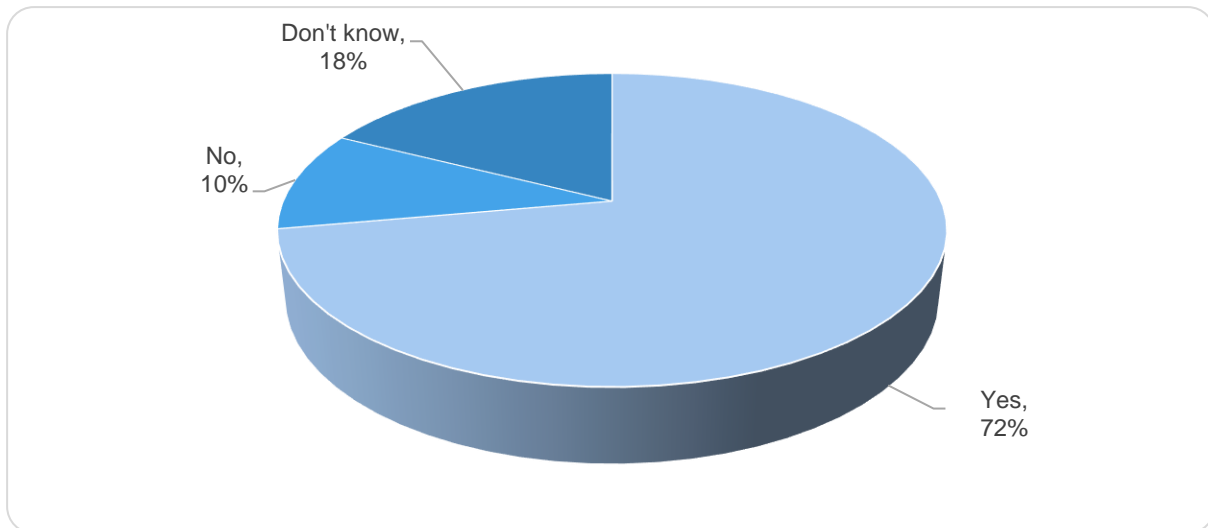
Of the institutions/organisations surveyed, 72% plan to reapply for the programme to organise mobility activities for adult learners, while 10% do not intend to reapply again.

Participants were asked open-ended questions about what prevents them from planning mobility activities for adult learners within the framework of a future KA1 project. The categories resulting from the answers are shown in Figure 18.

FIGURE 18: FACTORS PREVENTING FUTURE PLANNING OF MOBILITY ACTIVITIES UNDER THE KA1 PROJECT (N=13)
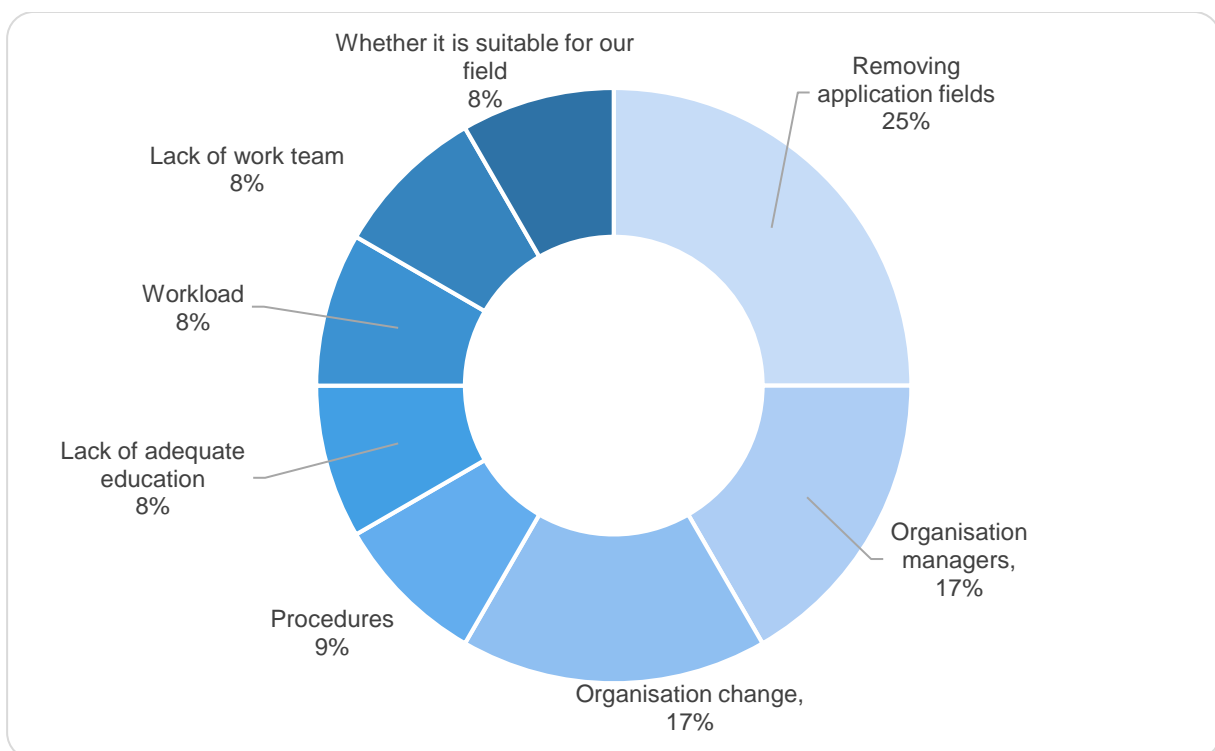
When examining what constrained institutions/organisations from planning future mobility activities, 25% of respondents indicated that the removal of application fields such as guidance, 17% cited disinterest from institution managers, and another 17% mentioned they had changed institutions where they work. Additionally, 9% pointed to the excessive procedures involved in the application processes, 8% reported inadequate information and training, 8% cited excessive workload, 8% felt that they did not have a work team, and 8% were unsure if they were suitable for the fields covered by the programme offered.

4.5 CONCLUSIONS ON ACCESSIBILITY AND INCLUSIVENESS

In this section, the specificities and characteristics of the adult education institutions/organisations, participants, staff, volunteers and adult learners who, individually or in groups, participate or have participated in an Erasmus+ project are summarised. Subsequently, obstacles for participating in Erasmus+ (general and more specific for KA1 mobility for adult learners) and the findings related to the accessibility and inclusiveness of Erasmus+ are provided.

The survey summarised the general structure of Türkiye's Adult Education sector. While various institutions/organisations participated in the Erasmus+ projects, the most common actors included adult education providers, schools/institutes/education centres, higher education institutions, local public institutions, and non-governmental organisations/institutions. Although there were a smaller number of projects represented by various institutions/organisations, which indicates that different types of institutions/organisations can benefit from Erasmus+ projects, the majority were public institutions/organisations. Among the participating institutions/organisations, those employing 50 or more staff were in the majority. Relatedly, at 44% of surveyed institutions/organisations, more than 250 adult learners have participated in learning opportunities. More than a quarter of the institutions/organisations active in the Adult Education sector have participated in five or more Erasmus+ projects as partners or coordinators since 2014, with more than half specifying that they have taken on both coordinator and partner roles. However, only a quarter of the institutions/organisations hold Erasmus+ accreditation for mobility in AE.

The most frequently targeted adult learner groups in Erasmus+ projects by these institutions/organisations were adults with low educational attainment and women, with a wider range of adult groups targeted to a lesser extent. The new participation in the KA1 program was relatively higher compared to KA2.

Respondents identified insufficient funding and the limited number of supported projects as the biggest barriers to participating in Erasmus+. When considering factors affecting institutions'/organisations' future mobility planning, removing certain areas was cited as the primary reason, followed by the disinterest of institution managers. The biggest challenges for organisations participating in Erasmus+ projects were bureaucratic and administrative burdens.

Overall, the wide range of adult learner groups targeted in Erasmus+ projects by institutions/organisations indicates the inclusive nature of these projects. However, it

cannot be said that this inclusivity applies equally to the participating institutions/organisations. Although various institutions/organisations can benefit from Erasmus+ project funding, it is observed that accessibility in Türkiye remains relatively low-threshold/inclusive, with the majority being large public institutions/organisations with substantial staff numbers.

5 IMPACT OF ERASMUS+ AT MESO LEVEL

5.1 INTRODUCTION

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

5.2 TYPE OF PROJECT OUTPUTS DEVELOPED AND TOPICS ADDRESSED

5.2.1 Type of topics addressed

Data provided by the National Agency on projects conducted between 2018 and 2020 offer insights into the primary themes of these projects. The topics addressed by KA104 and KA204 projects during the 2018-2020 period, as well as those tackled by KA210 and KA220 projects, are presented in Table 3 of Annex 1.

For KA1 projects, the most frequently addressed topics were identified as follows: Access for the disadvantaged (16), new innovative curricula/educational methods/development of training courses (15), Migrants' issues (8), and Integration of refugees (8). It has been observed that KA104 projects covered a wide range of topics, addressing a total of 26 different themes.

For KA204 projects conducted between 2018 and 2020, the most frequently addressed topics were: New innovative curricula/educational methods/development of training courses (10), Information and communication technologies - new technologies - digital competencies (10), Open and distance learning (9), Disabilities - special needs (8), and Inclusion - equity (7). KA204 projects covered a total of 28 different topics with these themes.

In KA210 projects, the primary topics addressed were Inclusion, promoting equality and non-discrimination (4), and Creating new, innovative or joint curricula or courses (4). In KA220 projects, the frequently addressed topics were new innovative

curricula/educational methods/development of training courses (4), Development of training courses (3), Digital skills and competencies (2), and Disabilities (2). Overall, the KA210 and KA220 projects covered a total of 23 different themes.

5.2.2 Type of project outputs developed

Participants were asked what outputs or products had been developed within their institution/organisation as part of participation in Key Action 2 in Erasmus+ from 2018 onwards until the end of 2022, notingthat multiple answers were possible. The types of outputs and products developed are presented in Figure 19.

FIGURE 19: THE TYPES OF OUTPUTS AND PRODUCTS DEVELOPED BY INSTITUTIONS/ORGANISATIONS PARTICIPATING IN KA2 PROJECTS BETWEEN 2018 AND 2022 (N=73)
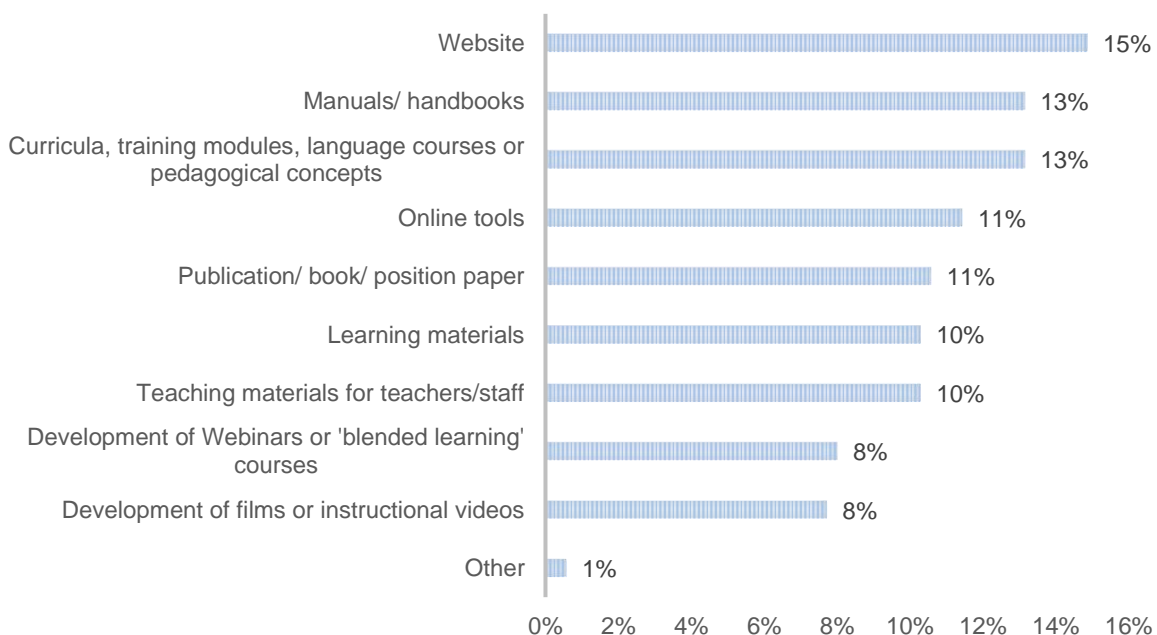
The most frequently developed outputs and products by institutions/organisations participating in KA2 projects between 2018 and 2022 were reported to be websites (15%), manuals/handbooks (13%), and curricula, training modules, language courses or pedagogical concepts (13%). Among the options provided to survey participants, it was found that the outputs and products developed were evenly distributed, indicating that institutions/organisations developed various types of outputs and products.

5.2.3 Added value of Erasmus+ support

Participants were asked whether the actions supported by Erasmus+ after 2018 would have been implemented even if their institutions/organisations had not participated in Erasmus+. The findings related to the relevant question are presented in Figure 20.

FIGURE 20: INSTITUTIONS'/ORGANISATIONS' VIEW ON THE STATUS OF IMPLEMENTATION OF ACTIONS SUPPORTED BY ERASMUS+ AFTER 2018 IF INSTITUTIONS/ORGANISATIONS HAD NOT PARTICIPATED IN ERASMUS+ (N=119)
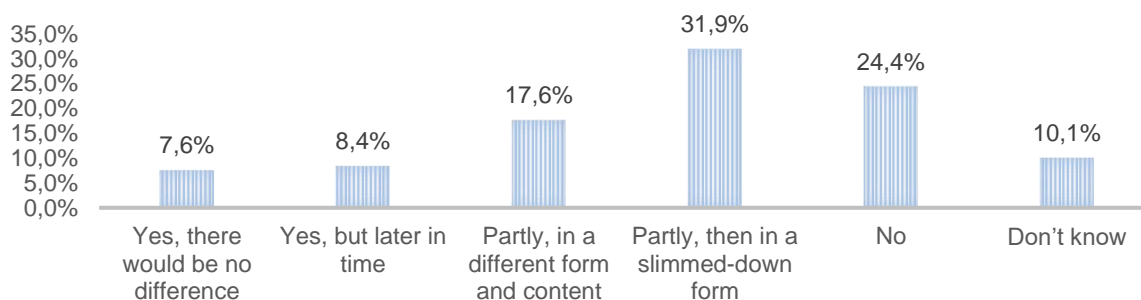
Of the institutions/organisations surveyed, 24% stated that the actions supported by Erasmus+ after 2018 would not have been implemented if they had not participated in Erasmus+, 32% indicated that the actions would have been implemented partly, then in a slimmed-down form, and 18% said that they would have been implemented partly but in a different form and content. Only 8% of the institutions/organisations surveyed reported that there would be no difference even if they had not participated in Erasmus+.

5.3 IMPACT AT INSTITUTION/ORGANISATION LEVEL

5.3.1 Impact on internationalisation

Participants were asked to identify which of the following conditions were in place in their organisation to facilitate internationalisation processes. The survey results are presented in Figure 21.

FIGURE 21: CONDITIONS IN INSTITUTIONS/ORGANISATIONS THAT FACILITATE THE INTERNATIONALISATION PROCESS (N=111)

Considering the existence of conditions facilitating the process of internationalisation, the institutions/organisations, respectively, highlighted the conditions of "The institution/organisation has a policy/strategy for internationalisation" (70%) and "The institution/organisation systematically participates in international networks and internationalisation activities" (39%). The least prevalent condition in institution/organisation was identified as "There is a dedicated budget for internationalisation activities" (7%).

Participants were asked whether the conditions within their institution/organisation for facilitating internationalisation processes had improved, remained the same, or decreased since 2018. The findings are presented in Figure 22.

As shown in Figure 22, the vast majority (91%) of respondents indicated significant improvement or improvement in the conditions that would facilitate the processes of internationalisation in their institutions/organisations from 2018 to today, while very few indicated that it has remained the same (%6), decreased (%2) or significantly decreased (%1).

Participants were asked to what extent they agreed or disagreed with statements regarding the impact of participating in Erasmus+ since 2018 on the organisational embedding of internationalisation within their institutions/organisations. Findings are presented in Figure 23.

FIGURE 23: THE IMPACT OF PARTICIPATING IN ERASMUS+ SINCE 2018 ON THE ORGANISATIONAL EMBEDDING OF INTERNATIONALISATION WITHIN THEIR INSTITUTION/ORGANISATION (N=97)
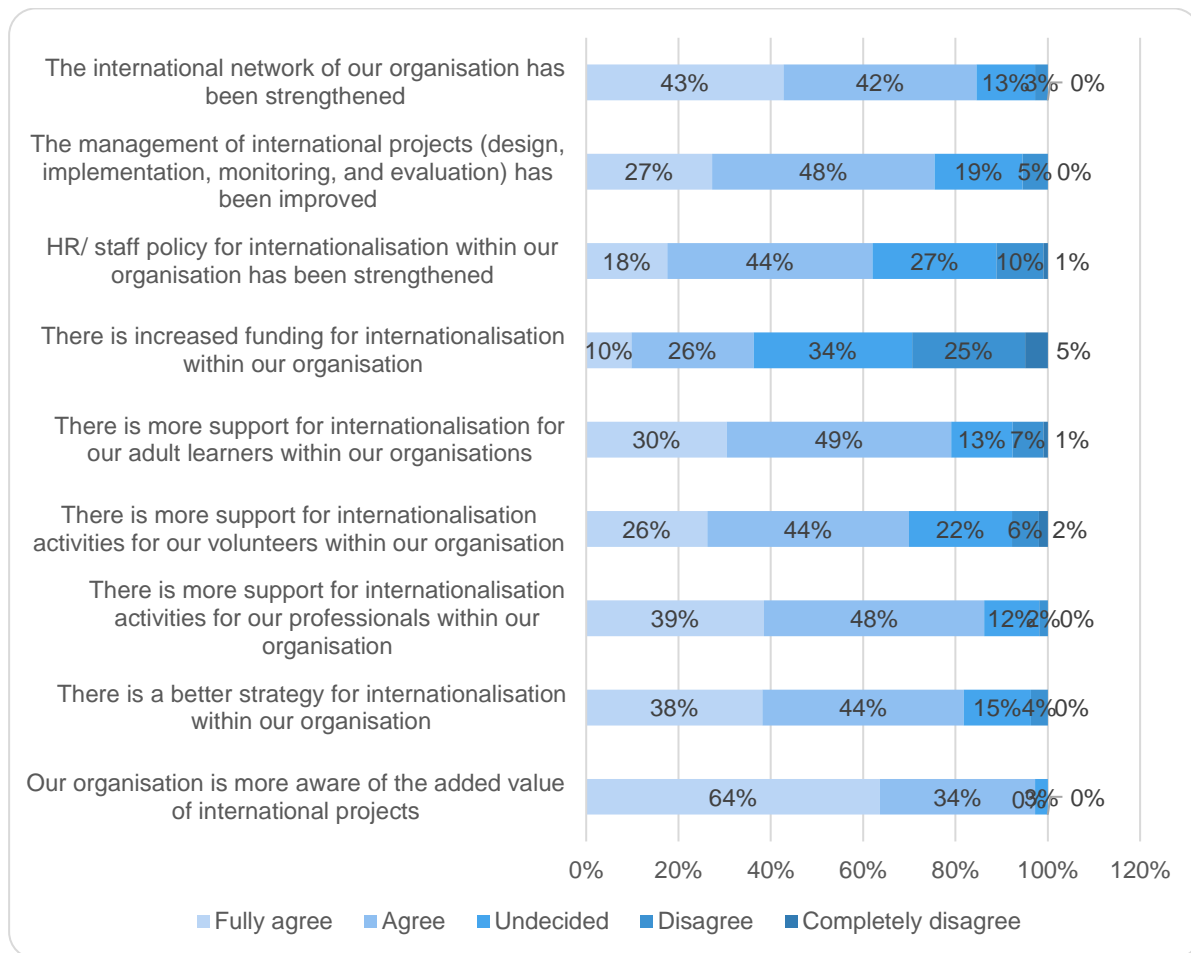
As seen in Figure 23, participants indicated that the most significant impacts of participating in Erasmus+ organisational embedding of internationalisation within their institution/organisation were the strengthening of their international network (approximately 85%) and increased awareness of the added value of international projects (approximately 98%). Additionally, the majority of institutions/organisations participating in the study reported that, with Erasmus+ participation, there is a better

strategy for internationalisation within their institutions/organisations, they provide more support to internationalisation activities for staff, volunteers, and adult learners, have strengthened their HR/staff policy, and have improved their international project management. Compared to other statements, participants showed lower agreement on the statement related to increase funding for internationalisation (approximately 36%).

Participants were asked an open-ended question about what the greatest benefit to themselves and/or their organisations had been after participating in Erasmus+. The categories that emerged from the responses are presented in Figure 24.

FIGURE 24: BENEFITS OF PARTICIPATING IN ERASMUS+ FOR INDIVIDUALS AND ORGANISATIONS (N=106)

My professional development, experience and motivation have increased (%26)

Our project writing skills have improved (%2)

We have seen Europe's perspective on adult education and its different practices (%18)

The perspective of internationalisation has evolved (%6)

Benefits

Improved organisational capacity and vision (%17)

We have developed foreign language skills (%6)

We have established international cooperation and network (%15)

It helped us get to know different cultures (%10)

When considering the benefits of Erasmus+ participation from individual and institutional/organisational perspectives, 26% of participants indicated that it had particularly enhanced their professional development, experience, and motivation. Additionally, 18% reported that they gained insights into Europe's perspective on adult education and observed different practices firsthand,17% noted improvements in their institutional capacity and vision, 15% mentioned the establishment of international cooperation and networking, 10% acknowledged the experience of different cultures,

6% claimed improvements in foreign language skills and changes in their perspectives on internationalisation, and 2% stated that their project writing skills had improved.

5.3.2 Impact on learning offer

Participants were asked to what extent they agreed or disagreed with the statements regarding the impact of participation in Erasmus+ since 2018 on the development of the learning offer within their institution/organisation and beyond. Findings are presented in Figure 25.

FIGURE 25: THE IMPACT OF PARTICIPATION IN ERASMUS+ ON THE DEVELOPMENT OF THE LEARNING OPPORTUNITIES WITHIN AND OUTSIDE THE INSTITUTION/ORGANISATION (N=110)
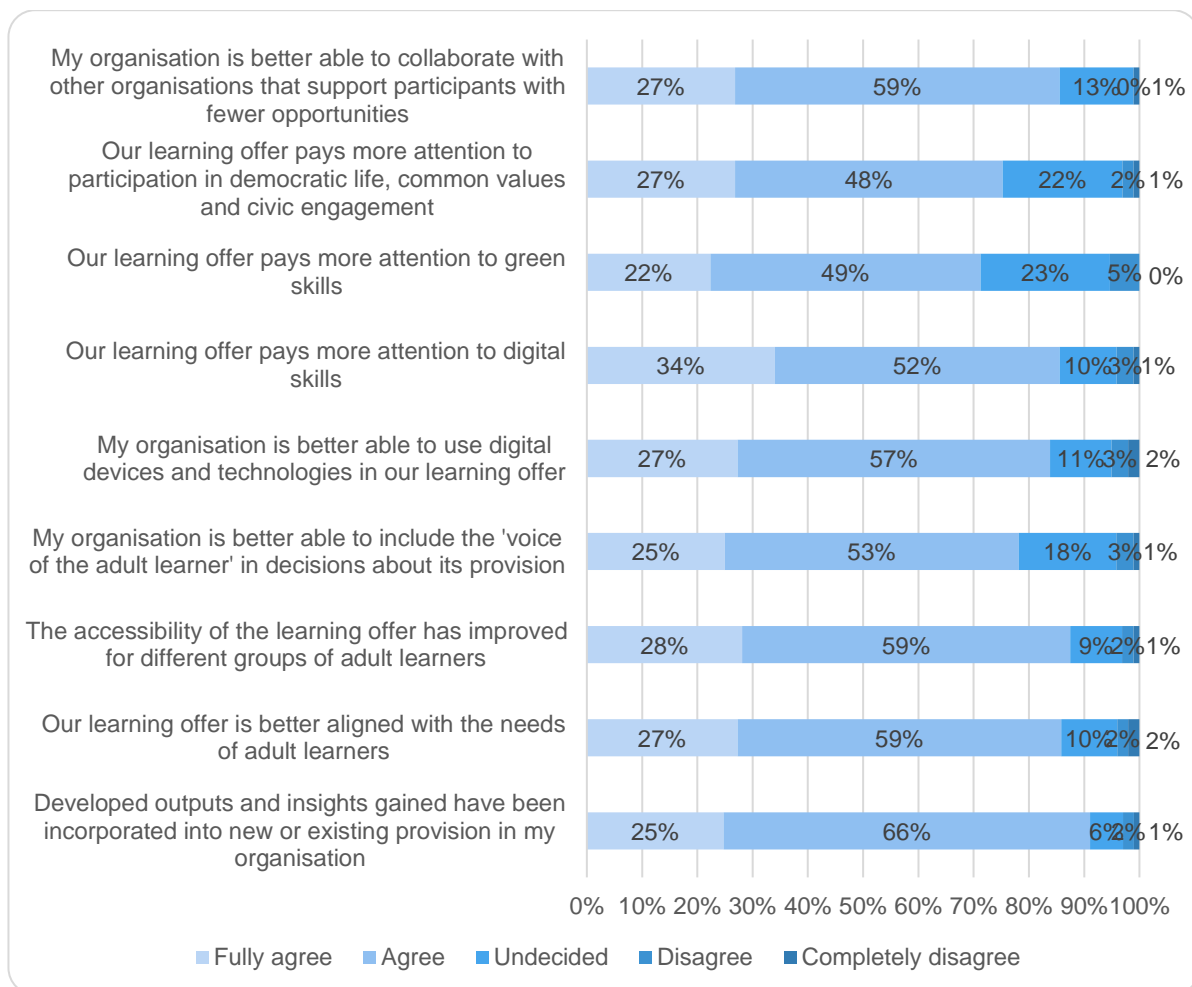
The most significant impact of Erasmus+ participation has been the integration of the developed outputs and insights into new or existing provisions that have been accepted by the vast majority of institutions/organisations (approximately 91%). Institution/organisation representatives have strongly emphasised that participation in Erasmus+ has enabled better collaboration with other institutions/organisations that support participants with fewer opportunities (about 86%), better alignment of learning offers with the needs of adult learners (about 86%), and improved accessibility of the learning offer for different groups of adult learners (about 87%). However, other impacts mentioned are also significant. For example, participation in the programme has led to better inclusion of adult learners' views in decisions about its provision, better skills to use digital devices and technologies, and more attention to digital skills and green skills.

Participants asked which topics were receiving more attention within their institution/organisation than before, noting that multiple answers were possible. The findings are presented in Figure 26.

FIGURE 26: TOPICS RECEIVING INCREASED ATTENTION WITHIN INSTITUTIONS/ORGANISATIONS FOLLOWING PARTICIPATION IN ERASMUS+ PROJECTS (N=102)

Topic	Percentage
Digital skills	78%
Teaching/ learning with digital technologies	66%
Professional development of staff	53%
Inclusion and diversity	52%
European values	50%
Greening and fight against climate change	44%
Inclusive learning environment	41%
Active citizenship, democratic participation, civic and social engagement	38%
Media literacy	37%
Networking/ learning partnerships with other organisations	34%
Motivation and well-being of learners	31%
Assessment and examination learning outcomes	27%
Connection between education and the labour market	25%
Quality assurance	22%
Preventing racism and discrimination	22%
Work-based learning and apprenticeships	14%
Outreach/ recruitment of learners	11%
Validation of prior learning	10%
Differentiation while supervising or teaching	4%

After participating in Erasmus+ projects, participants noted that they had more interest in their institution/organisation than before in digital skills (78%), teaching/learning with

digital technologies (66%), professional development of staff (53%), inclusion and diversity (52%) and European values (50%). Topics such as green transition and fight against climate change (44%), inclusive learning environment (41%), and active citizenship, democratic participation, civic and social engagement (38%) are among the topics of greater interest than ever since institutions/organisations were included in an Erasmus+ project. The subjects with the slightest interest are differentiation while supervising or teaching (4%), validation of prior learning (10%), outreach/recruitment of learners (11%) and work-based learning and apprenticeships (14%).

Through an open-ended question, participants asked if they could provide a concrete example showing that participation in one or more Erasmus+ projects had permanently strengthened their learning offer to adult learners/participants. The categories obtained from analysing the responses are presented in Figure 27.

FIGURE 27: EXAMPLES SHOWING THAT PARTICIPATION IN THE ERASMUS+ PROJECT IN LEARNERS PERMANENTLY STRENGTHENED LEARNING OPPORTUNITIES FOR ADULT LEARNERS/PARTICIPANTS (N=37)

Like the survey results shown in Figure 27, participating institutions/organisations have noted increased interest in educational training and courses (24%), digital skills and training courses for digital skills(14%), and language skills and training (11%). In addition, they provided examples of changes in perspectives and approaches to disadvantaged individuals (11%), increased competence of participants (11%),

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heightened interest in Erasmus+ projects (8%), and concrete outcomes on their web pages (5%).

Participants were asked an open-ended question about the types of benefits they and/or their institutions/organisations have gained from participating in Erasmus+ projects. Considering the views on the concrete outcomes of Erasmus+ participation, participants particularly emphasized that their professional development, experience, and motivation, including digital skills, have increased; they have observed different perspectives and practices in adult education across Europe; established international cooperation; gotten to know different cultures; and improved their foreign language skills.

5.3.3 Impact on horizontal priorities

Inclusion and diversity

Participants were asked to identify which of the following conditions were existed in their institution/organisation to facilitate inclusion and diversity, noting that multiple answers were possible. The findings obtained from the analysis of responses are presented in Figure 28.

FIGURE 28: CONDITIONS FACILITATING INCLUSION AND DIVERSITY IN THE INSTITUTION/ORGANISATION (N=109)
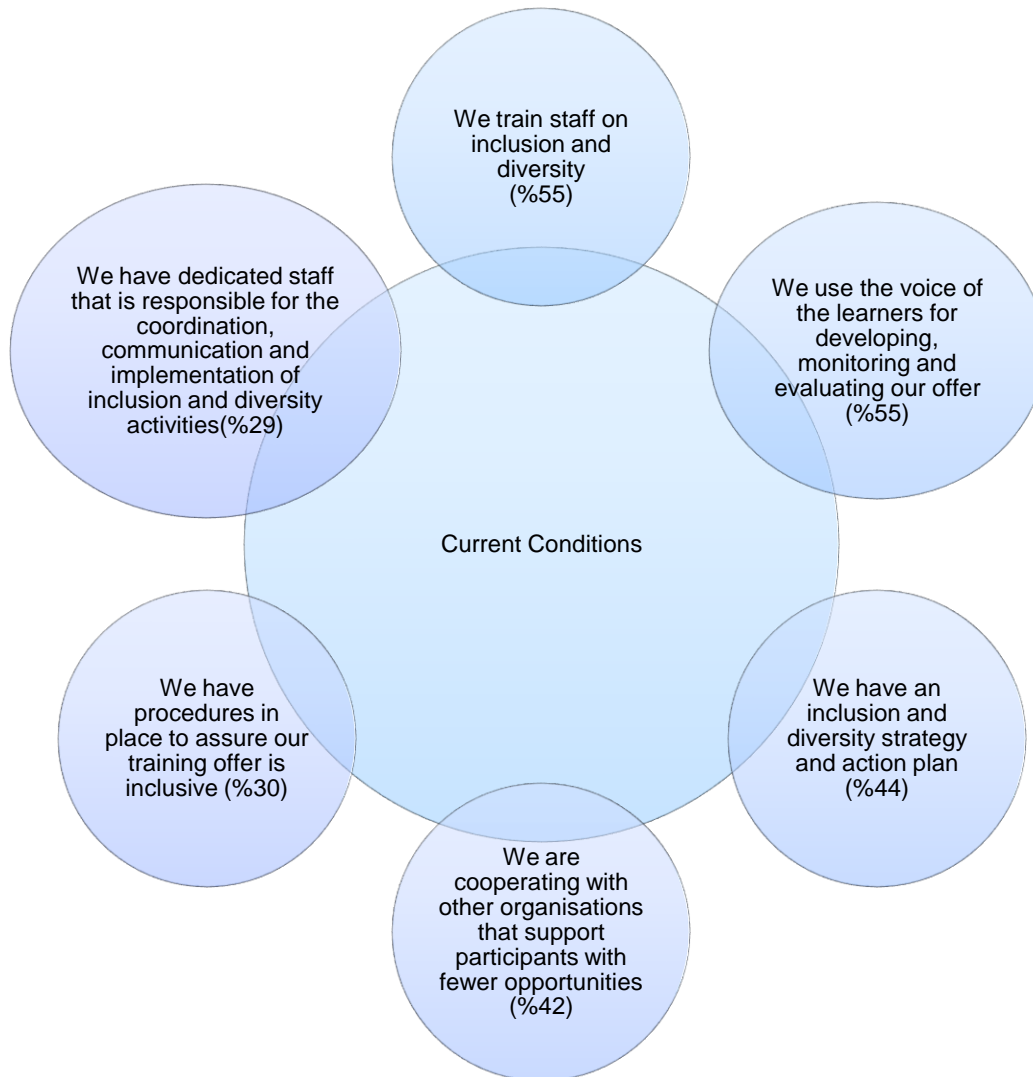
Institutions/organisations have undertaken various activities to facilitate inclusion and diversity. Over half of the participants (55%) reported that they train staff on these topics and incorporate learners' feedback into the development, monitoring, and evaluation of their offers and train staff on inclusion and diversity (55%). Additionally, 29% of institutions/organisations indicated having dedicated staff responsible for coordinating, communicating, and implementing inclusion and diversity activities. In comparison, 44% stated that they have an inclusion and diversity strategy and action plan in place.

Participants were asked whether the following aspects of adult learning delivery in their institution/organisation had improved since they began participating in Erasmus+ from 2018 onwards.

FIGURE 29: IMPROVEMENTS IN ADULT LEARNING DELIVERY ASPECTS FOLLOWING PARTICIPATION IN ERASMUS+
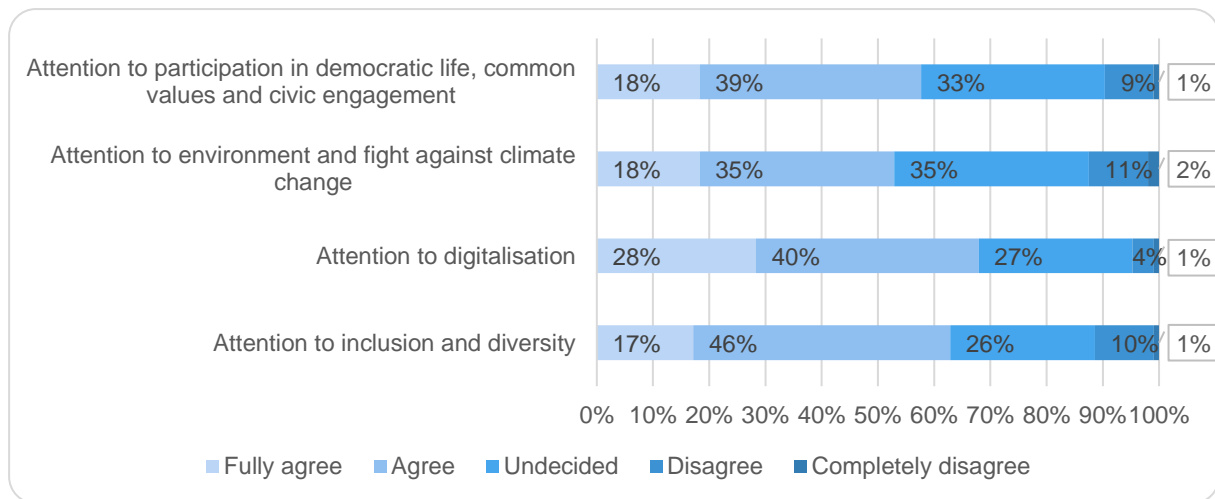
As seen in Figure 29, participants stated that participation in Erasmus+ has improved most in providing adult learning in their institutions/organisations, most notably in digitalisation (68%), followed by inclusion and diversity (63%). However, attention to the environment and fight against climate change (53%), participation in democratic life, common values and civic engagement (57%) are also observed to be above 50%. Similar to the survey results, the answers to open-ended questions highlighted, particularly participation in Erasmus+, the development of organisational capacity and vision in organisation, and the establishment of international cooperation and networks.

Digital transformation

Participants were asked which conditions facilitated digital transformation in their institutions/organisations, noting that multiple answers were possible. The findings are presented in Figure 30.

FIGURE 30: CONDITIONS IN INSTITUTIONS/ORGANISATIONS THAT FACILITATE DIGITAL TRANSFORMATION (N=109)
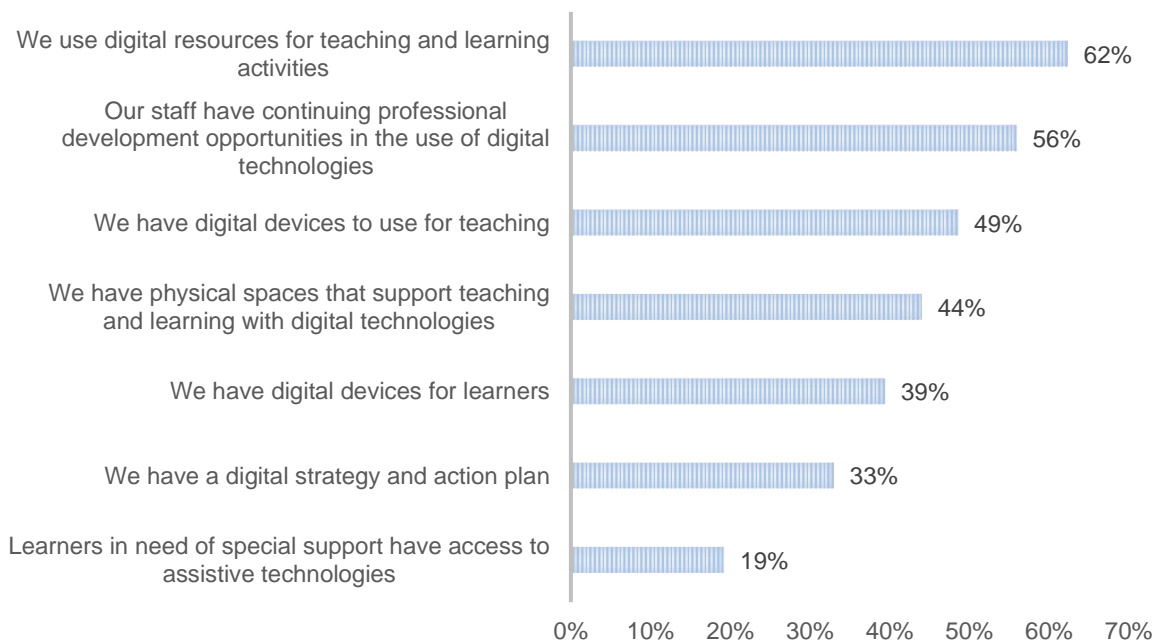
Most participating institutions/organisations (62%) indicated that they use digital resources for teaching and learning activities and provide their staff with continuing professional development opportunities in digital technologies (56%). In addition, approximately half of institutions/organisations indicated that they have digital devices to use for teaching (49%), and physical spaces that support teaching and learning with digital technologies are available (44%). In institutions/organisations, digital devices for learners (39%), especially for learners in need of special support to assistive technologies, were limited (19%).

Similar to the survey results, respondents, in their responses to open-ended questions, pointed out that their institutions/organisations have increased their vision and capabilities, including through their Erasmus+ projects and activities specifically aimed at developing digital skills (Figure 24). Similarly, they noted that participation in

Erasmus+ improved digitalisation attention in their institutions/organisations (68%) (Figure 29).

Green transition

Participants were asked which conditions facilitated green transition in their institutions/organisations, noting that multiple answers were possible. The findings are presented in Figure 31.

FIGURE 31: CONDITIONS IN INSTITUTIONS/ORGANISATIONS THAT FACILITATE GREEN TRANSFORMATION (N=109)
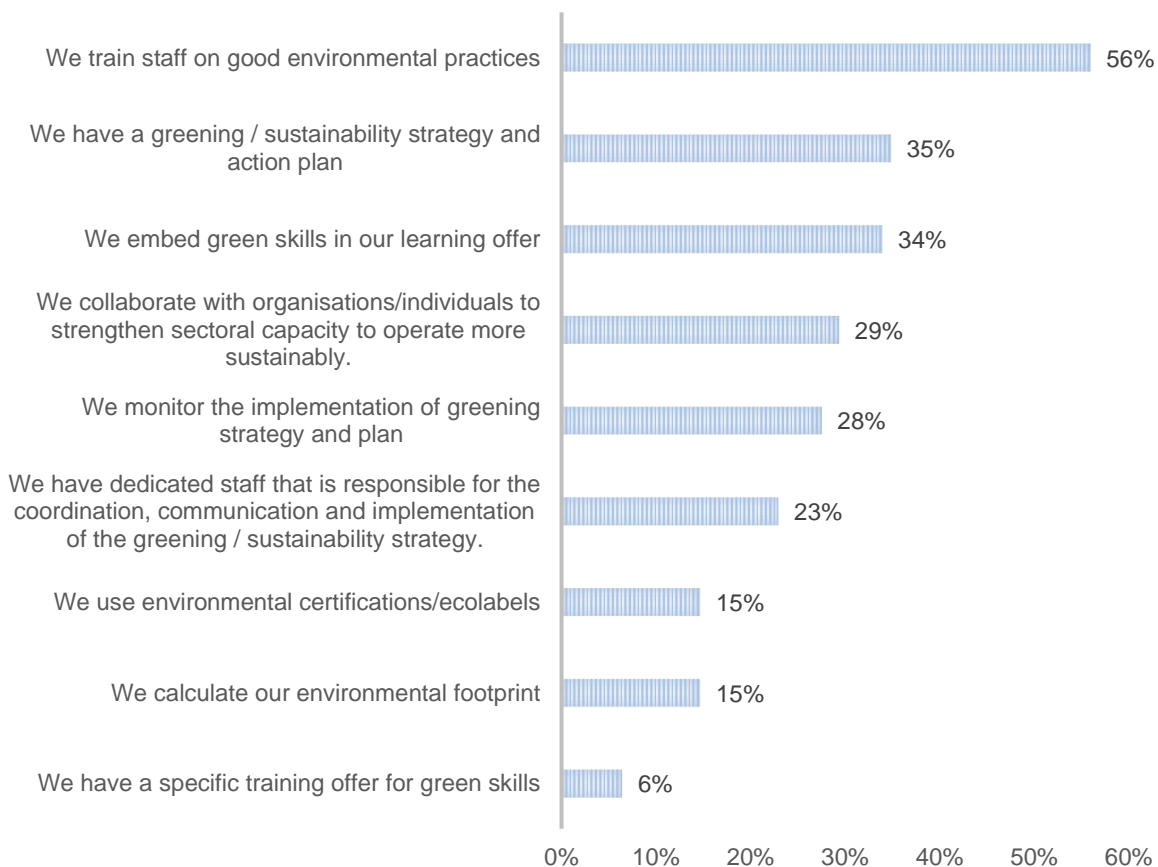
As shown in Figure 31, institutions/organisations indicate that they have trained their staff on this to facilitate the green transition (56%). Approximately 30% of participants indicated that they have a strategy and action plans for green transition, incorporate them into learning opportunities, collaborate with different individuals and

institutions/organisations, and can monitor and improve strategies and actions. At least 23% of institutions/organisations have dedicated staff responsible for the green transition strategy. However, the proportion of institutions/organisations that calculate their environmental footprint (15%), use environmental certificates/eco-labelling (15%) and offer specialised training for green skills is relatively low.

In addition to these findings, more than half of participants indicated that by participating in Erasmus+, institutions/organisations attach more importance to combating environmental and climate change (Figure 29; 53%).

Participation in democratic life, common values and civic engagement

Participants were asked which conditions facilitated participation in democratic life, common values, and civic engagement in their institutions/organisations, noting that multiple answers were allowed. Responses to relevant survey question are presented in Figure 32.

FIGURE 32: CONDITIONS IN INSTITUTIONS/ORGANISATIONS THAT FACILITATE DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT (N=109)
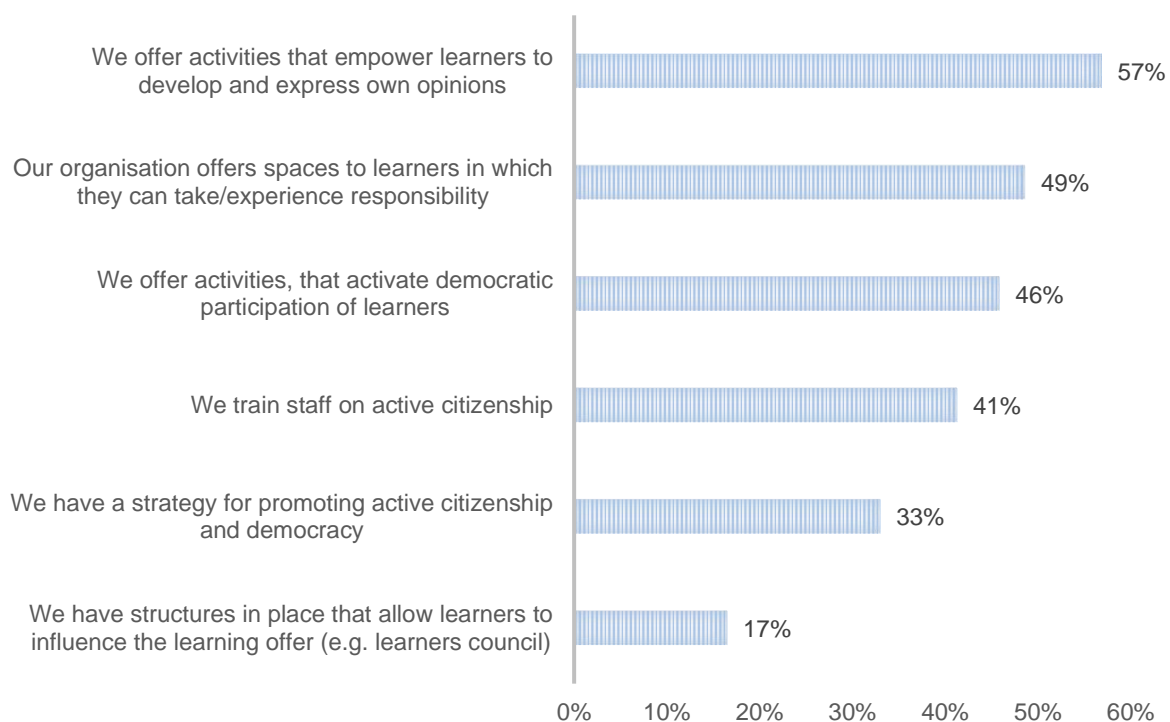
The most common condition that institutions/organisations have to facilitate participation in democratic life, common values, and civil engagement is offering activities that empower learners to develop and express their own opinions (57%). Institutions/organisations frequently (49%) offer spaces to learners in which they can take/experience responsibility and offer activities that activate the democratic participation of learners (46%). About 41% of institutions/organisations stated that they train their staff on active citizenship. However, structures like learners' council, which allow learners to influence the learning offer, are relatively limited (17%).

Approximately 57% of institutions/organisations have indicated that participation in Erasmus+ has improved in terms of participation in democratic life, common values and civic engagement as well (Figure 29).

5.4   FACTORS HAMPERING OR STIMULATING IMPACT

Participants were asked to what extent the outputs and products developed in Key Action 2 since 2018 were still being used by their institution/organisation. The responses from participants to the relevant survey question are presented in Figure 33.

FIGURE 33: USAGE STATUS OF OUTPUTS AND PRODUCTS DEVELOPED IN KA2 BY INSTITUTIONS/ORGANISATIONS SINCE 2018
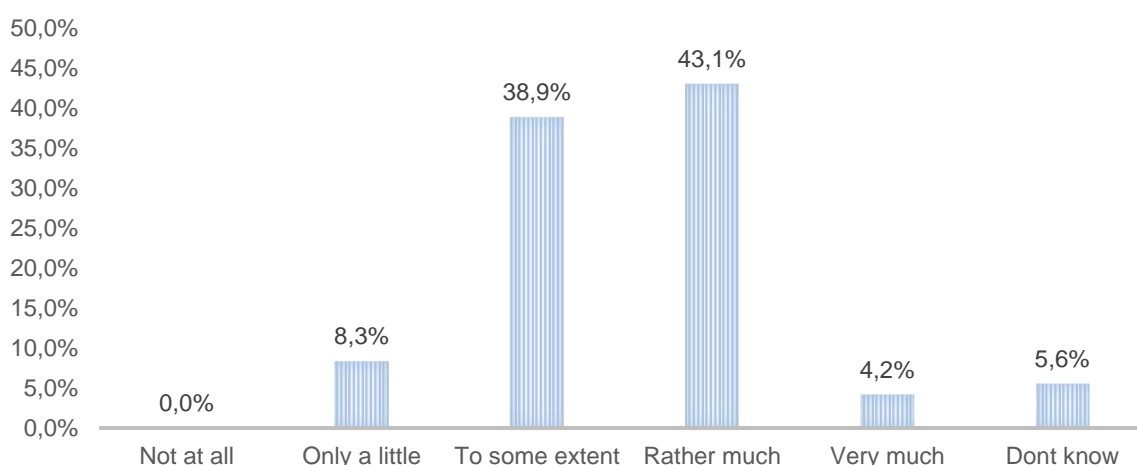
The responses obtained show that since 2018, the outputs and products developed in KA2 have been significantly utilized on an ongoing basis by institutions/organisations. 43% of respondents reported that the developed outputs and products were used

rather much, and 4% stated they were used very much. This indicates a high level of ongoing usage. No participants reported that the developed outputs and products were not used at all, and only 8% mentioned that they were used only a little.

Participants indicated that the primary factor hampering the adoption and use of the outputs and products developed with Erasmus+ support was the pandemic period. Additionally, they listed the decreased interest of participants, relocations, socio-cultural structures, and the dependency of public education centres on district education directorates as factors hampering the adoption and utilisation of the developed outputs and products.

Factors stimulating the adoption and use of the outputs and products developed with Erasmus+ support, as stated by the participants, include the availability of project outputs in digital form, the preparation of output content by subject experts, the alignment of project objectives with the strategic goals of the institutions/organisations, education demands, participation in congress, degree programs, sustainability activities, the competence of the Erasmus+ and National Agency family, their collaborative and supportive approach, dissemination of outputs at the national level, participation in conferences and workshops targeted at specific audiences, and inclusion on the Presidency's distance education platform.

Additionally, the perspective of institution/organisation managers emerged as both a hampering and stimulating factor to use of outputs and products.

5.5   CONCLUSION

In this section, the main impact of Erasmus+ on internationalisation, learning offers, and horizontal priorities, as well as factors hampering or stimulating impact, are summarised.

The main impact of the Erasmus+ programme on the internationalisation of institutions/organisations is highly significant. Specifically, participation in Erasmus+ projects has strengthened the international network of institutions/organisations, raised awareness about the value of international projects within institutions/organisations, improved their strategies, supported staff, volunteers, and adult learners, strengthened their human resources/staff policies, and enhanced international project management.

Similarly, the impact of participation in Erasmus+ projects on learning opportunities has been clearly observed. Most institutions/organisations integrate the outputs developed and perspectives gained from these projects into their new or ongoing initiatives. Improvements are evident in aligning learning opportunities with the needs

of adult learners and ensuring accessibility for different groups of adult learners, especially in collaboration with institutions/organisations supporting participants with fewer opportunities. Digital devices and digital skills play a significant role in this context.

Regarding the impact on horizontal priorities dimension, participation in Erasmus+ programme has been seen to trigger improvements across all themes, with these impacts being particularly prominent in the areas of Digital Transformation, Inclusion and Diversity, and Participation in Democratic Life, Common Values and Civic Engagement.

There has been significant ongoing use of outputs and products developed in KA2 by institutions/organisations. Participants identified the pandemic period as the primary factor hampering the adoption and use of outputs and products developed with Erasmus+ support. On the other hand, the stimulating factors were listed as the digital availability of project outputs, the preparation of the output content by experts in the field, and the alignment of project goals with the institution's/organisation's strategic objectives.

6 IMPACT OF ERASMUS+ AT THE MICRO LEVEL

6.1 INTRODUCTION

In this chapter, we look at the impact of Erasmus+ on staff and adult learners within participating institutions/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

Participants were asked to what extent they agreed or disagreed with the statements presented regarding the impact of participation in Erasmus+ since 2018 on the professionalisation and development of staff working in their institution/organisation, findings are presented in Figure 34.

FIGURE 34: THE IMPACT OF PARTICIPATION IN ERASMUS+ ON THE PROFESSIONALISATION AND DEVELOPMENT OF STAFF (N=99)

	Fully agree	Agree	Undecided	Disagree	Completely disagree
Our staff is better able to collaborate with other organisations that support participants with fewer opportunities	24%	56%	14%	0%	5%
Our staff has more attention for active citizenship, democratic participation, civic and social engagement in their teaching	30%	51%	17%	0%	2%
Our staff has more attention for the environment and fight against climate change	31%	51%	15%	0%	3%
Our staff pays more attention to inclusion and diversity	38%	48%	11%	0%	3%
Our staff has better international competences (intercultural competences; international orientation; and personal development)	41%	46%	9%	2%	1%
Our staff has better language skills of at least one other EU language	26%	47%	18%	7%	2%
Our staff is better able to make use of digital learning technologies	35%	51%	11%	0%	3%
Our staff is better able to engage into innovation processes	32%	45%	19%	0%	4%
Our staff can better map the results of the learning trajectories for our learners	28%	57%	13%	0%	2%
Our staff can better supervise the learning pathways for our learners/ participants	27%	53%	17%	0%	3%
Our staff can develop better learning pathways for our learners	30%	55%	11%	0%	3%
Our staff can better identify the learning needs of adult learners	32%	56%	10%	0%	2%
Our staff has better pedagogical and didactical skills	31%	55%	10%	0%	3%

As shown in Figure 34, participation in Erasmus+ has been beneficial to staff and the industry in many ways. More than 80% of institutions/organisations stressed that their staff has better pedagogical and didactical skills, can better identify the learning needs of adult learners, can better supervise the learning pathways, and is better able to collaborate with other institutions/organisations that support participants with fewer

opportunities and more attentive to inclusion and diversity. The results indicate that participation in Erasmus+ has resulted in a significant increase in the sector's and industry's staff, in strengthening, providing, diversifying, improving the quality of education and developing themselves individually and professionally.

Participants were asked an open-ended question if they could give a concrete example of how participation in Erasmus+ improves the quality of staff in their institution/organisation. The categories resulting from the answers are presented in Figure 35.

FIGURE 35: EXAMPLES OF HOW PARTICIPATION IN ERASMUS+ IMPROVES THE QUALITY OF STAFF (N=56)
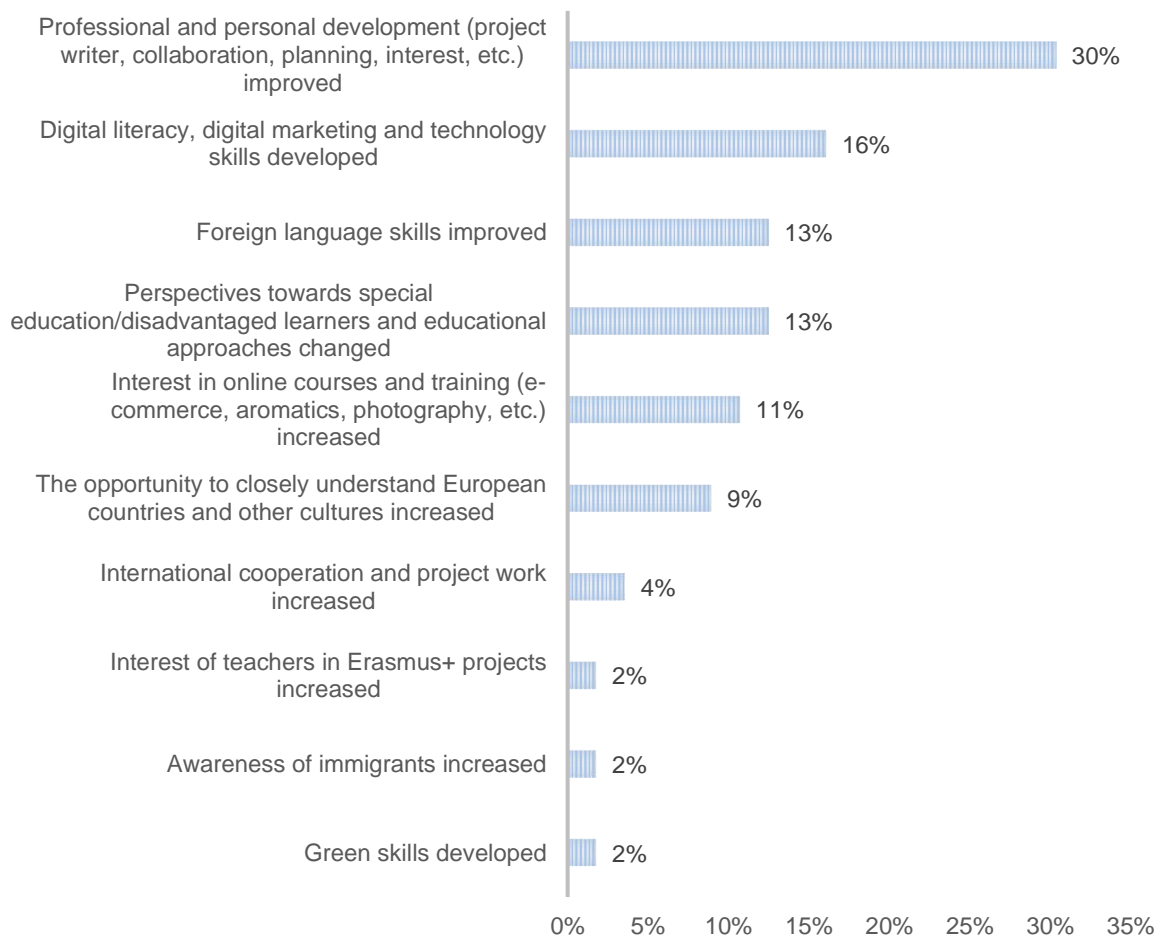
As seen in Figure 35, 30% of the institutions/organisations have stated that participation in Erasmus+ has improved the professional and personal development of their staff, 16% have noted an improvement in their staff's digital literacy, digital marketing, and technology usage skills, 13% have reported a change in their perspectives towards special education/disadvantaged learners and educational approaches, and 11% have mentioned an increased interest in in-service courses and training. Additionally, although in smaller percentages, participants have also highlighted an increase in international cooperation, project work, and awareness towards immigrants.

In addition to these results, participants have indicated that the greatest benefit to themselves or their institutions/organisations after participating in the Erasmus+ programme has been: especially an increase in professional development, experience, and motivation (26%). Furthermore, 18% stressed that they see different perspectives and practices in adult education in Europe, 15% that they have established international cooperation, 10% that they know different cultures, and 6% that their foreign language skills have improved (Figure 24).
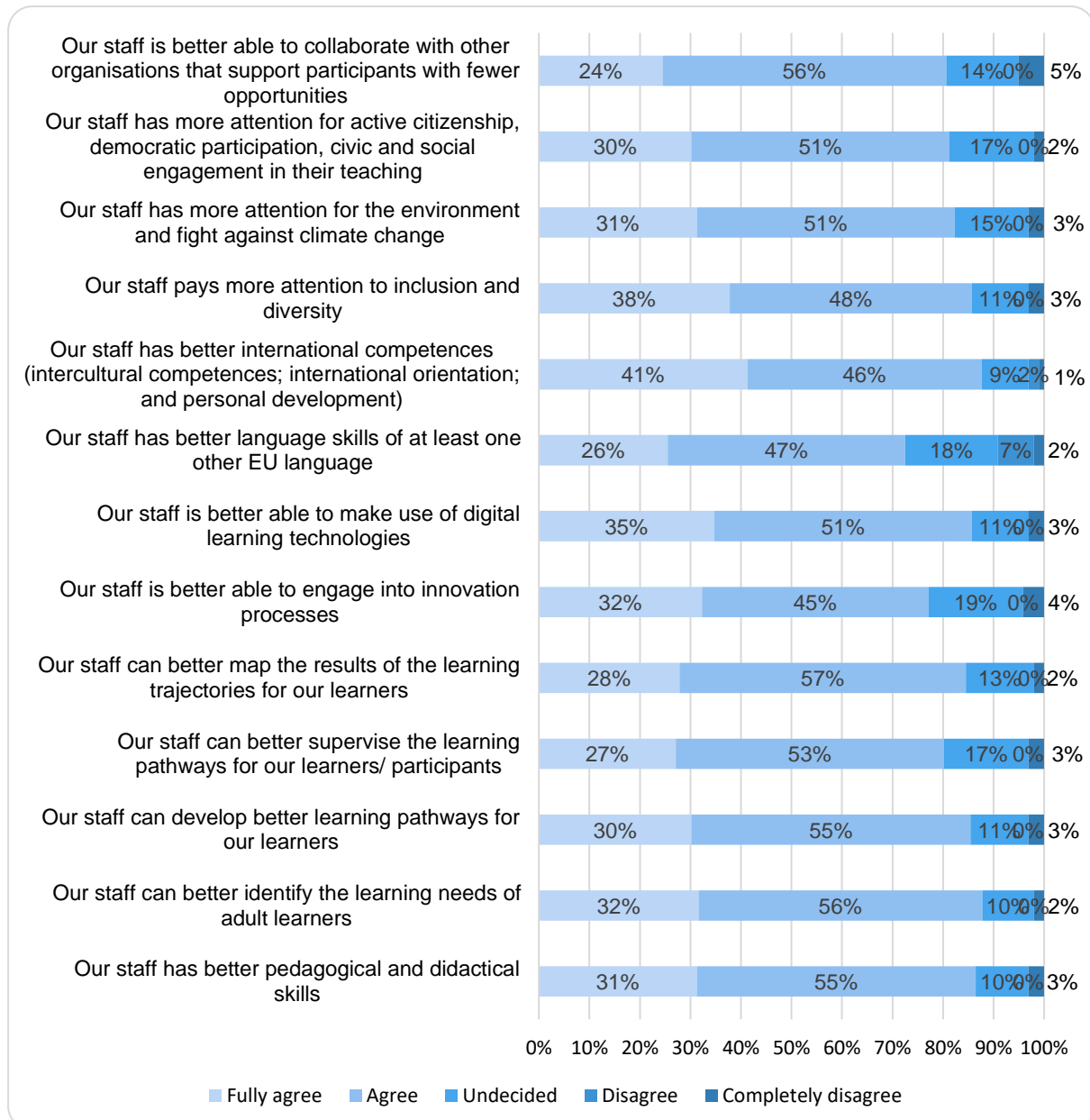
6.3   IMPACT ON ADULT LEARNERS

The participants were asked to what extent they agreed or disagreed with the statements presented regarding the impact of participation in Erasmus+ since 2018 on adult learners in their institutions/organisations, findings are presented in Figure 36.

FIGURE 36: THE IMPACT OF PARTICIPATION IN ERASMUS+ ON ADULT LEARNERS (N=99)
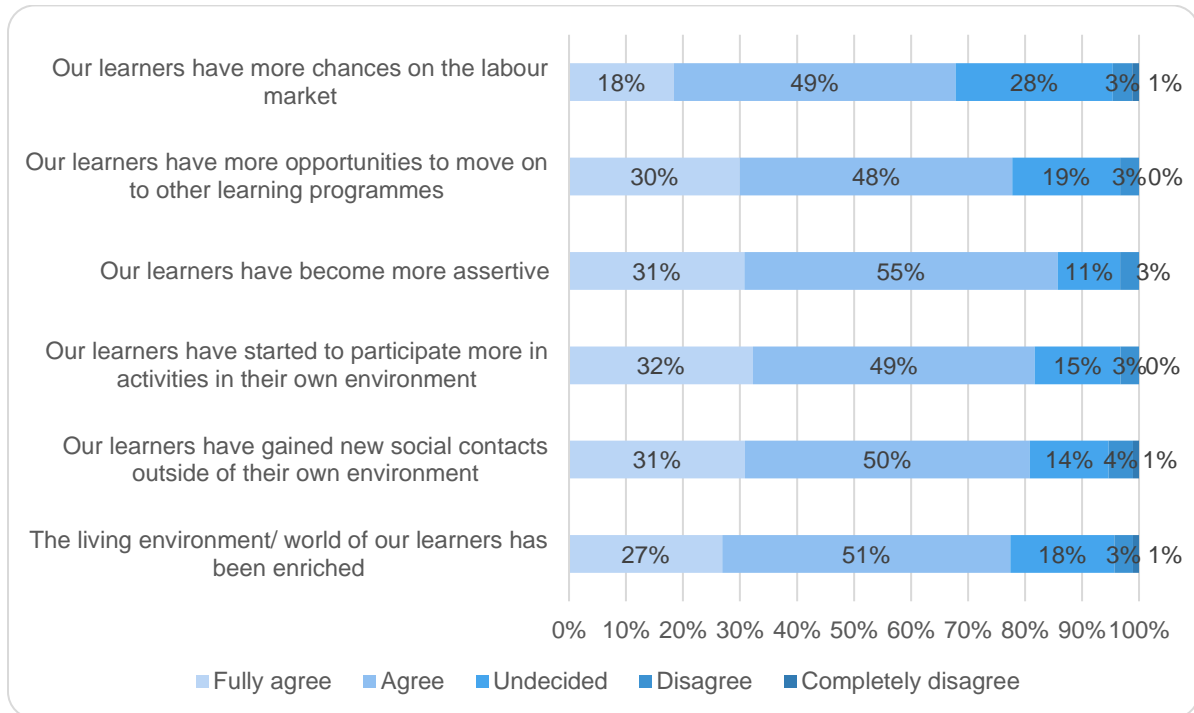
As seen in Figure 36, institutions/organisations have indicated that as a result of participating in Erasmus+ on adult learners, 86% have become more assertive, 81% have gained new social contact outside of their environment, 81% have started to participate more in activities in their own environment, 78% noted that the living environments/world has been enriched, and 78% had more opportunities to move on to other learning programmes. It has been noted that in other aspects considered, the relatively lower participation rate concerned learners' have more chances in the labour market (67%).

Through an open-ended question, participants were asked to provide concrete examples of the impact of participation in Erasmus+ on adult learners. The categories resulting from the given examples are presented in Figure 37.

FIGURE 37: EXAMPLES OF THE IMPACT OF PARTICIPATION IN ERASMUS+ ON LEARNERS (N=49)
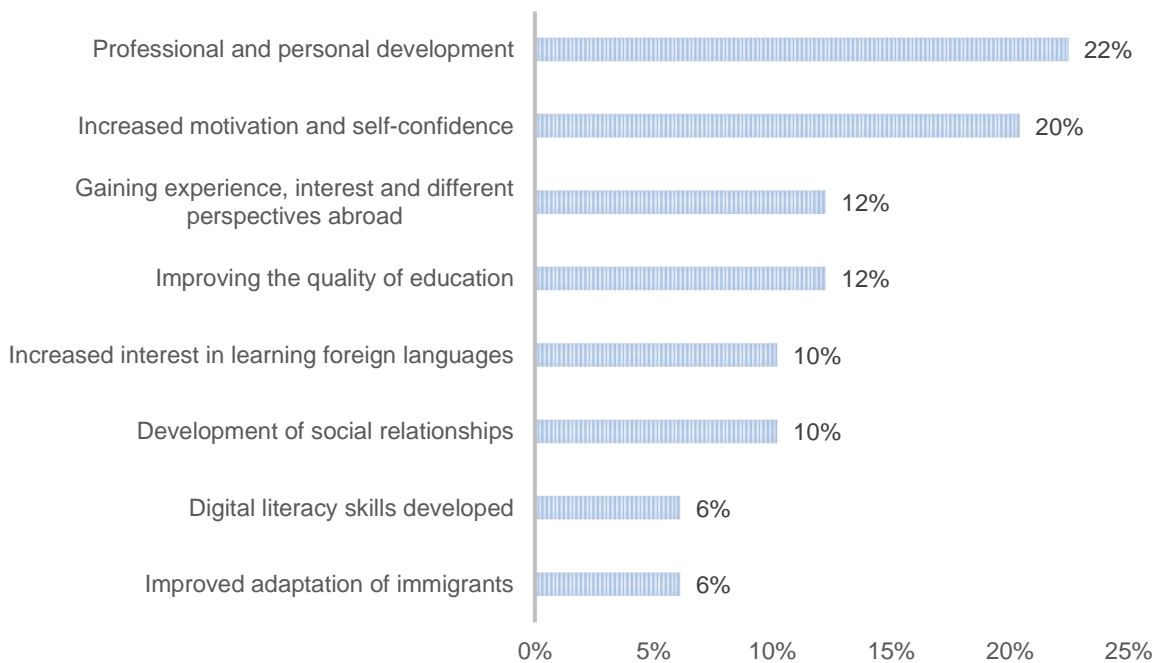
Similar to the survey results, as shown in Figure 37, participating institutions/organisations indicated that participation in Erasmus+ impacts the professional and personal development of learners. Additionally, they have stated that it has increased the learners' motivation and self-confidence, provided them with overseas experience, interest, and different perspectives, increased their interest in learning foreign languages, contributed to the development of social relationships and digital literacy skills, and improved the adaptation of immigrants.

6.4   CONCLUSIONS

This section summarises the main impacts on staff and on adult learners, and the factors that either hampering or stimulating impacts.

Participation in Erasmus+ has created a positive impact on staff in many ways. Institutions/organisations have highlighted that their staff has better pedagogical and didactical skills, can better identify the learning needs of adult learners, can better supervise the learning pathways, and is better able to collaborate with other institutions/organisations that support participants with fewer opportunities and are

more attentive to inclusion and diversity. The results indicate that participation in Erasmus+ has resulted in a significant increase in the sector's and industry's staff, in strengthening, providing, diversifying, improving the quality of education and developing themselves individually and professionally. The primary areas for improvement are green skills and awareness of migrants.

The programme has shown that while adult learners' self-confidence, social connections, and participation have increased, the reflection in the labour market has been limited.

There is no feedback regarding any factors that might have hampered the impact. Stimulating factors include staff gaining professional experience, particularly supporting pedagogical approaches towards special education and disadvantaged adult learners. The opportunity for both staff and learners to become acquainted with European countries and other cultures has contributed to their cultural enrichment.

7 IMPACT OF ERASMUS+ AT MACRO LEVEL

7.1 INTRODUCTION

In this chapter, we look at the impact of Erasmus+ beyond participating institutions/organisations. It addresses aspects such as how other institutions/organisations benefitted from the project outcomes, to what extent they have adjusted the educational services they provide in view of these results, but also whether adjustments have been made to (government and/ or sectoral) policies at the national and regional level due to Erasmus+ projects.

7.2 IMPACT ON OTHER ORGANISATIONS

The participants were asked to what extent they agreed or disagreed with the statements regarding the impact of participation in Erasmus+ on similar organisations that did not participate in the project, as well as at the local, regional, and national policy levels. Findings are presented in Figure 38.

FIGURE 38: THE IMPACT OF PARTICIPATION IN ERASMUS+ BEYOND THE INSTITUTION/ORGANISATION (N=97)
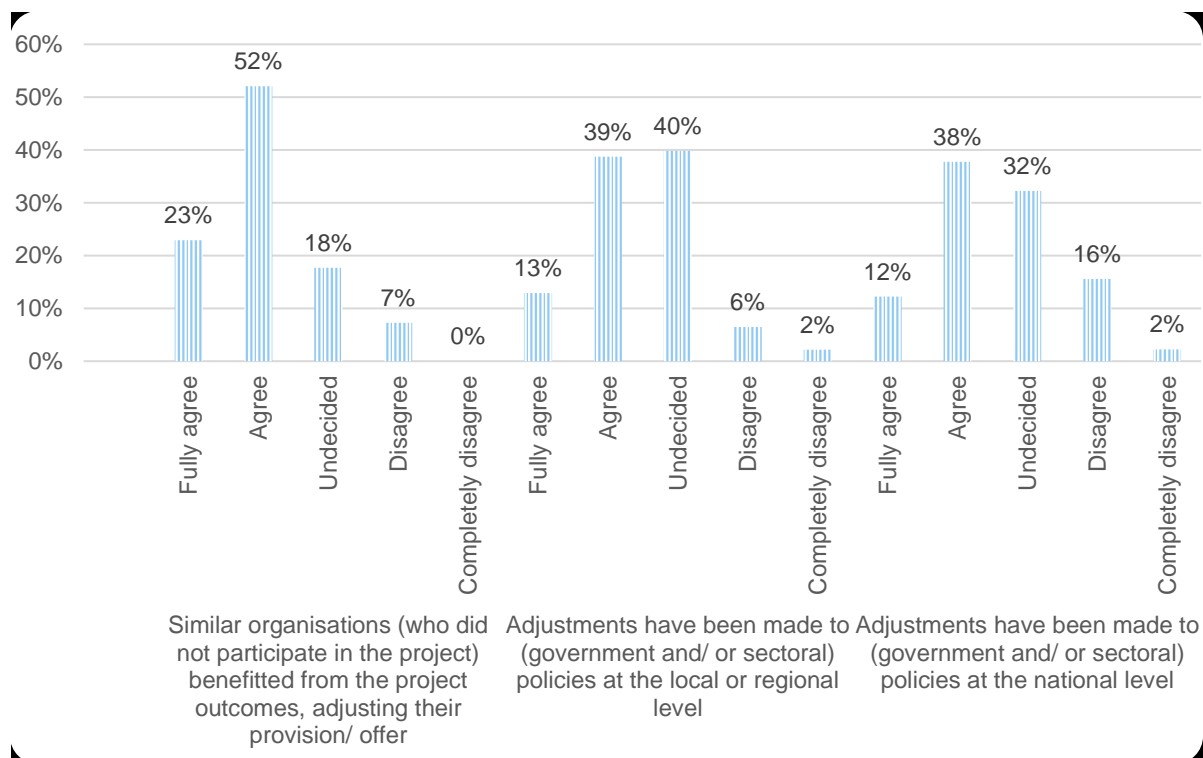
In terms of the impact of Erasmus+ beyond the participating institutions/organisations, it has been noted that similar institutions/organisations who did not participate in the project have benefitted from the project outcomes adjusting their provision/offer (approximately 75%). The rate of disagreement remains limited to 7%.

7.3   IMPACT ON REGIONAL AND SECTORAL POLICIES

It has been emphasized that adjustments have been made to policies at the local or regional level based on the project outputs (52%), although there is a 40% of respondents who are undecided on this matter. While 50% have indicated that adjustments have been made to policies at the national level, 18% state that no adaptations have been made, which represents the highest percentage at the national level (Figure 38).

7.4 CONCLUSIONS

This section summarised the main impact on government policies, and factors hampering or stimulating impact.

Survey results show that the Erasmus+ programme has had a significant impact on other institutions/organisations. When evaluating their impact on others, participant institutions/organisations have noted that similar institutions/organisations that did not participate in the project have benefited from the project outcomes adjusting their provision/offer. When considering the impact of the Erasmus+ programme on policies, the adaptations made in both local and regional as well as national (governmental and/or sectoral) policies indicate that the programme has a significant effect on policies. However, as one moves from local and regional levels to the national level, the impact of Erasmus+ on policies decreases, suggesting that the factors either hampering or stimulating this impact require more detailed examination.

C.III CONCLUSIONS AND POLICY POINTERS

8 SUPPORT OF NA: STRENGTHS AND CHALLENGES

8.1   KEY FINDINGS

This section summarises concluding statements on the accessibility and inclusiveness of Erasmus+, and the impact at meso, micro and macro levels.

- The accessibility and inclusiveness of Erasmus+

Participant Institutions/organisations: Among institutions/organisations that participated in the Erasmus+ programme, the most common actors included adult education providers, schools/institutes/education centres, higher education institutions, and local and regional public institutions. The majority is in public institutions, with those employing 50 or more staff.

Participation and Accreditation: More than a quarter of the institutions/organisations have participated in five or more Erasmus+ programme since 2014, and more than half have been involved both as coordinators and partners. Nonetheless, only a quarter have Erasmus+ accreditation for mobility in AE.

Target Groups: Adults with low educational attainment and women are the most frequently targeted groups, although a broad spectrum of adult groups has also been included in projects. Participation in the KA1 activities is relatively higher compared to the KA2 activities.

Barriers and Challenges: The main barriers to participation in Erasmus+ are insufficient funding and the low number of supported projects. The main factors affecting future mobility plans include the removal of certain areas and the lack of interest from institutions/organisations managers.

Inclusiveness: While Erasmus+ projects encompass a broad range of adult learners, inclusiveness among participant organisations is limited. The focus is on public institutions with a large number of staff.

- Impact at meso level

Internationalisation: The Erasmus+ programme has strengthened organisations' international networks and raised awareness about the value of international projects. This participation has contributed to the improvement of strategies, support for staff,

volunteers, and adult learners, as well as the development of human resources policies by improving international project management.

Learning Opportunities: Participation in the Erasmus+ programme has created a significant impact on learning opportunities. Institutions/organisations are integrating the outputs and perspectives developed in projects into their new or ongoing initiatives. Collaboration with institutions/organisations supporting less advantaged participants has improved the alignment and accessibility of learning opportunities to the needs of adult learners. Digital devices and skills have played a significant role in this process.

Priorities: Participation in the Erasmus+ programme has triggered improvements across all themes, particularly creating significant effects in the areas of Digital Transformation, Inclusion and Diversity, and Participation in Democratic Life.

KA2 Outputs: Outputs and products developed in KA2 projects during the 2018-2023 period continue to be significantly utilised by institutions/organisations. The pandemic period has been cited as the primary factor hampering the adoption and use of these outputs. Stimulating factors include the digital nature of the project outputs, the content being prepared by experts, and the alignment of project objectives with the organisation's strategic goals.

- Impact at micro level

Staff: Participation in Erasmus+ has created numerous positive impacts on staff. Institutions/organisations have emphasized that their staff's pedagogical and instructional skills in Adult Education have improved. They are better able to identify the needs of adult learners. They place more importance on democratic participation and have developed collaborations with other organisations. It has been noted that staff's professional development, experience, and motivation have increased.

Adult Learners: Adult learners participating in the programme have experienced improvements primarily in professional and personal development, motivation and self-confidence, interest in learning foreign languages, overseas experiences and perspectives, social relations, adaptation processes of immigrants, and digital literacy skills. However, the reflection of these improvements in the labour market has been limited.

Stimulating and Hindering Factors: No hindering factors have been reported. Stimulating factors include staff gaining professional experience and support for pedagogical approaches to special education and disadvantaged adult learners. Additionally, the opportunity for both staff and learners to learn about European countries and other cultures has contributed to their cultural enrichment.

- Impact at macro level

Impacts on Institutions/organisations: Survey results indicate that the Erasmus+ programme has had a significant impact on similar institutions/organisations. Participating institutions/organisations indicated that similar non-participating institutions/organisations have adapted their services and facilities to the project's outputs thereby benefiting from these outputs.

Impacts on Policies: The impact of the Erasmus+ programme on policies is evident through local, regional and national (governmental and/or sectoral) adaptations. The programme has a more significant impact on policies at the local and regional levels, but the impact diminishes at the national level. A detailed examination of the factors either hindering or stimulating this impact is needed.

8.2 POLICY POINTERS

This section presents recommendations on how to increase the accessibility and inclusiveness of Erasmus+, as well as how to increase the impact at meso, micro and macro levels.

Strengthening International Collaborations: Increasing cooperation between institutions/organisations providing adult education, expanding and sustaining international networks of these organisations can help increase strategic collaborations.

Supporting Digital Transformation: Supporting the digital skills of adult education staff and adult learners by promoting the use of digital devices will contribute to expanding learning opportunities and increasing accessibility

Inclusion and Diversity Strategies: Institutions/organisations wishing to benefit from the Erasmus+ programme can develop specific projects and training programmes on inclusion and diversity to provide a more inclusive and diversity promoting educational environment.

Green Skills and Immigrant Awareness: Institutions/organisations wishing to benefit from the Erasmus+ programme can organise specific training programmes on green skills and working with immigrants to raise awareness in these areas.

Professional Experience Programme: Participation in educational activities that enable staff to gain international professional experience can be supported.

Dissemination of Learning Outcomes: Sharing the learning outcomes and best practices obtained in Erasmus+ projects with other institutions/organisations should be encouraged.

Professional Development of Staff: Pedagogical and instructional skills can be supported by organising training programmes and workshops that promote the professional development of staff working in adult education institutions/organisations.

Adult Learners: Programmes aimed at supporting the skills of disadvantaged individuals that relatively benefit less from the programmes can be prioritized.

Collaboration with Policymakers: Closer collaborations can be established with policymakers to enhance the impacts of the Erasmus+ programme, regularly sharing the programme's benefits and outcomes with policymakers.

Coordination: An operational coordination across sectors can be facilitated to clearly define roles and responsibilities among all Adult Education stakeholders, thus enabling both horizontal and vertical coordination.

Research and Evaluation of Impacts: Regular research can be conducted and impact evaluation reports can be prepared to understand better and enhance the impacts of the Erasmus+ programme on policies.

PART D –ANNEXES

ANNEX 1: FIGURES AND TABLES PROGRAMMES STATISTICS

Table 3: Topics covered in Erasmus+ projects

Topics Addressed by the Projects	KA104	KA204	KA210	KA220
EU Citizenship, EU awareness and Democracy	3	0	0	0
Open and distance learning	1	9	1	0
Key Competences (incl. mathematics and literacy) - basic skills	4	4	0	0
Research and innovation	7	0	0	0
Awareness about the European Union	0	0	1	0
European identity, citizenship and values	0	0	0	0
Overcoming skills mismatches (basic/transversal)	1	1	0	0
Information and communication technologies (ICT)	0	0	0	0
ICT - new technologies - digital competences	6	10	0	0
Regional dimension and cooperation	2	0	0	0
Prevention of conflicts, post-conflict rehabilitation	0	0	1	0
Gender equality / equal opportunities	2	2	0	0
Democracy and inclusive democratic participation	0	0	0	0
Development of disadvantaged rural and urban areas	0	0	1	1
Access for disadvantaged	16	6	0	0
Digital skills and competences	0	0	2	2
Digital transformation planning and implementation	0	0	0	1
Digital safety	0	0	2	0
Digital content, technologies and practices	0	0	2	1
Development of training courses	0	0	2	3
Cooperation between educational institutions and business	1	1	0	0

Social/environmental responsibility of educational institutions	5	0	0	0
Disabilities	0	0	1	2
Disabilities - special needs	7	8	0	0
Home and justice affairs (human rights & rule of law)	1	1	0	0
Physical and mental health, well-being	0	0	0	1
Entrepreneurial learning - entrepreneurship education	5	2	0	0
Migrants' issues	8	3	0	0
Employability	0	0	1	1
Quality Improvement Institutions and/or methods (incl. school development)	7	1	0	0
Quality Assurance	0	1	0	0
Career guidance	0	0	0	1
Inclusion - equity	2	7	0	0
Inclusion, promoting equality and non-discrimination	0	0	4	1
Rural development and urbanisation	0	1	0	0
Cultural heritage/European Year of Cultural Heritage	2	2	0	0
Intercultural/intergenerational education and (lifelong)learning	3	1	0	0
Reception and integration of refugees and migrants	0	0	0	1
Integration of refugees	8	5	0	0
Initial and continuous training for teachers, trainers and other education staff	0	0	0	1
Pedagogy and didactics	2	0	0	0
Roma and/or other minorities	0	1	0	0
Health and wellbeing	2	6	0	0
Social dialogue	2	2	0	0
Social entrepreneurship / social innovation	3	2	0	0
Recognition, transparency, certification	0	1	0	0
Agriculture, forestry and fisheries	0	1	0	0
Community development	0	0	1	0
International relations and development cooperation	0	0	1	0

International cooperation, international relations, development cooperation	0	1	0	0
Teaching and learning of foreign languages	0	2	0	0
Creativity and culture	3	1	0	0
Creativity, arts and culture	0	0	1	0
New learning and teaching methods and approaches	0	0	2	0
New innovative curricula/educational methods/development of training courses	15	10	0	0
Creating new, innovative or joint curricula or courses	0	0	4	4
Green transport and mobility	0	0	1	0