

Erasmus+ Adult Education: Impacts of Strategic Partnerships in Germany

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NABİBB

BILDUNG FÜR EUROPA

I. Introduction

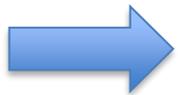
- extensive **study of the impacts of Erasmus+ Adult Education** commissioned by the NA at BIBB
- conducted between **May 2019 and August 2020** and concentrated on strategic partnerships during the years from 2014 to 2019.
- aim of the research project: To confirm in a systematic and factually based way if the target impacts have been achieved in **four areas of activity**—within the organisations, in the target groups, in cooperation with partner organisations and in the environment of the organisations.

II. Objective

Expectations

Strategic partnerships in adult education should:

- have a **positive and sustainable effect** on both the persons involved and on the participating organisations.
- drive the development of new approaches towards dealing with **social, ethnic, linguistic and cultural diversity**.
- create a **modern, dynamic, committed and professional environment** for the organisations involved.



...But to what extent are the projects fulfilling these expectations?

III. Study Design

1. Preparation of data collections and analyses



2. Analysis of the final reports



3. Online survey



4. Case studies



5. Data evaluation and reporting

- A total of **74 final reports** were systematically analyzed for the study.
- **471 institutions** in Germany were **surveyed online** (response rate 33 percent or N = 154)
- and **eight organizations** which had received funding were visited and interviewed (**case studies**).
- Three different groups were surveyed within the scope of the online questionnaire. These were:
 - funded institutions from 2018 and previous years,
 - institutions receiving funding for the first time in 2019 and
 - institutions which have not been funded thus far

Database of the online survey

| | | Response Absolute terms | Response Absolute terms | Response in percent |
|-----------------------|---------------------------|---|-------------------------------------|--|
| | Statistical population | (Questionnaires not fully completed) | (Questionnaires fully completed) | (Relating to questionnaires fully completed) |
| Funded | 403 | 188 | 129 | 32% |
| First funded in 2019 | 26 | 17 | 13 | 50% |
| Previously not funded | 42 | 16 | 12 | 29% |

IV. Study results

In a nutshell:

- **In numerous cases, European projects are producing both an innovation thrust and a significant boost in digitalization at the institutions.**
- **The study further indicates that strategic partnerships in adult education are connecting with many people who are impossible or very difficult to reach via the vehicle of formal educational provision.**
- **At an organisational level, institutions are profiting from an expansion of their networks.**

The results of the study were grouped into 6 areas:

- a) SPECTRUM OF FUNDED ORGANISATIONS**
- b) IMPACTS WITHIN THE ORGANISATIONS**
- c) IMPACTS ON THE TARGET GROUPS**
- d) IMPACTS ON COOPERATION WITH PARTNER ORGANISATIONS**
- e) IMPACTS WITHIN THE ENVIRONMENT OF THE ORGANISATIONS**
- f) SIGNIFICANT SUCCESS FACTORS**

a) SPECTRUM OF FUNDED ORGANISATIONS

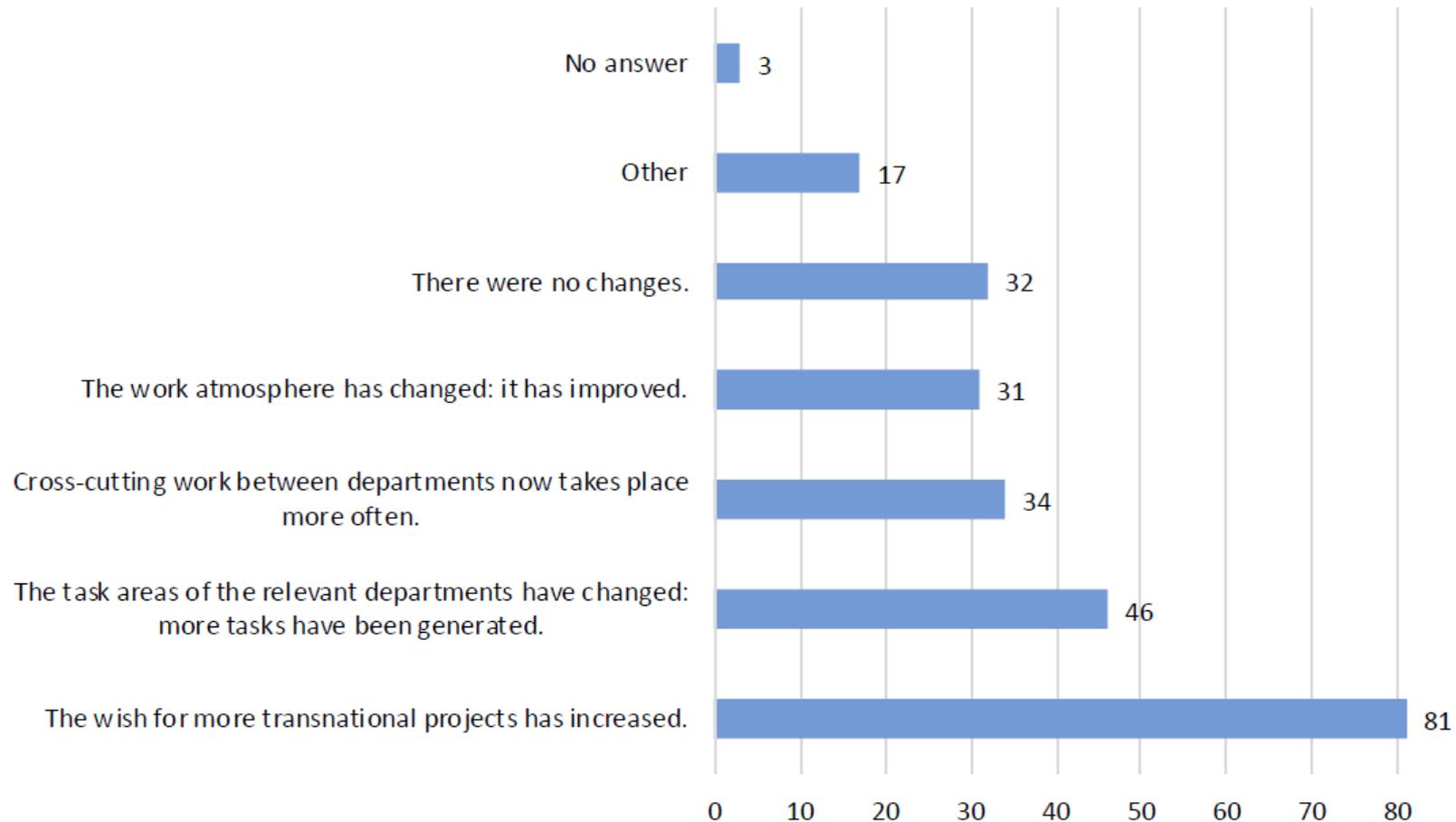
- Two thirds of the project holders surveyed have **no more than 30 employees**. It was possible to implement a majority of the projects by using existing staff.
- **A total of 250 strategic partnerships** coordinated via institutions based in Germany have received funding from Erasmus+ in the area of adult education since 2014.
- An analysis of the 74 final reports showed that many of the funded projects relate to the topic of **health and well-being**. Others look at issues including **integration, societal participation, European values, and democracy**. **Consumer, environmental and data protection** topics are all also examined alongside **specific problems relating to rural areas**.

b) IMPACTS WITHIN THE ORGANISATIONS

- One of the areas in which professionalisation effects of staff are revealed is an **increase in didactic skills**.
- The projects are relatively **unlikely** to lead to permanent **structural changes** at the institutions
- The projects are triggering a **boost in digitalisation** at the institutions. Digital information and communication tools are, for example, being deployed on a permanent basis.
- **Transnational cooperation** makes a major contribution to **product quality**.

Figure 5: Permanent changes brought about by the Erasmus+ project

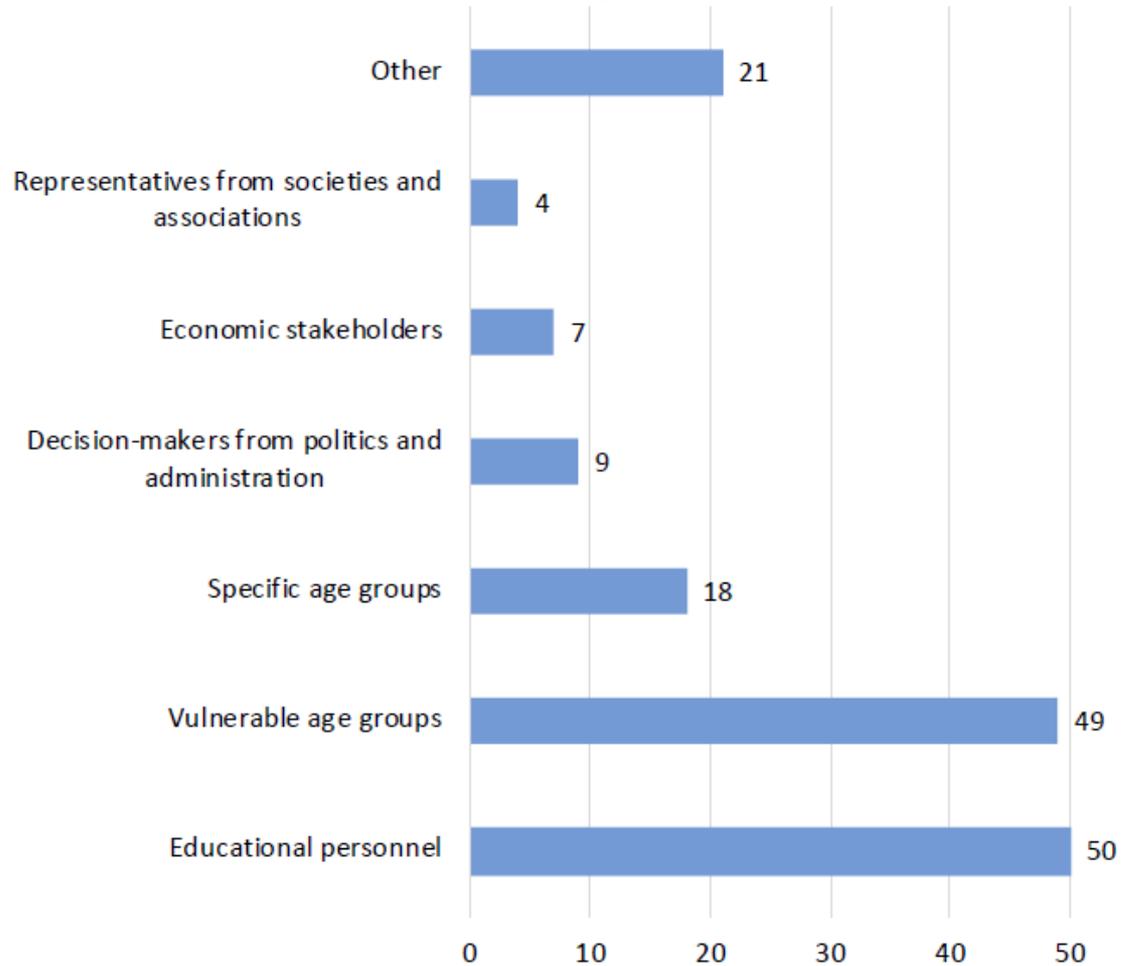
What permanent changes has your organisation seen shortly before the end or after the end of the project?
(N = 129, information in absolute figures, multiple responses were possible, group of "funded" institutions)



c) IMPACTS ON THE TARGET GROUPS

- The projects were particularly successful in reaching **vulnerable groups**.
- The projects instigated **awareness and learning processes** amongst the target group in many cases.
- The **target groups expanded their knowledge** in fields such as health education.
- **Educational and training staff** in particular increase their **decision-making competences** through European project work.

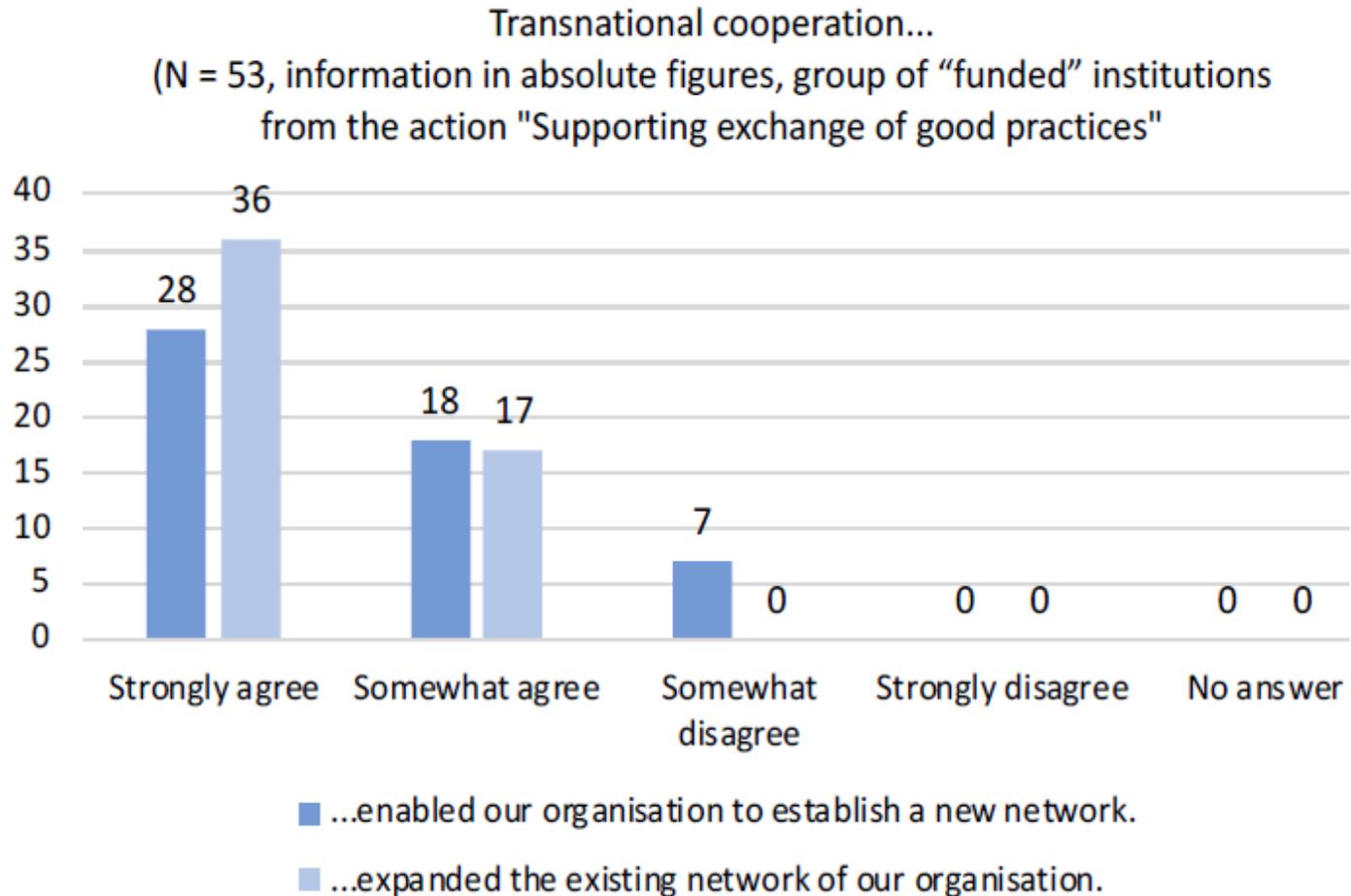
(N = 74, information in absolute figures. Source: final reports. Multiple responses were possible, group of "funded" institutions.)



d) IMPACTS ON COOPERATION WITH PARTNER ORGANISATIONS

- The **heterogeneity** of the partner institutions favours **successful cooperation**.
- Project cooperation fosters the **expansion of existing networks**.
- Many projects also plan **follow-up activities** after the end of the project, e.g. to ensure **regional or international dissemination** of results
- But: Sufficient **resources are not always available** for such activities after the end of the project.

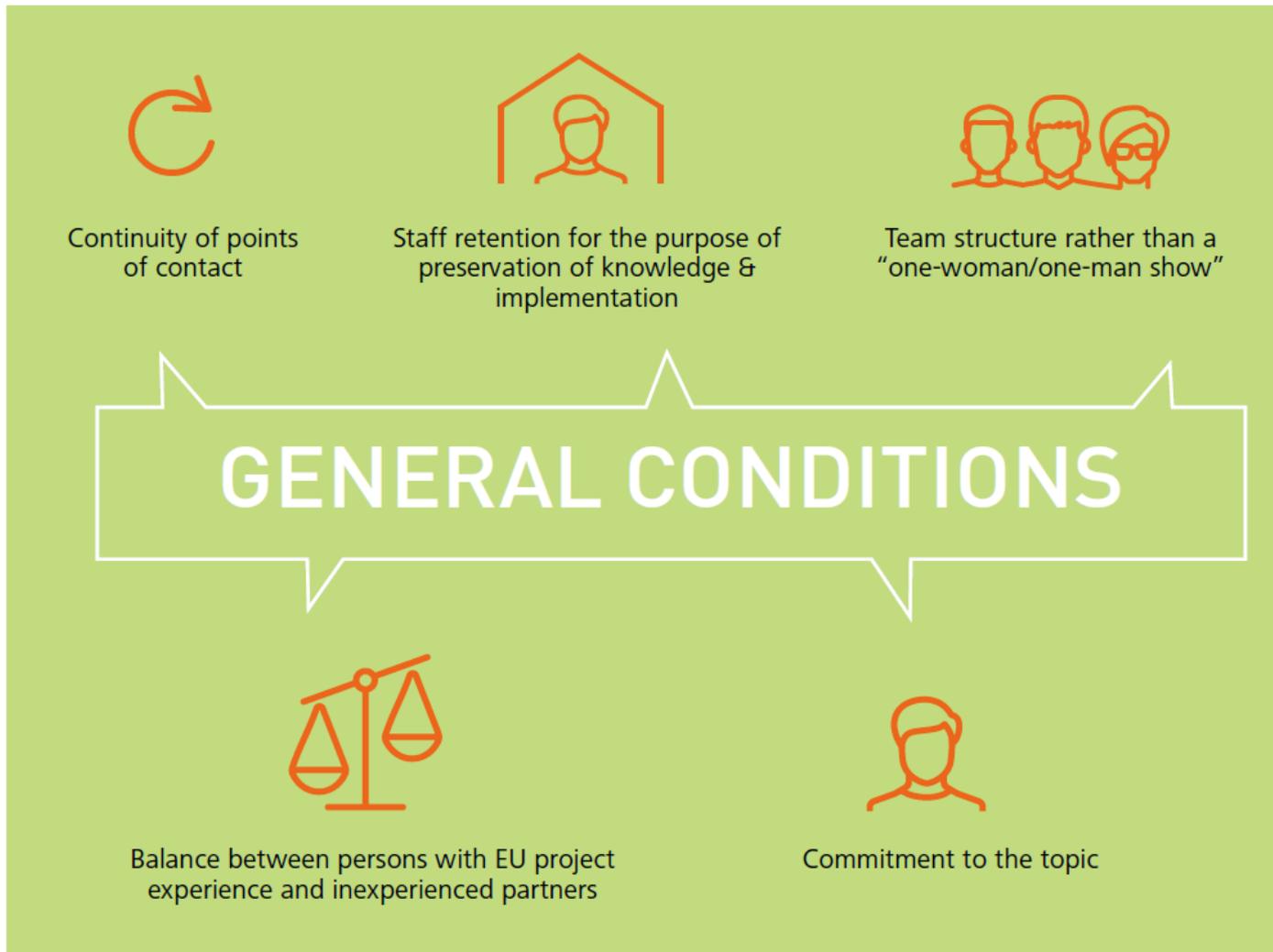
Figure 10: Impacts of transnational cooperation – establishment and expansion of networks



e) IMPACTS WITHIN THE ENVIRONMENT OF THE ORGANISATIONS

- The European projects help **enhance the image** of the institutions and lead to a stronger degree of perception locally.
- The **project results** frequently allow the organisations involved to create a **USP**.
- The project results meet with a **positive response in professional circles**.
Project managers are in demand as experts
- Projects can also exert an **impact at a policy level** if stakeholders are integrated in a timely manner

f) SIGNIFICANT SUCCESS FACTORS





Heterogeneous composition
of partners



Willingness to adopt
a shift in perspective



Professional
project management

COOPERATION



Creation of spaces for
encounter – physical and virtual



Good climate of cooperation via
an approach that has its basis in
partnership



Mapping of different
starting points

Thank you for your attention!

- Questions, comments?
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