

REPORT ON THE ERASMUS+ AND EUROPEAN SOLIDARITY CORPS PROGRAMMES FROM THE PERSPECTIVE OF REGIONAL EQUALITY

Report 17 June 2026



FINNISH NATIONAL
AGENCY FOR EDUCATION

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1 INTRODUCTION

1.1 Background and objectives

The purpose of this report is to provide an up-to-date regional overview of the impacts and regional participation equality of Erasmus+ and European Solidarity Corps, the EU programmes in the fields of education and training, youth and sport.

To this end, the report details how people from different regions in Finland have participated in the EU programmes, describes the programmes' outcomes as regards the promotion of internationalisation, identifies factors that promote and hinder participation and presents ideas for developing the monitoring, guidance and stakeholder work of the Finnish National Agency for Education (EDUFI). The report also includes a proposal for an indicator mechanism that will enable the consistent monitoring of regional participation, application rates, the continuity of activities and their impacts during the forthcoming programming period.

The report focuses on five of the sectors covered by the programmes (adult education, vocational education and training (VET), school education, youth and sport) and examines the latest statistical data from 2021–2025, as well as qualitative data concerning municipalities, regions and organisations whose participation in international activities is either low or exceptionally high. The report does not cover projects in the higher education sector. The report examines regional equality at two levels: equality of opportunities and equality of implementation. In relation to this, the need to improve the accuracy of regional monitoring of application rates and participation has already been previously identified.

Erasmus+ and the European Solidarity Corps are linked in the performance agreements between EDUFI and the Ministry of Education and Culture¹ to objectives relating to mobility, youth work and strengthening European cooperation. Erasmus+ and the European Solidarity Corps are seen as key tools for increasing opportunities for students, teachers and young people to gain international experience, develop skills and engage in intercultural interaction. The funding of the Erasmus+ and European Solidarity Corps programmes is typically allocated on the basis of applications and identified needs, while also taking the overall picture into account. The programmes emphasise the idea that no area should be consistently overlooked without good reason. The programmes are also used to support the strengthening of European values. The outcomes of the programmes are monitored using indicators and reporting procedures defined in the performance agreements. The aim of the monitoring is to demonstrate the added value provided by the programmes in relation to EDUFI's strategic objectives.

The objectives and research questions of this report are listed in Table 1 below.

1 [Performance agreements between the Ministry of Education and Culture and central government agencies \(in Finnish\)](#)

TABLE 1. OBJECTIVES AND RESEARCH QUESTIONS OF THE REPORT

Objectives	Research questions
- Analyse the latest statistical data from 2021–2025 for the five sectors covered by the EU programmes in the fields of education and training, youth and sport. - Compile qualitative data on those municipalities and regions where participation in international activities is low or very high. - Produce a comprehensive regional overview of how the EU programmes in the fields of education and training, youth and sport have contributed to the promotion of internationalisation in the selected sectors of education, training and youth in Finland. - Provide information on the factors that promote or hinder internationalisation at the regional, municipal and organisational levels. - Generate preliminary development ideas to promote participation in international programmes and for training aimed at customers and stakeholders.	- What structures and factors at the municipal, regional and organisational levels promote international activities in the fields of education and training, youth and sport? - What structures and factors at the municipal, regional and organisational level hinder the implementation of international activities? - What factors best promote synergy between national and international development activities so that international activities provide the best possible support for national development in all areas? - Municipal and regional level: what benefits do international activities offer from the perspective of municipal/regional development for those participating in the EU programmes? How can international networks and resources be utilised strategically? - What should be taken into account from the perspective of promoting regional participation when preparing for the EU's next Erasmus+ programming period 2028–2034 and policies relevant to it, such as the Union of Skills?

This report is part of the impact monitoring of EDUFI's international activities. A previous report published in 2023 (Mayer, Siltanen, Ruokonen & Varjonen, 2023) established an analytical model for this in which statistical analysis was supplemented with interview data, focusing on municipalities with high participation and ones with no participation. The aforementioned report showed that the factors behind regional differences include demographic structure, the educational structure, the organisational landscape and local practices. This report updates the analysis in the context of the 2021–2027 EU programming period and using data from 2021–2025.

The report was compiled by Owl Group Oy between January and June 2026 under the guidance of the monitoring group of EDUFI's National Agency for EU Programmes.

1.2 Key concepts

1.2.1 Erasmus+

Erasmus+ is the EU's programme for the fields of education and training, youth and sport. The programme offers opportunities for internationalisation to children, young people, students and adults, as well as funding for mobility for training, studies or traineeships. In addition to this, the programme offers early childhood education and care (ECEC) providers, schools and general upper secondary schools (educational institutions and organisations) the opportunity to engage in cooperation with international partners. The programme's estimated budget for 2021–2027 is €26.2 billion, which is almost twice as much as in the previous programming period of 2014–2020. In the context of Erasmus+, accreditation refers to a quality certification awarded to an organisation, which demonstrates that the organisation has the capacity to carry out international activities on a long-term basis and in line with the objectives of the programme. Accredited mobility, on the other hand, refers to international mobility projects organised by an accredited organisation for students, staff, young people or other participants.

The priorities for the 2021–2027 programming period of Erasmus+ are inclusion and diversity; the environment and fight against climate change; digital transformation; and participation in democratic life. The programme supports actions in line with the priorities of the European Education

Area, the digital education action plan and the European Skills Agenda. The programme also strengthens the European Pillar of Social Rights, contributes to the implementation of the EU Youth Strategy 2019–2027 and develops the European dimension of sport. From the perspective of its implementation in Finland, Erasmus+ is a comprehensive tool for internationalisation, offering individuals opportunities for mobility and providing organisations with funding for international cooperation.

1.2.2 European Solidarity Corps

The European Solidarity Corps is an EU funding programme for young people aged 18–30 and for all organisations interested in solidarity activities. The programme's ambition is not only to be more inclusive but also greener and more digital; to this end, the programme improves opportunities for young people and organisations to play an active role in society and show solidarity. Through the European Solidarity Corps, young people can carry out supported volunteer work and tackle social challenges both locally and across Europe. The projects funded by the European Solidarity Corps address societal and humanitarian challenges at the grassroots level, foster a sense of belonging and strengthen sustainability, inclusion and equality.

1.2.3 Union of Skills

The European Union's Union of Skills² is a comprehensive strategic framework proposed by the European Commission in 2025, which aims to strengthen the EU's competitiveness by investing in people, skills and high-quality education and training. According to the Commission, the EU labour market is facing simultaneous challenges in the form of skills gaps, labour shortages in certain sectors and rapidly changing skills needs, which are being accelerated especially by digitalisation, the green transition and technological transformation.

The core idea behind the Union of Skills is that the EU's competitiveness and social sustainability depend on how well people are able to acquire, update and make use of their skills at different stages of their lives and on how effectively skills flow between Member States. The Commission justifies the need for the Union of Skills e.g. by pointing out that a significant proportion of adults struggle with basic skills, some young people are falling behind in literacy, mathematics and science skills and a large proportion of SMEs report difficulties in finding the skilled workers that they need.

The key components of the Union of Skills include:

1. better basic skills and high-quality education,
2. continuous upskilling and reskilling,
3. free movement of skills and qualifications within the EU, and
4. attracting and retaining talent in Europe.

The Union of Skills can be viewed as the EU's response to the structural skills challenge, meaning how to ensure that European education and labour market systems are capable of producing the right skills quickly enough, fairly and on a Union-wide scale. One of the distinctive features of the Union of Skills is its governance model. According to the Commission, delivering on the Union of Skills will require a new form of cross-administrative coordination that brings together education and training providers, business leaders, social partners and policymakers. To this end, the plan is to establish bodies such as a European Skills Intelligence Observatory and the European Skills

2 [European Commission – Union of Skills](#)

High-Level Board, the latter of which has already commenced operation and held its first meeting in May 2026. Furthermore, the Commission is integrating the Union of Skills into the European Semester, thereby demonstrating that skills policy will in future be considered an even more integral part of the EU's economic, employment and competitiveness coordination. The Union of Skills is directly linked to the next programming period of Erasmus+, as the Erasmus+ programme for 2028–2034 confirmed on the basis of the Commission's proposal is seen as a key instrument for supporting international learning mobility, continuous skills development and the capacity of organisations in the fields of education and training, youth and sport to respond to changing skills needs as part of the EU's competitiveness, employment and education policy objectives.

1.2.4 Definition of regional equality

In the performance agreement documents between the Ministry of Education and Culture and EDUFI, regional equality is defined as equal access to education, training and services throughout Finland. The definition emphasises accessibility, the allocation of resources and taking regional characteristics into account. The aim is to reduce regional disparities and ensure that everyone has equal opportunities for education, training and skills development, regardless of where they live. This refers to the functioning of both physical and digital services throughout the country. Furthermore, the definition promotes decision-making on the basis of needs and outcomes. The core idea is that a person's place of residence must not compromise the quality of their education or training or their access to services.

From the perspective of internationalisation, regional equality means that educational institutions and organisations operating in municipalities and different regions should have as equal opportunities as possible to apply for and utilise funding intended for internationalisation and to participate in the EU programmes in the fields of education, training, youth and sport. The realisation of these opportunities can be monitored by examining e.g. from which regions funding is sought, how applications fare in the calls for proposals and how effectively awarded funding is utilised. This monitoring may reveal regional differences in both the numbers of applications and participation in the opportunities offered by the programmes. These differences can be attributed to practical factors, such as local resources, access to information, previous experience of international activities and competence relating to application processes.

EDUFI has implemented national support measures to improve the regional balance of funding, such as guidance and training to the sectors covered by the programmes. EDUFI also carries out outreach work and communication and provides various types of guidance in order to reach target groups and engage various organisations, taking into account the specific characteristics of each sector. NGOs, sports clubs and other civil society organisations have no structures to support internationalisation, as a result of which advice and guidance tailored to these groups is also crucial. The aim is to increase balanced participation so that even less active areas can get involved. Furthermore, EDUFI has developed funding models that take regional characteristics into account. These measures may lower the threshold for participating in the EU programmes. However, the outcomes of the measures typically only become apparent over a period of several years.

For this report, equality was examined through four complementary dimensions:

1. Equality of opportunities: do organisations operating in different regions have genuine opportunities to access information, support and partners for their applications?
2. Equality in application activity: are applications being submitted from different regions and by different organisations?

3. Equality of actual participation: to what extent are funding and projects implemented in different regions in relation to the local landscape of organisations and target groups?
4. Equality of the benefits achieved: do the benefits of the activities also extend to areas where application capacity is weaker?

1.3 Methods and data

This report is based on documentary, statistical and interview data, a supplementary electronic information request sent to non-participating regions, an indicator workshop and a comprehensive analysis of the data collected during these work stages. The data collection methods used included documents, statistical data for the years 2021–2025, sector-specific focus group interviews, individual interviews, an electronic information request sent to non-participating regions and a validation and indicator workshop. These methods make it possible to examine the implementation of the programmes from different perspectives. This combination of methods was selected to ensure comprehensiveness and provide a deep understanding of the programmes' outcomes and the realisation of regional equality.

This report distinguishes between the regional implementation, prerequisites for participation, perceived benefits and longer-term outcomes of the EU programmes. The statistical data primarily describe participation in terms of submitted applications and implemented projects, the allocation of funding and the regional distribution of participating organisations. The statistical picture is supplemented by the interview, information request and workshop data, which describe organisations' experiences of the barriers to, enablers of and benefits of participation as well as areas in need of development.

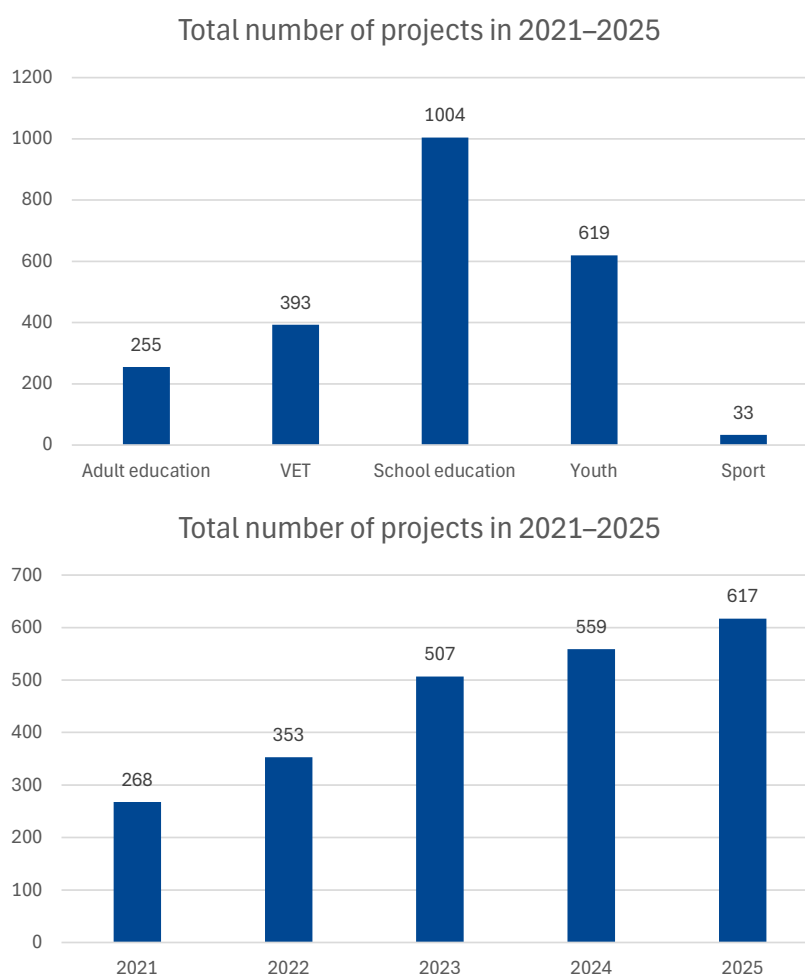
The document analysis included e.g. the EU's programme websites and news articles (Erasmus+, European Solidarity Corps, Union of Skills), EDUFI's EU programme web pages and planning and monitoring documents, performance agreement documents between the Ministry of Education and Culture and EDUFI for the years 2018–2027, the annual review reports on these performance agreements and the report on regional equality published in 2023 (Mayer, Siltanen, Ruokonen & Varjonen, 2023).

The statistical analysis is based on data provided by EDUFI on projects from 2021 to 2025. The analysis included data on a total of 2,304 projects. Of these, 2,053 were Erasmus+ projects and 251 were European Solidarity Corps projects. Unlike the other sectors, Erasmus+ funding for the sport sector – which is applied for at the national level, i.e. decentralised funding – did not become available until 2023. Projects funded in the higher education sector were excluded from the analysis.

The following sectors were included in the analysis:

- adult education (255 projects; total funding approximately €15.4 million; median project size approximately €38,000)
- vocational education and training (VET) (393 projects; total funding approximately €63.6 million; median project size approximately €147,000)
- sport (33 projects; total funding approximately €510,000; median project size approximately €15,000)
- youth (619 projects; total funding approximately €39 million; median project size approximately €42,000)
- school education (1,004 projects; total funding approximately €49.9 million; median project size approximately €30,600).

FIGURE 1. TOTAL NUMBER OF PROJECTS BY SECTOR AND YEAR.



With regard to the statistical analyses, it should be noted that in this report the participation of an individual municipality is determined by whether projects have been recorded in the statistics for that municipality. For example, in the youth sector, more than half of the project applicants are NGOs, many of which operate across municipal boundaries. In spite of this, their projects are recorded in the statistics for only one municipality each. Furthermore, the youth sector includes regional and national organisations whose funding extends beyond their place of registered office. In the VET sector, on the other hand, just under a quarter of VET providers are joint municipal authorities operating across several municipalities. Furthermore, approximately 70% of VET providers are private organisations, foundations and limited companies, who may also operate in several municipalities. Similarly, in the adult education sector, NGOs and other organisations operate across municipal boundaries, yet the projects that they carry out are recorded in the statistics for just one municipality each. With regard to the statistical analyses, it should also be noted that the thematic analyses do not include European Solidarity Corps projects, nor do they include KA121, KA151 and KA155 projects, as these projects do not have themes specified at the application stage, meaning that they can be aligned with any theme within the programme.

With regard to the sport sector, it should be noted that it has fewer decentralised actions than other sectors, for which funding is allocated at the national level. Unlike in other sectors, applications for KA2 projects are submitted centrally and directly to the executive agency; for this reason, this report does not examine applicant or partner organisations involved in European partnerships for cooperation in the sport sector.

The focus group and individual interviews broadened understanding of the subject matter of the report and the current state of the promotion of internationalisation in certain areas. The focus group interviews were targeted at organisations in the adult education, VET, school education, youth and sport sectors, with the total number of interviews conducted being six. These focus group interviews included a total of 26 participants. In addition to these, four individual and pair interviews were conducted, involving a total of six participants. The themes of the interviews included factors hindering and promoting internationalisation, differences in the roles of partners, synergies between national and international development and the strategic utilisation of regions. The interviews were conducted via Teams between March and April 2026.

The supplementary electronic information request was sent to municipalities that had not received funding from the EU programmes in the fields of education and training, youth and sport. The request was sent to the registry offices of these municipalities along with instructions that it be forwarded to officials, experts and other organisations in the municipality, educational institutions and the sport sector. The information request was used to gather data on awareness and significance of the programmes, factors hindering and promoting participation and communication. Responses to the request were received from 38 experts in 34 municipalities.

At the validation and indicator workshop, the findings of the report were presented and discussed and information was produced on an indicator mechanism that could be used to monitor the development of regional equality in the future. The workshop was held via Teams on 17 April 2026 and was attended by 16 experts from VET providers, municipal education services, the adult education sector, sports clubs and EDUFI.

2 OVERVIEW OF THE REGIONAL IMPLEMENTATION OF THE PROGRAMMES BY SECTOR

This section examines the regional implementation of the programmes by sector. The key questions are to what extent the EU programmes in the fields of education and training, youth and sport have been implemented and how they have impacted the promotion of internationalisation in the selected sectors of education, training, youth and sport in Finland.

2.1 Implementation of the programmes

Key findings

- Projects under the EU programmes in the fields of education and training, youth and sport have been carried out in all regions of Finland, but there are significant differences between regions in the numbers of projects: participation has been highest in Uusimaa (841 projects) and lowest in Kainuu (21 projects).
- However, participation at the sector level varies widely across Finland, and there are municipalities that have only participated in a single sector as well as ones that have participated in multiple sectors in different parts of the country.
- Municipalities with high participation are typically larger, have growing populations and higher levels of higher education attainment. Non-participating municipalities are mainly small (fewer than 4,000 inhabitants) rural municipalities.

Project participation in general

Projects have been carried out in all regions of Finland in 2021–2025. The project participation of individual regions varies from 21 to 841 recorded projects. Participation has been highest in Uusimaa (841 projects) and lowest in Kainuu (21 projects). All regions have participated in projects in the adult education, VET, youth and school education sectors. The number of regions that have participated in sport sector projects between 2023 and 2025 is 14.

FIGURE 2. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP.

Number of projects per 1,000 residents under the age of 45. The map shows participation based on the applicant organisation or its home municipality.

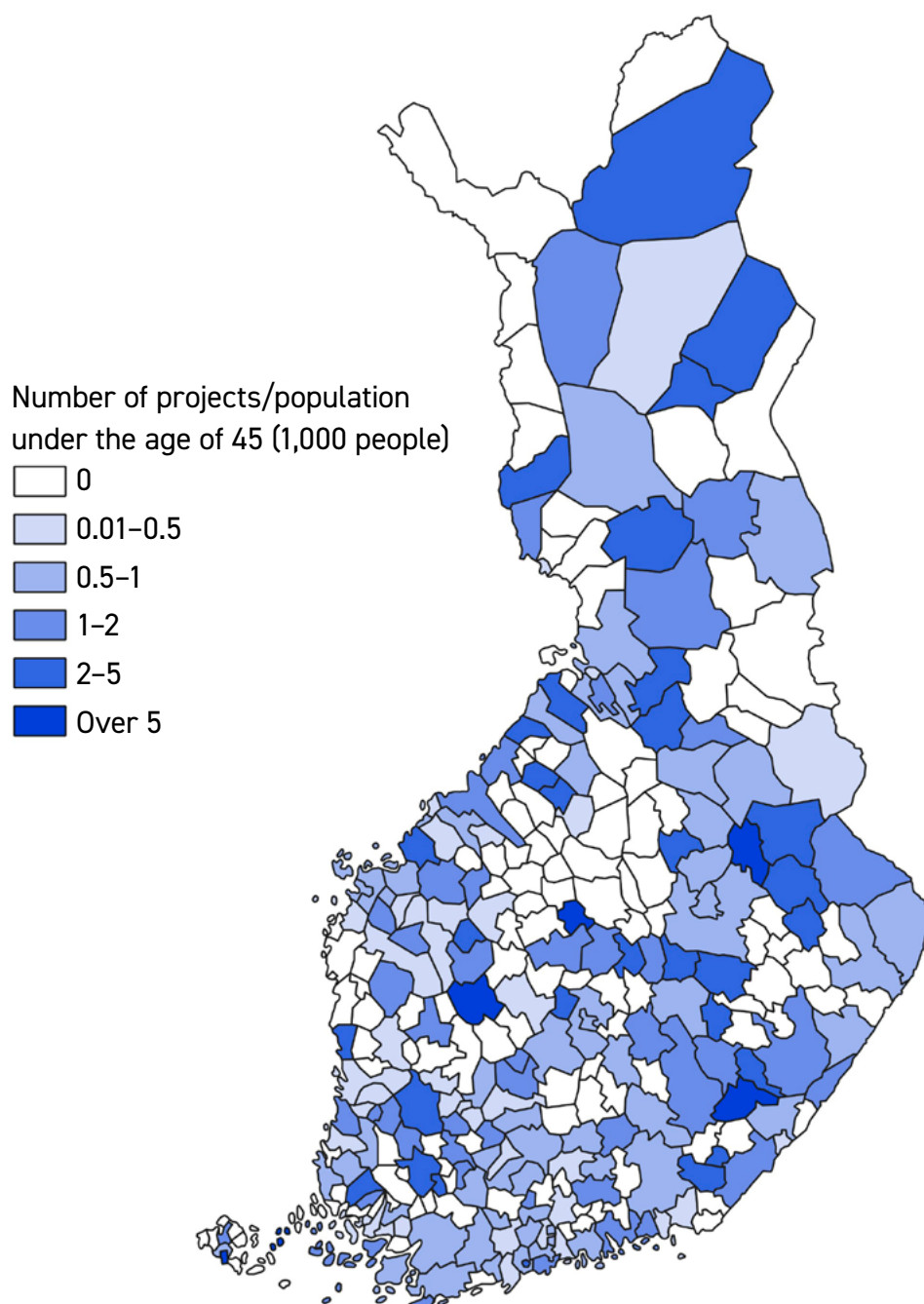


TABLE 2. NUMBERS OF PROJECTS BY REGION AND SECTOR.

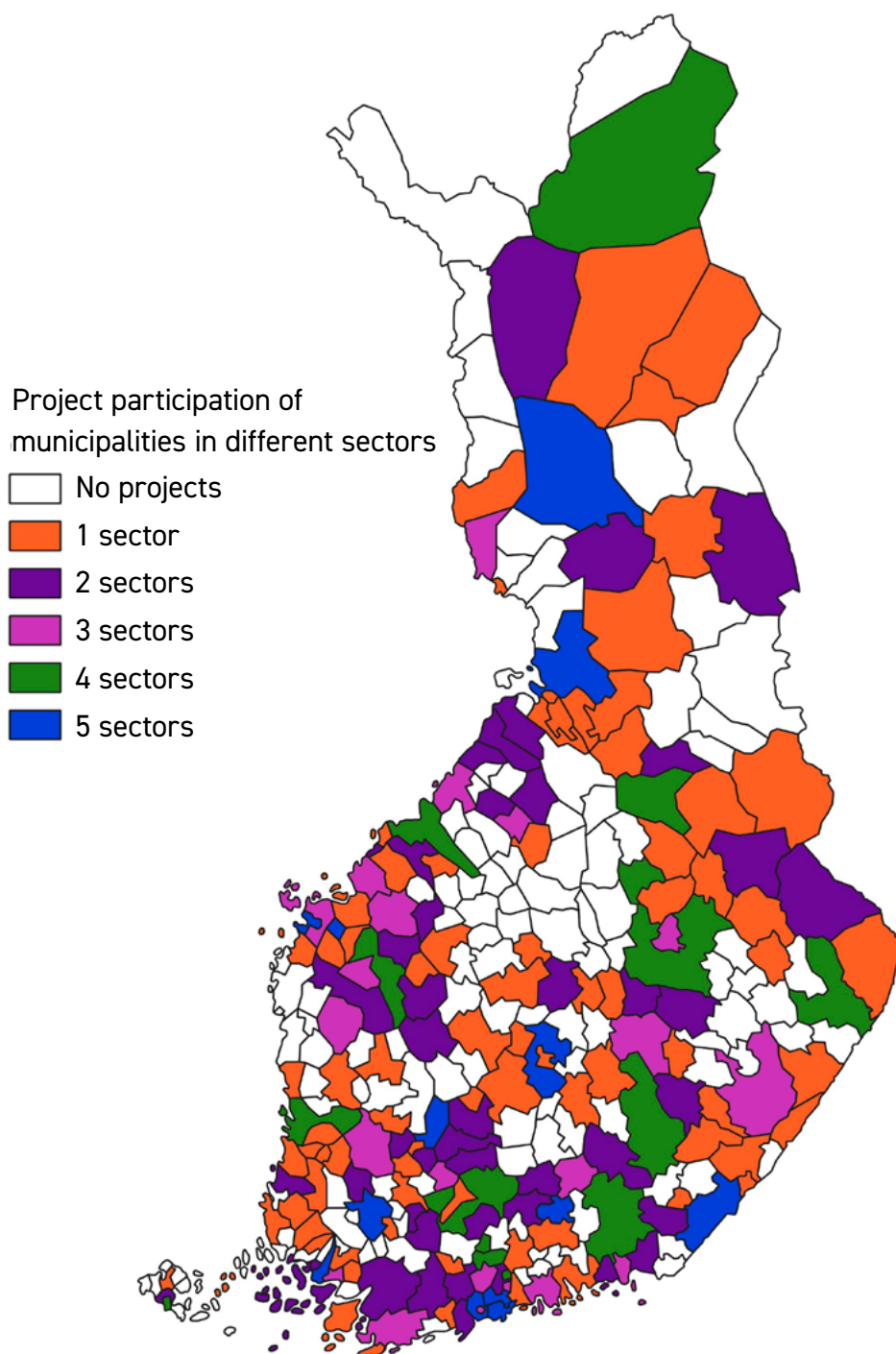
Region	Adult education	VET	School education	Youth	Sport	Total
Åland	12	5	15	9		41
South Karelia	1	5	36	13	1	56
South Ostrobothnia	12	17	20	11	2	62
South Savo	11	15	19	16	1	62
Kainuu	1	8	8	4		21
Kanta-Häme	5	21	30	1	1	58
Central Ostrobothnia	5	8	9	10		32
Central Finland	15	11	52	32	2	112
Kymenlaakso	2	11	19	15	1	48
Lapland	8	13	28	17	2	68
Pirkanmaa	26	36	80	39	2	183
Ostrobothnia	7	19	39	12	2	79
North Karelia	2	6	35	12		55
North Ostrobothnia	7	21	140	55	2	225
North Savo	14	18	60	16		108
Päijät-Häme	4	14	25	15	5	63
Satakunta	7	11	30	5	1	54
Uusimaa	105	128	298	303	7	841
Southwest Finland	11	26	61	34	4	136
Total	255	393	1 004	619	33	2304

Projects have been recorded in a total of 176 municipalities. In municipalities where projects have been implemented, the number of projects per one thousand residents under the age of 45 ranges from 0.01 to 5. The average is 1.9 projects per one thousand residents under the age of 45. There are participating municipalities to be found across the country. However, particularly in central and northern Finland, there are several municipalities for which no project participation has been recorded.

There is considerable variation between municipalities in terms of the number of sectors in which they have participated in projects. Almost half (46%) of the municipalities that have participated in projects have only participated in a single sector. The share of municipalities that have participated in two sectors is 27%, while the share of municipalities that have participated in more than three sectors is 28%. However, participation at the sector level varies widely across Finland, and there are municipalities that have only participated in a single sector as well as ones that have participated in multiple sectors in different parts of the country.

FIGURE 3. PROJECT PARTICIPATION OF MUNICIPALITIES IN DIFFERENT SECTORS ON A MAP.

The map shows participation based on the applicant organisation or its home municipality.



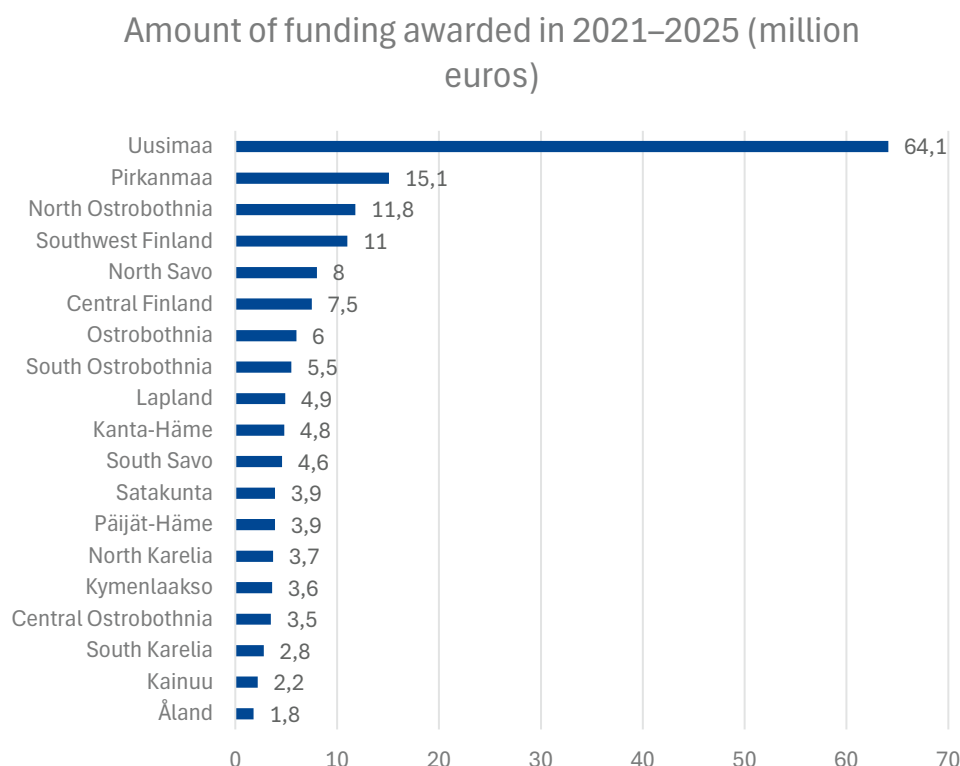
The amount of funding awarded to projects between 2021 and 2025³ is approximately €168.6 million. In absolute terms, there are significant differences between regions in the amount of funding awarded. The amount of funding awarded to individual regions varies from the €1.8 million awarded to Åland to the €64.1 million awarded to Uusimaa. The differences between regions and especially the high amount of funding awarded to Uusimaa can be partly explained by the number

3 This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

of organisations based there and the so-called HQ bias, whereby funding is applied for by national organisations based in Uusimaa, but the projects may be carried out elsewhere in the country. The amount of funding awarded to individual projects ranges from approximately €1,000 to €460,000, with the median amount being approximately €41,000.

FIGURE 4. AMOUNT OF FUNDING AWARDED TO PROJECTS BY REGION.

Includes projects in all sectors.

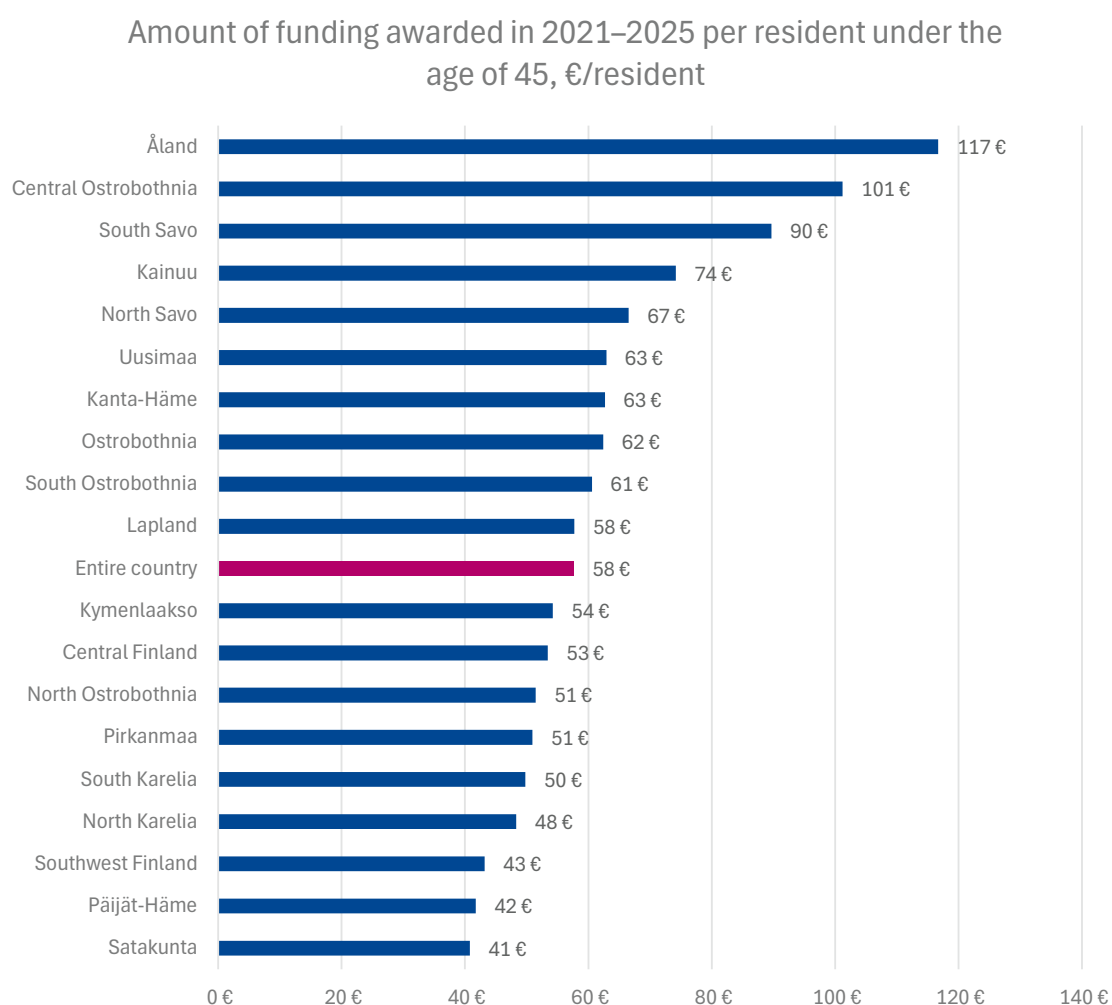


Adjusting the amount of funding awarded for the population of the region reveals significant differences between regions. The amount of funding awarded per resident under the age of 45 ranges from €41 in Satakunta to €117 in Åland. Nationally, the amount of funding awarded per resident is approximately €58.

The total absolute amounts of funding awarded reflect the population bases of the regions, and the high amount of funding awarded to Uusimaa can be partly attributed to the national organisations based there. When the amount of funding awarded is examined in relative terms (€/resident), several regions with smaller populations (e.g. Åland and Central Ostrobothnia) show high levels of participation and success. Conversely, Uusimaa and Pirkanmaa, which have large populations, are average when it comes to the amount of funding awarded per resident. All in all, the amount of funding awarded per resident is fairly even across the regions.

FIGURE 5. AMOUNT OF FUNDING AWARDED PER RESIDENT UNDER THE AGE OF 45 BY REGION.

Includes projects in all sectors

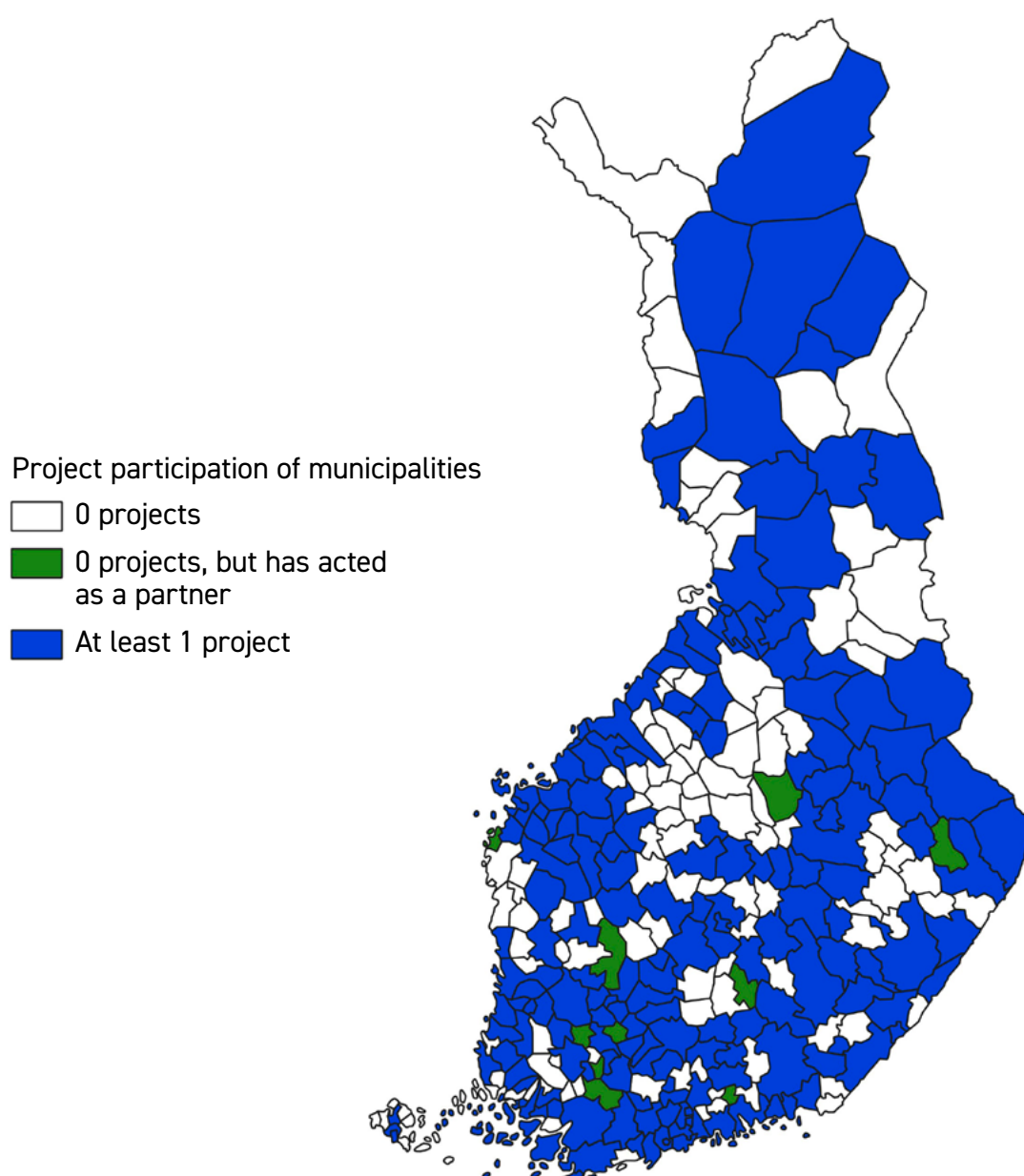


Non-participating areas

Project participation has been recorded in all regions. That being said, according to the statistical data, there are a total of 132 municipalities for which no projects had been recorded. However, ten of these municipalities have acted as partners in at least one project. The municipalities with no participation are primarily concentrated in northern and central Finland, but there are individual non-participating municipalities scattered throughout Finland.

FIGURE 6. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP.

The map shows participation based on the applicant organisation or its home municipality.



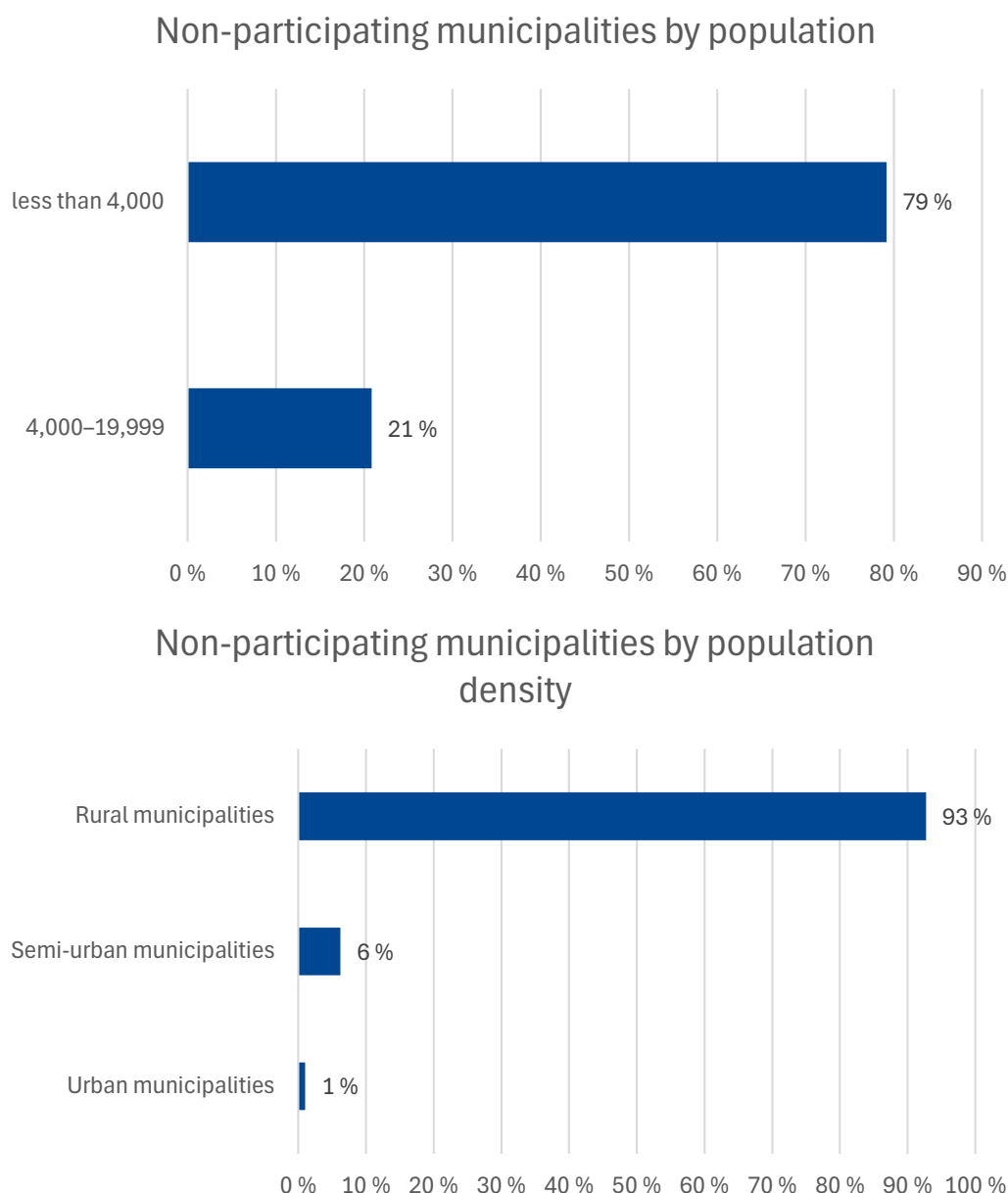
An examination of the 132 non-participating municipalities reveals that just under a quarter (23%, 30 municipalities) of them have applied for funding, but have not received any. Of the municipalities that have applied for funding but have not received it, four have acted as partners in a project.

When both the municipalities that have acted as partners and those that have applied for funding are excluded, we are left with 96 non-participating municipalities. It should be noted, however, that these are municipalities for which no projects have been recorded in the statistical data; this group may still include municipalities that have indirectly benefited from projects registered for other municipalities.

An examination of the non-participating municipalities reveals that they primarily consist of small and rural municipalities: 79% are municipalities with fewer than 4,000 inhabitants and 93% are rural municipalities.

FIGURE 7. NON-PARTICIPATING MUNICIPALITIES BY POPULATION AND POPULATION DENSITY.

This includes municipalities for which no projects have been recorded, which have not acted as partners and which have not applied for funding.

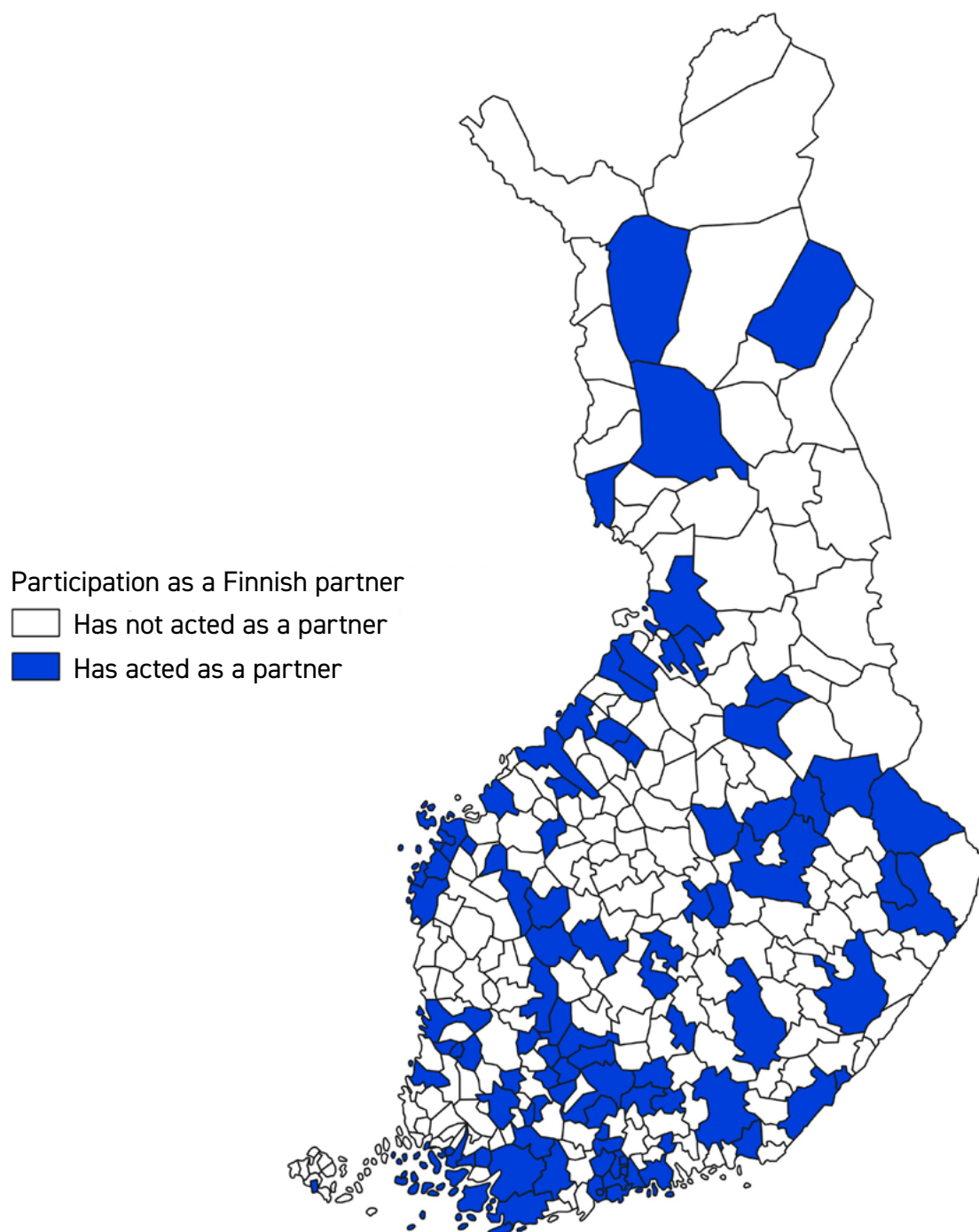


Partners

Finnish organisations have acted as partners, meaning been involved in projects that they have not themselves applied for or coordinated, in 748 projects. Of these projects, 89% have been projects coordinated from abroad and 11% have been coordinated by Finnish organisations. Partner participation is quite widely spread across Finland, although it is slightly more concentrated in southern Finland. At the municipal level, the organisations that have acted as partners are largely based in the same municipalities that have recorded project participation. However, there are ten municipalities that have no recorded project participation of their own, but have recorded partner participation.

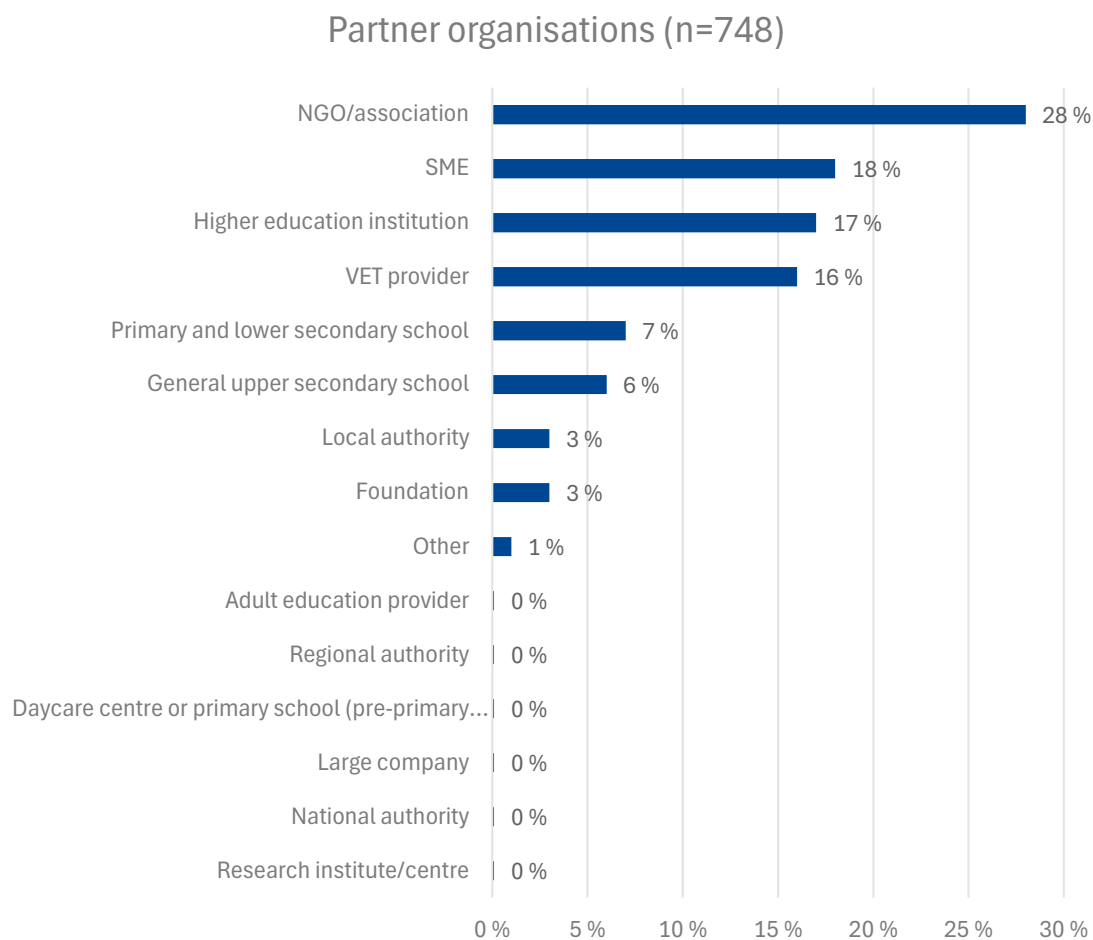
FIGURE 8. PARTNER PARTICIPATION ON A MAP.

The map shows participation based on the applicant organisation or its home municipality.



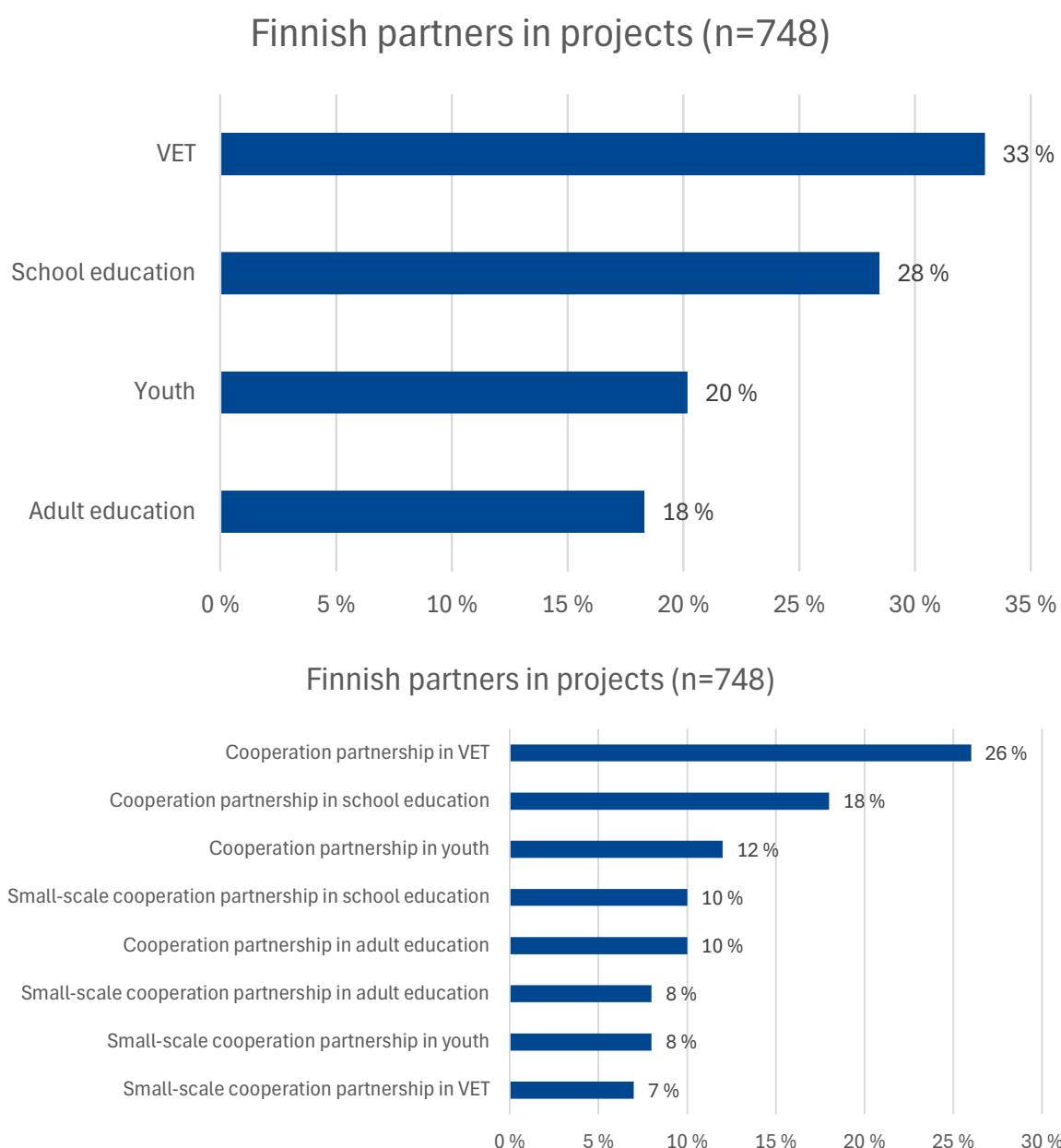
The organisations that have acted as partners include a wide range of different organisation types. The most common organisation types are non-governmental organisations (NGOs) and associations (28%), small and medium-sized enterprises (SMEs) (18%), higher education institutions (17%) and VET providers (16%).

FIGURE 9. TYPE OF ORGANISATION OF FINNISH PARTNERS



Finnish organisations have acted as partners in projects in the VET, school education, youth and adult education sectors. The sectors in which Finnish project partners have been most common are VET (33%) and school education (28%). The project type in which Finnish project partners have been most common is Erasmus+ cooperation partnerships.

FIGURE 10. PARTICIPATION OF FINNISH PARTNERS IN DIFFERENT SECTORS.



Finnish organisations have acted as partners in projects covering a wide range of themes. The projects have most commonly focused on the development of teaching and education, digitalisation, inclusion and equality, the green transition and health and wellbeing.

2.2 Adult education

Key findings

- A total of 255 projects have been carried out in the adult education sector. The most common project implementers are foundations funding the operations of folk high schools and higher education institutions (units offering continuing education).
- There are significant regional differences in the use of the EU programmes in the field of adult education, with participation largely dependent on the resources available to organisations and the level of local activity.
- Projects have focused especially on the inclusion of disadvantaged adults and immigrants. The most notable perceived benefits are the strengthening of individuals' professional self-esteem and pedagogical renewal of participating organisations.

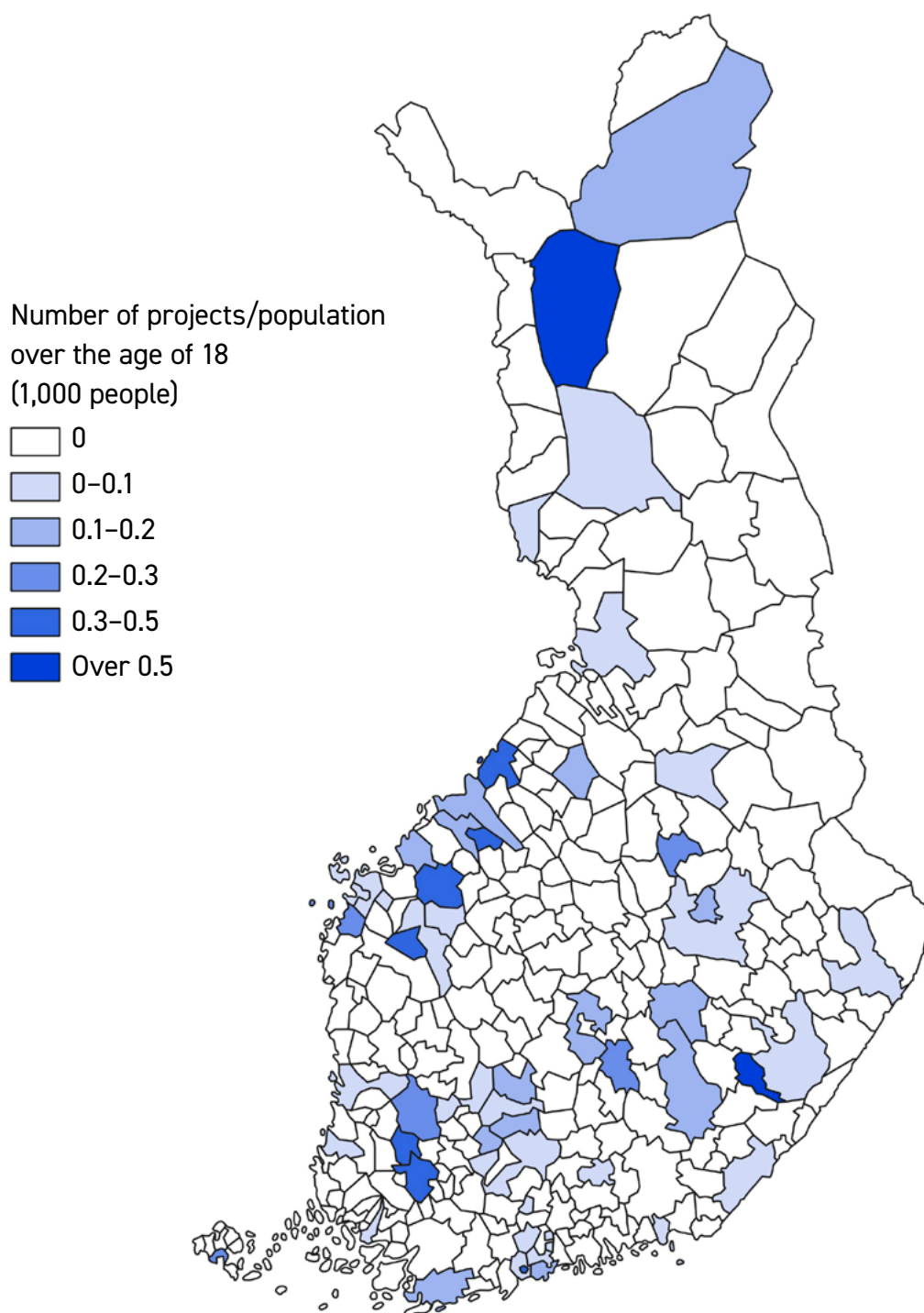
The analysis included 255 projects in the adult education sector. The most common action types of these projects have been accredited mobility in adult education and short duration mobility in adult education. The projects have been carried out mainly by foundations (32%), higher education institutions (30%) and local authorities (16%). (See Appendix 1.) It should be noted, however, that in this context foundations and higher education institutions are top-level organisations, with the actual project implementers usually consisting of smaller units operating under them. In mobility projects, the primary beneficiaries are liberal adult education (adult education centres, folk high schools), various associations and NGOs. The organisations involved in partnerships for cooperation include learning centres and non-profit associations, such as the Association for Educational Activities and others, as well as a number of higher education institutions and VET providers (continuing education projects).

Projects in the adult education sector have covered a wide range of themes. The most common themes have been the development of learning, teaching and skills; inclusion and equality; digitalisation; and democracy, values and citizenship.

Projects in the adult education sector have been recorded in a total of 56 municipalities. In municipalities where projects have been implemented, the number of projects per one thousand residents over the age of 18 ranges from 0.01 to 1.1. The average is 0.2 projects per one thousand residents over the age of 18. Project participation varies quite considerably from one municipality to another, though there are participating municipalities across Finland. The participating municipalities also include small municipalities where participation relative to the population is quite high.

FIGURE 11. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP.

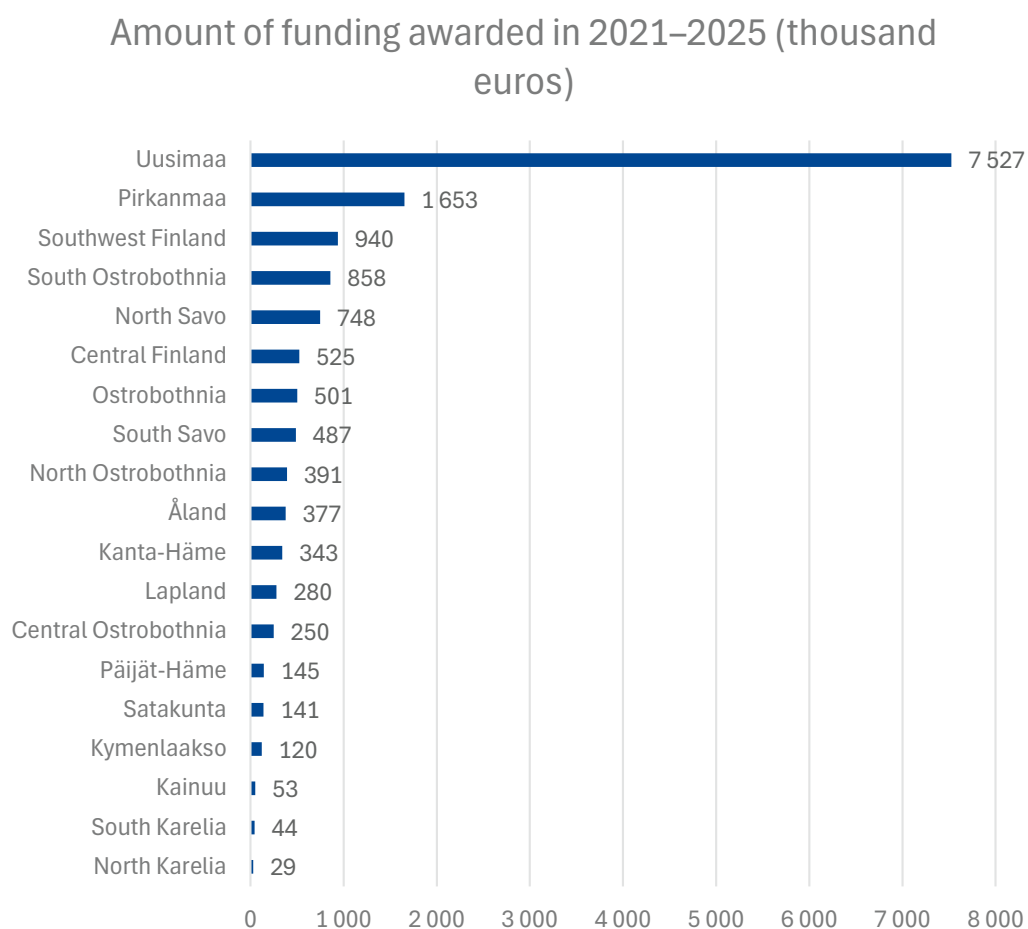
Number of projects per 1,000 people over the age of 18. The map shows participation based on the applicant organisation or its home municipality.



Projects in the adult education sector have been awarded approximately €15.4 million in funding.⁴ In absolute terms, there are significant differences between regions in the amount of funding awarded. The amount of funding awarded to individual regions varies from the €29,000 awarded to North Karelia to the €7.5 million awarded to Uusimaa. The amount of funding awarded to individual projects ranges from approximately €4,000 to €400,000, with the median amount being approximately €38,000.

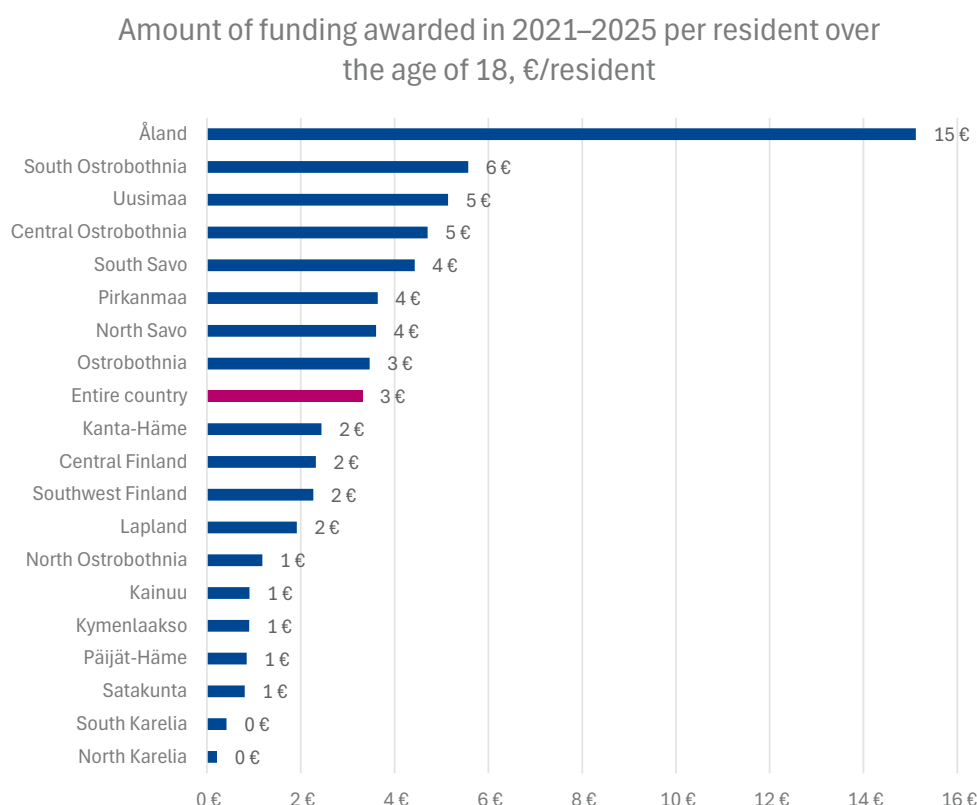
⁴ This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

FIGURE 12. AMOUNT OF FUNDING AWARDED TO PROJECTS IN THE ADULT EDUCATION SECTOR BY REGION



Adjusting the amount of funding awarded for the population of the region reveals some differences between regions. The amount of funding awarded per resident over the age of 18 varies from €0.20 in North Karelia to €15 in Åland. Nationally, the amount of funding awarded per resident is approximately €3.

FIGURE 13. AMOUNT OF FUNDING AWARDED PER RESIDENT OVER THE AGE OF 18 BY REGION.



The adult education sector organisations interviewed for the report included a wide range of liberal adult education providers, adult education centres, folk high schools and VET providers. These organisations are typically active participants in Erasmus+, often holding accreditation and having experience in both short duration mobility projects and larger-scale cooperation partnerships (KA2).

International activities have become an established part of the core operations of many organisations, although their implementation often depends on just a few key individuals. The interviewees emphasised especially the continuity and strategic focus that accreditation brings, which enable internationalisation and mobility to be developed over the long term. A key feature of adult education is a strong commitment to the inclusion of disadvantaged adults, immigrants and other special needs groups, with the inclusion of e.g. learners from socio-economically disadvantaged backgrounds being supported through targeted measures. Although organisations in this sector participate actively, one regional challenge identified was that organisations in the field of adult education are often few and far between, which highlights the importance of networking and peer support.

The most significant added value of international programmes in adult education lies in the strengthening of individuals' professional self-esteem and self-efficacy, as well as in the pedagogical renewal of participating organisations. The interviewees emphasised that international activities provide new operating models and best practices that directly improve the quality of teaching and diversify education provision. Cuts to basic funding were identified as a critical challenge, and for this reason Erasmus+ is for many a vital channel for strategic development work and the continuing education of staff, for which there would otherwise be no resources. The impacts of projects include not only increased competence and self-confidence, but also more tangible things such as

improvements in language and digital skills, networking with colleagues and regional impacts on e.g. local tourism and hospitality businesses.

There are significant regional differences in the use of the EU programmes in the field of adult education, and participation depends largely on the resources available to organisations and the level of local activity. Although adult education is regionally relevant to a wide range of people, long distances and the time required to travel them create a practical barrier to international activities, particularly in more remote areas. In small organisations, limited resources make it difficult to get projects off the ground, as a result of which the benefits of the EU programmes tend to concentrate to the Helsinki region and large organisations that have established networks and coordinators who can be assigned to project work. The interviews highlighted the need for clearer communication and more active guidance. The opportunities offered by the EU programmes are not always recognised, e.g. in the museum and NGO sectors, so there is a need for more comprehensive information provision to ensure that the benefits of international activities reach all population groups instead of being limited to a small group.

From the perspective of national implementation, the key area for improvement is to streamline application processes and strengthen low-threshold guidance services. The interviewees appreciated the support provided by EDUFI, but pointed out that the programmes are often perceived as complex when viewed from the outside and that unfamiliar 'project jargon' acts as a barrier to entry, especially for new or small organisations. The development suggestions highlighted the need to make materials clearer and to provide concrete examples so as to lower the threshold for participation. When discussing funding, the interviewees pointed out that programmes such as small-scale partnerships are currently highly sought after. The interviewees also emphasised that national-level solutions should make use of regional ambassadors and highlight Finland's high-quality expertise in adult education and pedagogy more strongly at the European level.

2.3 Vocational education and training (VET)

Key findings

- A total of 393 projects have been carried out in the VET sector, 95% of which have been coordinated by educational institutions.
- In VET, participation in international activities is seen as a means of strengthening equality. It offers students opportunities to which they might not otherwise have access, such as mobility periods, international work environments and new experiences.
- Participation is focused on mobilities, but there are significant differences between participating organisations in terms of the scope of activities and resources. Some operate in a wide range of funding and project formats, while in smaller organisations, participation in international activities may be active, but heavily dependent on specific individuals and available resources.
- The biggest challenges relate to available resources, the administrative burden of projects and regional equality. Bureaucracy, cuts to national development funding and the differing circumstances of organisations pose challenges for participation, even though internationalisation is seen as strategically and pedagogically important.
- National networking and support from the National Agency are crucial enablers of participation. Collegial networks, peer support, guidance and opportunities for discussion are particularly helpful to small organisations and new internationalisation coordinators.

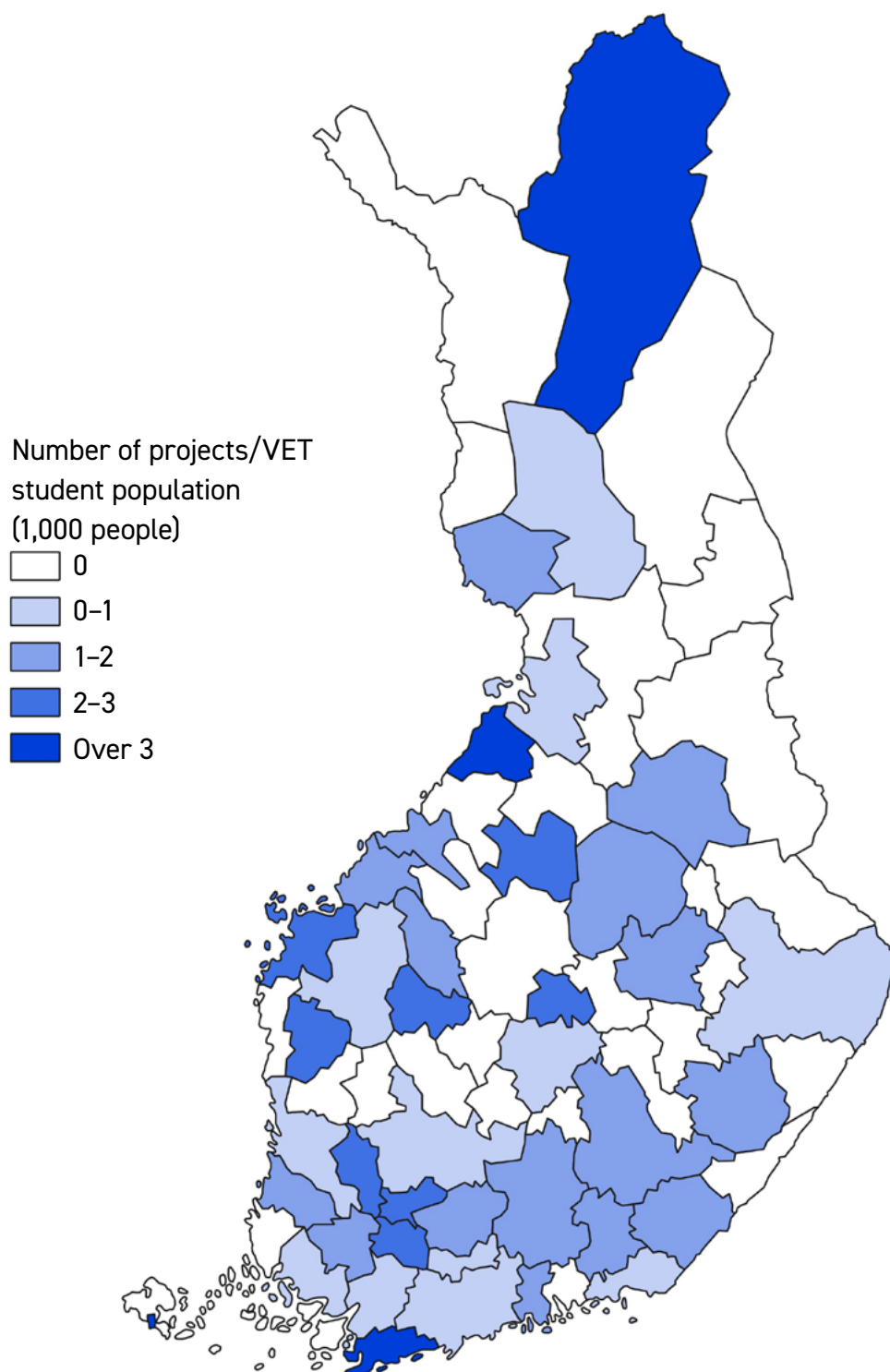
The analysis included 393 projects in the VET sector. By far the most common action type has been accredited mobility in VET, but Finnish organisations have also implemented development and cooperation partnerships as either coordinators or project partners. Most of the projects have been carried out by VET providers (95%). (See Appendix 1.) Projects in the VET sector have covered a wide range of themes. The most common themes have been the development of teaching and skills, connections with employers, employment and digitalisation.

Project participation in the VET sector was analysed at the sub-regional unit level, as VET is often organised across municipal boundaries, whereas projects are recorded in statistics at the municipal level based on the coordinator's registered address. Just under a quarter of Finnish VET providers are joint municipal authorities operating across several municipalities. Furthermore, approximately 70% of VET providers are private organisations, foundations and limited companies, who may also operate in several municipalities.

Projects in the VET sector have been recorded in a total of 56 sub-regional units. There are a total of 69 sub-regional units in Finland. In the sub-regional units where projects have been carried out, the number of projects per one thousand VET students varies from 1 to 111. The average is 9.8 projects per one thousand VET students. Project participation at the sub-regional unit level covers a large part of Finland, but it is not distributed entirely evenly. It should be noted, however, that some of the sub-regional units with seemingly no project participation are part of the operating areas of VET providers whose projects are recorded in the statistics based on their place of registered office. As such, even if a sub-regional unit has no recorded project participation based on the statistics, this does not necessarily mean that no students or organisations from the sub-regional unit have been involved in international activities in the VET sector.

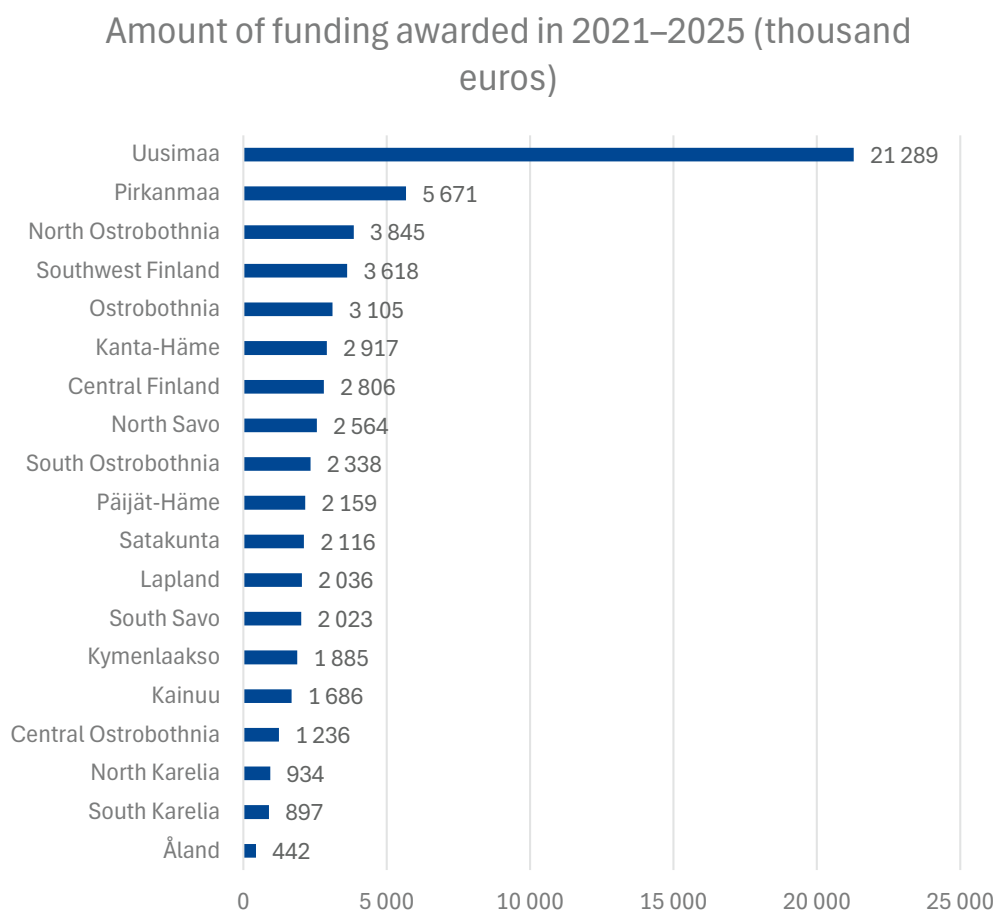
FIGURE 14. PROJECT PARTICIPATION OF SUB-REGIONAL UNITS ON A MAP. NUMBER OF PROJECTS PER 1,000 VET STUDENTS.

The map shows the project participation of sub-regional units based on applicant organisations or their places of registered office.



Projects in the VET sector have been awarded approximately €63.6 million in funding.⁵ In absolute terms, there are significant differences between regions in the amount of funding awarded. The amount of funding awarded to individual regions varies from the €442,000 awarded to Åland to the €21.3 million awarded to Uusimaa. The amount of funding awarded to individual projects ranges from approximately €8,000 to €460,000, with the median amount being approximately €147,000.

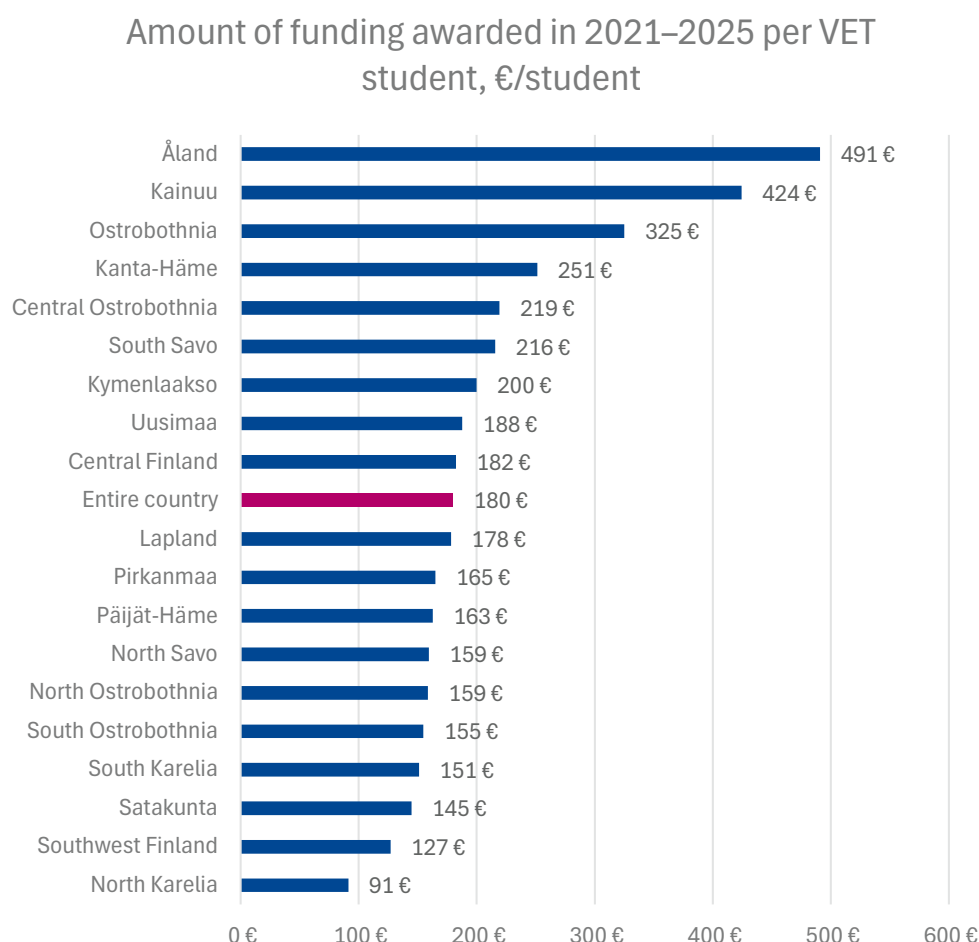
FIGURE 15. AMOUNT OF FUNDING AWARDED TO PROJECTS IN THE VET SECTOR BY REGION.



Adjusting the amount of funding awarded for the number of VET students in the region reveals differences between regions. The amount of funding allocated per VET student ranges from €91 in North Karelia to €491 in Åland. Across the country as a whole, the amount of funding allocated per VET student is approximately €180.

⁵ This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

FIGURE 16. AMOUNT OF FUNDING ALLOCATED PER VET STUDENT BY REGION.



Participation in international activities is described as a way of offering students opportunities that they might not otherwise have. Representatives of the VET sector who took part in the interviews felt that student mobility may be the first opportunity that some VET students have to travel abroad or work in an international environment. International activities are not viewed merely as separate, additional activities; rather, in many organisations they are directly linked to equal opportunities for students, the development of staff skills, regional skills needs and the organisation's strategic development.

There are significant differences between organisations in the scope of international activities and the resources available for participation. Some organisations operate across a wide range of funding formats (accredited mobility, cooperation partnerships, projects applied for and funded directly by the Commission and capacity building actions outside the EU), while others focus more narrowly on learner mobility or a few selected project types. In smaller organisations, participation in international activities may be high relative to the number of students, but at the same time heavily dependent on individual staff members and resources.

Participation in international activities takes place primarily through mobilities. The organisations that took part in the interviews felt that student and staff mobility are the foundation of international activities. The organisations send students on mobility periods, organise international opportunities for staff to develop their skills and host international students, specialists and visitors. Reciprocity is recognised as the most important principle of international activities. At some educational institutions, dozens of students take part in learner mobilities each year, while at others the figure

exceeds one hundred. In some smaller educational institutions, participation in international activities is relatively high, even though the activities focus on selected priority areas. The significance of participation cannot be assessed solely on the basis of absolute numbers of participants, but must also be considered in relation to the organisation's size, number of students, human resources and operating environment.

Group mobilities are seen as an important way to promote equality. The interviewed organisations felt that not all students are ready to go abroad on their own, but going as part of a group and with the support of a teacher lowers the threshold for participation. The interviewees pointed out that young people's need for support has increased and travelling has become less commonplace, because of which participation in international activities now requires more guidance, pre-departure training and safe support structures.

National networking is also a key aspect of participation. The interviewees describe the cooperation between Finnish educational institutions as exceptionally strong. Collegial networks, informal channels of communication and peer support are utilised in international projects, the planning of mobilities and the tackling of practical problems. This is seen as an essential part of facilitating participation, particularly for new international affairs coordinators and small organisations, at which international affairs are often the responsibility of just one or a few people.

Partnership and development projects are another significant form of participation. The representatives from the VET sector who took part in the interviews cited strategic cooperation partnerships, projects relating to European values and democracy, capacity building actions as well as excellence and blueprint-type development projects as among the most important types of activities. The VET providers that took part in the interviews play a variety of roles in these projects; some coordinate projects, while others act as partners or participate through networks in projects coordinated by others. The differences between these roles are significant, as acting as a coordinator requires greater administrative and strategic capacity than participating as a partner.

VET is characterised by its close connections with employers. The interviewed organisations emphasised that incoming students are often placed with local companies for traineeships. When this is the case, international activities affect not only the educational institution, but also the local labour market. International activities foster connections with companies, increase international interaction in workplaces and, at their best, support regional vitality. International activities in VET thus clearly differ from e.g. school education in that the world of work and local businesses are often directly involved in the implementation of the activities.

The funding and programme structures are effective, especially in terms of the flexibility of the programmes, the support provided by the National Agency and the consideration of special needs groups. The flexibility of the programmes is praised especially when it comes to students requiring special support or situations where changes occur during the mobility period. The interviewees felt that the funding mechanisms have developed to make it possible to take better account of students' individual needs. For example, identifying the need for special support and allocating additional resources are seen as concrete ways of promoting equal participation.

The guidance, communication channels and peer meetings provided by the National Agency are considered effective. Access to guidance and opportunities to discuss interpretations, applications and practical implementation strengthen the ability of organisations to participate in the programmes. The guidance and support provided by the National Agency are seen as particularly valuable for organisations that have limited resources for managing international affairs.

The bureaucracy associated with the programmes is recognised as a challenge. The representatives of VET providers who took part in the interviews felt that the administrative work associated with the programmes still takes up a great deal of time, even though the systems are otherwise perceived to have become clearer. The administrative burden of the programmes can therefore act as a barrier to participation, even if funding opportunities are available.

The reduction in national development funding raises concerns. The organisations that took part in the interviews acknowledge that there used to be more national funding available for developing international activities, producing shared materials, maintaining networks and organising joint mobility schemes between educational institutions. The reduction of such funding is seen as having undermined joint development and national coordination. Although informal networks still exist, maintaining them without structural support is prone to being left up to motivated individuals. The decrease in funding is also reflected in concerns about the role of internationalisation within organisations. When cuts are made to the overall funding for education and training, international activities may have to justify their place more strongly than before. However, the interviewees emphasised that international activities are seen as such a significant benefit for students that there is a general desire to preserve them. International activities have become an integral part of the pedagogical and strategic work of many organisations, but their continuity requires adequate resources.

Regional equality appears very different in different operating environments. In urban and multicultural environments, internationality can be a natural part of everyday life, as the student body, the business community and international contacts are already diverse. In such environments, the challenges may more often lie in how to coordinate the activities, take into account the diverse needs of student groups and integrate international activities into the wider organisation. In contrast, in sparsely populated areas, areas experiencing net out-migration or areas with a more limited range of higher education provision, international activities take on a different significance. If there is no university in the area, or if there are few higher education institutions, the role of VET providers in building international connections becomes even more important. In this case, promoting regional equality requires organisations operating in smaller and more remote areas to also have realistic opportunities to participate in international programmes. Future skills needs underscore the importance of regional equality. The organisations that took part in the interviews were of the opinion that international projects can support foresight, the development of teachers' skills and students' access to new growth sectors.

From the perspective of regional equality, the funding and programme structures should recognise the different circumstances of organisations. Large education and training providers may have greater administrative capacity, larger international networks and more human resources to apply for and coordinate projects. In contrast, small educational institutions or organisations that rely on individual coordinators may be highly motivated and achieve excellent results relative to their size, but their participation is more vulnerable. According to the organisations that took part in the interviews, regional equality is promoted especially by networks, co-development and national coordination. When educational institutions share their expertise, plan joint mobilities, produce materials together and support new coordinators, even smaller and less experienced organisations get to participate in international activities. International activities have the greatest impact when mobility, partnership and development projects, connections with employers, student support and national network cooperation form a mutually reinforcing whole.

2.4 School education

Key findings

- The school education sector has seen the highest number of projects (1,004) across all the sectors, with activities divided between primary and lower secondary schools and general upper secondary schools. Project participants include primary and lower secondary schools, general upper secondary schools, organisations providing ECEC and basic education in the arts and other organisations involved in school education.
- Accreditation has established international mobility as a permanent, regular and clearly defined part of the operations of general upper secondary schools. The participation of primary and lower secondary schools in the accreditation of mobility has also increased during the programming period. The declining financial situation of municipalities has made the funding available through accreditation even more important for the international activities of primary, lower secondary and general upper secondary schools.
- Internationalisation tangibly develops students' skills, boosts the popularity of language studies and fosters a more open-minded atmosphere. International activities can help promote the transversal competence objectives of the general upper secondary school curriculum, for example.
- Smaller and more remote general upper secondary schools⁶ and primary and lower secondary schools benefit in a vital way from the support of larger joint municipal authorities and consortia when it comes to international activities.
- In remote areas, the main challenges are logistics and facilitating green travel.

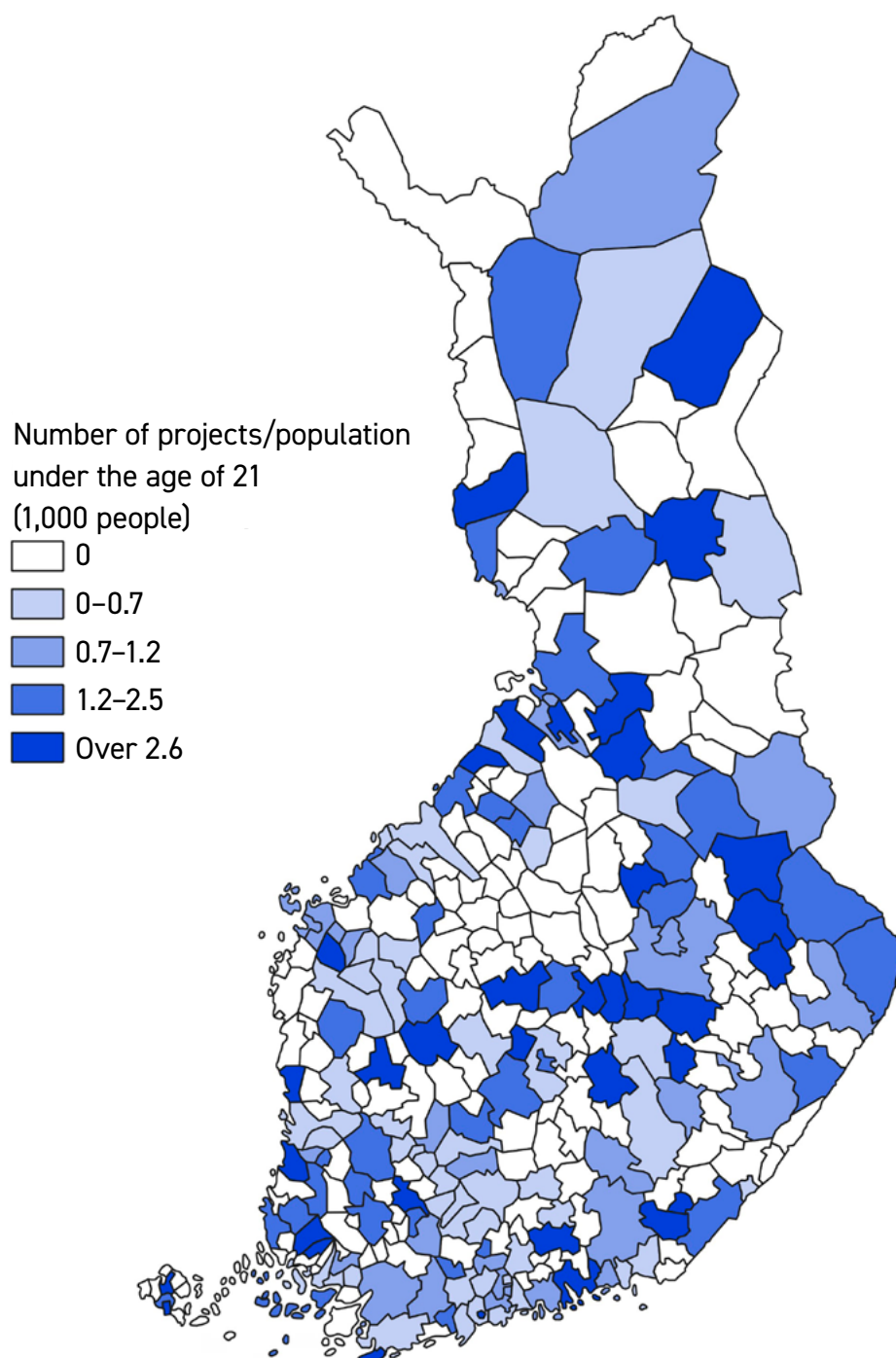
The analysis included a total of 1,004 projects in the school education sector. The most common action types of these projects have been accredited mobility in school education and short duration mobility in school education. The projects have been carried out mainly by primary and lower secondary schools (48%) and general upper secondary schools (43%). (See Appendix 1.) Participation in partnership activities in either a coordinator or partner capacity has also been high. The projects have covered a wide range of themes, including the development of skills and teaching, inclusion, equality and wellbeing, digitalisation and the green transition.

Projects have been carried out in a total of 150 municipalities. In the municipalities where projects have been carried out, the number of projects per one thousand residents under the age of 21 ranges from 0.2 to 9.9. The average is 1.9 projects per one thousand residents under the age of 21. Project participation is spread quite widely across Finland. Participation is not limited to larger municipalities, as there are also smaller municipalities with high levels of participation across Finland. That being said, there are several municipalities, especially in central and northern Finland, for which no school education projects have been recorded.

6 As regards the school education sector, only representatives from general upper secondary schools took part in the interviews conducted as part of the data collection for the report. Consequently, the perspective of general upper secondary schools is emphasised to a certain degree in the interview data. However, accreditation in the school education sector is also important for primary and lower secondary schools, and their participation has increased over the course of the programming period, although general upper secondary schools remain strongly represented in relation to their numbers.

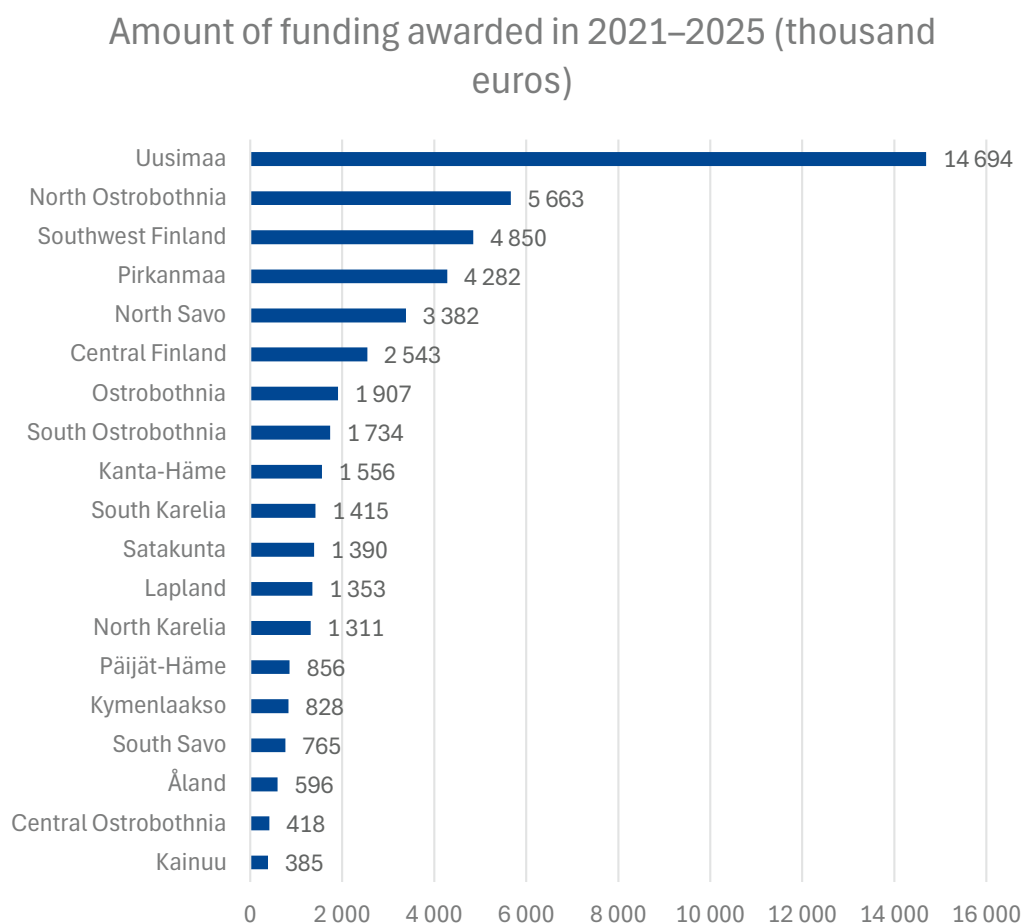
FIGURE 17. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP. NUMBER OF PROJECTS PER 1,000 RESIDENTS UNDER THE AGE OF 21.

The map shows the project participation of municipalities based on applicant organisations or their places of registered office.



Projects in the school education sector have been awarded approximately €49.9 million in funding⁷ in 2021–2025. There are significant differences between regions in terms of the amount of funding awarded, when viewed in absolute terms. The amount of funding awarded to individual regions varies from the €385,000 awarded to Kainuu to the €14.7 million awarded to Uusimaa. The amount of funding awarded to individual projects ranges from approximately €3,000 to €407,000, with the median amount being approximately €30,600.

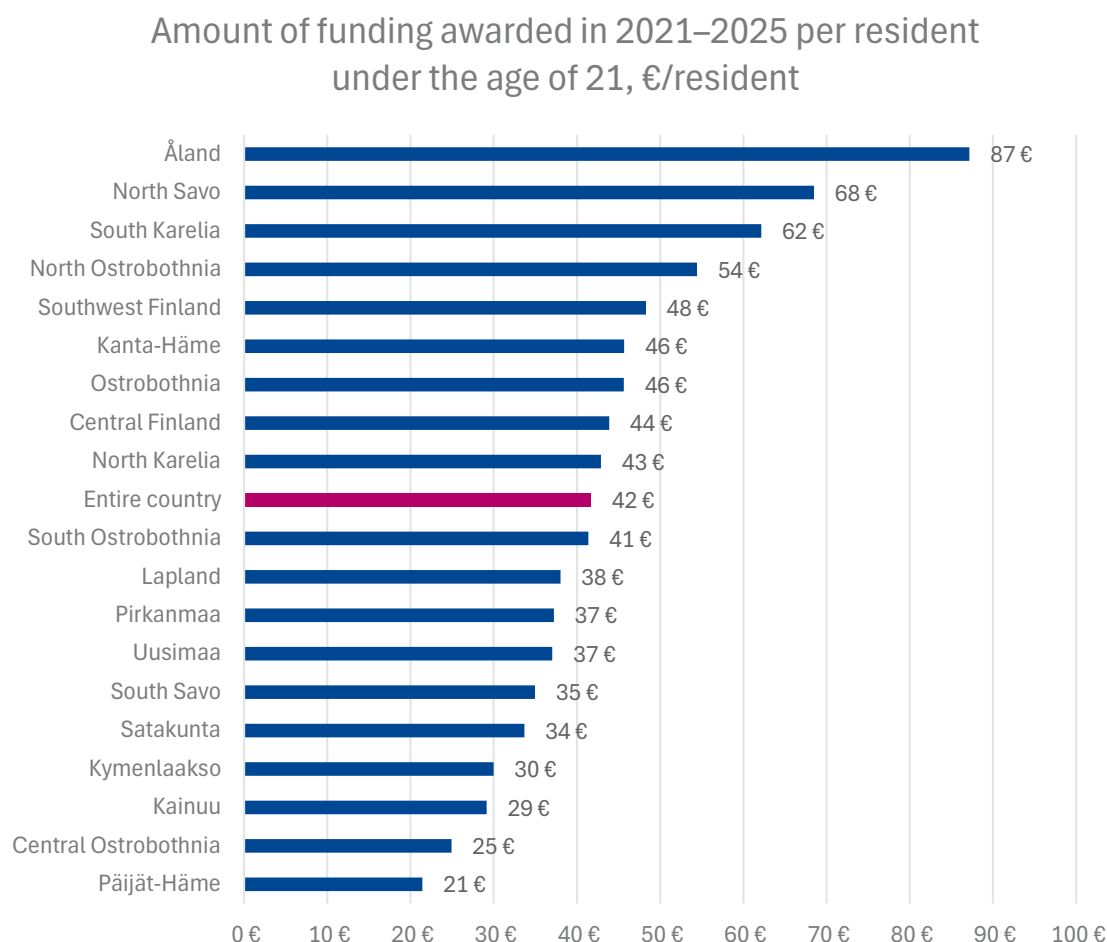
FIGURE 18. AMOUNT OF FUNDING AWARDED TO PROJECTS IN THE SCHOOL EDUCATION SECTOR BY REGION.



Adjusting the amount of funding awarded for the population of the region reveals differences between regions. The amount of funding awarded per resident under the age of 21 ranges from €21 in Päijät-Häme to €87 in Åland. Nationally, the amount of funding awarded per resident is approximately €42.

⁷ This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

FIGURE 19. AMOUNT OF FUNDING AWARDED PER RESIDENT UNDER THE AGE OF 21 BY REGION.



Accreditation has established international mobility as a permanent, regular and clearly defined part of the operations of school education organisations. In the past, international activities were more often based on the projects and networks of individual teachers, but nowadays they are more structured and goal-oriented. The long-term perspective provided by accreditation makes it easier to manage international activities as a whole, establish common rules and bring in new colleagues.

International activities comprise a wide range of activities, including individual and group mobility for students, teacher training and international engagement both at home and online. In cooperation partnerships, work is carried out with international partners on a chosen theme. They also involve cross-sectoral cooperation, with schools working together with higher education institutions, NGOs, companies, specialist organisations, etc. The focus of mobilities varies, centring on themes such as languages, social sciences or the arts, and Finnish daycare centres, schools and general upper secondary schools are popular destinations for visitors from abroad as well.

The declining financial situation of municipalities has made the funding available through accreditation even more important for the international activities of primary, lower secondary and general upper secondary schools. The interviewees described the lack of resources as a situation in which it would be extremely difficult to maintain high-quality activities without funding from the EU programmes. The key importance of funding is aptly summarised in the following quote from an interview:

“Before accreditation, there were more individual projects. [The education provider] stated that you were not allowed to apply for anything that did not generate a return. Accreditation has saved us. According to the curriculum, we need to implement something [related to internationalisation].”

The realisation of inclusion and equality is seen as one of the most significant added values of the EU programmes, as the funding enables genuine participation for all students, regardless of their family background. According to the interviewees, in the past an exchange often required financial support from one's family, but nowadays the profile of participants has broadened considerably.

Internationalisation tangibly develops students' skills, boosts the popularity of language studies and fosters a more open-minded atmosphere. According to the interviewees, international activities are a visible part of the everyday operations of schools, inspire students and help them develop sustainability skills and an understanding of different cultures, among other things. The programmes also force primary, lower secondary and general upper secondary schools to articulate and highlight the valuable work that they are already carrying out. The stable funding has made it possible to link the activities to genuine development projects.

The geographical locations of organisations pose significant logistical challenges, especially as regards green travel. Finland is a country of long distances, and simply getting from place to place can take hours, which makes e.g. travelling overland to Europe too time-consuming in relation to study goals. According to the interviewees, finding partners who are flexible regarding these logistical constraints of green travel has been difficult.

Especially smaller and more remote general upper secondary schools and primary and lower secondary schools benefit in a vital way from the support of larger joint municipal authorities and consortia when it comes to international activities. If no such network exists, international activities often end up depending solely on the efforts of a few motivated teachers and the support of the school's management. According to the interviewees, launching new activities from scratch is a tough task. Some of the interviewees raised concerns that funding was perceived as being distributed unevenly between large and small organisations in relation to student numbers, which, they argued, could undermine equal participation in growth centres.

Primary, lower secondary and general upper secondary schools would benefit from a shared national platform for networking and information-sharing that would enable them to share best practices and identify reliable partners. According to the interviewees, primary, lower secondary and general upper secondary schools currently possess so-called tacit knowledge regarding e.g. high-quality European course providers offering continuing education for teachers, reliable partner schools and effective practices for international activities. However, this knowledge remains largely confined to individual organisations, and it is not possible to share it systematically in a way that would benefit the sector as a whole.

Similarly, many active primary, lower secondary and general upper secondary schools have developed their own practical tools, such as application forms for use in internal selection processes for student mobility and other document templates. Sharing these materials and best practices on a shared platform would reduce duplication of effort, save resources and facilitate the work of especially those schools that have no previous experience in international cooperation or extensive cooperation networks. Such an information-sharing platform would also support the identification of reliable partners and help channel public funds towards education and cooperation organisations that have been recognised as delivering high-quality services.

According to the interviewees, the administrative efficiency of the programmes could be improved during the next programming period. For example, technical faults with the international Beneficiary Module reporting tool maintained by the European Commission have posed challenges for coordinators. The interviewees also pointed out that the quality of the continuing education courses available for teachers varies greatly. Primary, lower secondary and general upper secondary schools decide independently which courses they send teachers or non-educational staff to with Erasmus+ funding and find it difficult to assess the quality of these courses. The interviewees expressed a desire for channels through which to share quality assurance information.

2.5 Youth

Key findings

- In the youth sector (619 projects), NGOs play a significant role (53%).
- International activities in the youth sector are recognised as requiring more resources than basic youth work, but investing in them is seen as important for the internationalisation of municipalities and their residents and for equality and non-discrimination education.
- Youth centres act as key regional coordinators, facilitating the participation of small municipalities. Although outsourcing coordination to a youth centre means that some of the funding goes to the coordinator, it is still more cost-effective and makes it possible for municipalities to offer opportunities for internationalisation in the first place.
- In the youth sector, the active participation of organisations in international activities can be attributed to the initiative and courage of individuals to try out new things, the trust placed in them by municipal management and the work of regional youth centres. Lack of participation, on the other hand, can be attributed to e.g. a lack of resources and time.
- Concrete benefits mentioned by interviewees include increasing young people's level of activity, bringing different people together, broadening the worldview of children, young people and their families, learning English and encouraging further internationalisation.
- In future, efforts should be made to strengthen the networking of project implementers and to ensure that the benefits of international activities are put into practice and communicated to municipalities.

The analysis included 619 projects in the youth sector. Of these, 368 were Erasmus+ projects and 251 were European Solidarity Corps projects. The most common action types of these projects have been accredited projects for youth mobility, volunteering projects and solidarity projects. The projects have been carried out mainly by NGOs (53%) and municipalities (15%). (See Appendix 1.) Erasmus+ projects in the youth sector have covered a wide range of themes, with the most common ones being inclusion and equality, democracy and citizenship, internationality and regional development.

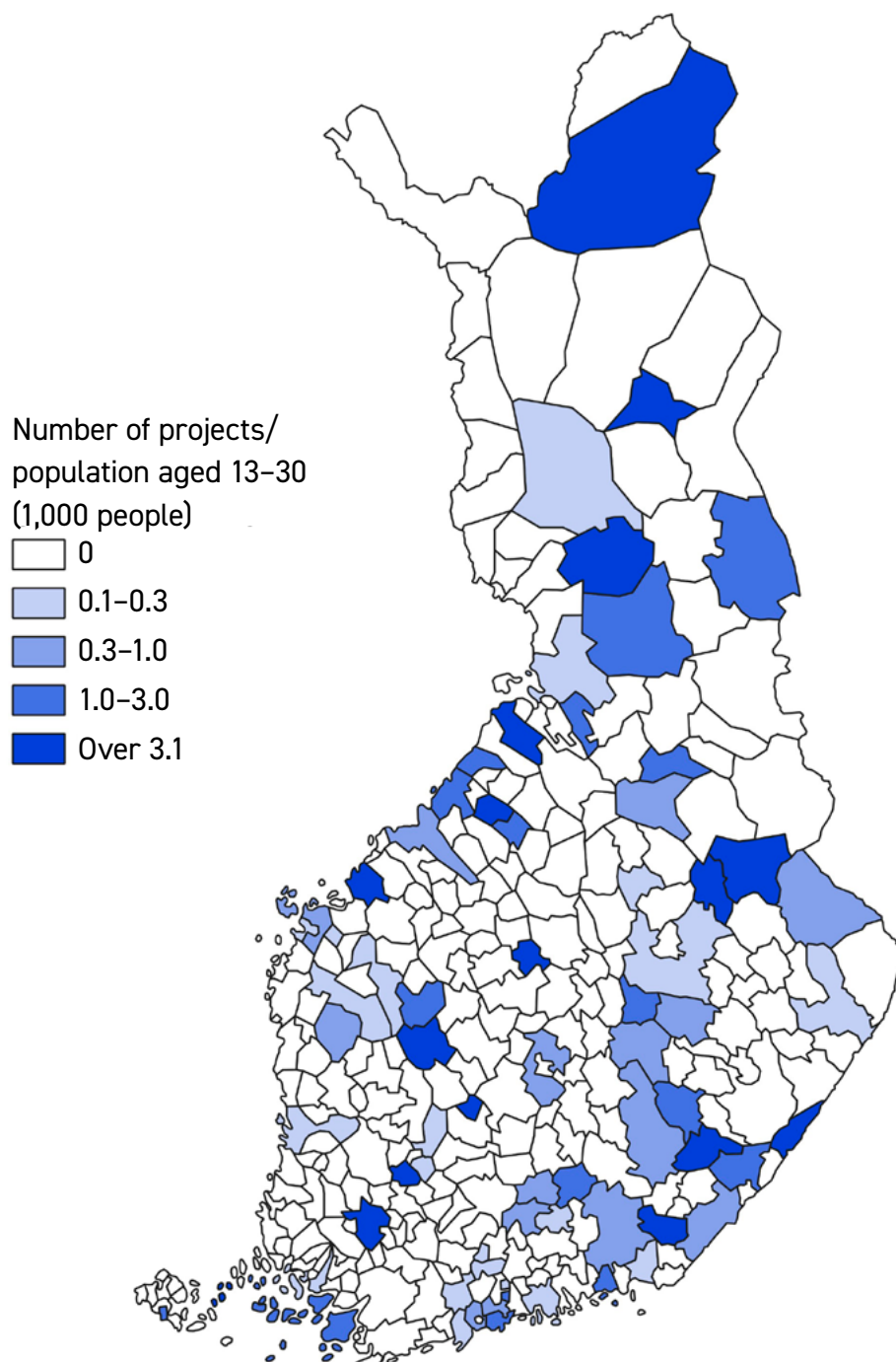
Projects in the youth sector have been recorded in a total of 71 municipalities. In the municipalities where projects have been carried out, the number of projects per one thousand residents aged 13–30 ranges from 0.1 to 64.9⁸. Across Finland as a whole, the number of projects per one thousand residents aged 13–30 is 0.5. The average is 4.0 projects per one thousand residents aged 13–30. Project participation varies quite considerably from one municipality to another, though there are participating municipalities across Finland. Participation is not limited to larger municipalities, as

8 Kumlinge, which is an outlier, has been excluded from the number of projects per one thousand residents aged 13–30 and the average. If Kumlinge is included, the number of projects per one thousand residents aged 13–30 ranges from 0.1 to 263.2 and the average is 7.6 projects per one thousand residents aged 13–30.

there are also smaller municipalities with high levels of participation across Finland. However, especially when it comes to the youth sector, it is important to bear in mind the gaps in the statistics. In the youth sector, projects are carried out by e.g. NGOs, whose projects are recorded for just one municipality even if they are actually carried out across several municipalities.

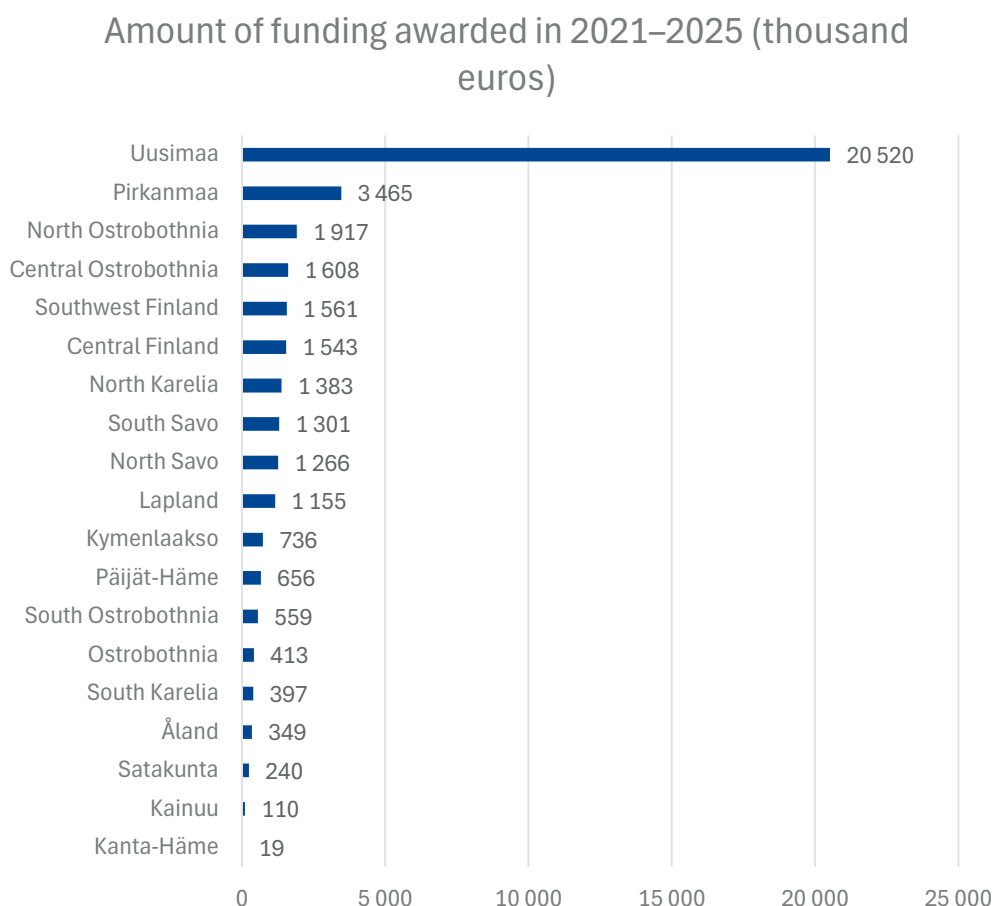
FIGURE 20. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP. NUMBER OF PROJECTS PER 1,000 RESIDENTS AGED 13-30.

The map shows the project participation of municipalities based on applicant organisations or their places of registered office.



Projects in the youth sector have been awarded approximately €39 million in funding⁹. There are large differences between regions in terms of the amount of funding awarded, when viewed in absolute terms. The amount of funding awarded to individual regions varies from the €19,000 awarded to Kanta-Häme to the €20.5 million awarded to Uusimaa. The amount of funding awarded to individual projects ranges from approximately €1,000 to €400,000, with the median amount being approximately €42,000.

FIGURE 21. AMOUNT OF FUNDING AWARDED TO PROJECTS IN THE YOUTH SECTOR BY REGION.

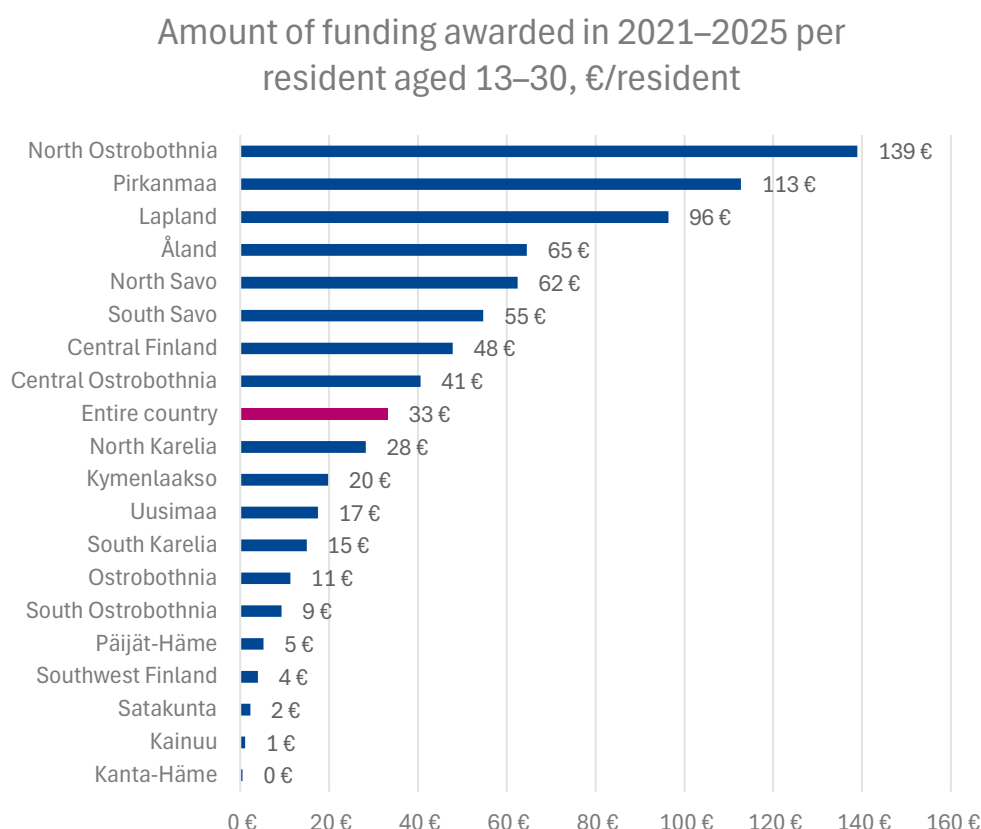


Adjusting the amount of funding awarded for the population of the region reveals differences between regions. The amount of funding awarded per resident aged 13–30 ranges from €0.50 in Kanta-Häme to €139 in North Ostrobothnia. Nationally, the amount of funding awarded per resident aged 13–30 is approximately €33.

Examining the amount of funding awarded per resident aged 13–30 shows where funding has been sought and obtained more actively than one might expect based on the number of young people. Only six regions exceed the national average, which indicates that funding is heavily concentrated in a few areas. For example, North Ostrobothnia, Pirkanmaa and Lapland have received more funding than expected. It should be noted, however, that the amount of funding awarded to these regions can be partly attributed to the national youth centres that they are home to.

⁹ This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

FIGURE 22. AMOUNT OF FUNDING AWARDED PER RESIDENT AGED 13–30 BY REGION



International activities in the youth sector are recognised as requiring more resources than basic youth work, but investing in them is seen as important for the internationalisation of municipalities and their residents and for equality and non-discrimination education. Based on the interviews, participation in international projects is a matter of value judgement, particularly for small municipalities. Many of the interviewees mentioned that in a difficult financial situation, international activities are often among the first to face cuts.

The practical implementation of the European Solidarity Corps differs from that of Erasmus+.

European Solidarity Corps projects involve a volunteer or group of volunteers coming to Finland to carry out volunteer work for a municipality's youth services, for example. From the perspective of the host municipalities, the coordination of these volunteer periods and the organisation of hosting arrangements are particularly important. In areas where there are no suitable or active host organisations, such as youth centres, it is more difficult for small organisations to participate in European Solidarity Corps projects. In many cases, the activities are coordinated by a youth centre, making use of its own contacts. Municipalities consider it important for the youth centre or other coordinating organisation to be familiar with local organisations and the specific characteristics of the area. Youth centres also provide information and guidance to municipalities. This is seen as contributing to the success of volunteer work. The length of the periods is also a factor. In the municipal-level interviews, it was recognised that a longer period would place less strain on the working community in terms of volunteer onboarding.

Some municipalities participate in youth mobility projects as accredited organisations, while others do so in collaboration with partners. Opinions on the benefits of coordination vary. Although outsourcing coordination to a youth centre means that some of the funding goes to the coordinator,

it is still more cost-effective and makes it possible for municipalities to offer opportunities for internationalisation in the first place. On the other hand, some of the interviewees felt that organising international activities based on the coordinator model reduces the participating organisation's ability to participate directly and develop its international activities strategically and with a long-term perspective. When the entire process, from planning to implementation and evaluation, is managed personally by a municipal employee, for example, the associated know-how is confined to the individual and, more broadly, the municipality.

In the youth sector, the active participation of organisations can be attributed to the initiative and courage of individuals to try out new things, the trust placed in them by municipal management, accreditation and the work of regional youth centres. A forward-looking and development-oriented management style also supports the management of activities aimed at internationalisation. When international activities are incorporated into a strategy and resources (such as international coordinators) are allocated for them, they become an established part of everyday operations. Some actively participating organisations operate not only within their own municipality, but also at the regional and national level as developers, advocates or facilitators. Long-term, reliable partnerships make it easier to launch new projects. Erasmus accreditation was seen as a significant facilitating factor, as it brings continuity and predictability to funding.

Lack of participation, on the other hand, can be attributed to e.g. a lack of resources and time, administrative burden and dependence on individuals. According to the interviewees, the biggest obstacle is lack of time. International activities may be perceived by either employees or management as additional work for which not enough working time is set aside. The administrative burden associated with the programmes, their complex reporting systems and the inflexibility of their application processes are also seen as key hindering factors. Participation in the European Solidarity Corps is also hampered by differences between municipalities in the salary supplement paid to European Solidarity Corps coordinators. In some municipalities, workplace instruction related to European Solidarity Corps projects is subject to a level-based supplement, while in others, a European Solidarity Corps supervisor carries out workplace instruction as youth work while an international coordinator handles the administrative tasks. International activities are often dependent on a small number of specialists. If a key employee changes jobs, know-how and continuity are lost. The interviewees felt that municipalities have not identified ways of informing the professionals working with young people about international opportunities. Especially in smaller municipalities or certain fields of education, there is a lack of language skills or a general reluctance to go abroad.

The most notable perceived benefits of international activities include qualitative benefits that are difficult to achieve through domestic activities alone. *At the employee level*, networking and improving the quality of youth work are seen as key benefits. New pedagogical methods, innovations and peer learning from other countries raise the quality of youth work. Participating in international activities also raises general awareness of the participating organisations and provides them with access to European networks of experts. International mobilities enhance wellbeing at work, improve language skills and strengthen 'European identity'.

The programmes are also important at the level of individual children and young people. The concrete benefits mentioned by the interviewees include increasing young people's level of activity, bringing different people together, broadening the worldview of children, young people and their families, learning English and encouraging further internationalisation. The programmes also allow organisations to offer international experiences to young people who do not have the financial means to gain them otherwise. Some of the European Solidarity Corps volunteers who have come to Finland have stayed for seasonal work or to teach their own language at a local adult education centre.

Most of the young people we work with are from disadvantaged backgrounds. They wouldn't have the chance to take part otherwise. [The programmes have made them] realise that they have opportunities too. That they are capable of and can do things too. Participation plays a really important role in a young person's development.

In the long term and on a broader scale, participation in the programmes promotes equality and non-discrimination education. The activities reinforce the positive attitudes of children, young people and their families towards diversity and differences. European Solidarity Corps volunteers are involved in activities with children and young people of different ages, which can help to foster the children and young people's internationality later on.

International activities in the youth sector support national development in many ways. They provide new perspectives, insights and different approaches to national development and national issues (e.g. the green transition or inclusion). International activities strengthen European identity and help to leverage EU funds and European contacts, skills and resources. Synergy is created when best practices drawn from abroad are implemented throughout the participating organisation, not just among those involved in the project.

The regional distribution of youth sector projects can be explained by the size, know-how, initiative and resources of the participating organisations (municipalities and other organisations) and the way that their activities are organised. The interviewed organisations recognised that lack of participation in small municipalities can be explained by prioritisation; for example, in cases where a municipal official has several areas of responsibility, they cannot necessarily prioritise international activities or develop everything at the same time. Measuring participation in international activities in terms of numbers or volumes puts small municipalities in a different position to large cities. However, small volumes do not mean that international activities are not important in small municipalities.

In the youth sector, a municipal-level analysis of project participation does not necessarily provide a clear picture of participation, as international activities are also organised by regional coordinating bodies, such as youth centres and national organisations. Finland has eight youth centres that coordinate and carry out projects either through accreditation or without it. These youth centres also provide information on opportunities for international activities. The benefits of the international activities of these youth centres are shared among many different municipalities in the form of youth exchanges, study visits and the coordination of volunteers. In future, large cities or youth centres could act as coordinating bodies for smaller municipalities, thus reducing their administrative burden. On the other hand, the interviewees recognised that the benefits of the youth centres are not distributed evenly across different municipalities, but are instead concentrated in the operating areas of internationally active youth centres, for example. The youth sector interviewees recognised that statistical analyses might provide a more accurate picture if the funding awarded to coordinating organisations were apportioned among the participating municipalities to reduce HQ bias.

The outcomes of international youth work often only become apparent in hindsight. In international activities, it can be difficult to see how direct benefits translate into outcomes. The impacts of international activities include the improved skills of employees and young people and the strengthening of their agency and participation. At the local level, outcomes include increased knowledge, skills, understanding and insights. For some participants, the experiences have not been entirely positive, but in retrospect it is often possible to identify a pattern whereby their first participation has led to further participation. At first, young people have been cautiously critical of new activities, but later they have been proud to be able to show places that they have chosen themselves to international guests.

In future, efforts should be made to strengthen the networking of project implementers and to ensure that the benefits of international activities are put into practice and communicated to municipalities. In youth work, regional employee meetings and discussions are important for peer support. The professionals interviewed for the report felt that it would be important to facilitate regional meetings between employees and peer support in some regular, structured way. In the past, meetings of the ENNE network provided opportunities for youth workers taking part in international exchanges to meet one another. The network provided the participating organisations with tips and motivation to organise international activities specifically through these programmes.

Employees' reluctance and fear of taking on work that differs from what they are used to is highlighted as an obstacle to expanding international work. Especially in municipalities and among organisations that have not previously participated, expanding international activities requires inspiration and the building of trust, which in turn strengthens the employees' own passion and desire to work. The identification and participation of new organisations has been supported through training activities carried out using the training appropriation for the youth sector.

2.6 Sport

Key findings

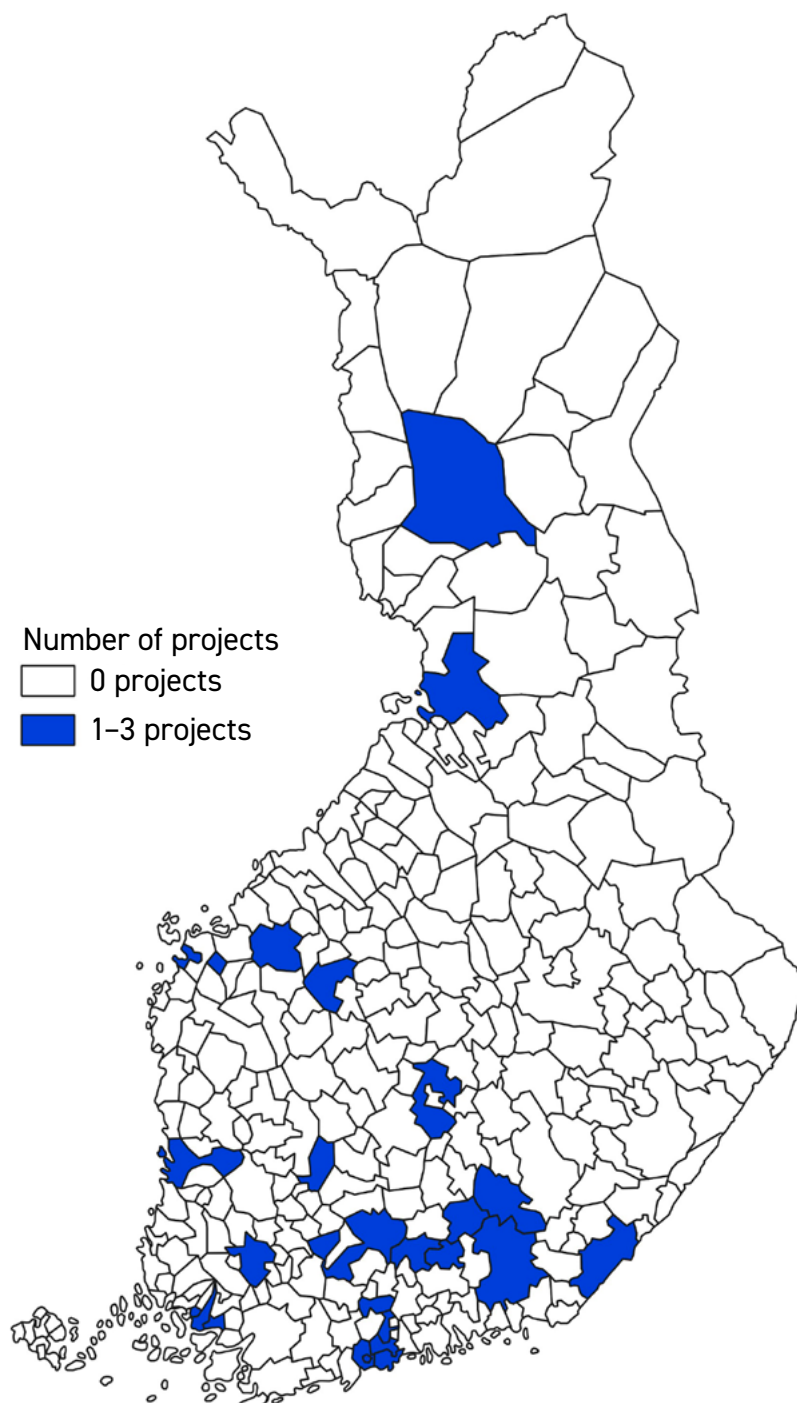
- The sport sector is the newest sector (33 projects in 2023–2025), as the mobility of staff in the field of sport action was first launched in 2023.
- The participation of sports clubs in international activities varies depending on factors such as the size and organisational structure of the club. Limited resources and lack of information are the biggest obstacles to participation in international activities.
- International activities are seen as increasing the know-how and visibility of clubs and providing new experiences.

The analysis included 33 projects in the sport sector. Projects in the sport sector have only been carried out during the period of 2023–2025. The sector only has one action under which projects are implemented in a decentralised manner: mobility of staff in the field of sport. The projects are primarily aimed at sports clubs. The projects have been carried out especially by NGOs (97%). (See Appendix 1.) Projects in the sport sector have focused in particular on strengthening grassroots sport activities, developing coaching methods and staff skills and fostering cooperation between sports clubs and companies.

Projects in the sport sector have been recorded in a total of 24 municipalities. Geographically, the activities have achieved fairly extensive coverage, with just 33 funded projects covering 14 regions over the course of three years. The projects have been concentrated mainly in southern Finland, but there have also been individual projects in northern Finland. The number of projects is so small, and the projects have been concentrated in such a small share of Finland's municipalities, that the numbers of sport sector projects were not analysed adjusted for the population.

FIGURE 23. PROJECT PARTICIPATION OF MUNICIPALITIES ON A MAP.

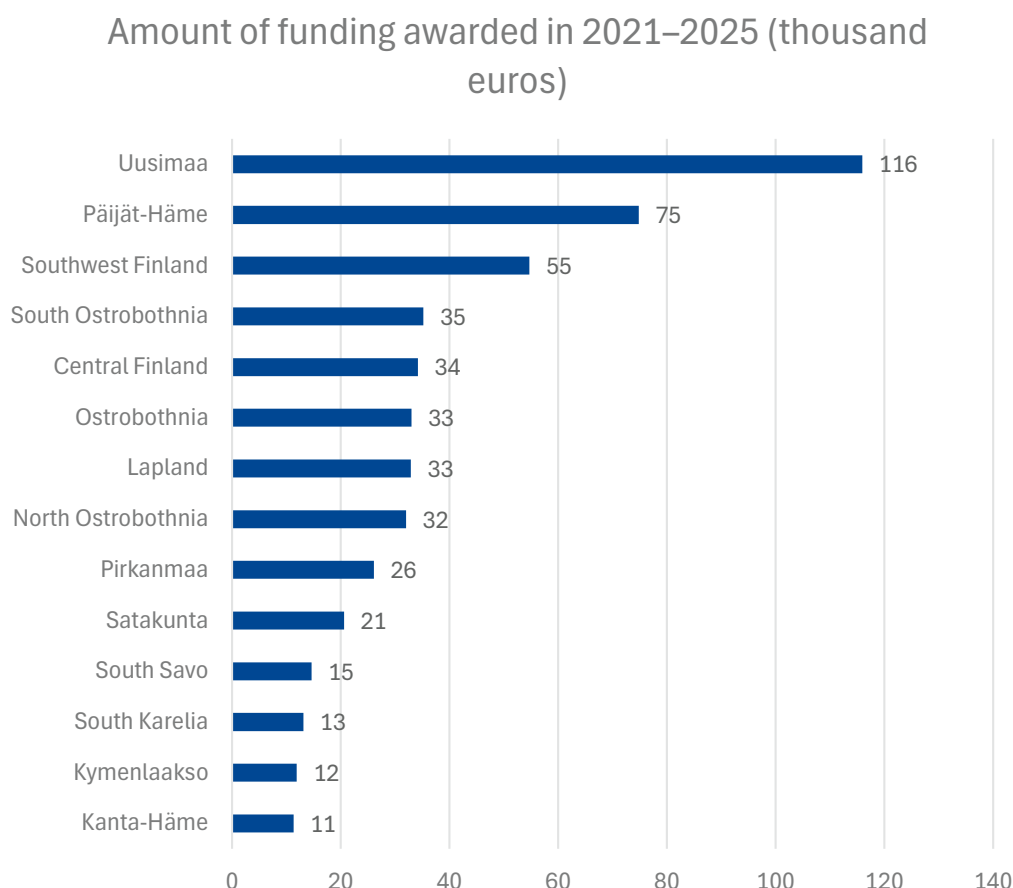
The map shows the project participation of municipalities based on applicant organisations or their places of registered office.



Projects in the sport sector have been awarded approximately €510,000 in funding¹⁰. The amount of funding awarded to individual regions varies from the €11,000 awarded to Kanta-Häme to the €116,000 awarded to Uusimaa. The amount of funding awarded to individual projects ranges from approximately €10,000 to €22,000, with the median amount being approximately €15,000.

¹⁰ This means the total amount of funding awarded. Some of the projects have included partners, so some of the funding may have gone to foreign partners.

FIGURE 24. AMOUNT OF FUNDING AWARDED TO PROJECTS IN THE SPORT SECTOR BY REGION.



In addition to absolute funding figures, the regional distribution of funding can be examined in relation to the population bases of the regions. However, it should be noted that due to the small funding amounts, individual funding decisions can have a significant impact on regional differences. When examined in relation to the population base, the amount of funding awarded is especially high in Päijät-Häme. The amount of funding awarded to South Ostrobothnia, Ostrobothnia and Lapland also appears to be relatively high in relation to their population sizes. Uusimaa has been awarded the largest amount of funding in terms of euros, but relative to the region's large population base, the amount of funding it has received appears to be relatively modest. When viewed in relation to the population base, the amount of funding awarded to Pirkanmaa and North Ostrobothnia also appears to be relatively low.

The size and organisation of sports clubs are significant factors in terms of their participation in international activities. This is evident from the interviews. A large proportion of sports clubs are small organisations in terms of both their number of employees and resources, and their activities are often based on volunteer work. The interviewees pointed out that volunteers hear about international programmes through their work or previous experiences, for example. Based on the interviews, whether a club operates in English is also seen as a significant factor in terms of its participation in international activities.

Participation in international programmes has provided direct benefits to sports clubs e.g. through the sharing of know-how and experiences. The interviewees emphasised that internationalisation brings with it new practices and ideas that can improve a club's operations and coaching.

Participation in international activities has allowed clubs to strengthen their marketing and coaching know-how, among other things. According to the interviewees, internationalisation has also helped clubs to increase their visibility and appeal, which can help them recruit new players and coaches. Staff mobility has provided support to and sparked new ideas for part-time coaches. At the individual level, the benefits of projects include internationalisation at home and increasing understanding of different cultures.

Projects have involved the mutual exchange of know-how with international partners. One particular benefit identified in the interviews was that international partners may possess different, complementary know-how in areas such as the management of a sports club, financial administration, coaching and coaching methods or organisational operating models. The lessons learned from international projects have allowed sports clubs to allocate their existing resources in line with their objectives. Participation in international activities has strengthened confidence in the ability of even small organisations to engage in international cooperation on an equal footing with others. One interviewee emphasised that even small clubs can participate in international projects, as long as they have the courage to take the first step. International activities can provide significant benefits to clubs, but they require active involvement and cooperation.

Limited resources and lack of information are the biggest obstacles to participation in international activities. International activities have been an important part of the development of one of the clubs interviewed, but a lack of information and limited resources have been obstacles. Many volunteer organisations do not know where to apply for funding or seek support for their projects. Lack of resources required to apply for and implement international projects is a significant challenge. Writing applications takes time and requires know-how that small clubs run by volunteers may not necessarily have. The interviewees also highlighted that although their sports clubs have successfully participated in international projects, they still have room to improve in terms of information exchange and cooperation with other clubs. According to the sport sector interviewees, the fact that applications can be submitted in Finnish and that partners can be found via the EU portal facilitate the application process. The information provided by EDUFI is considered adequate, and the support provided by its experts is appreciated.

In the sport sector, the equality of participation in international programmes is more of a matter of variation between different sports than between different regions. The sport sector interviewees suggested that it might be worth monitoring the activity and scope of communication and information provision at the regional level and across different sports in future. Overall, the interviewees were of the view that the persistent highlighting of funding opportunities could attract more applicants.

2.7 Summary

International activities funded through the EU programmes in the fields of education and training, youth and sport have become an established part of the everyday operations of many organisations, but they are often dependent on just a few people and implemented unevenly across the sectors. Responsibility for international activities typically falls on a small group of people, which undermines continuity, especially in small organisations. Accreditation and support from the National Agency are key to maintaining operations and enabling participation. The benefits of participation include strengthening the self-esteem and working life skills of participants and increasing

equality in general. However, more extensive participation is restricted by limited resources and the associated administrative burden.

The differences between the sectors show that regional equality cannot be strengthened by any single, uniform measure alone and that the rationale behind measures varies from sector to sector. In the adult education sector, the emphasis is on reaching the sparse network of organisations and disadvantaged adults. In the VET sector, the emphasis is on the network of VET providers, connections with employers and solutions at the sub-regional unit level. In the school education sector, the emphasis is on the ability of municipalities and schools to integrate internationality into curricula and the everyday operations of schools. In the youth sector, the emphasis is on the coordination structures of organisations, municipalities and youth centres. In the sport sector, the focus of projects is still on raising awareness, improving application capabilities and building balance between different sports.

In the adult education sector, international activities are part of the core operations of many organisations, but their implementation often relies on just a few key individuals. This makes the activities vulnerable to staff turnover, particularly in the case of small organisations, whose know-how and practices may depend on a single individual. A distinctive feature of this sector is its strong commitment to the inclusion of disadvantaged groups, such as migrants, through targeted support. The accreditation model is a key tool in the long-term and strategic development of mobility in adult education. There are significant differences in the scope of activities: large organisations make use of a variety of funding sources, while small ones take part in individual projects.

The school education sector has seen the highest number of projects (1,004), with activities divided between primary and lower secondary schools and general upper secondary schools. The tight financial situation of municipalities has highlighted the importance of funding obtained through accreditation in maintaining and developing international activities. In both adult education and school education, accreditation has become a key factor in ensuring the continuity and regularity of international activities.

In the VET sector, participation in international programmes offers students opportunities (such as study periods abroad) that they might not otherwise have access to. There are significant differences in the scope of activities; large organisations make use of a variety of funding sources, while small ones are highly dependent on individual people. This makes the activities sensitive to changes and individual workloads. Collegial networking between educational institutions supports the exchange of experiences and the sharing of practical solutions. Support from the National Agency is crucial, especially for new coordinators.

In the youth sector, NGOs and youth centres play a significant role in implementing projects. NGOs implement a significant proportion of projects (53%), while youth centres play a vital role in coordinating activities for small municipalities in their areas. International activities are seen as requiring a great deal of resources, but also yielding significant benefits. The youth sector is characterised by the outsourcing of coordination to youth centres, which makes participation easier for small organisations and reduces the administrative burden on individual municipalities. Accreditation, guidance from the National Agency and peer support are seen as key to ensuring the continuity of activities and enabling participation.

Out of all the sectors, the sport sector has had the lowest number of funded international projects (33 projects), as activities in this sector have only been carried out since 2023. Regionally, participation is fairly extensive. The focus is on the staff mobility of sports clubs, as this is the only

action under which project funding is available. Compared to the other sectors, this sector is only just beginning to develop its international activities through Erasmus+ projects. When it comes to developing activities, there is a recognised need to increase participation and provide support, particularly for smaller organisations.

The fact that international activities are often dependent on a small group or motivated individuals is recognised as a challenge in all the sectors (particularly adult education, VET and youth). The concentration of responsibility limits the scope and continuity of activities, particularly in smaller organisations. According to those interviewed for the report, there is a particular need for improvement in the areas of encouragement, the administrative burden and the time required to participate alongside regular work. The guidance provided by the National Agency and peer support are essential for enabling participation. International activities are seen in all the sectors as increasing the self-esteem and working life skills of participants and equality in general.

3 THE BENEFITS AND OUTCOMES OF PARTICIPATION

This section examines the benefits and outcomes of participation in the EU programmes. The key questions are what benefits internationality offers from the perspective of municipal or regional development for those participating in the EU programmes and how can international networks and resources be utilised strategically. Also examined are the factors that promote and hinder internationalisation at the regional, municipal and organisational levels.

3.1 Regional benefits and outcomes

Key findings

- Participation in international activities provides benefits at three levels: the individual (skills), the organisational (operating practices) and the regional (vitality and attitudes).
- The EU programmes are important both in creating the conditions for international activities and in supplementing other sources of funding. Accreditation has provided much-needed continuity and a strategic approach to the activities. Especially in small municipalities, participation in international activities is often a matter of conscious value judgement.
- The strategic and synergistic use of international networks and resources is strengthened when international activities become a systematic part of core operations and are linked to the region's needs.

The perceived benefits and outcomes of international activities were also analysed for this report. The identification and classification of benefits and longer-term outcomes were carried out on the basis of the available data and the views of organisations that have implemented international projects. The analysis focuses on short and medium-term benefits. The qualitative data of the report indicate that the benefits of international activities are not always realised during the project itself or immediately afterwards. This report does not examine benefits in relation to their costs or the amount of time used, for example.

The EU programmes are important both in creating the conditions for international activities and in supplementing other sources of funding. Accreditation has provided continuity and strategic stability. The tight financial situation of municipalities has led to a situation where funding for international activities is prone to being cut. On the other hand, cuts to core funding provide an incentive to seek external funding for international activities.

The outcomes of Erasmus+ in Finland extend beyond the programme beneficiaries and their fields of activity. The programme provides benefits to both individuals and organisations. The impacts of the activities are often persistent, accumulating over a period of several years. When the parties involved are familiar with one another, there is already a foundation of trust and mutual understanding between them. Through partners and networks, participating organisations can expand their own networks. One interviewee described that a network of international organisations behaves like a small network, even though it is not a small network. In smaller organisations or municipalities, participation is facilitated by the initiative of individual employees and the trust placed in them by management. On the other hand, small organisations typically lack know-how, time and money, because of which coordination structures can support the participation of smaller or new organisations.

Participating in international activities under the programmes provides benefits at the individual, organisational, regional and societal levels (see table below). At the individual level, the beneficiaries include both young people and employees. At the individual level, the most notable benefits include social outcomes and increased skills, while at the organisational level, they include the development of working practices and collaboration. At the municipal and regional level, participation in the programmes can help to ensure that equality and inclusion are taken into account both at a strategic level and in terms of residents' attitudes.

TABLE 3. PERCEIVED BENEFITS AND OUTCOMES OF PARTICIPATION IN THE EU PROGRAMMES

Level	Direct benefits	Outcomes
Individual	Skills development Professional growth Broadened worldview	Networks as a strength Indirect employment outcomes
Organisational	Improved quality and teaching methods Networking New funding opportunities	Strategic establishment of international activities Attractiveness and image
Regional and societal	Promotion of equality and inclusion Stronger cooperation with employers and increased vitality of the region's business community New perspectives to support national development	The strengthening of European identity, public sentiment Increased vitality of regions

The strategic and synergistic use of international networks and resources is strengthened when international activities become a systematic part of core operations and are linked to the region's needs. When it comes to making the most of networks, it is considered good practice to expand them and invite new participants to join. Accreditations play a key role in the systematisation of activities; they have helped to establish international activities as a regular and long-term part of everyday operations, which reduces the constant burden of applying for project funding and frees up resources for actual development work. Linking international activities to identified regional needs reduces their disconnect and enhances the multi-directional interactions between international activities and core operations. For example, in the Vaasa region, a VET provider (Vamia) has applied for funding for international projects in order to meet the future skills needs of the region's industries (e.g. the hydrogen and battery industries). In the municipality of Ranua, international activities have been so deeply ingrained in the local structures that they have become an integral part of people's everyday lives. In small municipalities that lack inherent multiculturalism due to their small immigrant population, international volunteers (European Solidarity Corps) are widely utilised in municipal cultural and educational services, thereby ensuring that international awareness and equality education reach a wider proportion of the municipality's residents. In the VET sector, strong cooperation is a key feature: Finnish educational institutions do not compete with one another, but openly share their existing partnerships and carry out projects together. In the youth sector, on the other hand, small municipalities make strategic use of youth centres (e.g. Marttinen, Vasatokka and Villa Elba), which handle the coordination of projects and the associated administrative tasks on behalf of the municipalities.

3.2 Factors that promote and hinder participation

Key findings

- Management and the strategic anchoring of international activities are key factors that promote participation. Accreditation is seen as a powerful enabler, as it promotes a systematic approach, reduces the administrative burden and facilitates the allocation of resources.
- Networks and peer support are significant factors that promote participation. Networks not only support partnerships, but also the sharing, learning and dissemination of information, as well as the inclusion of new participants.
- Factors that hinder participation include lack of established structures for international activities, which means that participation depends on the motivation and courage of individuals. Some organisations also feel that the administrative burden of participation is too heavy.
- Accessibility and perceived inclusion vary from region to region. Small organisations, new organisations or those operating further away from growth centres are more likely to feel left out, whether due to difficulties in finding partners (including international ones), lack of resources or the competitive landscape.

International activities in the fields of education and training, youth and sport are strengthened when they are not left up to individual projects or individual motivated staff members, but are instead integrated into the permanent structures of participating organisations. According to the organisations that took part in the interviews, internationalisation is most effectively achieved when it is recognised in the organisation's values, strategy, curricula, the municipal internationalisation programmes or other documents guiding activities. When this is the case, international activities are not seen as a separate, additional activity, but rather as part of the wider framework of education, youth work, skills development and regional vitality. Some of the interviewees described how Erasmus+ activities are recognised in their own region at the level of values and strategy, as a result of which they are also supported with the municipality's own funding and linked to curricula and the municipality's internationalisation programme.

The interviewees considered accreditation to be one of the key mechanisms for promoting international activities. It is seen as increasing persistence, predictability and operational continuity. Accreditation reduces the need to base operations solely on individual project calls and enables organisations to plan mobilities, partnerships and staff participation over the longer term. The interviewees described that accreditation has made international activities more established, better coordinated and more equally accessible in some organisations. The interviewed representatives of the school education sector saw accreditation as having clarified activities, established common rules and provided students with more open opportunities for participation.

Networks and partnerships are another key mechanism that promotes participation. International activities are more likely to be launched and continue when organisations have established partners, domestic peer networks or regional support organisations. The interviewees stated that partnerships do not arise from mere contacts, but require trust, repeated interactions and a shared understanding of the objectives of the activities. The interviewees pointed out that without a partner or a network, the process can come to a halt even before the application stage.

International activities require clearly assigned responsibilities and sufficient working hours. At the organisational level, a key promoting factor is that responsibility for international activities is assigned to a designated coordinator, an international activities team, a development specialist or another designated person whose job description includes international activities. The interviewees

felt that without such human resources, the activities are prone to remaining fragmented and dependent on individual motivated staff members. The adult education sector interviewees pointed out that accreditation and international activities cannot function without allocated human resources and clearly defined responsibilities.

Funding is essential, but not a sufficient precondition on its own. Funding from Erasmus+ and the European Solidarity Corps enables activities that municipalities, educational institutions, NGOs or clubs would otherwise be unable to carry out. At the same time, the interviewees felt that funding from the programmes does not eliminate the need for basic resources. Carrying out international activities still requires working time, know-how, coordination, administration and, in some cases, a financial contribution from the participating organisation itself. The interviewees stated that the aforementioned resources are the cornerstone of their operations, on which funding from the programmes can have only a limited impact.

Support from management and decision-makers is also seen as a key factor promoting participation in the programmes. If the value of international activities is recognised by management, they can be allocated working time, funding and organisational legitimacy. Without such recognition, international activities may be misinterpreted as travel or unnecessary activities. Some of the organisations that took part in the interviews felt that participation in the activities may be hindered by decision-makers or managers not viewing the activities as work, but rather as a 'trip' for young people.

Regional accessibility is a significant structural factor. Long distances, domestic travel costs, the time spent travelling and the practical challenges of green travel all affect how easy it is to participate in international activities. In some parts of Finland, accessibility is seen as a strength, as there are good connections to Helsinki Airport. On the other hand, in Northern Finland, for example, long distances are a major hindering factor, as is the fact that travel allowances do not always cover the actual costs incurred in remote areas. The interviewees pointed out that green travel also poses challenges, especially when a domestic journey alone takes several hours before the actual international journey begins.

Lack of information is a particularly significant barrier in sectors and for organisations where Erasmus+ or the European Solidarity Corps are not recognised as opportunities. Some of the interviewees representing the adult education sector felt that some organisations still regard the EU programmes as part of the operations of schools and do not recognise their own eligibility or opportunities. The interviewees representing the sport sector, on the other hand, pointed out that volunteers do not necessarily ever come across information about funding opportunities unless a single proactive individual takes the initiative to pass this information on to them.

The administrative burden associated with international activities also presents a significant barrier to participation. Applying for funding requires the ability to articulate objectives, plan activities, engage partners, involve young people or learners and take responsibility for reporting. The interviewees described the application process as laborious, particularly when the applicants are very young and the contents of the application form need to be explained to them. Participation can also be hindered by lack of information, limited resources and organisational structures that rely on volunteering.

According to the interviewees, working hours and pay structures in the youth sector do not always align with the nature of international activities. Youth exchanges, supervision of European Solidarity Corps volunteers, camps and trips often require working in the evenings, at weekends

and at night and providing long-term guidance. The interviewees felt that if this work is not recognised in employees' job descriptions, working time arrangements or remuneration, international activities are prone to being left up to the discretion of individual employees. This undermines the sustainability of the activities and may widen regional disparities, particularly in small municipalities.

One of the objectives of this report was to examine what structures and factors at the municipal, regional and organisational level hinder the implementation of international activities. When interpreting the statistics and maps, it should be noted that some of the non-participating municipalities may have actually participated in international activities in the past or through accredited organisations. In other words, even municipalities with seemingly no participation may have participated in international activities without being partners or applicants.

Comparing municipalities that have participated in international activities to ones that have not reveals that municipalities that have participated in international activities are generally larger than non-participating ones, in addition to which their populations have changed less over the past five years. Municipalities that have participated in international activities also have slightly better total and benefit-dependency ratios. Furthermore, municipalities that have participated in international activities have slightly more foreign-language speakers and higher tertiary education attainment.

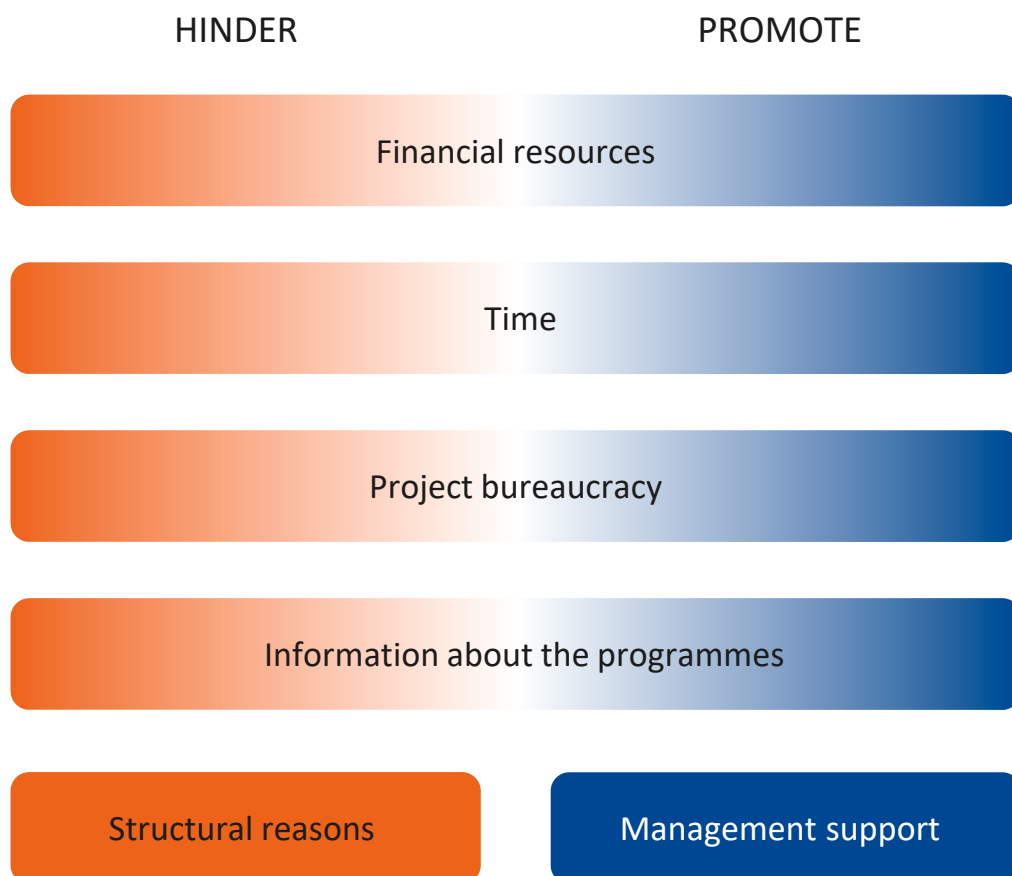
TABLE 4. PROJECT PARTICIPATION AVERAGES FOR VARIOUS VARIABLES.

Municipal variable	No projects	Projects ¹¹
Population in 2025	3 556	28 598
Population change (%) in 2020–2024	-4,8	-2,0
Total dependency ratio in 2025	92,2	79,1
Benefit-dependency ratio in 2024	165,9	151,9
Proportion of foreign-language speakers in 2025	4,5	6,0
Higher education attainment (%) in 2024	22,9	27,7

Based on the views of organisations, the factors hindering participation in international activities are similar for both those that apply for projects and those that do not. From the perspective of non-participating organisations, the factors hindering and promoting participation are typically two sides of the same coin (Figure 25). The responses highlighted especially challenges faced by small municipalities, such as persistent lack of resources, financial constraints and employees not having enough time to take part in complex application processes. Although international activities are regarded as important in many organisations, the associated bureaucratic requirements and reporting obligations often prevent participation in projects.

¹¹ Includes municipalities that have carried out projects or acted as partners in projects.

FIGURE 25. FACTORS THAT HINDER AND PROMOTE PARTICIPATION



Non-participating organisations would like various types of support to enable them to participate. Key support needs and areas for improvement include: 1) expert assistance and guidance during the application stage, in drafting applications and managing projects, language support for reporting and support for teachers' practical international work, 2) reducing bureaucracy, ensuring that the application system is easy to use, introducing low-threshold models for participation, determination of own contribution and 3) strengthening regional cooperation and coordination, which would alleviate resource shortages and bring economies of scale. Non-participating organisations would also like direct, clear and regular communication and information on funding opportunities, so that potential applicants can better identify the opportunities available. Key methods for achieving this include utilising a diverse range of channels, direct and targeted communication (direct emails to educational institutions and municipalities), marketing targeted at new applicants, regular, clear and timely communication and emphasising the benefits.

3.3 Summary

Participation in international EU programmes provides benefits to individuals, organisations and regions. The benefits include strengthened skills, improved working practices and increased vitality of regions. Participation is supported by clear strategic guidance, accreditation and effective networks. Typical obstacles include lack of resources and activities remaining separate from core operations, but a systematic approach to international activities and the support of networks lower the threshold to participation. The outcomes often build up gradually and become more pronounced over time.

International activities are more effective when they are clearly linked to the region's needs. When international activities are an integral part of core operations, they support strategic objectives instead of remaining isolated projects. This increases their impact and facilitates decision-making and justification within the participating organisation. Accreditation adds continuity and predictability to activities, making it easier to allocate resources. At the same time, the administrative workload is reduced and operations remain well-organised. Examples show that international activities can be integrated into everyday operations on a permanent basis, even in small municipalities.

Participation in international activities is most effectively promoted by management commitment and anchoring the activities to the organisation's strategy, which clarifies responsibilities, ensures sufficient resources and fosters a long-term approach. Strategic guidance and accreditation make international activities less sporadic, while networks and peer support provide essential practical lessons and partnerships. Partnerships and collaboration expand networks and strengthen the continuity of activities. Networks introduce new ideas, operating models and benchmarks. They also make it easier to find suitable partners and clarify shared goals. When there is active collaboration, it is also easier to bring new participants on board. This helps to spread know-how and reduces reliance on individual employees. Expanding networks also help to boost the visibility and appeal of regions.

Typical barriers to participation include lack of resources, lack of know-how and activities being disconnected from everyday operations, but these challenges can be mitigated by providing practical support services, clear communication and flexible processes. Ultimately, a systematic approach and readily available support lower the barrier to participation and ensure that the benefits of international activities become an integral part of the participating organisations' core operations.

4 PROPOSAL FOR AN INDICATOR MECHANISM

This section describes a proposal for an indicator mechanism that will make it possible to monitor progress towards regional equality in the EU programmes.

Key findings

- The proposed indicator mechanism is based on core indicators and proposed expanded indicators. The core indicators are based on existing data. The expanded indicators require new data collection.
- The indicator mechanism serves as a tool for both monitoring regional equality and strengthening equality.

Based on previous evaluations and reports (e.g. the national evaluation of Erasmus+ activities), it is evident that the number of mobility projects has been increasing, but there is considerable variation between regions in the utilisation of Erasmus+ and the European Solidarity Corps. The unequal distribution of resources is particularly evident in the school education, adult education, youth and sport sectors. Based on the analysis carried out for this report, the implementation of Erasmus+ should be strengthened at both the strategic and operational levels. Furthermore, measures to promote participation and provide support should be targeted at strengthening regional equality. The support should be targeted in particular at those applicants who need additional support in order to participate. The evaluation and the previous report (Mayer, Siltanen, Ruokonen & Varjonen, 2023) identify the dependence of activities on individuals and lack of institutional support as key challenges. These factors pose a challenge to the programmes' aim of providing equal opportunities.

The purpose of the indicator mechanism presented here is to show whether access to the programmes, the allocation of funding and the benefits of the activities are developing in a more regionally balanced direction. In this context, regional equality does not mean that every region should have the same resources or the same number of projects, but rather that different regions and different types of organisations should have a genuine opportunity to participate, receive funding and deliver benefits to participants.

In addition to project participation, the indicator mechanism looks at application activity. The previous report identified that in future it is important to examine the regional distribution of rejected applications, as this provides an indication of interest, even if funding is not awarded. Based on the previous report (Mayer, Siltanen, Ruokonen & Varjonen, 2023), it would be worthwhile to monitor the participation of municipalities over the long term so that changes in project participation could be identified, the root causes of such changes could be investigated and support measures could thus be targeted at municipalities with no project participation or whose participation is at risk of declining. The indicators used in the previous report are municipality-based. In our view, the indicator mechanism should also cover other organisations besides municipalities (e.g. regional organisations, joint municipal authorities) and be more closely tied to EDUFI's measurement capabilities.

The indicator mechanism developed on the basis of the findings of this report is based primarily on existing data (core indicators; application, decision and reporting data). In order to identify the actual impacts of activities, the mechanism should distinguish between the base area (the applicant's municipality in the application system) and the impact area (actual outcomes). The impact area is particularly relevant to work carried out by joint municipal authorities and projects with

wider outcomes. Recording the impact area would require new or qualitative data collection. As noted in the previous report, projects are recorded in the system according to the project implementer's place of registered office, because of which e.g. cooperation between municipalities in the provision of upper secondary education and training is not reflected in the municipality-specific breakdown. Some of the funding recipients and project implementers play a coordinating role, which influences how the benefits or outcomes of projects in the region are assessed.

TABLE 5. INDICATOR TYPOLOGY

Core indicators	• number of applications • location of applicants • type of organisation • approval rate • funding awarded • types of projects • organisation's participation history • actual participant numbers, insofar as they are recorded in the systems • body of reports from beneficiaries, insofar as it is included in programme reporting
Expanded indicators	• impact area • perceived benefits and outcomes

Presented below is a proposal for an indicator mechanism comprising both the core indicators and expanded indicators.

TABLE 6. PROPOSAL FOR AN INDICATOR MECHANISM

INDICATOR	REASONING	DATA SOURCE
Accessibility (=from which regions and by what kinds of organisations are applications submitted and projects implemented?)		
Number of organisations that have applied for projects by municipality adjusted to the population base (number, classification of organisations) Change in the number of applicants compared to the previous three years	Describes application activity and motivation to participate by municipality, even if no funding is received	Application and decision data (monitoring table)
Organisations that have carried out projects by municipality (%)	Describes actual project implementation in municipalities	Application and decision data (monitoring table)
Distribution of approved and rejected projects (number) by municipality/sub-regional unit/region	The acceptance rate shows the ratio of accepted to rejected applications	Application and decision data (monitoring table)
Proportion of new organisations among applicants and approved projects (%), categorised as 'newcomer', 'less experienced' and 'first-time applicant'. This information is not relevant for e.g. KA121, KA131, KA151 or KA171 applications.	A dynamic indicator of change, showing changes and any expansion or contraction of participation	Application and decision data (monitoring table)
Number of partner organisations and number of participating organisations	Describes the roles of organisations and the concentration of resources	Application and decision data (monitoring table)
Number of participants in relation to the size of the target group in the region (e.g. ages 15–30) at organisational level or number of grants awarded	Describes the participation rate of the target group (more precise than the municipality's population)	<i>New variable; participants are not currently being reported</i>

INDICATOR	REASONING	DATA SOURCE
Funding (=how is awarded funding distributed?)		
Distribution of awarded funding by municipality. It is relevant to examine project participation and the regional distribution of projects in relation to the target group, rather than simply in relation to the general population. In the 2023 report, the figures were adjusted in the following ways: • All projects: Project participation of municipalities (number of projects and €) expressed as the number of projects relative to the population under the age of 45. • Adult education: Project participation of municipalities (number of projects and €) in the adult education sector expressed as the number of projects relative to the population over the age of 18. • VET: Project participation of sub-regional units (number of projects and €) in the VET sector expressed as the number of projects relative to the number of VET students. • Youth: Project participation of municipalities (number of projects and €) in the youth sector expressed as the number of projects relative to the population aged 13–30. • School education: Project participation of municipalities (number of projects and €) in the school education sector expressed as the number of projects relative to the population under the age of 21.	Describes the distribution and volume of funding by municipality Shows the distribution of funding at the individual level (<i>Note: Although it is known that funding is not actually distributed evenly per resident</i>)	Application and decision data (monitoring table)
Participation and benefits (= perceived benefits and outcomes)		
Self-assessment of skills Network analysis¹² Implementation of the cross-cutting priorities of the programmes Outcomes and impacts of the activities	Describes the growth of skills and networks at the individual and organisational levels Examination from the perspective of the four cross-cutting priorities of Erasmus+ and European Solidarity Corps Modelling the outcomes and impacts of activities illustrates their broader significance	A separate review e.g. every three years, carried out at the international level or in coordination with the Commission

In addition to these, we propose collecting data on the national and regional organisations that have implemented the projects as part of the background data for annual mobility statistics. These would provide a broader picture of organisations implementing regional projects and their diversity, as well as the activities of national organisations.

If desired, the indicators could be used to form an index based on the three dimensions set out above. When forming the index, consideration should be given to adjusting the data to the relevant target group by sector and type of organisation (e.g. joint municipal authorities on education). The dimensions of the index could thus be:

- relative participation (application activity relative to the population)
- renewal rate (proportion of new organisations)
- allocation of funding (awarded funding in relation to the sectoral target group)
- prerequisites for participation (proportion of approved projects out of the total number of applications)
- modelling of outcomes and impacts (qualitative dimension, summary of perceived benefits).

12 See e.g. the 2010 network analysis of the internationalisation of VET https://www.oph.fi/sites/default/files/documents/17683_faktaa_1_2010_0.pdf (in Finnish)

5 CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusions and recommendations of the report.

Conclusions

This report distinguishes between the regional implementation, prerequisites for participation, perceived benefits and longer-term outcomes of the EU programmes. The statistical data primarily describe participation in terms of submitted applications and implemented projects, the allocation of funding and the regional distribution of participating organisations. The statistical picture is supplemented by the interview, information request and workshop data, which describe organisations' experiences of the barriers to, enablers of and benefits of participation as well as areas in need of development. The conclusions regarding impacts are therefore based on a combined interpretation of statistical outcome data and qualitative experiential data, rather than on an experimental or causal analysis.

International projects under the EU programmes in the fields of education and training, youth and sport have been recorded in a total of 176 municipalities, or 57% of Finland's municipalities. There are participating municipalities across the country. The amount of funding awarded to projects between 2021 and 2025 is approximately €168.6 million. In absolute terms, there are significant differences between regions in the amount of funding awarded. The total absolute amounts of funding awarded reflect the population bases of the regions, and the high amount of funding awarded to Uusimaa can be partly attributed to the national organisations based there and the population of the region. When the amount of funding awarded is examined in relative terms (€/resident), several regions with smaller populations (e.g. Åland and Central Ostrobothnia) show exceptionally high levels of participation and success. Conversely, Uusimaa and Pirkanmaa, which have large populations, are average when it comes to the amount of funding awarded per resident. All in all, the amount of funding awarded per resident is fairly even across the regions.

International activities in the fields of education and training, youth and sport are promoted by both strategic and operational factors. International activities are best promoted when they are integrated into participating organisations' values, strategies and curricula or municipalities' internationalisation programmes. Erasmus accreditation is a key enabler, as it provides a long-term perspective, predictability and continuity to activities while reducing the administrative burden. In addition, having a designated coordinator, an international affairs team or a person responsible for international activities within the organisation facilitates participation in international programmes. A positive and development-oriented management style, together with management's understanding of the value of international activities, are crucial. Existing domestic peer networks, regional support organisations and trust-based international partnerships make it easier to launch and continue international activities.

Especially in small municipalities, participation is limited by the broad areas of responsibility of employees and cuts to core funding. The bureaucracy, complex reporting systems and laborious application processes of the programmes are seen as a barrier, particularly for small organisations. Furthermore, long distances, the time spent travelling and the fact that the travel allowances do not always cover the actual costs, especially for those travelling from eastern and northern Finland, hinder participation or increase the costs involved.

Synergies between national and international development activities arise when international activities are directly linked to the region's needs and the core tasks of participating organisations, such as addressing skills gaps. Funding from the EU programmes serves as a catalyst for participation in international activities. As municipal and public finances come under increasing pressure, some municipalities may increasingly turn their attention to European funding instruments. It is essential to disseminate the lessons learned and methods adopted from abroad throughout the participating organisations, rather than confining them to project teams. Communicating the results of national and international projects simultaneously helps to highlight the added value that international activities provide at the local level.

International activities provide benefits at the individual, organisational and regional level. At the individual level, they strengthen young people's and staff's professional self-esteem, language skills, working life skills and European identity. Organisations, in turn, benefit through pedagogical renewal, the development of working methods and access to networks. International activities also boost regional vitality and attractiveness and promote equality and inclusion education at the local level.

Just under a quarter (23%, 30 municipalities) of the municipalities that have not carried out any projects have applied for funding, but not received it. The limited resources of the municipality or a lack of a motivated coordinator were repeatedly cited as factors hindering participation. Based on the data received in response to the information request sent to non-participating municipalities, the key means of supporting the participation of such municipalities include providing information on project funding opportunities, regional coordination, expert support for the application process and reporting, clear cooperation structures with other municipalities and organisations and opportunities to participate with a minimal contribution.

The proposed indicator mechanism serves not only as a tool for measurement and monitoring, but also as a tool for balancing. Its aim is both to reduce the number of non-participating municipalities (= no implemented projects) and support new applicants. Using and monitoring the indicators makes it possible to identify areas that consistently fall below the national average (e.g. below 75% of the average) and to target communication and coordination at these areas and organisations.

This report examined regional equality through its various dimensions. Regional equality is not achieved simply by ensuring that the application process is formally open to everyone. Genuine opportunities for participation depend on whether organisations have sufficient expertise, working time, management support, partners, access in terms of their geographical location and regional support structures. Based on the conducted analysis, information on and support with the application process are available in different regions. However, equality in application activity is not fully realised. Applications for projects have been submitted and projects have been implemented in various parts of Finland, but not in every municipality. It should be noted, however, that application activity was analysed using statistical data at the level of the applicant organisation and its place of registered office. The statistical data do not indicate the implementation area of the projects. Non-participating municipalities do not necessarily indicate that there is a lack of interest in these municipalities, but rather that organisations in these areas have not had realistic preconditions to participate. The qualitative data indicate, however, that the benefits of international activities have also extended to regions, organisations and target groups that have not themselves applied for projects or whose capacity to apply is weaker.

Regional equality should not be interpreted as meaning the even distribution of projects or funding across all municipalities, but rather as the realistic opportunities of different regions to participate in activities on their own terms. Some of the regional differences can be reasonably explained by the organisational landscape, the population base and the ways in which education and training are organised. On the other hand, differences arising from a lack of information, working hours, skills, partners or administrative support are problematic. Development measures should focus especially on these surmountable barriers.

Below are some examples of best practices in communicating about the programmes and implementing projects.

GOOD PRACTICE: A good example is communicating about the results of national and international projects simultaneously, which has helped to highlight the added value of international activities at the local level.

GOOD PRACTICE: An effective way of getting new municipalities and organisations to participate is through support provided by experienced organisations, i.e. having larger cities, general upper secondary school networks or regional youth centres (such as Vasatokka, Villa Elba and Marttinen) involve smaller organisations in their projects.

GOOD PRACTICE: In the VET sector, one low-threshold tactic that has proved highly effective is for an actively participating organisation to call the principals of non-participating educational institutions directly and offer them a ready-made, straightforward project package.

GOOD PRACTICE: In international projects in the youth sector, collaboration has first been carried out with domestic partners, then with foreign partners and finally as part of the implementation of a broader international mobility project.

This report has focused on the distribution of awarded funding and regional equality. In this context, regional equality does not mean that the same kind of international activities should be carried out everywhere, but rather that the special needs of different regions are recognised so that they can be addressed through appropriate programmes and funding. In future, it might be interesting to examine which organisations in a given area could apply for funding. It is interesting to consider whether measures are relevant to each region or whether they should be targeted differently in different regions, and to what extent regional differentiation or the pooling of resources is permitted, even if this were to undermine equal opportunities at the individual level (= equal opportunities to participate).

Recommendations

One of the objectives of this report was to identify practices or areas for development to promote regional participation in international activities during the Erasmus+ programming period 2028–2034 and as part of the implementation of the Union of Skills initiative. According to the organisations consulted for the report, promoting participation requires not only improving structural conditions, but also addressing cultural factors and ensuring that international activities are linked more strategically and systematically to other development work. As regards regional equality, the focus must shift from formal opportunities to apply to the actual preconditions for participation, meaning whether different organisations know how to apply for funding and whether they have the

necessary support structures in place to participate in international activities. The indicator mechanism proposed in this report and its use to support monitoring will help to ensure that support is targeted at non-participating regions.

Below is a list of recommendations that should be given due consideration based on this report.

Recommendation 1. The benefits of the EU programmes should be communicated to municipal decision-makers, and opportunities to participate in them should be communicated to sector specialists within municipalities and joint municipal authorities. Common obstacles to participation in international activities include a lack of resources, time pressure from other work and a failure on the part of the municipality's or organisation's management to understand the value of internationalisation. At the national level, the expansion of international activities could be supported with a materials package for municipal decision-makers on the benefits of international activities. Such materials would make it easier for employees to convince management of the benefits of the activities and to obtain the authorisation and resources necessary for participation. Communication regarding international opportunities should be improved so that an increasing number of sector specialists at municipalities or joint municipal authorities and volunteer-based NGOs or associations can access information on funding opportunities and projects. This communication should be carried out in collaboration with stakeholders specific to the programme or fund.

Recommendation 2. The experiences of participants and non-participants should be monitored more systematically than at present. This report describes the views of organisations and specialists, but in future it would be important to draw on the first-hand experiences of young people, students, adult learners, volunteers and staff. It would be particularly useful for the projects themselves to collect information at the project level. This should include collecting information on any intentions to participate, any barriers to participation and the reasons behind them. If the analysis were to be extended to include non-participants (awareness of opportunities) and, within that group, those non-participants who would have had the opportunity to participate, such an examination would help to distinguish whether low participation is due to lack of interest, lack of information, financial barriers, need for guidance, language skills, family circumstances, accessibility or other barriers to participation.

Recommendation 3. The regional coordination structure for participation in the EU programmes, such as the satellite model, should be strengthened. Based on the conducted analysis, there are a number of ways in which non-participating organisations or municipalities can be encouraged and supported to participate in international projects. The implementation of international activities and the participation of new organisations can be strengthened through a coordination structure, such as the 'satellite model', in which more experienced organisations (such as youth centres or large cities) handle the administrative coordination, while smaller municipalities focus on the actual activities. Organisations with high participation could also offer 'guest slots', i.e. invite non-participating organisations to find out about or take part in projects in a bid to market them. Regional networks or meetings could also serve as important channels for disseminating information at the grassroots level.

Recommendation 4. The simplification of funding and application procedures should be examined, particularly from the perspective of small organisations. Small municipalities and new organisations need tailored support and 'hands-on' guidance. In future, efforts should be made to strengthen participation opportunities for newcomers (such as less demanding starting projects) and the networking of project implementers and to ensure that the benefits of international activities are put into practice and communicated to municipalities. For example, in the youth sector, associations are

key players, but their activities are unevenly distributed across regions, which argues in favour of strengthening the role of municipalities as applicants. For many small organisations, regional or thematic peer support and meetings with other employees are important in helping employees feel confident enough to get involved in activities and come up with ideas for collaboration with neighbouring municipalities. The open sharing of information about reliable international partners and best practice in shared forums would significantly lower the barrier to entry for newcomers.

Recommendation 5. The indicator mechanism should be used as a tool for both monitoring and strategic management. The proposed indicators can be used to monitor the implementation of the EU programmes, their regional distribution, participation rates and changes in these areas. Measuring change supports the monitoring of the development of Erasmus+ and the European Solidarity Corps during the programming period. We propose that indicators, such as participation, be monitored on an annual basis and that changes be analysed in relation to the previous year (e.g. traffic lights or direction arrows). The trends identified on the basis of such monitoring could be used to target national development and support measures, for example.

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Websites:

[European Commission: What is Erasmus+?](#)

[Erasmus+ programme in Finland | Finnish National Agency for Education](#)

[European Solidarity Corps | Finnish National Agency for Education \(page in Finnish\)](#)

[European Solidarity Corps - European Commission](#)

[Almost 1.5 million people went on an Erasmus+ mobility in 2024, according to latest report | Erasmus+](#)

APPENDICES

Appendix 1: Graphs from the statistical analysis

FIGURE 26. NUMBERS AND ACTION TYPES OF PROJECTS IN THE ADULT EDUCATION SECTOR

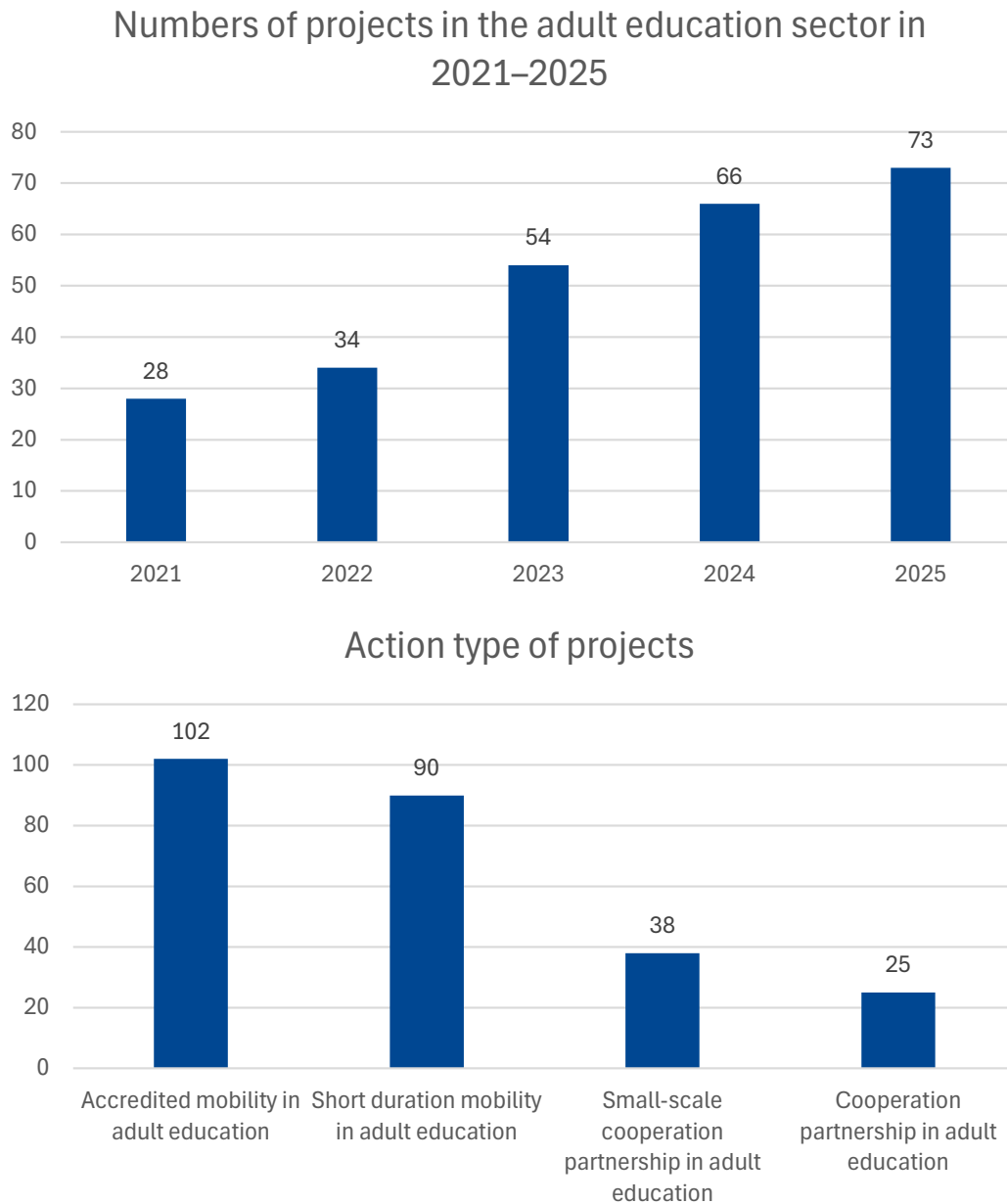


FIGURE 27. IMPLEMENTERS OF PROJECTS IN THE ADULT EDUCATION SECTOR

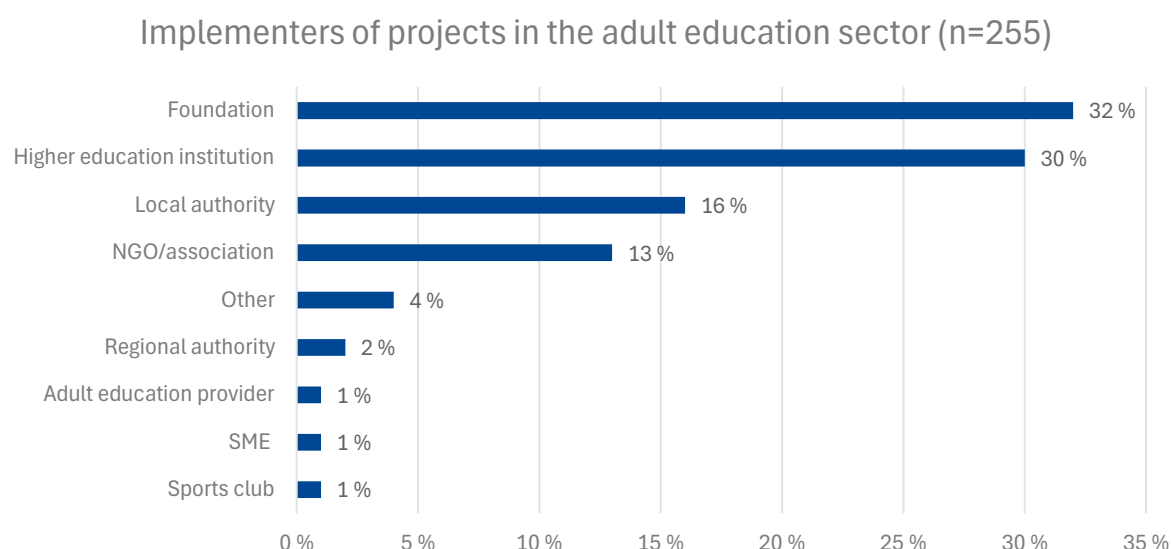


FIGURE 28. NUMBERS AND ACTION TYPES OF PROJECTS IN THE VET SECTOR

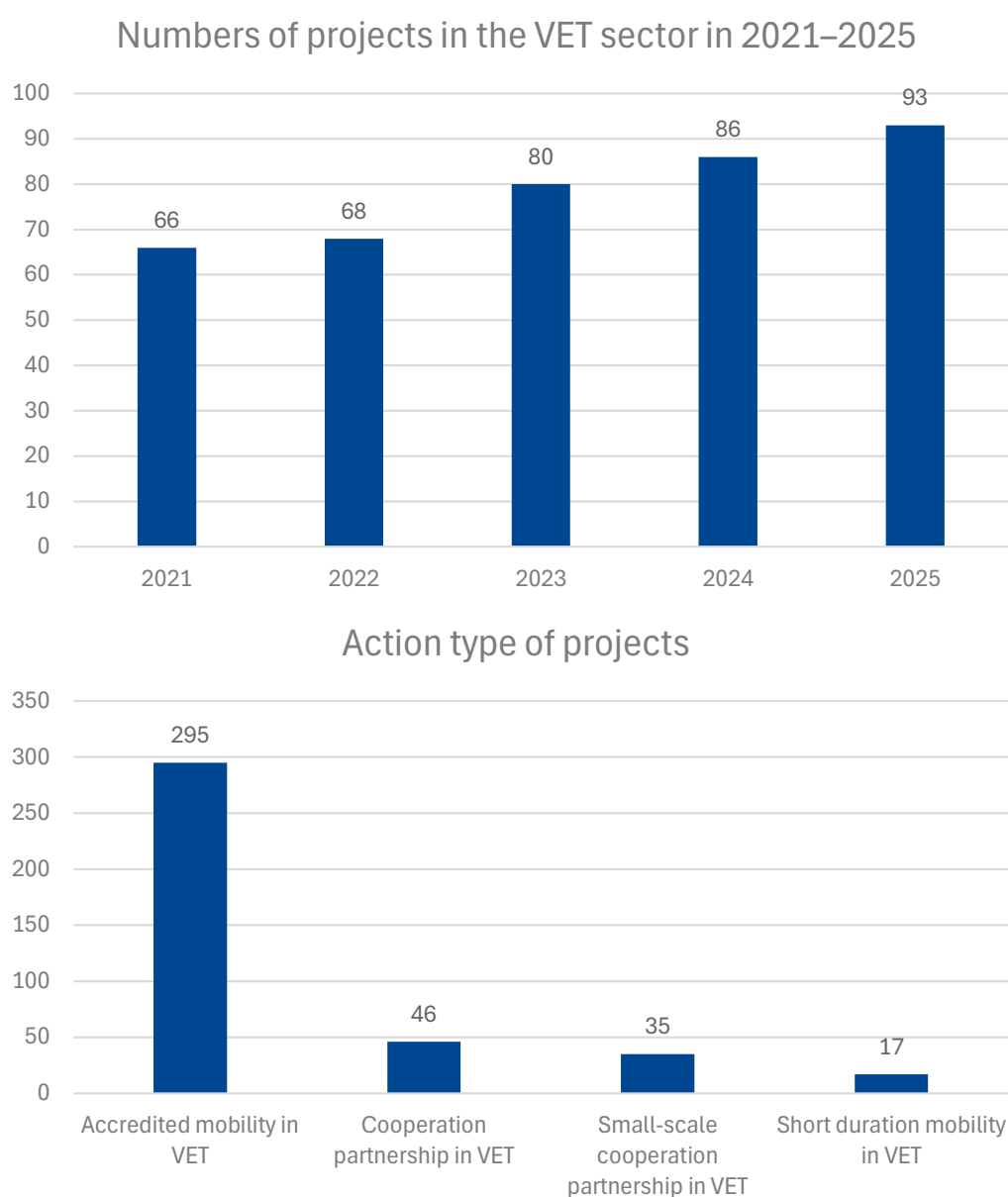


FIGURE 29. IMPLEMENTERS OF PROJECTS IN THE VET SECTOR

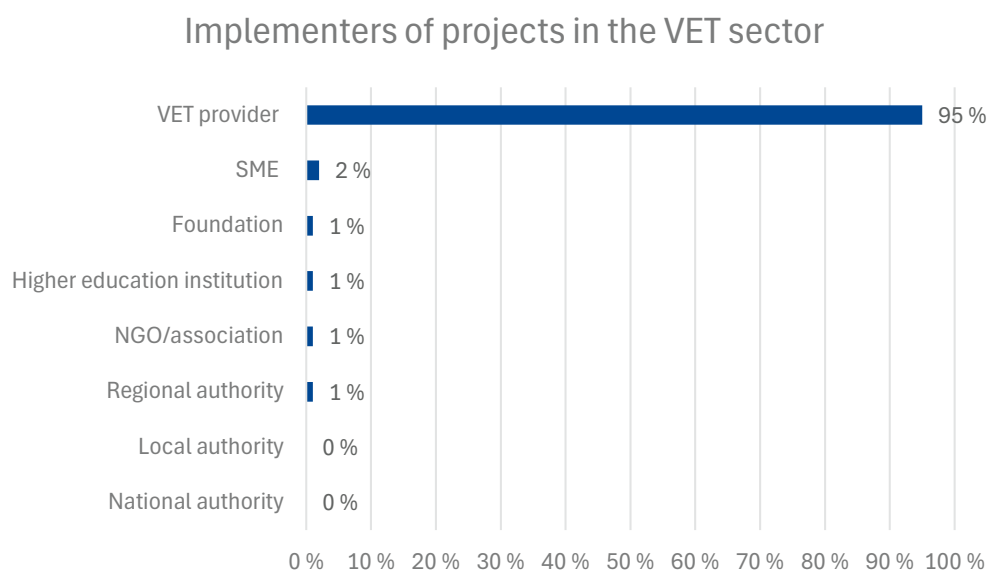


FIGURE 30. NUMBERS AND ACTION TYPES OF PROJECTS IN THE SCHOOL EDUCATION SECTOR

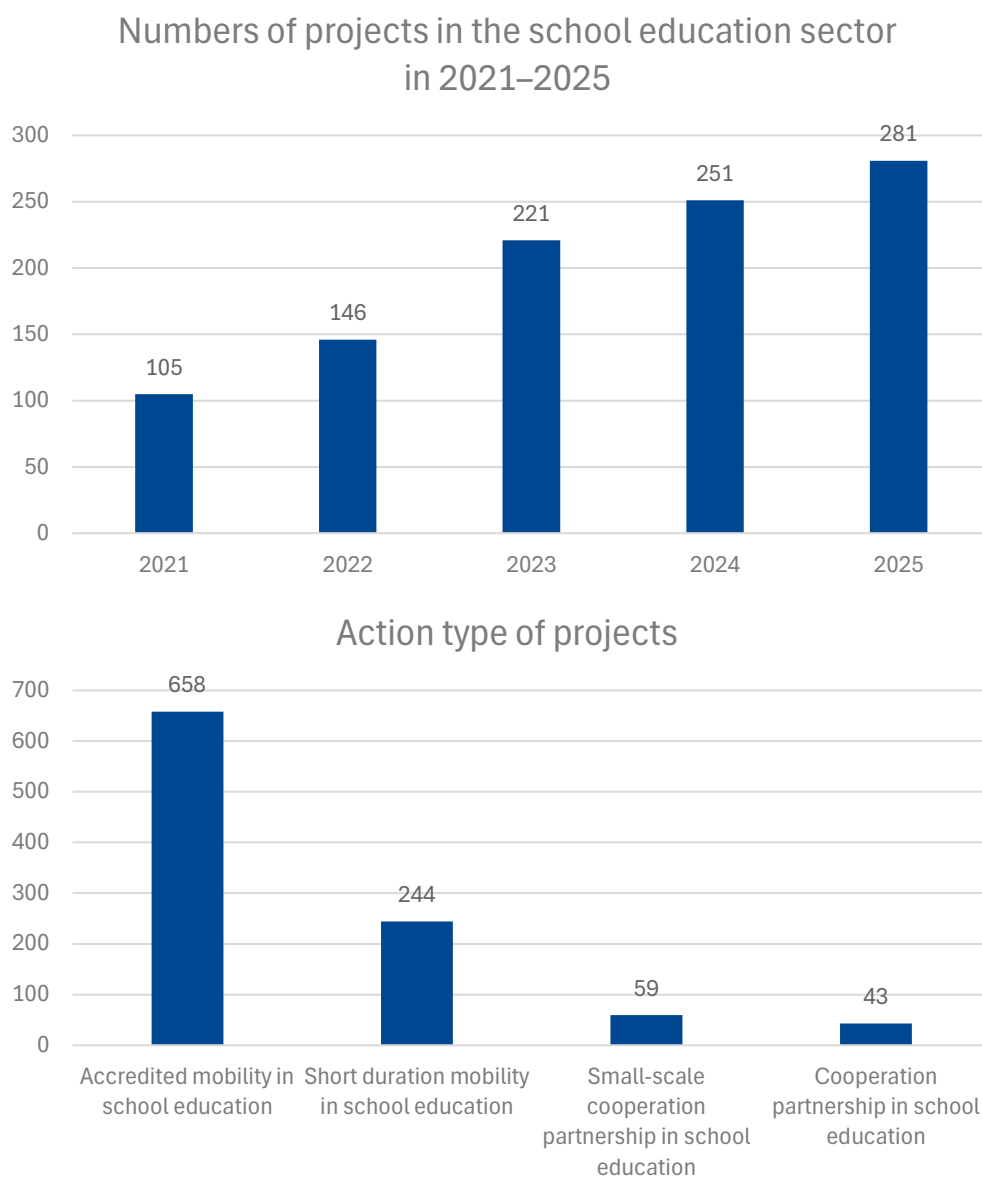


FIGURE 31. IMPLEMENTERS OF PROJECTS IN THE SCHOOL EDUCATION SECTOR

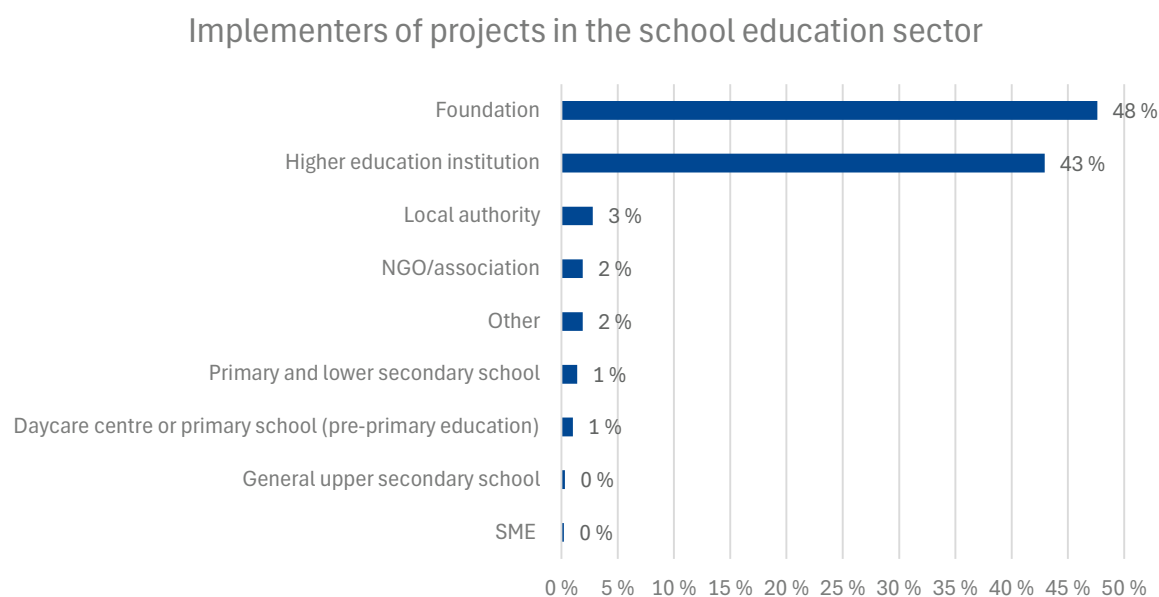


FIGURE 32. NUMBERS OF PROJECTS IN THE YOUTH SECTOR

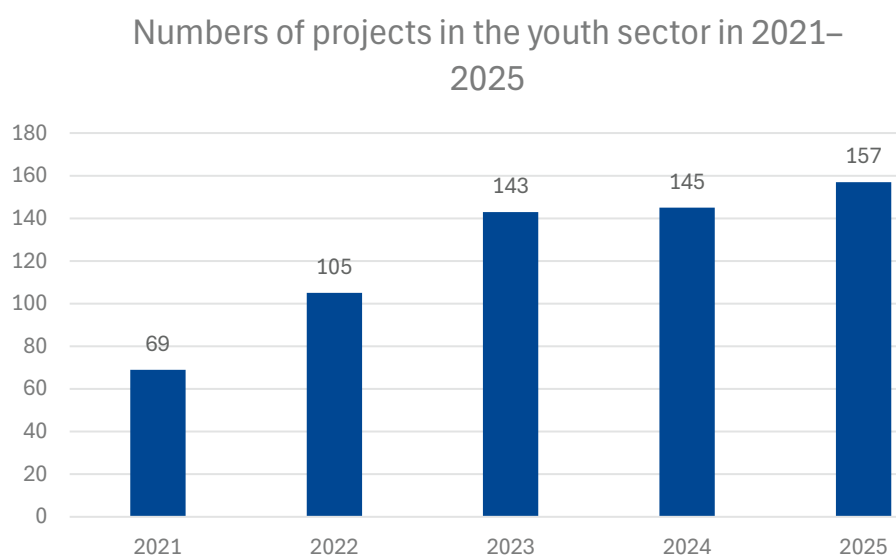


FIGURE 33. ACTION TYPES OF PROJECTS IN THE YOUTH SECTOR

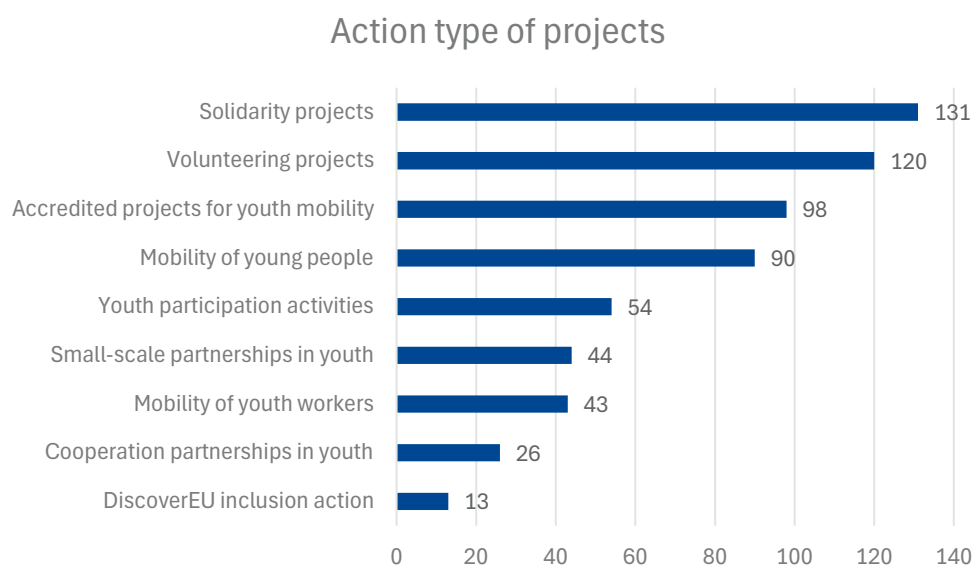


FIGURE 34. IMPLEMENTERS OF PROJECTS IN THE YOUTH SECTOR

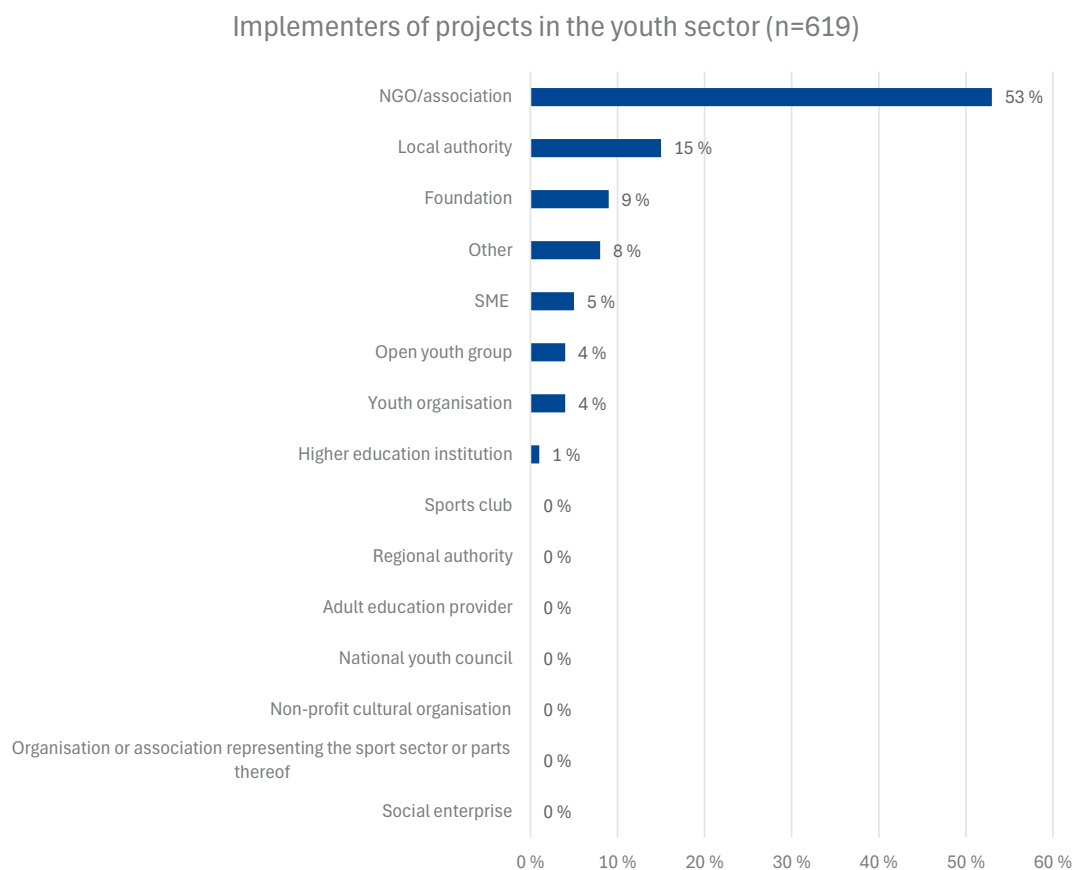
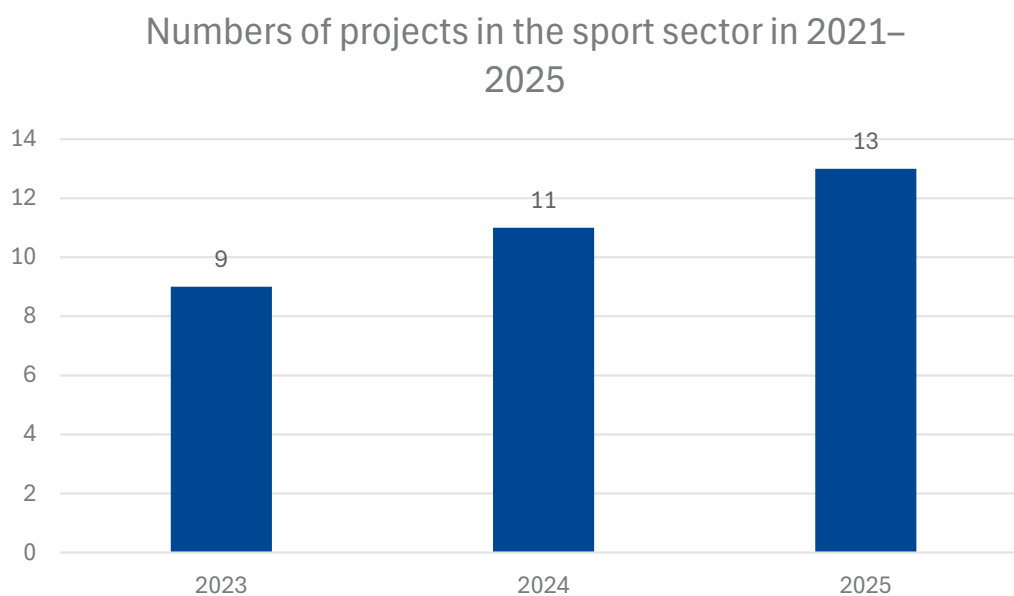


FIGURE 35. NUMBERS OF PROJECTS IN THE SPORT SECTOR



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