

Abstract

This diploma thesis examines the participation of Czech regional actors in the transnational and interregional branches of the INTERREG program in 2007–2013, using organizational learning theory. It focuses on learning processes on individual, group, and organizational levels. To a smaller extent, it also examines dissemination of knowledge towards other actors on the local and European level. The aim of the thesis is to find out whether these learning processes take place on all the mentioned levels and also to uncover the main obstacles of these processes. The method of the research is a questionnaire survey combined with semi-structured interviews. The research reveals that both individual and group learning take place during the projects. The most common barriers are complications stemming from differing environments of the actors (different political, institutional, legal, or administrative environments). Organizational learning takes place as well, but to a smaller extent than learning on the preceding levels. The main problem is the preservation of tacit knowledge. The research also suggests that effective dissemination of knowledge towards other local actors takes place as well. However, the relevance of the final project outcomes for other EU actors appears to be rather low.