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Country research report Spain

Impact of Erasmus+ on the Adult Education Sector in Spain (second survey round)

National report RIA-AE Network

Grupo de Investigación en Acción Socioeducativa (GIAS)

Spanish Service for the Internationalisation of Education (SEPIE)

EUROPEAN UNION

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Abbreviations

NA	National Agency
AE	Adult Education
EU	European Union
KA	Key Action
KA1	Key Action 1
KA2	Key Action 2
NGO	Non-Governmental Organisations
RIA-AE	Network for research-based impact analysis of the Erasmus+ programme in adult education

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PART A – EXECUTIVE SUMMARY

Executive Summary

Background of the study

This study is part of a transnational monitoring project of the Erasmus+ programme in adult education conducted by the Research-based Impact Analysis in Adult Education (RIA-AE) Network. Within this project, national monitoring studies are implemented in parallel with the same methodology in the network's member countries. They inform the National Agencies in charge of Erasmus+ about the implementation and impact of the programme in their respective countries. These national studies also feed into a transnational study with the aim of highlighting the effects of the programme at the European level and providing impetus for its further development.

The monitoring focuses on the impact of two of the three Key Actions (KA) of the Erasmus+ programme: KA1 (learning mobility of individuals) and KA2 (cooperation among organisations and institutions). The impact is examined on funded organisations and their staff, the learners, and the adult education sector in the respective countries. Particular attention in this report is given to the priority theme of "participation in democratic life and civic engagement".

The monitoring design agreed within the network is based on a mixed-methods approach consisting of a document analysis including project documents and data from EU databases, an online survey and case studies among funded organisations, as well as interviews with adult learners and non-participating organisations. The data collection for Spain took place between September 2025 and March 2026 and was carried out by GIAS with the technical support of Ockham IPS.

Main results

The accessibility and inclusiveness of the programme

The analysis of participation in Spain during the 2021–2024 period reveals the existence of a **diverse organisational ecosystem** with a remarkable capacity to integrate different institutional profiles. In this context, the programme has a high level of implementation in formal educational structures, which account for 53% of the beneficiary organisations, although there is also a significant openness towards other stakeholders, such as NGOs and foundations (22%) and private companies (11%). This diversity is also reflected in the **size of the participating entities**, as 77% are small or medium-sized (fewer than 50 employees), demonstrating that even small organisations can successfully implement European projects with a broad educational scope.

From a **territorial** perspective, participation is not homogeneous. Rather, it is markedly concentrated in certain autonomous communities (administrative regions), among which Andalusia stands out – the leader in both KA1 (32%) and KA2 (24%) – together with Catalonia, the Canary Islands, the Valencian Community and Madrid, which points to the existence of different levels of institutional experience and organisational capacity for attracting European funds depending on the regional context. In this scenario, there are also differences in the **way in which organisations engage** with the programme: while mobility (KA1) has become a well-established and recurring action, given that 84% of organisations have participated in more than one project, strategic cooperation (KA2) has a more specialised profile,

in which 60% of Spanish organisations assume leadership roles as coordinators of international consortia.

Despite this progress, **significant barriers** remain that affect participation, including the high administrative burden and the technical complexity associated with preparing and managing proposals, as well as the limited availability of stable human resources and time, factors that particularly affect smaller public institutions. Despite this, the **added value of Erasmus+** is widely recognised by participating organisations; to such an extent, in fact, that 94% say that their projects would not have been carried out without funding from the programme, which highlights not only its financial contribution, but also its role as a structuring framework for international cooperation, educational innovation, and the exchanging of good practices at the European level.

Impact at the organisational level

Participation in Erasmus+ has become established in Spain as a driver of **structural transformation** that transcends the implementation of specific actions, as it induces progressive changes in the organisational culture towards more open models connected to the European area. In this process, one of the most significant effects is observed in the **sustainability and integration** of the results, as almost half of the participating organisations (48%) manage to permanently incorporate the materials and learning generated into their regular educational activity, which allows their impact to extend beyond the duration of the project and translate into a cumulative organisational learning process.

On this basis, international exchange acts as a catalyst for **pedagogical and strategic renewal**, driving the modernisation of teaching practices in key areas such as digital skills, inclusion and attention to diversity. This process is not limited to the adoption of specific tools or methodologies, but rather entails a progressive alignment of institutional objectives with the European Union's frameworks of values and priorities. In turn, this openness is reinforced by the **consolidation of collaborative networks**, which help position organisations within international frameworks of reference and strengthen their institutional reach. In this sense, the added value of the programme lies in the shared construction of knowledge with European partners, which broadens institutional benchmarks and improves the ability to adapt to diverse contexts.

In addition, these dynamics foster a **broader change in institutional culture**, oriented towards organisational models that are more flexible, innovative and receptive to European pedagogical trends. However, consolidating these advances is not without its **challenges**, as managing diverse work cultures in transnational environments is identified as a complex factor that requires a high degree of adaptability. In this sense, the real sustainability of the transformations depends to a large extent on the stability of the teams and on the existence of organisational conditions that allow the professional learning of staff to translate into an effective and continuous improvement in daily educational practice.

Impact at the staff level

Participation in European projects acts as a fundamental catalyst for the **strengthening of human capital** in Spanish organisations by promoting learning processes that transcend the individual dimension and have an impact on the **overall**

improvement of teaching and management skills. In this regard, one of the most consistent impacts is observed in the development of the international dimension, as 62% of organisations report a significant improvement in their staff's **international skills**, including greater intercultural understanding and a greater ability to operate in transnational collaborative networks. This progress is accompanied by significant methodological and didactic enrichment, reflected in the improvement of pedagogical skills (57%) and in the ability to design more personalised learning pathways for adult learners (49%). This is the result of technical exchange with professionals from other European contexts, which fosters critical review and the adaptation of innovative approaches to the local context.

At the same time, these processes also have an impact on the **development of management and leadership skills**, especially within the framework of cooperation projects (KA2), where staff acquire skills in international coordination, strategic planning and the management of complex structures, thereby contributing to the progressive professionalisation of organisations. At the same time, contact with diverse educational realities fosters greater **awareness of inclusion and diversity**, enabling teams to develop responses that are more tailored to the needs of vulnerable groups, as well as to integrate the values of social cohesion and active citizenship more effectively into their daily practice.

Overall, the European experience helps to **develop more versatile professionals who are better equipped** to work in complex educational settings. However, sustaining these improvements remains a significant **challenge**, as there is still a risk that the knowledge gained will be confined to individual careers. In this regard, staff instability and the turnover of teaching and technical staff are identified as factors that hinder the institutionalisation of this learning and its consolidation as a lasting organisational advantage.

Impact at the learners' level

The impact of Erasmus+ on adult learners in Spain is significant on a personal, social, and skills level, going beyond the acquisition of knowledge**.** In this regard, one of the most notable effects is seen in the empowerment of participants, who report significant improvements in their self-esteem and perceived self-efficacy. This process is particularly significant for individuals with interrupted educational backgrounds, as the experience helps them recognise previously unrecognised abilities and tackle new situations with greater confidence.

On this basis, participation in mobility programmes enriches the personal and social lives of adult learners by **expanding their networks** beyond their usual environments. This openness helps diversify personal role models and contributes to overcoming symbolic barriers, particularly for those for whom it is their first international experience. At the same time, there is a **stronger European sense of belonging**, stemming from direct contact with participants from other countries, with it fostering a deeper understanding of cultural diversity and the shared civic values within the European context.

Likewise, the impact is particularly relevant for groups with greater support needs, such as people with disabilities or those in situations of exclusion, for whom these experiences function as spaces for social recognition and active participation. In these cases, the projects facilitate access to public spaces, strengthen personal autonomy, and contribute to building a more robust civic identity.

And, although language learning is not always the main objective, immersion in international contexts also fosters the development of functional **linguistic skills**, especially in terms of communicative confidence. This process is accompanied by the acquisition of cross-cutting skills related to sustainability, digitalisation and democratic participation, which are integrated into the learning experience itself.

Overall, participation in Erasmus+ acts as a **stimulus for continuity in lifelong learning pathways,** in some cases contributing to the reorientation of educational and professional trajectories, as well as to the development of initiatives linked to social entrepreneurship and the assumption of new roles within educational organisations.

Characteristics of Erasmus+ project(s) addressing "Participation in democratic life, common values and civic engagement" in adult education

The promotion of **democratic participation and shared values has become a cross-cutting theme** in Spain, running through most adult education initiatives. It is now a structural component of international cooperation, rather than a peripheral area of work. In this regard, over 80% of the projects undertaken state that they address this priority, either directly (33%) or indirectly (48%), demonstrating a significant integration of the principles of civic engagement and European values. From a qualitative perspective, this presence translates into the incorporation of cooperation, social participation, and shared learning dynamics, even in projects where these elements are not their stated primary objective.

However, the way this dimension is structured varies depending on the type of activity. In the case of mobility (KA1), the approach is predominantly indirect and experiential (59%), relying on immersion in diverse European contexts as a mechanism to foster attitudes of openness, intercultural understanding, and recognition of different forms of social organisation. In contrast, strategic cooperation projects (KA2) take a more direct and structured approach (49%). This allows for the design of explicit methodological proposals and educational tools aimed at strengthening the link between active citizenship and community development, bringing European values closer to local contexts.

These differences are also reflected in the **types of activities** carried out. In KA1 projects, job shadowing (68%) and group mobility for adults (64%) predominate, fostering comparison and situated learning processes that enable the reinterpretation of educational practices in relation to the resources and dynamics present in local environments. In contrast, KA2 projects place greater emphasis on training initiatives for educators (74%) and the development of tools, manuals, or curricula (69%), with the aim of systematising the knowledge generated and facilitating its transfer to other contexts.

Strategically, the approach is primarily focused on training and awareness-raising, prioritising the promotion of shared European values (59%) and strengthening the European dimension (52%) over direct political advocacy. This approach is reflected in adapting these values to local practices of dialogue, participation, and collective development. Regarding the target audience, while the intervention primarily focuses on the general adult population (30%), the inclusion of the organisations' own staff (27%) is particularly significant. This helps create a multiplier effect by systematically integrating these approaches into everyday educational practice. Likewise, for groups with greater support needs, such as people with disabilities, the projects serve as

spaces for visibility and social recognition, encouraging their participation in community life and strengthening their independence.

The impact of Erasmus+ on "Participation in democratic life, common values and civic engagement"

The integration of this priority has brought **about transformations that transcend the purely educational sphere**, influencing both the democratic culture of institutions and participants' personal development. In this regard, one of the most visible effects is the transformation of the training provision, as most organisations agree that learners' critical thinking and understanding of democratic values have been strengthened, and that active citizenship has been promoted. This process goes hand in hand with a gradual shift from traditional teaching models to more horizontal and participatory approaches, which encourage shared learning between teachers and adult learners.

At the same time, **the impact extends to the professional sphere**, contributing to the gradual professionalisation of staff within organisations. Participation in European projects fosters a greater awareness of European values and a deeper intercultural understanding. At the same time, working in transnational networks enables learning about and incorporating new intervention methodologies, thereby improving the ability to manage diversity and dialogue in complex educational contexts.

For adult learners, the effects are particularly evident in terms of empowerment and personal development, with an increase in self-esteem and the confidence to engage in new environments. This impact is particularly significant for groups that need more support, especially those with fewer opportunities, such as people with disabilities or those facing exclusion. For them, these initiatives provide spaces for visibility and social recognition, encouraging their participation in community life and strengthening their social connections.

Furthermore, the programme's impact extends beyond the projects' duration, helping to **strengthen the social fabric** by building lasting personal and professional networks. Organisations report that the experience they've gained makes it easier to identify useful tools and approaches for developing future initiatives related to social entrepreneurship and community development, based on participation, listening, and a local focus.

In this context, the added value of Erasmus+ lies not only in its financial support, but also in its ability to create spaces for cooperation, legitimise the work of organisations, and strengthen their presence at the European level, thereby enhancing their international reach and capacity for advocacy.

TABLE 1. CONCLUDING TABLE PRESENTING ACHIEVEMENTS AND CHALLENGES

Achievements	Challenges
• The programme reaches a wide variety of organisations (53% formal, 22% NGOs, and 11% companies). • Successful participation by small and medium-sized organisations (77% have fewer than 50 employees). • 60% of Spanish organisations have taken on coordination roles in the KA2 project. • 48% of organisations have permanently integrated the results into their regular training programmes. • A significant improvement in the international skills of 62% of participating staff. • High thematic priority: 80% of projects address participation in democratic life, common values and civic engagement. • The programme's crucial added value: 94% of the organisations would not have innovated without this funding.	• The heavy administrative burden and technical complexity make project management challenging. • The lack of dedicated time and human resources limits the capacity of the centres. • Staff instability and turnover threaten the long-term sustainability of the impact. • The geographical distribution is uneven, with activity particularly concentrated in five regions. • Public centres that have not yet taken part in the programme feel they are at a competitive disadvantage compared to organisations that specialise in project development. • The complexity of transnational coordination poses an operational risk for organisations.

Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Policy pointers

Based on the analysis results (2021–2024), a set of **strategic guidelines has been identified to enhance the accessibility, equity, and sustainability** of the Erasmus+ programme in the field of adult education in Spain.

Regarding **accessibility and inclusion**, the results show the programme's ability to bring together a wide variety of organisations, including small entities. However, barriers remain, linked to the administrative burden, the complexity of procedures, and regional differences in access. In this context, the need to move towards simplifying processes, strengthening support and guidance mechanisms – especially in the early stages – and improving the accessibility of information is emphasised. Similarly, it is considered advisable to continue developing specific strategies for information, guidance, and promotion in areas with lower levels of participation. It also highlights the importance of enhancing knowledge about measures aimed at the participation of people with fewer opportunities, and of reinforcing the principle of proportionality in impact assessment, considering results in relation to the capacity and context of organisations.

In terms of **the sustainability of the impact**, the analysis shows that, while the programme brings about significant improvements in staff skills and organisational culture, its continuity is affected by factors such as team turnover and the difficulty of sustaining results beyond the funding cycle. In this regard, it is a priority to foster conditions that promote team stability, as well as to develop strategies that enable the consolidation, updating, and reuse of results. Similarly, there is a need to strengthen management skills in cooperation projects and to improve the visibility and accessibility of the results achieved. This can be done by moving towards clearer, more structured, and more accessible systems for disseminating and organising information, which will facilitate the transfer and reuse of the knowledge produced.

Regarding the **educational impact and professional development,** the results indicate that the learning gained from participating in the programme is not always transferred to the entire organisation in a structured way. Therefore, it is recommended to make progress in creating internal mechanisms for systematising and disseminating knowledge, which will allow learning to be consolidated beyond those directly involved. The potential of international networks as spaces for shared learning and institutional development is also highlighted, and their strategic use can amplify the programme's impact.

Regarding the **democratic and community dimension,** the analysis shows that while the values of participation, active citizenship, and civic engagement are widely present in the projects, their pedagogical integration tends to be more implicit than systematic, especially in the mobility programmes. In this context, it is recommended to strengthen the mechanisms that facilitate the transformation of international experiences into structured educational proposals, as well as to enhance the reach of projects within the community through greater coordination with local stakeholders and regional networks. The importance of regional education authorities' involvement in supporting, promoting, and developing initiatives linked to the Erasmus+ programme is also highlighted.

Finally, in terms of **added value and strategic positioning**, the results confirm the central role of Erasmus+ as a driver of innovation and international cooperation in the adult education sector. The significant reliance on the programme for developing initiatives, coupled with the prominent role of Spanish organisations in cooperation projects, underscores the need to consolidate this framework, thereby supporting continued participation and strengthening the sector's international leadership.

PART B – INTRODUCTION

1 Introduction

1.1 The Erasmus+ programme and the RIA-AE network

With Erasmus+, the European Union supports the educational, professional, and personal development of participants in adult learning in Europe and beyond. To this end, several international lines of action have been established within the programme. These cover learning mobility for individuals (KA1), cooperation among organisations and institutions (KA2), and support for policy development and political cooperation (KA3). In Key Actions 1 and 2, funding measures are implemented in a decentralised manner by Erasmus+ National Agencies (NAs). The impact of Erasmus+ on adult education learners, staff, teachers, volunteers and organisations in the field of adult education has not yet been the subject of many research activities in Spain and Europe.

Therefore, a transnational research network (RIA-AE Network: *Research-based Impact Assessment in Erasmus+ Adult Education Programmes*), funded by Erasmus+ was set up in 2022 to initiate and coordinate research and monitoring activities. Its aim is to foster transnational comparative research, thus providing evidence to strengthen the impact of international cooperation and mobility projects in adult education while also contributing to further the development and improve the quality of the Erasmus+ programme (see mission statement in Annex 1). The network is open to new members and, as of early 2026, includes NAs from 23 member states and Türkiye.[1] In 2023/2024, the RIA-AE network conducted its first coordinated transnational monitoring study on the impact of Erasmus+ in adult education, resulting in a set of national reports and an EU synthesis report (the first survey round).[2]

1.2 Aims and objectives of the second survey round (2025–2026)

The second survey round, implemented in 2025–2026, also has a specific **thematic focus on the programmes' horizontal priority: "participation in democratic life, common values and civic engagement"**. European policy frames adult learning as a catalyst for active citizenship, particularly for those underrepresented in democratic processes or disconnected from formal education systems. Focusing on this theme affirms the broader RIA-AE goal of expanding the visibility of adult education's benefits and Erasmus+'s contribution to building democratic, socially cohesive societies. In this way, the project not only supports the policy relevance of civic engagement as a horizontal priority, but also makes possible tangible improvements in programme quality and equity across Europe. Key questions guiding this thematic focus are:

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[1] Austria; Belgium (Wallonia); Croatia; Cyprus; Czechia; Estonia; Finland; France; Germany; Greece; Hungary; Ireland; Italy; Latvia; Liechtenstein; Luxembourg; Netherlands; Poland; Portugal; Romania; Slovakia; Slovenia; Spain; Türkiye.

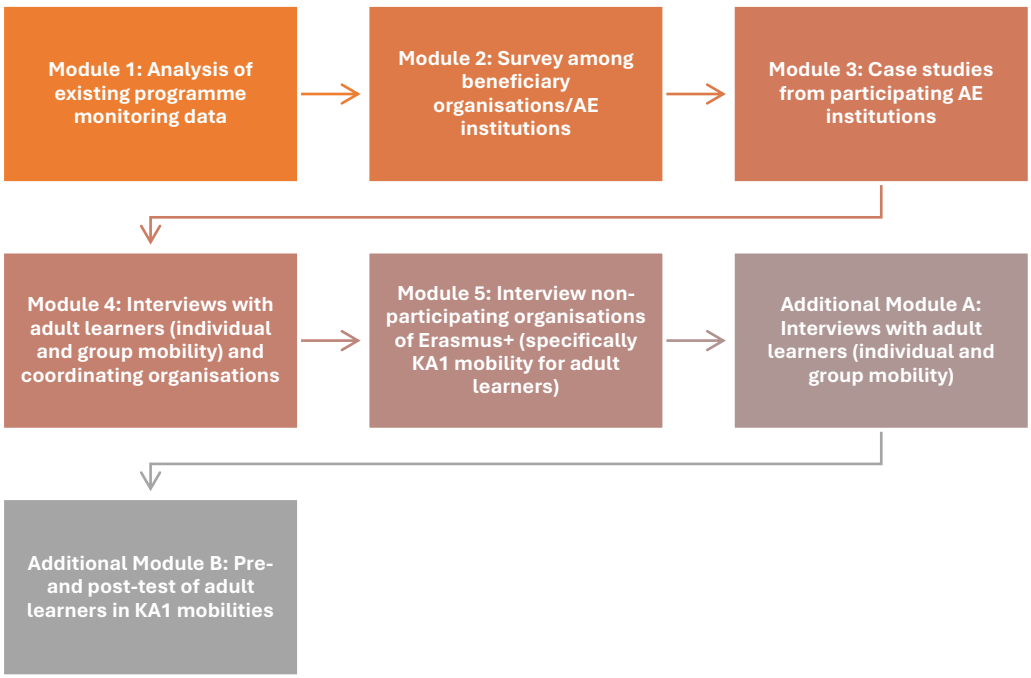
[2] Buiskool, B., Krichewsky-Wegener, L., & Erckrath, M. (2024). *Transnational analysis of the impact of Erasmus+ on the Adult Education Sector: Comparative research report, first Survey Round 2024.* https://epale.ec.europa.eu/system/files/2025-08/EU%20synthesis%20report%20RIA-AE%20network_first%20survey%20round%202024_final.pdf

- To what extent do Erasmus+ projects address the priority 'participation in democratic life, common values and civic engagement'?
- Which type of organisations implement projects directly addressing this priority?
- What type of activities are implemented within this thematic area?
- What goals are set for projects within this thematic area?
- What groups of adult learners are addressed by projects within this thematic area?
- What is the added value of Erasmus+ for the projects within this thematic area?
- What is the impact of Erasmus+ projects in this thematic area on the learning offer in adult education?
- What is the impact of Erasmus+ projects in this thematic area on staff and on learners?

1.3 Methodological approach

The methodological approach of the monitoring study includes five standardised research modules, which are implemented every two years over the three monitoring rounds in 2023, 2025, and 2027, thereby enabling an update of the impact monitoring. For the second monitoring round, a thematic focus with specific questions was added to the recurring questions. In addition, two optional research modules (modules A and B) were conducted to explore in greater depth the impact of KA1 mobility on learners in adult education.

Figure 1: Overview of SR2 research modules



In practical terms, including this thematic focus in the second RIA-AE research round required tailored research tools and analytical frameworks. Surveys, interviews, and case studies were designed to capture learners' development in civic values,

engagement behaviours, and perceived social inclusion. In addition, basic questions from SR1 are repeated to ensure comparability across the three monitoring rounds.

It was decided not to repeat all the questions from the SR1 survey – mainly those related to the progress markers – because there was limited time after the first survey round to identify major developments. These questions will be included again in the third survey, scheduled for 2027/2028, to measure progress more effectively over time.

In Spain, we carried out the following research activities (see box below):

- **Module 1 (Document analysis)** This module analyses existing national research on Erasmus+ in the field of adult education, as well as data collected by the European Commission and the National Agency as part of the funding processes and for monitoring purposes. It primarily aims to answer questions about the programme's inclusiveness, map beneficiary organisations, and assess the extent to which these organisations represent the diversity within the adult education sector.

- **Module 2 (Online survey among beneficiary organisations)**. This module consists of an online survey of all organisations that implemented and completed at least one project under KA1 or KA2 within the current programme, between 2021 and the end of 2024. It serves as the central survey instrument for assessing the impact of Erasmus+. For organisations that took part in more than one project, only one person – usually the project coordinator of the most recent project – received an invitation to participate in the survey. In Spain, invitations to take part in the survey were sent to a total of 418 coordinating organisations. 50.7% of them took part in the survey, and 37.8% completed the questionnaire. Of the responding organisations (n = 158), 57.6% carried out at least one project in KA1, and 22.2% carried out at least one project in KA2. A further 19.6% of the organisations were active in both key actions. 51.9% of the organisations are accredited in KA1. The survey was also distributed to 464 Spanish partner organisations involved in KA2 projects. We received 51 fully completed responses and 27 partially completed ones, (for a total of 78. This corresponds to a response rate of 11%, excluding partial responses, or 17%, including them.

- **Module 3 (Case studies).** [3] This module featured five case studies from organisations that had coordinated at least one Erasmus+ project in the current programme. The case studies focused on projects within the thematic area *"Participation in democratic life, common values and civic engagement."* They included desk research of project documentation, as well as interviews with project managers, staff, and learners, leading to a Case Study report (see Annex 4).

[3] Throughout the report, quotations from this module are identified using a coding system that combines the profile of the interviewee with the corresponding case study number (Case Study 1–5). For adult learners, the term "adult learner" is used, followed by the case study number. For staff within organisations, the generic category "staff" is used. This includes management, coordination, and teaching roles linked to Erasmus+ teams. This decision is made to protect the anonymity of participants, particularly in small organisations.

- **Module 4 (Interviews with KA1 participants)**[4]. This module included 22 individual interviews with adult learners and 1 group interview with 17 adult learners who participated in KA1 mobility, as well as interviews with their project coordinators from 5 beneficiary organisations (ORG1, ORG2, ORG3, ORG4, and ORG5). In addition, three interviews were conducted with members of the teaching staff from the organisations. The interviews with adult learners provide deeper insight into the impact of mobility on participants. They also help us reflect on the experience of organising KA1 mobility for different target groups and identify possible obstacles encountered during mobility. This, in turn, supports better organisation of KA1 mobility for learners in the future.
- **Module 5 (Interviews with non-participating organisations)** This module included interviews with five organisations that did not take part in Erasmus+. These interviews aim to better understand the obstacles preventing participation in the programme. During the interviews, we explored their potential interest in applying for Erasmus+, and their experiences with barriers for their organisations and target groups, in order to derive recommendations for future Erasmus+ funding.

In addition, Spain participated in an additional module (Module B) to better understand the impact of KA1 mobility on adult learners. This included a quantitative module with pre- and post-tests among adult learners to measure the effectiveness of the mobility. The results of this module are presented in a dedicated chapter of the EU synthesis report for the second survey round, as well as in separate research articles available at HTTPS://WWW.RIA-AE.EU/.

[4] Throughout the report, quotations from this module are identified using a coding system that combines the organisation code (ORG1–ORG5) and the interview number. For staff within organisations, the specific role (e.g., coordination or technical) is not specified to preserve anonymity, especially in small organisations.

For adult learners, citations are accompanied by basic sociodemographic information (gender and age) to provide context for the testimonials without compromising the confidentiality of the participants.

PART C – The general impact of Erasmus+

2 A brief overview of the adult education sector in Spain

This chapter provides an overview of the institutional framework conditions for adult education in Spain, the provider structure, participation in adult education, and policy priorities in this area. It also provides an overview of existing research on the impact of Erasmus+ in the field of adult education in Spain.

2.1 Institutional framework conditions and providers' structure

Adult Education (AE) in Spain has evolved from a traditionally compensatory approach, focused on literacy and obtaining basic qualifications, to a broader paradigm of lifelong learning (Jezine et al., 2020). Although there is no single definition of the concept (Bernhardt & Kaufmann-Kuchta, 2023), the current national framework combines employability objectives with goals related to personal development, social inclusion, and democratic participation (Tønseth & Lucio-Villegas, 2019). This approach has gradually taken hold since adult education was incorporated into the education system through the General Education Law (1970), and especially since it was recognised as a comprehensive area under the LOGSE (1990) (Martínez, 2020; Rumbo, 2020).

Today, lifelong learning is a fundamental principle of the Spanish education system, as outlined in the Organic Law 2/2006 on Education (LOE), as amended by the LOMLOE. Within this framework, adult education is primarily aimed at individuals over 18, with the goal of helping them acquire and update their personal and professional skills. However, it also allows access by those over 16 in specific circumstances.

The system is highly decentralised, reflecting the State's territorial structure based on autonomous communities (administrative regions). While the State defines the general regulatory framework and guarantees equal rights, the autonomous communities are responsible for managing, organising, and developing the learning provision (Bonal et al., 2023; OECD, 2018; Puelles, 2002). This model places Spain among the European countries with the highest degree of educational decentralisation (Bernhardt & Kaufmann-Kuchta, 2023; Borrett et al., 2021). At the local level, town councils play a significant role, particularly in providing non-formal education and maintaining educational infrastructure (Sánchez-Martínez & Sáez, 2016). This multi-level governance allows for adaptation to regional needs, but it also leads to some fragmentation and variation in the provision of services and implementation strategies (Bernhardt & Kaufmann-Kuchta, 2023).

Funding for adult learning also follows a decentralised approach. Most of the resources come from the national and regional budgets, and are channelled through education and employment authorities (Eurydice, 2026). The autonomous communities manage over 80% of education spending (Bonal et al., 2023), reinforcing their central role in policy planning and implementation. In 2023, public spending specifically earmarked for adult education came to 456.7 million euros, with significant additional investments in vocational training and training for employment. Employment authorities, for their part, funded this latter area with 2.447 billion euros, primarily managed by the State Public Employment Service (SEPE), the autonomous communities, and related bodies, such as FUNDAE. In addition to these resources, there is also a contribution from the European Union, particularly through the European Social Fund Plus (ESF+) and the Erasmus+ programme, which serve as

key instruments for innovation, international cooperation, and expanding training opportunities (Fombona & Pascual, 2019).

The provision of adult education in Spain is delivered through a diverse network of providers, reflecting this shared governance structure. Education authorities are the main providers of formal education, offering it through dedicated public adult education centres, classrooms in mainstream schools, and distance learning centres. In 2024, the system had 1,409 dedicated public adult education centres, 493 centres offering partial provision, and 9 distance learning centres (Sub-Directorate General for Statistics and Studies of the Ministry of Education, Vocational Training and Sports, 2025; Eurydice, 2026). This provision primarily focuses on the acquisition of basic skills, the attainment of official qualifications, and vocational training.

Distance education is playing an increasingly important role in expanding access, through structures like the Integrated Centre for Formal Distance Learning (CIDEAD) and programmes such as Aula Mentor, which provide flexible and accessible training, which is particularly relevant for adults with time constraints or those in rural areas (Pinto, 2022).

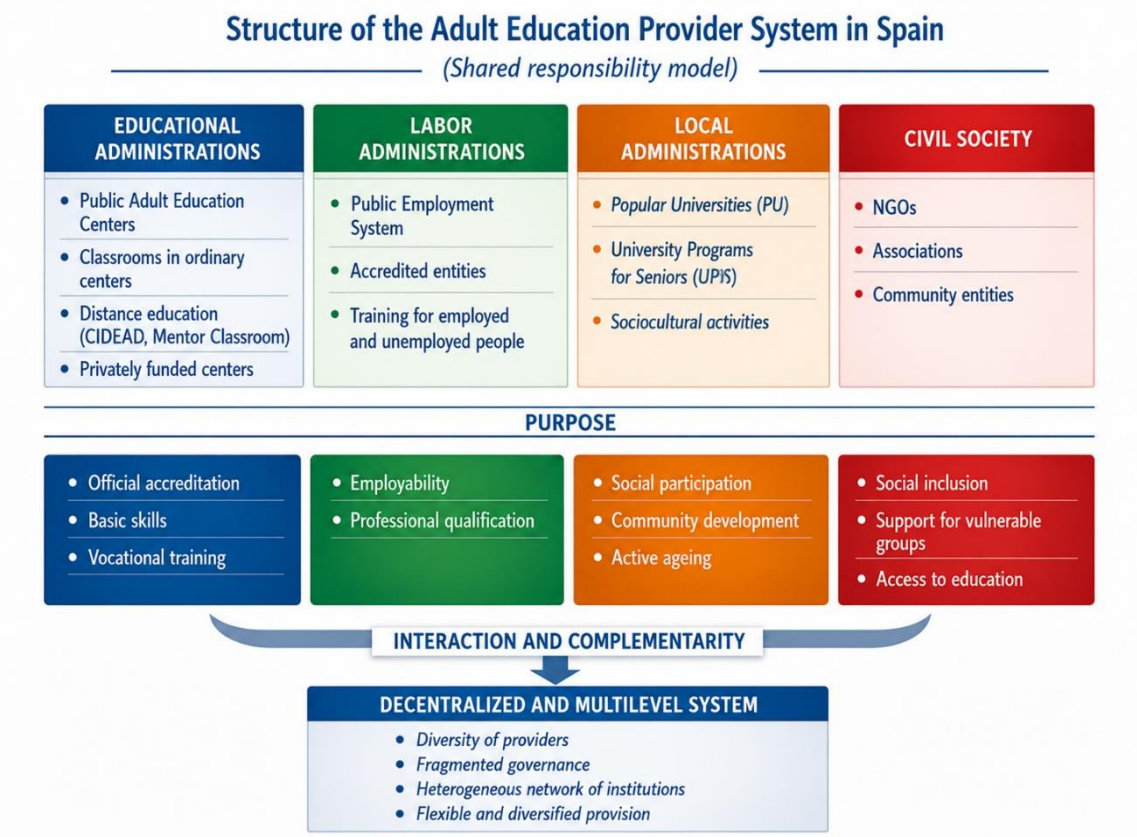
Alongside formal education, the vocational training system for employment, managed by employment authorities, is a key pillar. This subsystem operates through a broad network of accredited providers, offering training to both employed and unemployed individuals with the aim of enhancing their employability and professional qualifications. The wide variety of providers and programmes reinforces the system's flexibility, but also adds to its organisational complexity.

At the local level, councils and municipal bodies promote non-formal and community education initiatives, notably through Adult Education Centres and other socio-cultural programmes focused on citizen participation and community development (Sánchez-Martínez & Sáez, 2016). Universities also contribute through Senior University Programmes (Programas Universitarios para Mayores), focused on active ageing and lifelong learning (Jezine et al., 2020).

Finally, the system is rounded out by the involvement of civil society organisations, such as associations and non-governmental organisations, which run programmes aimed at specific groups, including migrants and those in vulnerable situations. These organisations play a significant role in expanding access and addressing educational needs not fully covered by institutional provision (Tønseth & Lucio-Villegas, 2019).

Overall, AE in Spain is a complex and highly diversified system, characterised by multi-level governance, shared funding, and a wide variety of providers. This model allows for significant adaptation to local and social contexts, but it also presents challenges related to coordination, cohesion, and equitable access to lifelong learning opportunities.

Figure 2: Indicative structure of the Adult Education providers system in Spain



Source: Compiled by the authors based on Bernhardt and Kaufmann-Kuchta (2023), Eurydice (2026), Marusynets et al. (2021), Sánchez-Martínez and Sáez (2016), among others.

2.2 Adult education policies

Adult education policies in Spain have undergone significant changes in recent decades, with lifelong learning progressively being established as the system's guiding principle (Guimarães et al., 2017; Rumbo, 2020). An initial milestone was the 1970 General Education Law, which recognised this area as part of the education system. This helped move beyond a strictly compensatory view and fostered a broader focus on the personal and social development of the adult population (García, 2017). However, the evolution of these policies has been notably heterogeneous, stemming from both the diversity of strategies adopted and the distribution of powers between the State and the autonomous communities, making it difficult to establish an integrated vision of the system (Guimarães et al., 2017; Tønseth & Lucio-Villegas, 2019).

In this context, policies related to adult education in Spain have been influenced by strategic benchmarks and conceptual frameworks that have guided their evolution. *The White Paper: Education in Spain. The Foundations for an Education Policy (El Libro Blanco: La educación en España. Bases para una política educativa"*, 1969) introduced the concept of education as a continuous process early on, aligning with international trends that would later be consolidated in the field of lifelong learning (Tuparevska, 2022). This approach was reinforced by the *White Paper on Adult Education (Libro Blanco de la Educación de Adultos*, 1986), which marked a turning point by incorporating a sociocultural perspective inspired by international

organisations such as UNESCO and the Council of Europe, promoting a comprehensive model focused on both individual development and social and economic participation (Belando-Montoro et al., 2019; Jezine et al., 2020; Rumbo, 2020). Although this document is not legally binding, it has significantly influenced the subsequent development of policies and regulations, particularly at the regional level (Martínez, 2020).

The absence of a specific national law on adult education has led various autonomous regions to develop their own regulatory frameworks, resulting in a landscape characterised by varying levels of implementation and differing approaches (Lancho, 2005; Medina, 2020; Sanz, 2002; Sarrate & Pérez de Guzmán-Puya, 2005). This situation intensifies the fragmented nature of the system and highlights the difficulties in formulating a coherent national policy.

In terms of strategic planning, the *Strategic Plan for Lifelong Learning (Plan Estratégico de Aprendizaje a lo Largo de la Vida*, 2015) represents the primary effort to formulate a comprehensive national policy aligned with the European framework. This plan promotes a flexible and open approach to lifelong learning, emphasising inter-administrative cooperation, a diversified range of training opportunities, and the recognition of skills as key elements to encourage adult participation (Ministry of Education, 2015). However, its development has not resulted in a sustained strategy over time, and a multi-level configuration influenced by European agendas remains in place.

Currently, policy priorities in adult education are primarily focused on improving quality, accessibility, and employability, in line with European guidelines (Eurydice, 2026). In this regard, Organic Law 3/2022 on the organisation and integration of vocational training and Royal Decree 659/2023 are particularly noteworthy, as they establish a more flexible, cumulative system that is linked to the labour market. Likewise, the updated National Catalogue of Professional Qualifications and programmes such as the National Youth Guarantee System reinforce the focus on employability and the inclusion of groups with interrupted educational backgrounds.

Overall, the Spanish system is structured as a network of sectoral policies within a framework of decentralised governance. Despite progress in integrating lifelong learning and aligning it with European agendas, this continues to pose challenges in terms of inter-administrative coordination and the development of a coherent, sustained national strategy over time.

2.3 Existing studies on the impact of Erasmus+ on the adult education sector

2.3.1. Methodology

To analyse the existing studies and evaluations on the impact of Erasmus+ on the adult education sector in Spain, a methodological process of document analysis has been applied, based on reliable, objective, and systematic technical criteria (Espín, 2002; Tarquini et al., 2022), in order to identify and organise the relevant studies. A content analysis approach has been chosen that focuses on the substance of the document rather than its formal presentation (Rebolledo, 2017), to ensure that the resulting synthesis aligns with the stated objectives.

The document analysis process is structured in a series of stages, following the contributions of Clauso (1993), Espín (2002), Guix (2008), Ruiz (2021), and Martínez-Corona et al. (2023). First, an exploratory search or pre-analysis phase was

conducted to identify relevant sources. Next, inclusion criteria (thematic, geographical, temporal, typological, linguistic, and methodological) and exclusion criteria (duplication, specificity, and availability) were established to prioritise the most significant documents. Subsequently, a pilot search was conducted to evaluate and fine-tune these criteria. Following this, the final search was performed, along with the corresponding evaluation and bibliographic description of the materials identified. Next, the analysis categories were defined using a matrix, and the information was coded, transforming the data into units that facilitated their study. The process concluded with the analysis and interpretation of the results, as well as the inference and presentation thereof, integrating the conclusions into a coherent synthesis aligned with the research objectives.

The search for scientific literature was systematised using search equations in the Dialnet+, Scopus, and Web of Science databases. As a result, 14 scientific publications suitable for document analysis were identified (Annex 2). However, after a thorough review, none were ultimately selected. While they do address issues related to Erasmus+, none specifically focuses on the research topic at hand: the impact of the Erasmus+ programme on AE in Spain.

Given these results, the search had to be supplemented by searching grey literature, following the approaches of Montes de Oca (2018) and Haddaway et al. (2015). Among the strategies employed, the open-access search engine Google Scholar was used, with the titles of the first 200–300 publications reviewed to assess their relevance to the research topic (Haddaway et al., 2015). The snowballing technique was also applied, identifying related references from the bibliographic lists and citations received by the selected publications (Wohlin, 2014).

2.3.2. Main results

There is limited empirical evidence on the impact of Erasmus+ on the AE sector in Spain. While there are institutional reports and evaluations of the programme – including the “Spain National Report on the implementation and impact of Erasmus+” (Fidelis Auditores, 2024) – no scientific studies have been identified that specifically, comprehensively, and systematically analyse its impact on this sector, highlighting a significant gap in the literature.

Although the Erasmus+ programme has attracted growing interest in scientific literature, existing studies tend to focus on other levels of education or on specific contexts. In this regard, research linked to the university sector has been identified, such as that by Murillo (2015), and studies focused on analysing projects considered good practices, such as that by Alonso (2023), which address success factors and impact on teaching and learning processes without focusing on AE.

Similarly, various studies provide relevant evidence on the programme's impact on other areas of education. Thus, positive effects have been documented among Vocational Training students, particularly in professional, linguistic, and personal dimensions (Sanz-Molina & Plaza-Gómez, 2024), as well as contributions to teachers' professional development, educational innovation, and the creation of international networks (Blanco et al., 2022). Likewise, some studies analyse educational practices in adult education settings based on European experiences, identifying key factors related to methodologies, participant profiles, and conditions for success (Fombona & Pascual, 2019), although they do not specifically address the impact of the Erasmus+ programme or its systemic reach.

Overall, the evidence available reveals a fragmented and sector-specific understanding of the impact of Erasmus+, with a clear lack of studies specifically focusing on AE. This situation is part of a broader issue within the field itself, which has historically been characterised by a limited research output and a weakness in its theoretical development, making it difficult to consolidate and professionalise (Belando-Montoro et al., 2020).

In this context, there is a need to promote research that comprehensively analyses the contribution of the Erasmus+ programme to the development and strengthening of AE in Spain. This involves, among other things, exploring its potential to address structural challenges, like the system's fragmentation and decentralisation (Bernhardt & Kaufmann-Kuchta, 2023), as well as advancing our understanding of the educational practices developed, their target audiences, and how well they meet existing training needs. Without such studies, the sector lacks a solid empirical foundation to rigorously assess the programme's scope and usefulness.

3 The accessibility and inclusiveness of Erasmus+

3.1 Introduction

Inclusion and diversity are among the priorities of the Erasmus+ programme. Equal opportunities and equal access, inclusion, diversity, and fairness should be promoted in all programme actions [5] Funding, therefore, focuses on organisations and disadvantaged learners who otherwise would not be likely to participate in internationalisation activities. This chapter discusses the characteristics of the organisations that participated in Erasmus+ between 2021 and 2024, as well as the characteristics of the adult learners who benefit from the outcomes developed in KA2 and/or who take part in mobility activities in KA1. On this basis, statements can be made about the accessibility and inclusiveness of Erasmus+ in adult education in Spain.

3.2 Organisations participating in Erasmus+

The composition of participating organisations is a relevant indicator for analysing the programme's actual accessibility. Beyond the number of projects funded, it is necessary to examine which types of organisations access Erasmus+, which institutional profiles predominate, and how participation is distributed between mobility (KA1) and strategic cooperation (KA2) actions.

This analysis combines administrative data from the European Commission with the results of the survey conducted within the framework of the RIA-AE Network. While the administrative data reveal the geographical distribution and certain institutional categories, the survey offers a more detailed profile of the participating organisations. By combining both sources, a more comprehensive view of the organisational ecosystem involved in the programme is gained.

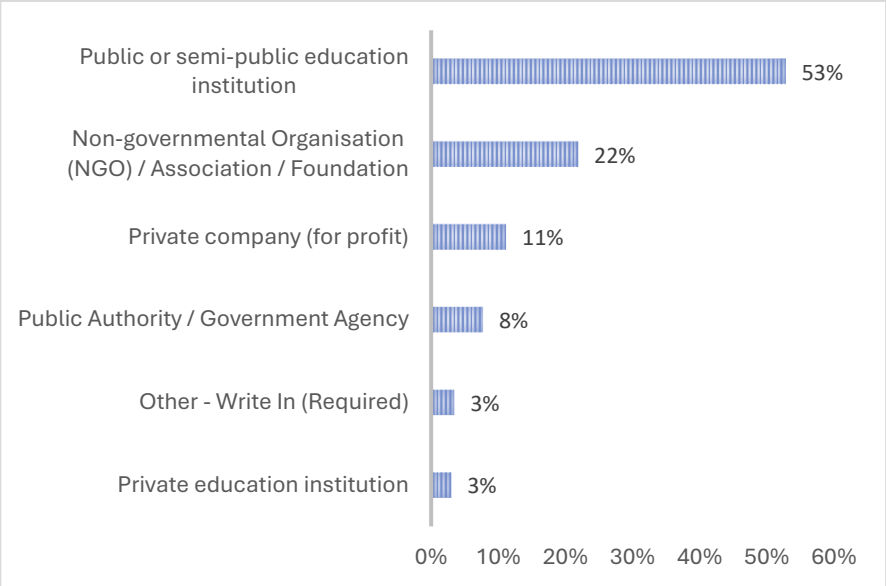
The results show that participation is not uniform. There are differences between KA1 and KA2, both in the organisational profile of the entities and in their geographical distribution. These differences provide relevant information on the conditions for accessing the programme and on the degree to which Erasmus+ is established in the AE field in Spain.

3.2.1 Types of organisations

Analysing the legal status of participating organisations allows us to assess the extent to which the programme is institutionalised within the AE sector in Spain.

Figure 3: Legal status of beneficiary organisations that participated in Erasmus+ (2021–2024) (N=233)

[5] European Commission (2023). Erasmus+ programme guide. p. 7



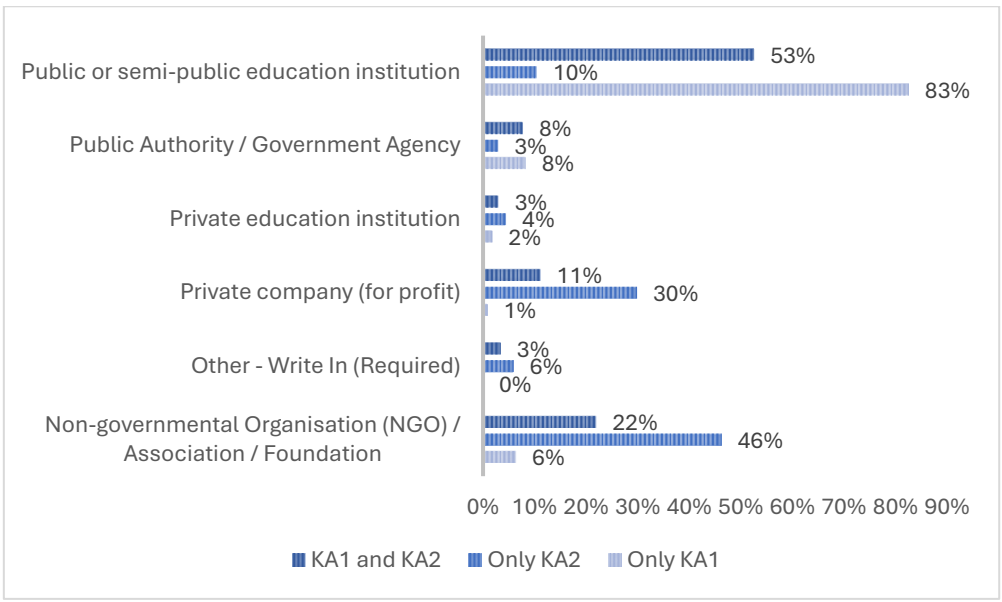
Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Overall, 53% of the organisations are public or semi-public educational institutions. These data indicate that Erasmus+ is clearly integrated into formal educational structures and that its presence within the system is not marginal.

However, participation is not limited to the institutional sphere. 22% of the organisations are NGOs, associations, or foundations, while 11% are private, for-profit companies. The involvement of the third sector and the business community demonstrates that access to the programme is not limited to established public structures, although these still make up the majority.

A breakdown by action type allows us to refine this interpretation.

Figure 4: Legal status of beneficiary organisations that participated in Erasmus+ (2021–2024): only KA1, only KA2, and KA1 and KA2 (N= 106, 67, 56)

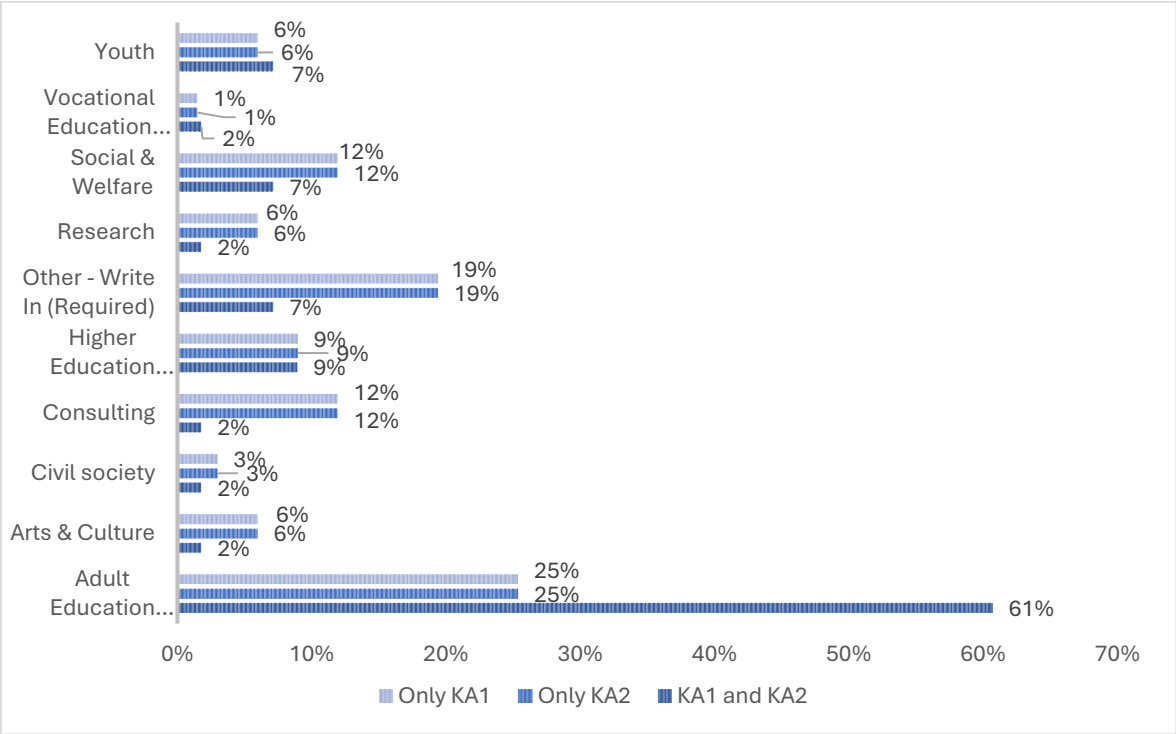


Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Analysis by action type reveals that some organisations engage solely in mobility projects (KA1) or strategic cooperation projects (KA2), while others combine both. This combination typically reflects a higher degree of institutional consolidation within the programme, as it indicates experience in both mobility activities and cooperation projects.

Overall, the results suggest that Erasmus+ is firmly established within formal educational structures, while also incorporating organisations from the third sector and the private sector. This organisational diversity helps broaden the programme's reach within the adult education ecosystem.

Figure 5: Sectors in which beneficiary organisations primarily operate: only KA1, only KA2, and KA1 and KA2 in the period 2021–2024 (N KA1= 109, N KA2 = 67, N KA1 and KA2 = 56)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In addition to the legal status of the organisations, it is also important to consider the sector in which they primarily operate.

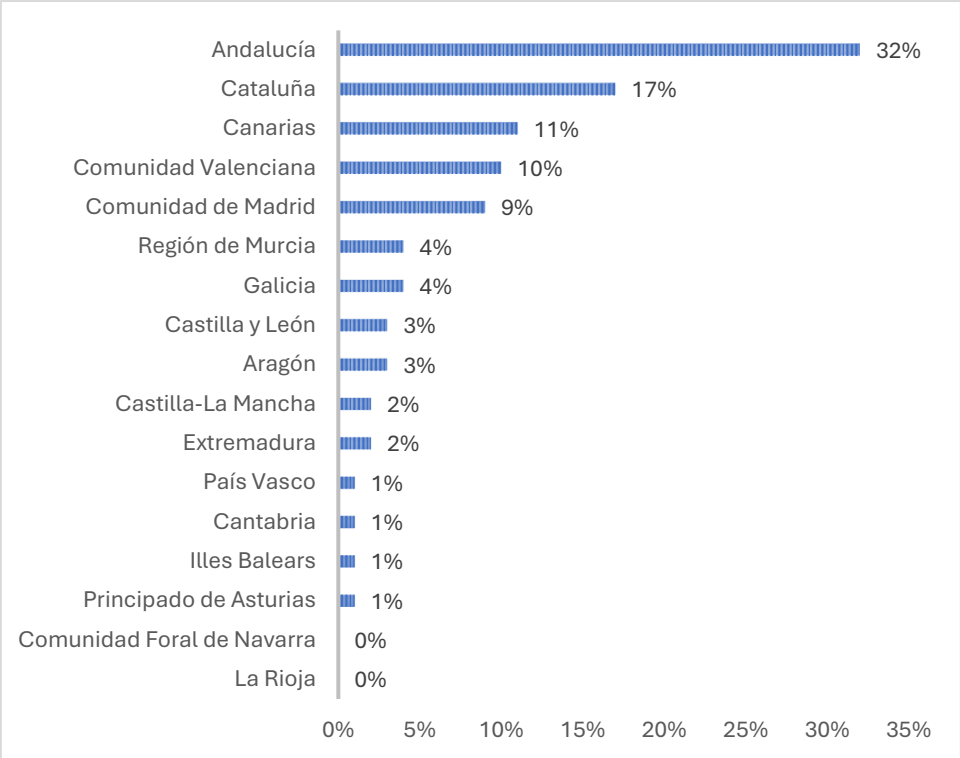
The results show that participation is mainly concentrated in organisations directly linked to adult education and training, although entities from other fields are also represented. The distribution by type of action also reveals some differences. Organisations that participate exclusively in mobility projects (KA1) tend to be more directly linked to providing training, while strategic cooperation projects (KA2) see a slightly greater presence of organisations from sectors related to educational innovation, international cooperation, or community work.

Taken together, these results reinforce the idea that participation in Erasmus+ in the AE field is not limited to a single type of organisation or institutional sector. On the contrary, the programme appears to engage stakeholders from various fields, which can foster a diversity of pedagogical approaches and the transfer of practices between organisations.

3.2.2 Geographical distribution

Analysing the geographical distribution allows us to assess whether participation in Erasmus+ is evenly spread across the country or concentrated in specific regions.

Figure 6: Regions where KA1 projects take place (2021–2025) (N=1057)



Source: Commission monitoring data (2021–2025)

In KA1, participation is clearly concentrated in certain autonomous communities. Andalusia accounts for 32% of the projects, followed by Catalonia (17%), the Canary Islands (11%), the Valencian Community (10%), and the Community of Madrid (9%). These five regions account for a substantial share of mobility activity.

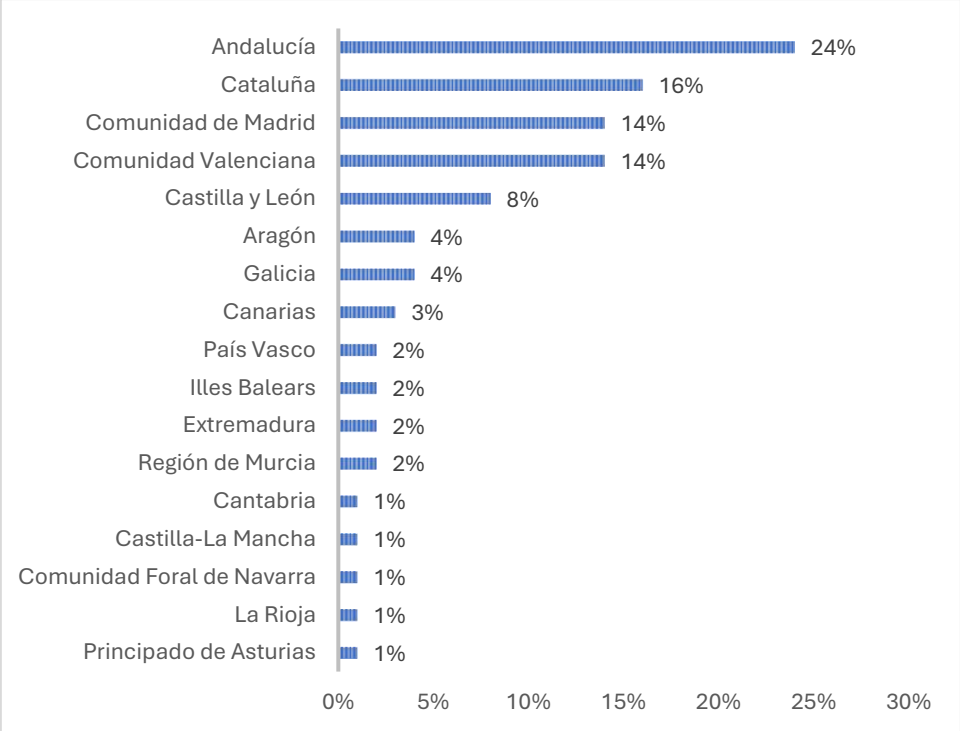
This pattern shows that participation in mobility is not evenly distributed across the country. However, this distribution should be interpreted with consideration for the specific eligibility conditions of KA1 in the field of Adult Education. Unlike KA2, access to mobility projects is restricted to organisations that meet the definitions of eligible programmes and entities set out for each call by the National Agency and published by SEPIE. Therefore, the regional concentration observed may be partly influenced by the regional distribution of eligible organisations.

Although the available data alone do not reveal the causes of this concentration, they do allow us to formulate some plausible hypotheses. In this regard, the survey results help contextualise the interpretation, as they point to certain organisational conditions that may influence participation in KA1. However, they alone do not explain the territorial distribution observed. This concentration may be linked to structural factors such as the size and geographical distribution of the network of eligible adult education organisations, the density of the institutional and associative network, prior experience in European projects, or the administrative capacity of organisations to apply for, manage, and sustain mobility projects over time. Likewise, other broader regional factors could play a role, such as population size, the degree of urbanisation,

or a higher concentration of potential participating entities in certain autonomous communities. Therefore, these factors should be viewed as possible lines of interpretation, rather than as causal explanations that have been verified using the available data.

In this regard, the regional concentration could indicate the existence of more established regional ecosystems for participation in Erasmus+, where accumulated experience, institutional networks, and familiarity with the programme's procedures encourage recurring participation. This interpretation aligns with the data presented later on the continuity of participation in KA1 and, with due caution, can be linked to certain trends identified in the survey. In any case, these elements should be understood as interpretative hypotheses, as the available data do not allow us to establish causal relationships or assess the specific weight of each of these factors.

Figure 7: Regions where KA2 projects took place in the period from 2021 to 2025 (N= 869)



Source: Commission monitoring data (2021–2025)

In KA2, the territorial distribution appears somewhat more balanced in relative terms compared to KA1. Although Andalusia remains in first place (24%), the gap with other regions is smaller. The Valencian Community and the Community of Madrid each account for 14%, while Catalonia represents 16%.

Compared to KA1, strategic cooperation shows a relatively more balanced territorial distribution across the autonomous communities, although there is still a significant concentration in certain regions. While mobility tends to be concentrated in a smaller number of autonomous communities, cooperation is more widespread across the country as a whole. This difference should also be interpreted in light of the different participation frameworks for each of the two actions. While KA1 in AE targets a defined set of eligible organisations, KA2 allows for participation by a much broader range of public and private entities. Consequently, the relatively more diversified

territorial distribution of KA2 may be linked, at least in part, to a broader potential participation base.

This difference between KA1 and KA2 should, therefore, be understood in relation to the very design of the programme's actions and the different conditions for access and participation they establish. In this regard, the greater territorial diversity observed in KA2 does not necessarily imply a fully balanced distribution, but rather a less pronounced concentration than that seen in KA1.

Overall, the results indicate that participation in Erasmus+ is not geographically uniform. Some regions have a greater number of projects in the programme, particularly in the area of mobility. This may reflect differences in institutional experience and organisational capacity to manage European projects. However, this greater regional presence should be interpreted with caution and may also be linked to the territorial distribution of eligible organisations, the demographic size of the territories, the density of institutions, and the concentration of the organisational network involved in adult education, training, and social inclusion. These elements help contextualise the distribution observed, but they should not be interpreted as proven explanatory factors based on these data.

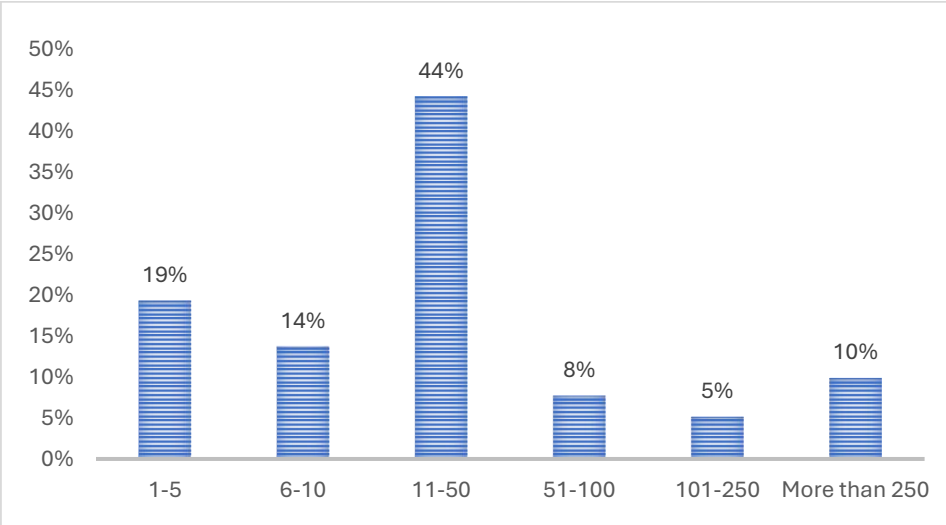
A more accurate understanding of these regional differences would require linking the number of projects to other factors, such as the regional population, the number of potentially eligible organisations, and the density of the institutional network in each region. This type of analysis would allow for a more precise assessment of whether a higher absolute number of projects also corresponds to a higher relative level of participation.

These results reflect the territorial distribution of projects recorded in the monitoring data, and should, therefore, be interpreted as an approximation of the programme's regional implementation, rather than a direct measurement of its actual territorial reach.

3.2.3 Size of the participating organisations (KA1 and KA2)

The size of the participating organisations is a relevant factor when analysing the programme's accessibility. In a sector dominated by small organisations, taking part in European initiatives can pose a significant organisational challenge.

Figure 8: Number of staff working in the organisation (N = 233)

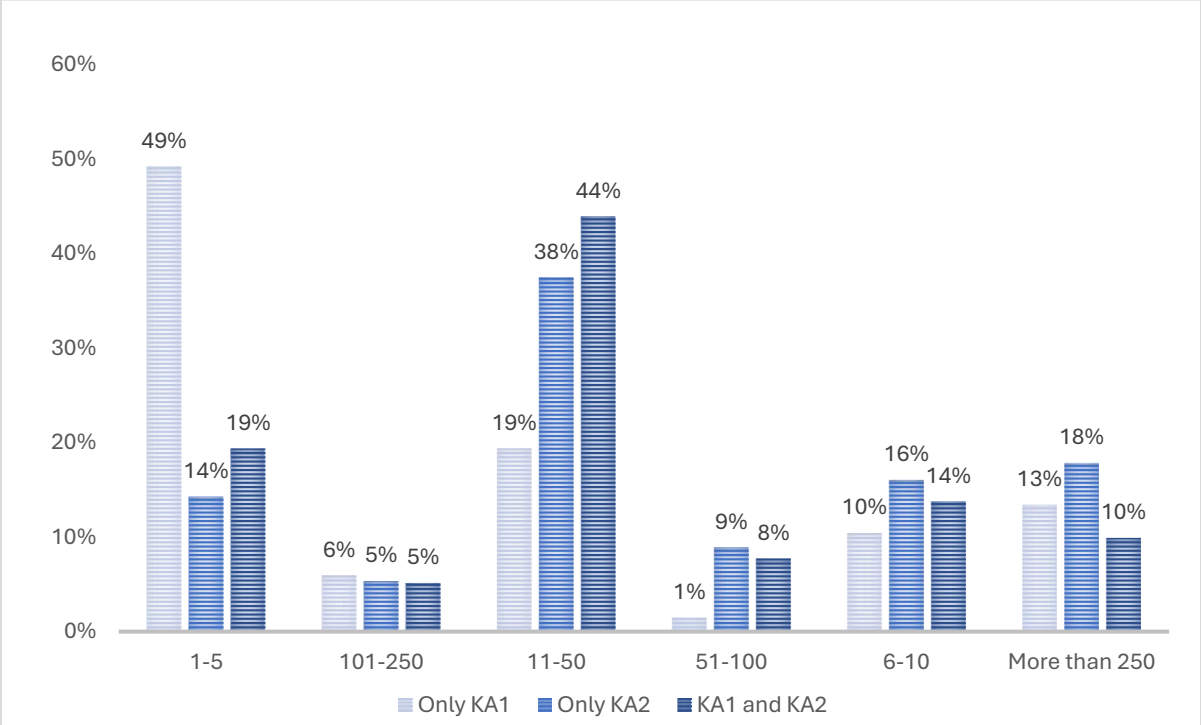


Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Overall, 44% of the organisations have between 11 and 50 employees, while 19% have between 1 and 5 employees, and 14% have between 6 and 10 employees. Overall, 77% of the organisations have fewer than 50 employees. This result shows that, among the beneficiary organisations surveyed, small and medium-sized entities clearly predominate, with a significant presence of very small organisations as well.

This finding is particularly relevant when considering the administrative burden associated with European projects. The distribution observed shows that the programme is implemented in diverse organisational contexts and that a significant proportion of the beneficiary organisations surveyed have limited staffing structures. However, this distribution should be interpreted in light of the structural characteristics of the Adult Education sector in Spain, where a significant number of participating organisations have small workforces and limited organisational structures. The comparison by action type reveals some differences.

Figure 9: Number of staff working in the organisation: separated by only KA1, only KA2, and KA1 and KA2 (N KA1= 109, N KA2 = 67, N KA1 and KA2 = 56)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Among organisations participating exclusively in KA1, 49% have between 1 and 5 employees. This result should be interpreted bearing in mind that a significant number of adult education centres and Official Language Schools, particularly in rural areas, already have small organisational structures and limited staff.

Therefore, the high number of small entities involved in this initiative does not necessarily imply a greater propensity for organisations with fewer staff to participate in mobility projects. Instead, it may reflect, at least in part, the very structure of the AE sector in Spain. In many cases, these are not organisations that choose to manage mobility with small teams, but rather institutions with limited staff for all their educational and organisational functions. At the same time, these results suggest that

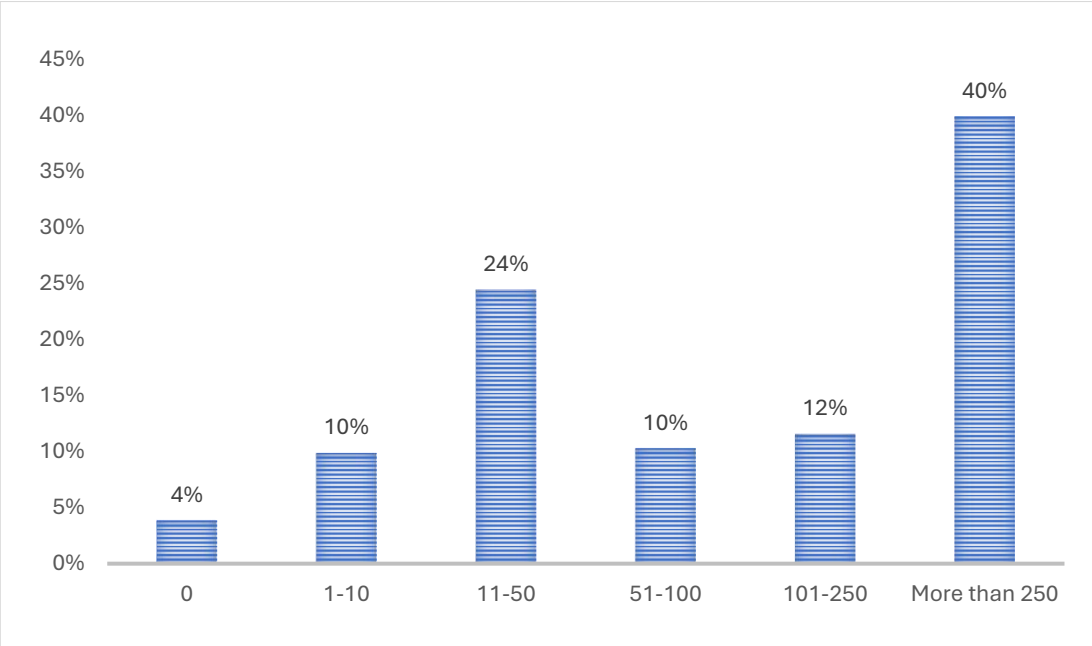
mobility activities can be carried out in smaller organisations, and that participation in KA1 is not limited to larger entities. However, this does not mean that the current structures are sufficient to ensure optimal or sustainable participation over time. In this context, the presence of dedicated roles linked to internationalisation – such as Erasmus coordinators or international project managers, already in place in some autonomous communities – could contribute to more professional, stable, and sustainable management of Erasmus+ projects, and potentially help expand the reach of these initiatives. This reading should be understood as a possible avenue for organisational improvement, consistent with the observed results, and not as a conclusion directly derived from the survey data.

This aspect is particularly relevant from the perspective of the programme's accessibility, as it shows that organisations with limited staff can participate in European mobility initiatives, even if, in many cases, this requires a significant effort from small teaching and management teams. Likewise, the high number of very small organisations in KA1 suggests that it would be worthwhile exploring which organisational conditions make it easier for them to access and remain in this action.

For organisations participating exclusively in KA2, the 11 to 50 employee band predominates (38%), with a relatively greater presence of medium-sized organisations. This pattern could suggest that strategic cooperation projects are more frequently undertaken by organisations with a somewhat broader organisational structure, and possibly due to the complexity of international coordination and the development of products and outcomes. In this regard, the greater presence of medium-sized organisations in KA2 could be linked to more demanding planning and coordination requirements than in projects focused solely on mobility. However, this interpretation should be approached with caution, as the data allow us to describe the distribution by size, but not to determine whether organisational size directly influences participation in KA2.

Beyond the size of the workforce, it is also important to analyse the scope of training provided by these organisations.

Figure 10: Number of adult learners who participated in learning activities in 2024 (N=233)

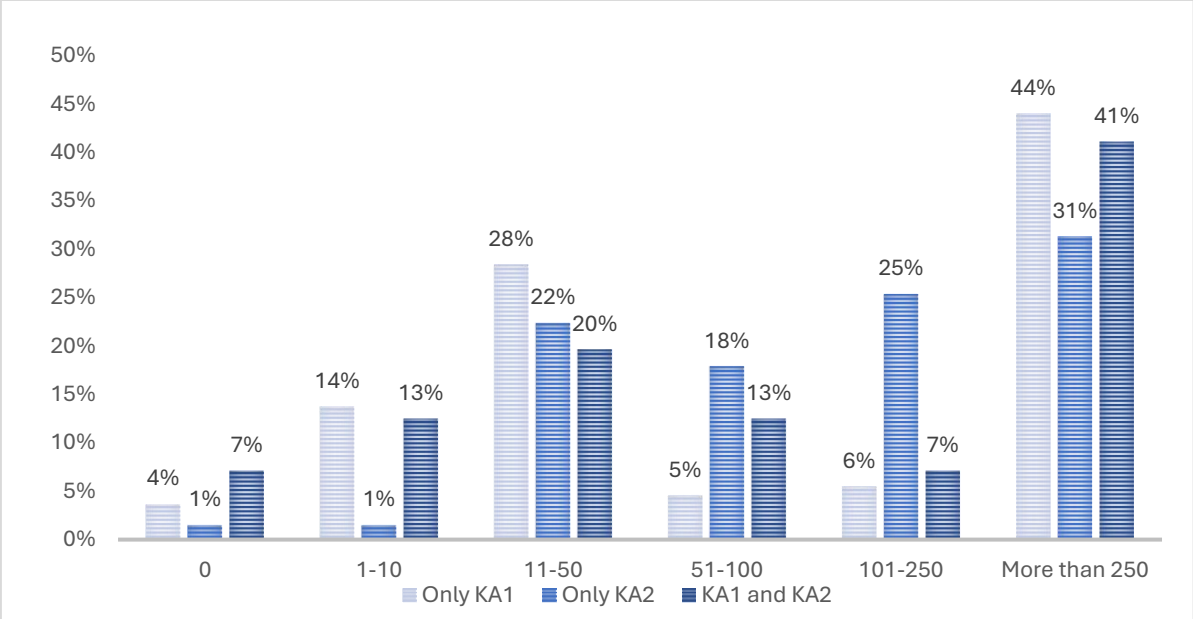


Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

40% of organisations report having provided support to more than 250 adults in 2024. These data indicate that a significant number of organisations provide extensive training. Overall, more than half of the organisations (52%) have served over 100 participants throughout the year.

The relationship between organisational size and the number of participants introduces an additional aspect of interest.

Figure 11: Number of adult learners who participated in learning activities in 2024, categorised as KA1 only, KA2 only, and KA1 and KA2 (N KA1= 109, N KA2 = 67, N KA1 and KA2 = 56)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Among organisations participating exclusively in KA1, 44% provided support to more than 250 adults, despite many of them having small staff teams. This combination suggests that a smaller team does not necessarily prevent the delivery of wide-ranging training activities. This result is particularly relevant, as it shows that small organisations, which are typical of part of the adult education sector, can combine a limited organisational structure with a significant capacity for learning provision.

For organisations participating exclusively in KA2, 31% served more than 250 people, and 25% served between 101 and 250, which also confirms the considerable reach of the training activities. Organisations that combine KA1 and KA2 show a similar distribution, with 41% in the upper bracket.

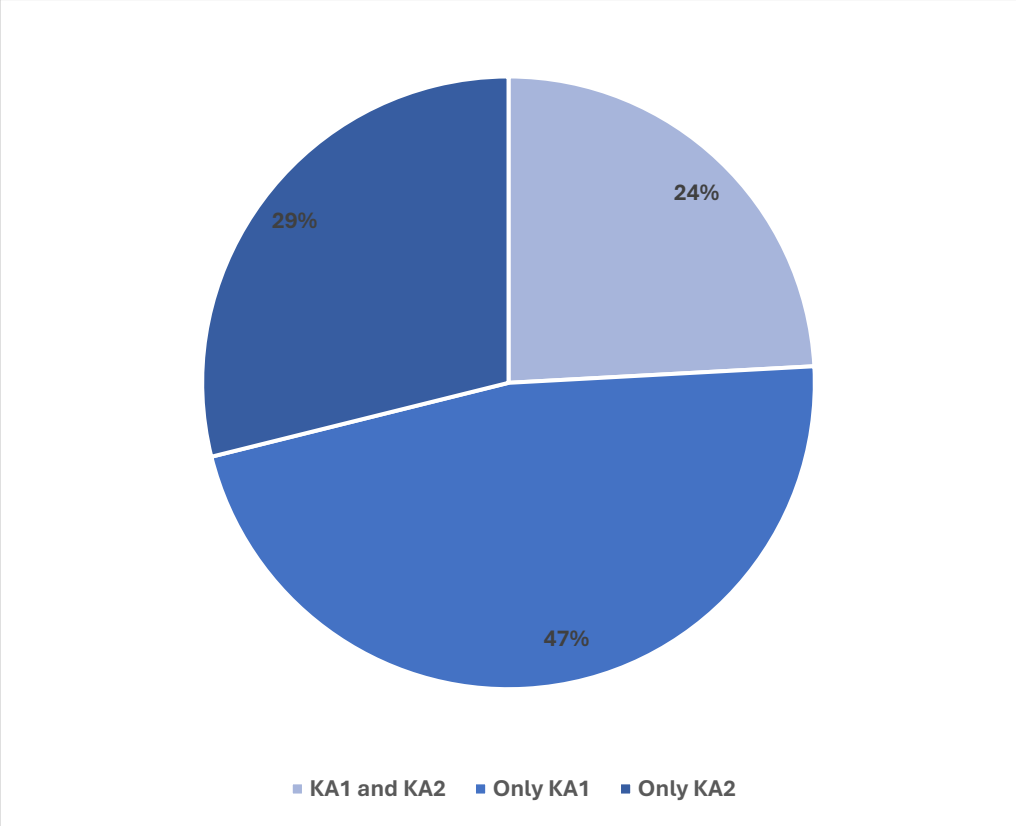
Overall, the results indicate that participation in Erasmus+ is not limited to small-scale initiatives. Even in smaller organisations, the programme can be implemented in entities that serve a significant number of adults. This suggests that organisational size alone is not a barrier to participation in the programme, although it can influence access and management conditions. From this perspective, the notable presence of very small entities in KA1 can be interpreted as an indication of the programme's capacity to be developed by organisations of a limited size, a profile that is particularly relevant in the field of Adult Education in Spain. However, this reading should be understood as a descriptive interpretation based on the organisations surveyed and

therefore does not allow an assessment of the extent to which this presence of small entities reflects the structure of the sector as a whole or a specific pattern of participation among beneficiary entities.

3.2.4 Number of projects involved and variety of roles

Organisations can participate in the programme in different ways, depending on the mix of activities they get involved in. As shown in Figure 47% of organisations are exclusively involved in mobility projects (KA1), 29% solely in strategic cooperation projects (KA2), and 24% combine both. This distribution reflects the existence of different patterns of participation within the programme, ranging from focused involvement in a single action to more diversified participation.

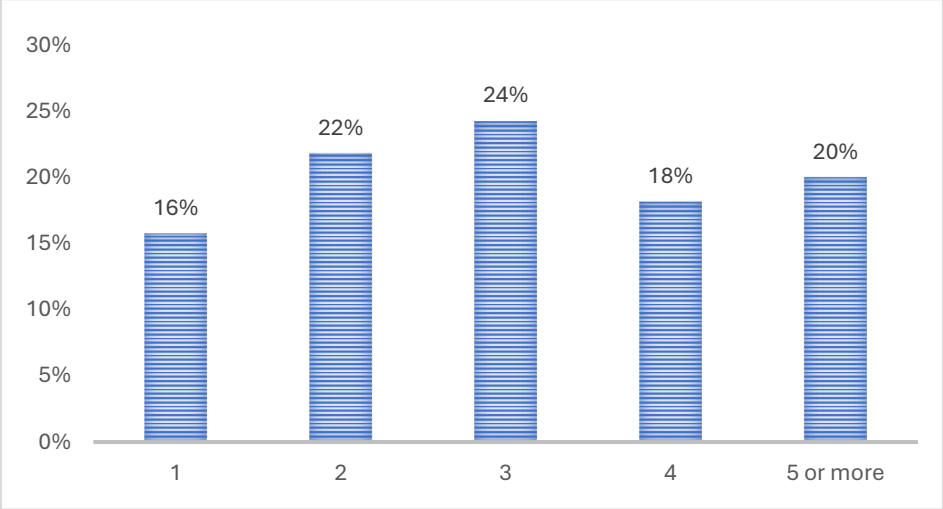
Figure 12: Type of internationalisation activity/activities the organisation has participated in since 2021 (N=232)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In this context, analysing the number of projects an organisation has been involved in allows us to gain a deeper understanding of its journey within the programme. The difference between occasional involvement and a sustained track record may reflect varying levels of experience in managing European projects.

Figure 13: Number of KA1 projects in which organisations have participated (as coordinator or partner) since 2021 (N=165)

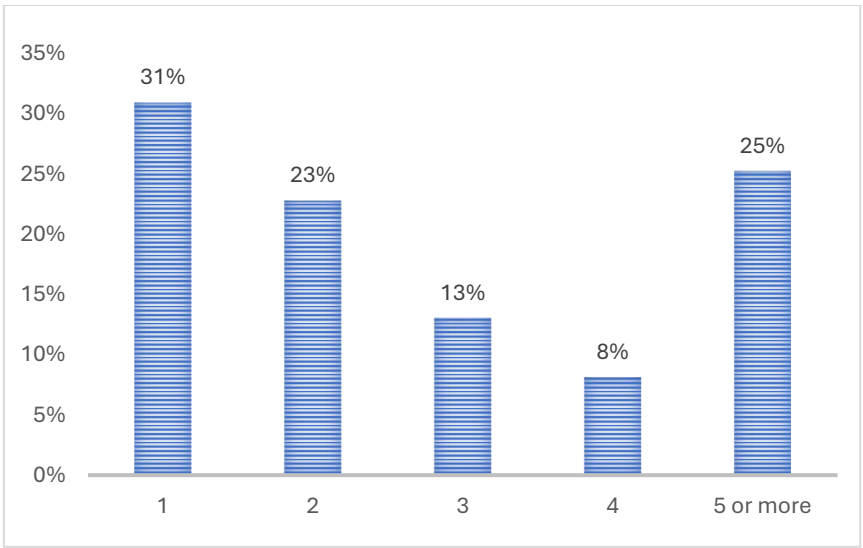


Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In KA1, the distribution suggests relatively consistent participation. 24% of organisations have taken part in three projects since 2021, 22% in two, and 20% in five or more. Only 16% say they have taken part in just one project.

These data indicates that, for a significant number of organisations, mobility is not an isolated experience, but a recurring activity within their institutional work. Repeated participation can be linked to accumulated experience and greater familiarity with the programme's procedures.

Figure 14: Number of KA2 projects organisations have participated in (as coordinator or partner) since 2021 (N=123)



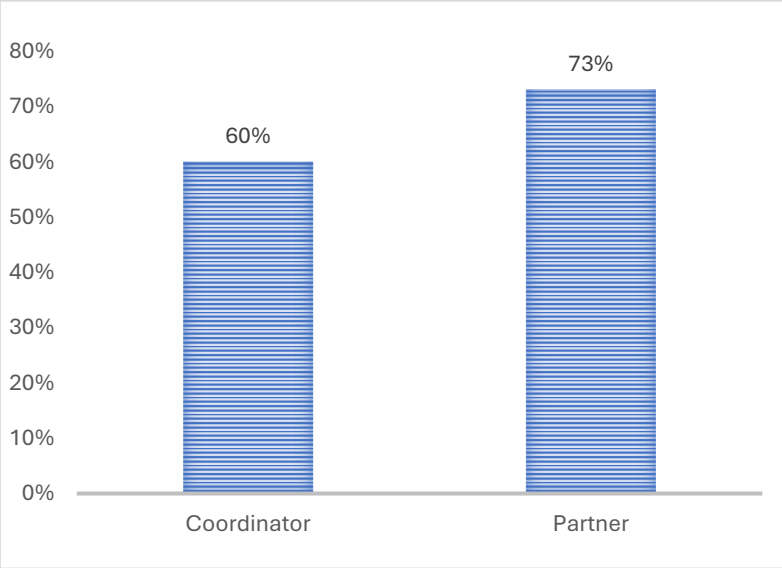
Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In KA2, the distribution follows a somewhat different pattern. 31% of organisations have taken part in a single project, while 25% report having participated in five or more. This combination of organisations with initial experience and others with more intensive involvement suggests the coexistence of diverse profiles within the strategic cooperation.

On the one hand, some organisations may be at a more recent stage of getting involved in this type of project (KA2). On the other hand, there is a group of organisations with a longer track record and more accumulated experience in European cooperation.

Beyond the number of projects, it is also important to analyse the roles played in KA2.

Figure 15: Role of organisations which participated in KA2 projects in the 2021-2024 period (N=130)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

73% of organisations have participated as partners in cooperation projects, while 60% have taken on coordination roles. The presence of organisations that have acted as coordinators is significant, as this role entails additional responsibilities in planning, financial management, and coordinating international partners.

These results suggest that Spanish organisations not only participate as partners in European consortia, but that a considerable proportion also take on an active role in their leadership and management.

Overall, the data indicate an organisational ecosystem with varying levels of experience within the programme. While some organisations are involved on a more ad hoc basis, others demonstrate a more established track record, both in terms of mobility and strategic cooperation.

3.3 Obstacles to participating in Erasmus+

3.3.1 General obstacles in KA1 and KA2

Although the data show significant levels of participation and continuity among the organisations analysed, accessibility does not necessarily mean there are no challenges. Taking part in Erasmus+ can involve administrative, organisational, and technical requirements that pose a challenge for some organisations. As the staff of a participating organisation in the in-depth case studies pointed out, “drafting European projects has a very particular logic… everything is structured and requires prior learning” (Staff, Case Study 4). This testimony shows that preparing the proposal itself requires specific skills that are not always part of an organisation's usual experience. In this regard, interviews with non-participating organisations

reinforce this idea by pointing out that “the biggest difficulty we see is the tremendous amount of paperwork involved. There's a lot of paperwork, a lot of information” (Interview 4, non-participating organisations), which shows how complex the programme is perceived to be from the very start.

Perceptions are also identified regarding potential limitations in accessing and organising information and support resources, particularly in the field of adult education, where informal networks may be less established or channels for sharing information less accessible compared to other sectors (Interview 3, non-participating organisations). Along the same lines, challenges are also identified in relation to frequent technological changes, which can lead to some resistance or organisational fatigue, especially when the added value of new tools or platforms is not perceived. This is reflected in the words of one participant, who noted that “every time someone comes up with the idea of designing a new platform, it really gets on our nerves […] and I don't quite understand the advantages, the benefits, or the added value of the new platforms” (Staff, Case Study 3).

Among the obstacles organisations mention most often are the administrative burden and the complexity of the procedures involved in preparing, managing, and justifying projects. Preparing applications, managing finances, and meeting formal requirements all take time and specific expertise that small teams do not always have. Moreover, these difficulties can drag on over time. “I think it ends up turning a two-year project into one that lasts three years and a bit longer. So, of course, this comes at a cost” (Staff, Case Study 1). From this perspective, the extension of administrative and management requirements not only increases the organisational burden, but also creates some uncertainty among organisations regarding their ability to sustain the project in the medium and long term. “It makes you wonder how you're going to be able to keep all this going” (Interview 5, non-participating organisations).

These challenges can become more significant it is taken into consideration that a large number of participating organisations have fewer than 50 employees. In these cases, the management of European projects needs to be integrated into organisational structures already focused on regular training activities, which can put more pressure on available resources. In the field of adult education, it is noted that “the main difficulty has been the lack of time, space, and resources. These types of projects require coordination, monitoring, and a deliberate approach to ensure they are developed effectively” (Staff, Case Study 4). In this regard, it is highlighted that the availability of time is a key limitation, identified as “the main barrier […] the lack of time to dedicate to that request” (Interview 1, non-participating organisations). This testimony highlights how participation can largely depend on existing organisational capacity.

Overall, the qualitative evidence suggests that these barriers are not limited to administrative issues, but are linked to structural factors, particularly in the case of organisations with limited and sometimes unstable resources. It even indicates that “until last year, there was a very small group of permanent teachers at the centre […]” That was one of the main barriers, because the idea was there, but there was no one to champion it beyond a single school year” (Interview 3, non-participating organisations). All of this affects the sustainability of their participation in the programme.

Regarding these structural factors, the interviews also reveal some perceptions of inequality linked to the type of participating organisation and its position within the programme's ecosystem. In particular, several interviewees perceive a greater

presence of non-formal or private education providers in the approved projects, which could suggest differences in institutional orientation and in the ability to access the programme: “many of the projects […] are from informal or non-formal education centres […] in the dynamics of a more structured adult centre […] It is more complicated” (Interview 3, non-participating organisations).

According to the testimonies gathered, this situation is linked to the different operating and funding models of the organisations. Some specialised institutions focus a significant part of their activity on securing European funds, whereas in public adult education centres, participation in such programmes is a complementary activity: “There are institutions that get practically 80% of their funding through projects […] we have a regular funding stream” (Interview 2, non-participating organisations).

In this context, some of the interviews conducted in Module 5 (non-participating organisations) point to a disproportion between the programme's requirements and the organisational capacity of certain entities, noting that “the administrative burden or bureaucracy is the same for a school with 1,000 pupils as it is for our school; for a school with 30 or 40 teachers as it is for our school. It's not equivalent because you have to go through the same steps, but with far fewer resources” (Interview 5, non-participating organisations). This imbalance, in turn, leads to a perceived potential competitive disadvantage, stemming both from the reduced availability of time and resources and from the non-priority status of European projects in the organisation of teaching work. Likewise, some voices raise a critical reflection regarding equity in access to the programme, highlighting the importance of applying the “principle of proportionality” (Interview 2, non-participating organisations).

In the field of strategic cooperation (KA2), transnational coordination and joint management with multiple partners can increase the level of organisational complexity. Shared planning, technical monitoring, and meeting deadlines call for a relatively well-established management capability. In-depth Case Study interviews show that, especially when the organisation acts as a coordinator, the workload can increase significantly: “When you coordinate, you sometimes end up doing more than you're supposed to” (Staff, Case Study 3). Furthermore, analysis of the desk research conducted in the case studies indicates that coordination between entities with different working rhythms and institutional contexts is a recurring challenge.

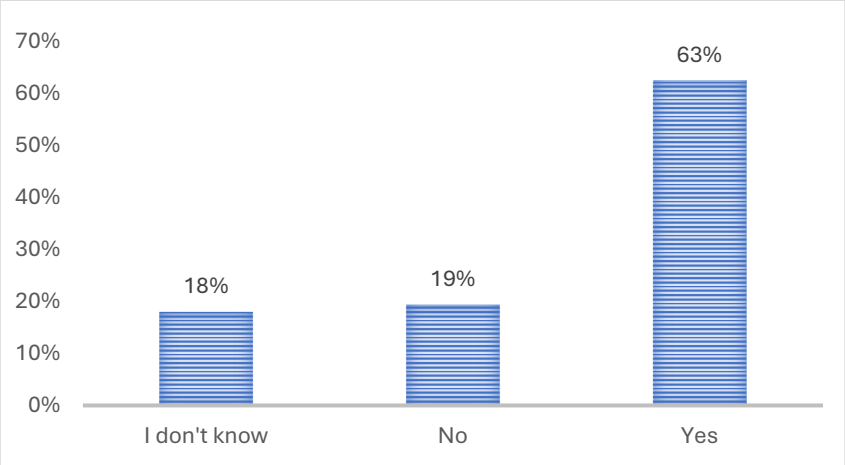
In organisations with less prior experience, complexity can also be linked to the institutional learning process required to operate within the European framework. In this regard, one of the organisations points out that “this KA2 project was the first we developed in the adult education sector, which allowed us to gain experience in managing this type of project” (Staff, Case Study 2), highlighting the learning aspect of participation, but also the initial effort required. Similarly, staff from one of the organisations emphasise that “in the interim period, it's always more complex to maintain the pace, have everyone available, and align schedules for regular meetings” (Staff, Case Study 3), highlighting that coordination between organisations with different working hours and availability is a recurring challenge in this type of project.

Overall, the results suggest that the programme's accessibility strikes a balance between opportunities for participation and organisational requirements. The presence of certain difficulties does not prevent participation – as shown by the levels of continuity observed – but it can influence the intensity or sustainability of some organisations' involvement.

3.3.2 Specific obstacles to KA1 mobility for adult education learners

The future intention to apply for mobility projects can provide an indirect insight into the perception of potential organisational barriers or limitations related to implementing such activities. However, this intention should not be interpreted as a direct indicator of obstacles, as it can also be influenced by cycles of participation, institutional priorities, or strategic decisions made by organisations.

Figure 16: Intention of beneficiary organisations to apply for KA1 mobility for adult learners in the future (N=211)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

63% of organisations say they plan to apply for KA1 mobility again in the future, while 19% indicate they have no intention of doing so, and 18% say they have not yet made a clear decision on the matter. Although most remain positive about mobility, the fact that a significant percentage of organisations are not considering continuing or have not yet decided suggests there are factors that could affect the sustainability of participation. As noted by staff from one of the case studies with recent experience in European cooperation, “twelve months is not enough for such an ambitious project”, highlighting the difficulty of consolidating complex processes within limited timeframes (Staff, Case Study 2).

In this regard, although some of the qualitative evidence comes from case studies linked to cooperation projects (KA2), the testimonies collected allow us to identify organisational and structural difficulties that may also be relevant for the implementation of KA1 mobility in the field of adult education.

When it comes to mobility for adults, challenges can arise from both organisational factors and the specific characteristics of the target group itself. Planning trips, coordinating logistics, and adapting activities to different profiles can make the process more complex. In this regard, specific obstacles are identified that are linked to the profile of adult learners themselves, as it is necessary to “select students who can truly benefit from these placements” (Interview 1 – non-participating organisations), bearing in mind that, in some cases, these are adult learners with an unstable educational background or who struggle to maintain their commitment throughout the process.

Likewise, for groups facing greater structural barriers – such as people with intellectual disabilities or those in vulnerable situations – participation in international activities may require additional organisational effort to ensure accessibility, support, and continuity. In this regard, the professionals interviewed emphasise that some participants face "material and structural barriers – dependence on transport, economic constraints, or organisational difficulties – that limit their participation" (Staff, Case Study 4). These testimonials highlight the ongoing lack of awareness regarding the support measures for the inclusion and participation of people with fewer opportunities. These measures are part of the Erasmus+ programme and are implemented by the Spanish National Agency as part of its Inclusion and Diversity Strategy. In this regard, although the programme provides specific support to promote accessibility, support, and participation for disadvantaged groups, the testimonies suggest that the opportunities and resources available are not always fully known by the participating organisations.

Similarly, it is noted that, in certain contexts, the socio-economic conditions of adult learners limit the feasibility of mobility, as priority is given to meeting basic needs — "the priority for our students […] is to make ends meet and eat" (Interview 2, non-participating organisations). In this regard, these limitations also seem to reinforce the need for greater dissemination and awareness of the inclusion support measures provided by the programme, to facilitate the participation of people with fewer opportunities. Likewise, it is also noted that, on occasion, certain situations involving irregular administrative documentation for residence in a country can pose an additional obstacle to participation in international mobility activities (Interview 2, non-participating organisations). Taken together, these factors can reduce opportunities for direct participation in these kinds of activities.

Furthermore, preparing and managing these activities demands a significant investment of time and human resources. In organisations with lean structures, this requirement can impact their ability to maintain ongoing participation. In this regard, in-depth interviews with staff from Case Study 5 indicate that "the main difficulty has been the lack of time, space, and resources. These types of projects require coordination, monitoring, and a calm approach to ensure they are developed well," which illustrates, based on the qualitative evidence gathered, that the sustainability of participation depends not only on the interest of the organisations, but also on there being sufficient organisational conditions to sustain the work without overburdening the teams.

In addition, there is a need for a committed teaching team, as "getting a group of teachers who are willing […] to take on the bureaucratic task of applying for the project" is a key requirement for its development (Interview 1, non-participating organisations). Furthermore, from an organisational standpoint, specific limitations arise from the very structure of the centres when mobility involves the relocation of teaching staff, as "losing a teacher […] represents a significant loss for the students" (Interview 3, non-participating organisations). This necessitates a careful balance between participation in mobility programmes and the continuity of educational activities.

The fact that some organisations do not plan to apply for new mobilities – or have not yet made a firm decision – does not call into question the programme's usefulness. However, it does suggest that its continuity may depend on internal organisational factors such as the availability of resources, the stability of staff, or the experience gained in managing European projects. In this regard, staff at one of the institutions

acknowledge that, once the project is over, “we continue to keep the social media channels and the website active, although it's difficult to dedicate a lot of time to them without funding”. This highlights that the sustainability of the results does not depend solely on a positive assessment of the experience, but also on the institution's ability to maintain the dynamics, tools, and spaces created by the project over time.

Overall, the results indicate that while mobility is seen as a valuable opportunity, its organisational continuity may depend on the internal management capacity of the participating entities.

Regarding the experience of adult learners, the testimonies gathered in Module 4 – from participants in KA1 mobilities – show that mobility is, in many cases, a completely new experience. This highlights the programme's role in broadening personal and educational horizons. Expressions such as “it was the first time I'd been abroad” (Adult learner, ORG2), “I'd never had an opportunity like this” (Adult learner, ORG3), and “I didn't think I'd be able to experience something like this” (Adult learner, ORG3) illustrate the exceptional nature of the experience.

Likewise, initial barriers are identified, stemming from uncertainty or fear of the experience. As various participants point out, “at first, I was scared because I didn't know what it would be like” (Adult learner, ORG4), reflecting a pattern shared across different contexts.

This exceptional nature not only has an experiential dimension, but also acts as a mechanism for personal transformation, especially for participants with interrupted educational backgrounds or fewer opportunities.

3.4 Conclusion

Analysis of participation in Erasmus+ in the field of adult education in Spain during the period 2021–2024 reveals a broad and diverse organisational ecosystem, with significant levels of continuity in the involvement of organisations.

Firstly, the data show that organisations of various sizes and legal forms are taking part in the programme. Although public or semi-public institutions predominate, there is also a significant presence of NGOs and private entities, especially in the field of cooperation projects (KA2). This suggests that participation is not limited to established institutional structures, although they continue to play a central role. From the perspective of smaller organisations participating in in-depth case studies, it is emphasised that access to these funds is key to strengthening the associative fabric: “Access to these funds for small organisations is key to the development of the associative and non-governmental fabric in Spain” (Staff, Case Study 2)

Secondly, the data show that the small size of many organisations does not, in itself, appear to be a significant barrier to accessing the programme. However, some organisations do see it as a limitation, particularly in terms of the lack of capacity and infrastructure to develop larger-scale projects. They point out that “we don't have the capacity or the infrastructure in a small centre […] we can't draft ambitious projects” (Interview 3, non-participating organisations). Therefore, a significant number of organisations with fewer than 50 employees provide extensive training, suggesting that participation can also be integrated into small organisational structures, provided there is the necessary management capacity and accumulated experience.

Likewise, the continuity observed in mobility (KA1) indicates that the programme is not perceived solely as a one-off opportunity, but as a recurring line of work for many organisations. For strategic cooperation projects (KA2), having both new entrants and an established core with experience in international coordination could reflect a balance between welcoming new organisations and maintaining institutional specialisation.

The testimonials gathered from the case studies analysed also show that participation can bring about transformative effects, both at the organisational and individual levels. In this regard, one of the organisations emphasises that “all areas – volunteers, the local population, local institutions, project partners, and participating experts – develop professional and personal skills through this project” (Staff, Case Study 3). This reinforces the idea that the European experience not only yields technical knowledge but also fosters personal, relational, and institutional growth.

At the same time, the project team emphasises that “working in a European context opens doors and opens minds”, highlighting that this participation fosters a dynamic of openness, exchange, and renewal that goes beyond the specific implementation of activities (Staff, Case Study 3). Along these lines, some adult learners point out that the international experience “allowed us to gain a broader view by learning about perspectives from different contexts… and to adapt our intervention methodology” (Adult learner, Case Study 2)

At the same time, there are obstacles related to administrative burdens and the availability of human resources, especially in organisations with smaller structures. Although most organisations express an intention to continue participating, the sustainability of their involvement may partly depend on their internal management capacity. In this regard, the qualitative evidence gathered illustrates that, according to professionals from continuing education centres, “the main difficulty has been the lack of time, space, and resources… they require coordination, monitoring, and peace of mind to be developed properly” (Staff, Case Study 5). Similarly, on an ad hoc basis, less experienced organisations highlight the increased competition for European funding and the effort involved in preparing proposals with uncertain chances of success.

Likewise, specifically for mobility (KA1), the results of the qualitative analysis (module 4) suggest that participation does not depend solely on the organisational capacity of the institutions, but also on the circumstances of the adult learner themselves. The diversity of people's backgrounds, their personal and professional responsibilities, and the need for specific support can all affect both access to and the value gained from these experiences. In this regard, although the programme offers significant opportunities, effective participation does not occur under uniform conditions for all adult profiles. This issue is explored in greater detail in the chapter dedicated to the impact of KA1 mobility on adult learners.

Overall, the results suggest that Erasmus+ plays a significant role within the AE sector in Spain. The data reveal access opportunities for various organisational profiles, although these are not distributed in a completely even manner. Rather than a uniform landscape, what emerges is a diverse ecosystem where established organisations coexist alongside entities that are progressively joining the European framework.

4 Impact of Erasmus+ on the organisation and staff

4.1 Introduction

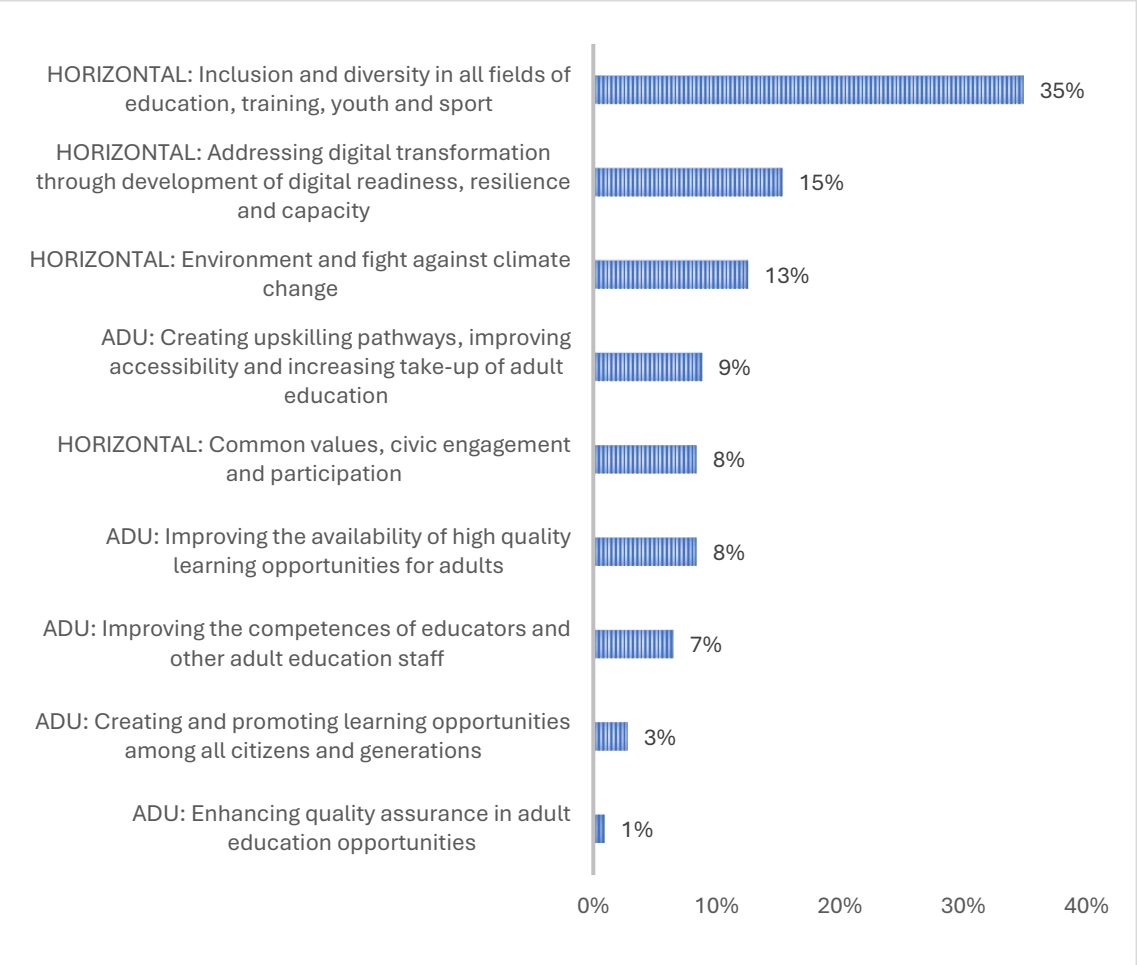
This chapter focuses on the outcomes and expected impacts of Erasmus+ on organisations. This includes the impact of Erasmus+ on the development and improvement of the quality of learning opportunities offered by the participating organisations. It begins by presenting the concrete project results and products, as well as the topics prioritised through participation. Subsequently, findings on the effects of Erasmus+ participation on staff are reported.

4.2 Topics and products of Erasmus+ projects

4.2.1 Project topics

An analysis of the topics addressed by Erasmus+ projects in Spain reveals a diverse range of focus areas, reflecting both the programme's priorities and the interests of participating organisations.

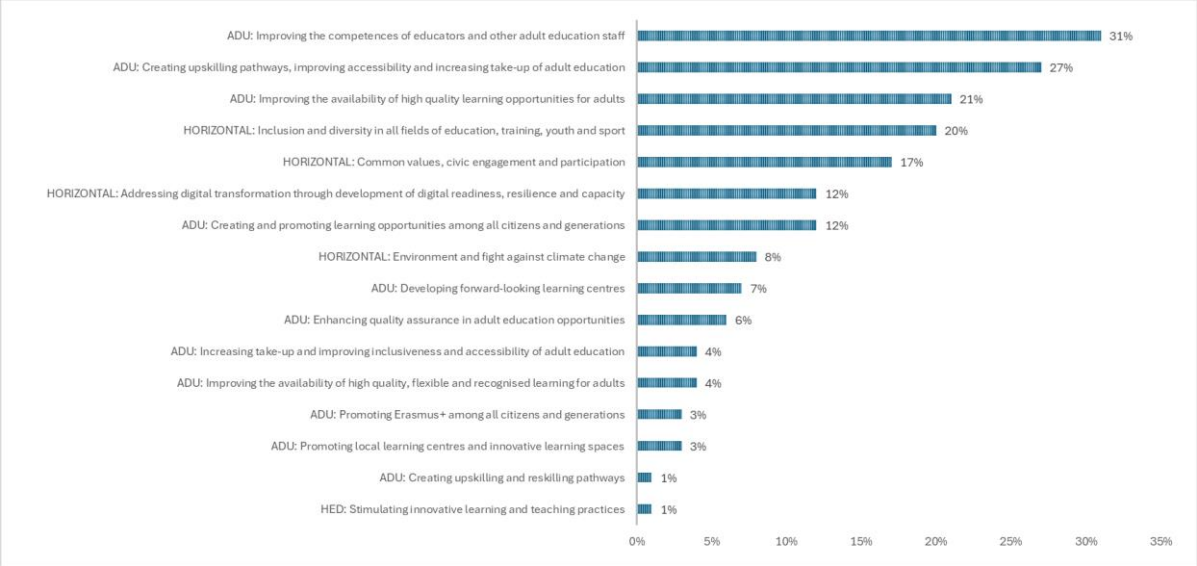
Figure 17: Primary horizontal priority addressed by KA2 projects (N=215)



Source: Commission monitoring data (2021–2025)

Strategic cooperation projects (KA2) primarily focus on priorities related to inclusion and diversity, digital transformation, the environment, and the fight against climate change. These areas align with the cross-cutting priorities outlined in the Erasmus+ programme and reflect the increasing focus on current social and educational challenges. In some of the in-depth case studies analysed, these priorities take the form of projects focused on community development, the 2030 Agenda, or improving social well-being – areas that the organisations themselves consider particularly relevant for the adults they work with. For example, one participating organisation highlights that its projects are geared towards "sustainability, the 2030 Agenda, health and well-being", thereby integrating several European priorities into a single initiative (Staff, Case Study 5). Similarly, another institution emphasises that one of its projects aimed to "make the European priorities of the Erasmus+ programme as accessible and relatable as possible, especially for the vulnerable groups we regularly work with" (Staff, Case Study 2). This demonstrates how these strategic guidelines translate into proposals tailored to local contexts and the needs of AE. In short, the participating entities see the European Union's priorities as the backbone of their proposals, insofar as "the European values component is a fundamental component" (Staff, Case Study 1).

Figure 18. Additional priorities addressed by KA2 projects (N=215)

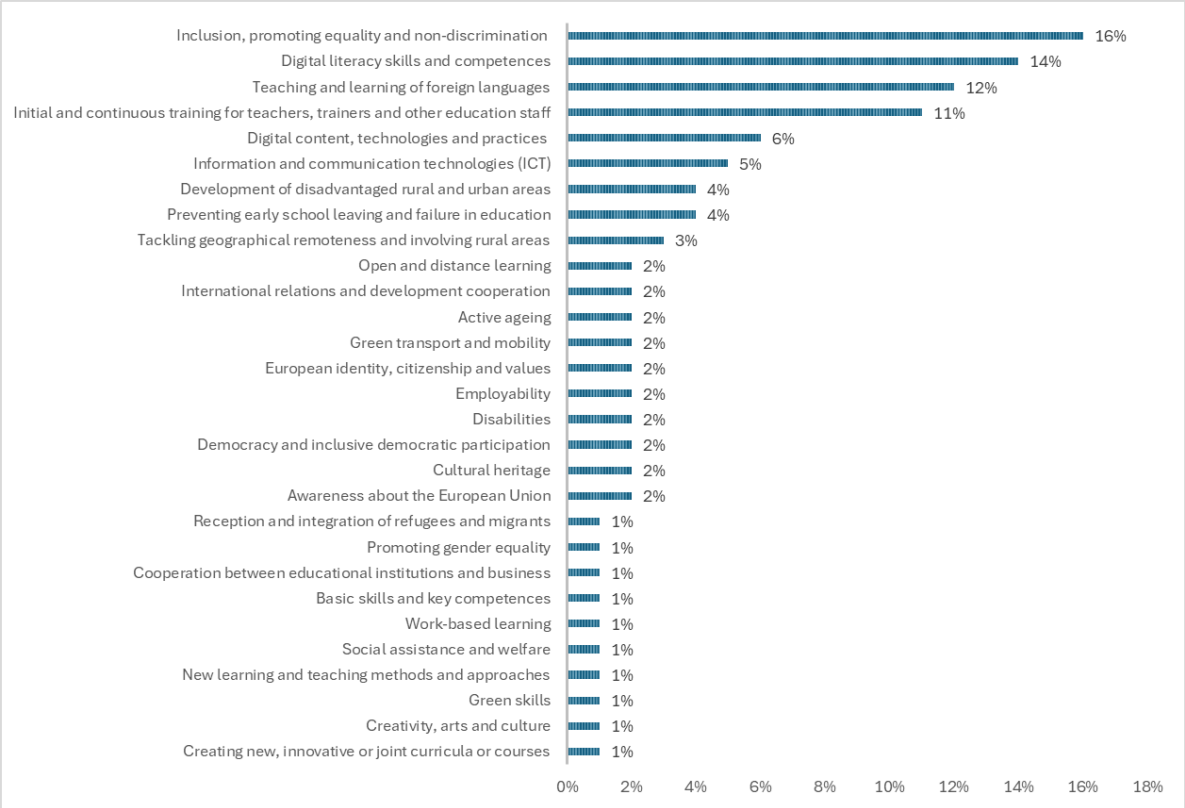


Source: Commission monitoring data (2021–2025)

The data also show that many projects incorporate more than one priority into their designs. The combination of several priorities suggests that KA2 initiatives typically take a multidimensional approach, integrating objectives related to educational innovation, the development of digital skills, and the promotion of social participation. Qualitative evidence suggests that this approach meets the need to tackle complex problems from interlinked perspectives, particularly in local contexts with multiple social challenges. In this regard, one of the case studies explains that, when the project is conceived as a tool for regional revitalisation, "we are also talking about citizen participation, the development of the local population's skills and competencies, and synergies between institutions" (Staff, Case Study 3), demonstrating how a single initiative simultaneously brings together social, educational, and community dimensions. Furthermore, during the project's development, "topics such as financing for social initiatives and synergies between

local stakeholders were addressed", reinforcing the idea that these projects are not focused on a single objective, but rather combine different levels of intervention to respond to complex realities.

Figure 19. Main topics addressed by KA1 projects in Spain (N=189).



Source: Commission monitoring data (2021–2025)

For mobility projects (KA1), the topics covered are also remarkably diverse. The most common areas include inclusion, the promotion of equality and non-discrimination; disability; the teaching and learning of foreign languages; international relations and development cooperation; and digital skills.

These themes reflect the role of mobility as a tool for strengthening professional skills and for the exchange of pedagogical approaches between European organisations.

Qualitative evidence from interviews with participants and educational staff (Module 4) allows us to delve deeper into the nature of this learning, showing that it largely occurs through practical experiences and direct exposure to other educational contexts. In this regard, participants emphasise the applied nature of the learning and the opportunity to explore different methodologies and ways of working that they can later adapt to their own educational environments.

Likewise, qualitative evidence highlights that international cooperation emerges as a cross-cutting theme in these mobilities. Organisations emphasise that these experiences make it possible to "establish new partnerships with educational institutions in other countries, which in many cases continue beyond the duration of the projects" (Staff, ORG4). This exposure to other educational settings helps broaden the professional perspectives of staff, as various professionals interviewed noted: "Seeing how they work in other countries really opens your mind" (Staff,

ORG2) and “it shows you other ways of working with students that you hadn't considered here” (Staff, ORG2).

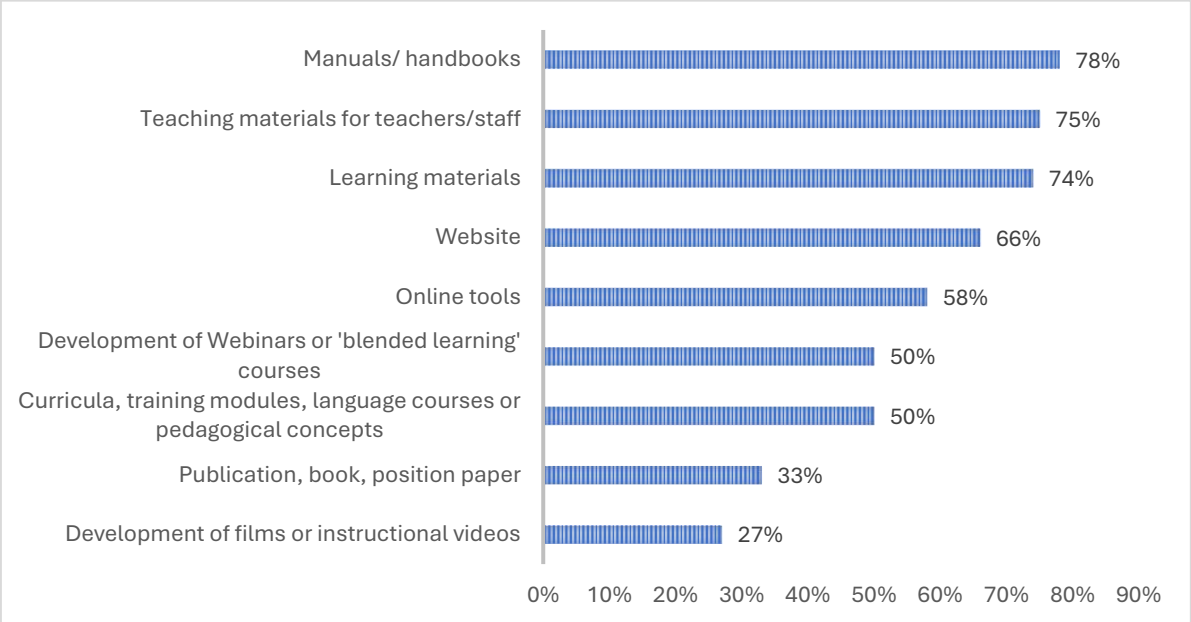
In this regard, international cooperation can be seen not only as a result of the programme, but also as a key mechanism that facilitates organisational learning and the transfer of best practices.

Overall, the distribution of themes indicates that Erasmus+ projects in Spain are primarily focused on educational innovation, social inclusion, digitalisation, and the promotion of European values, while also addressing training needs identified by participating organisations.

4.2.2 Type of KA2 products developed

Strategic cooperation projects (KA2) are characterised by the creation of specific products aimed at improving educational practice and facilitating the transfer of results to other contexts.

Figure 20: Type of outputs or products developed as part of participation in KA2 in Erasmus+ (2021–2024) (N=121)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

As shown in the figure above, the most common products developed within KA2 projects are manuals (78%), teaching materials for teachers (75%), and learning materials for participants (74%). This distribution indicates that a significant portion of the projects are directly focused on the core of educational activity: teaching and learning.

The prevalence of manuals and teaching materials suggests that organisations are not just sharing experiences; they're producing structured tools that can be integrated into their training programmes. Creating these kinds of resources typically involves processes of instructional design, methodological adaptation, and practical validation. In this regard, the qualitative evidence gathered suggests that, based on implementation experience, these materials are subsequently used in new training activities, particularly with individuals in vulnerable situations or with fewer

opportunities. This reinforces their practical value and sustainability (Staff, Case Study 2).

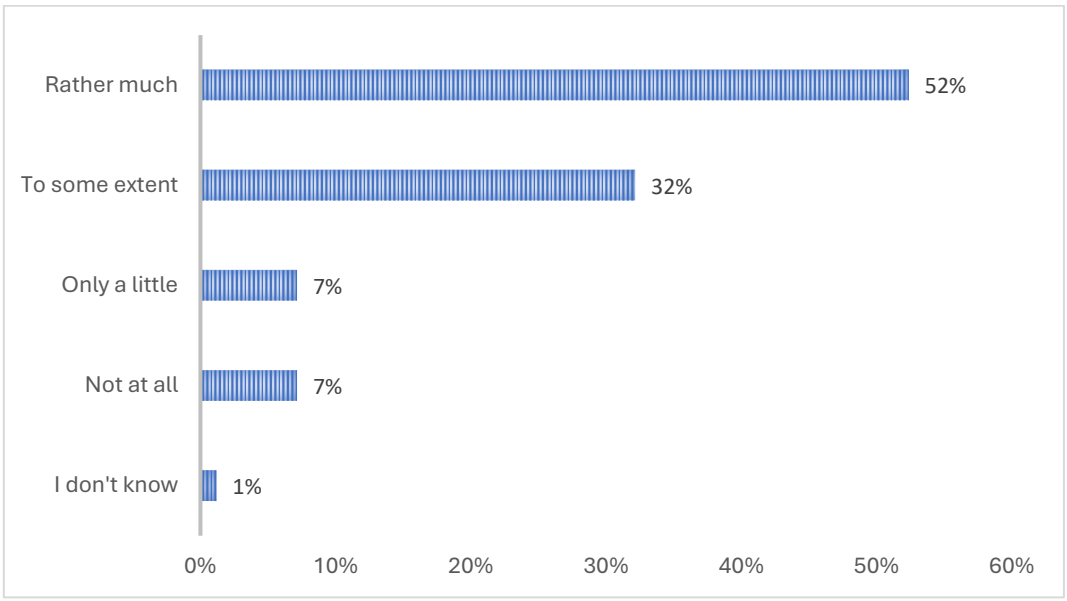
Website production (66%) and digital or online tools (58%) also stand out, reflecting a significant digital dimension in project outcomes. This trend points to a process of methodological modernisation and an expansion of the channels through which the content developed can be accessed. One of the case studies indicates that “the second result was the online platform, integrated into the website”, designed as “a short online course with a certificate upon completion” (Staff, Case Study 3), illustrating the scope of the materials from a specific case.

Taken together, these results show that KA2 projects are not just about producing reports or formal outputs; they also create materials with the potential for direct application in educational practice. The types of results and products developed indicate a predominant focus on improving the range of training on offer and on methodological innovation in the field of adult education.

4.2.3 KA2 output used

The production of materials and resources within KA2 projects is particularly important when these outputs continue to be used after funding ends.

Figure 21: Extent to which KA2 outputs and products are still used after participation in Erasmus+ (N=84)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

52% of organisations say the products they develop are used “to a large extent”, while 32% say they are used “to some extent”. Overall, 84% say they continue to use the results and products developed after the project ends.

This result suggests a considerable level of continuity in the use of the materials produced. In many cases, the results and products developed extend beyond the funding period and continue to be used in subsequent training activities.

Qualitatively, the testimonials collected illustrate this trend, as participants in the in-depth interviews note: “We really value the fact that the results remain alive and

useful, even after the formal project period ends" (Staff, Case Study 5). This suggests that the materials produced can retain their functionality once funding has concluded. Likewise, another organisation states that "this methodology is already part of our way of working" and that "for us, it's already a basic part of what we do" (Staff, Case Study 4), illustrating how some methodologies evolve from being a one-off result to becoming integrated into the organisation's day-to-day educational practice. Likewise, some organisations report that the resources generated have served as the foundation for new initiatives or subsequent projects, thereby strengthening their capacity for transfer. In this regard, the fact that more than half of the organisations claim to use the results and products developed "to a large extent" indicates that a significant portion of the materials developed has found a place within the training offerings of the participating entities. Specifically, in certain case studies, these resources are incorporated as established methodological tools or as a reference for designing new training initiatives, thereby reinforcing the sustainability of the results. In this regard, it is noted that many of the initiatives promoted within the project "are not experienced as one-off events, but as a consistent way of doing things on a daily basis" (Staff, Case Study 5).

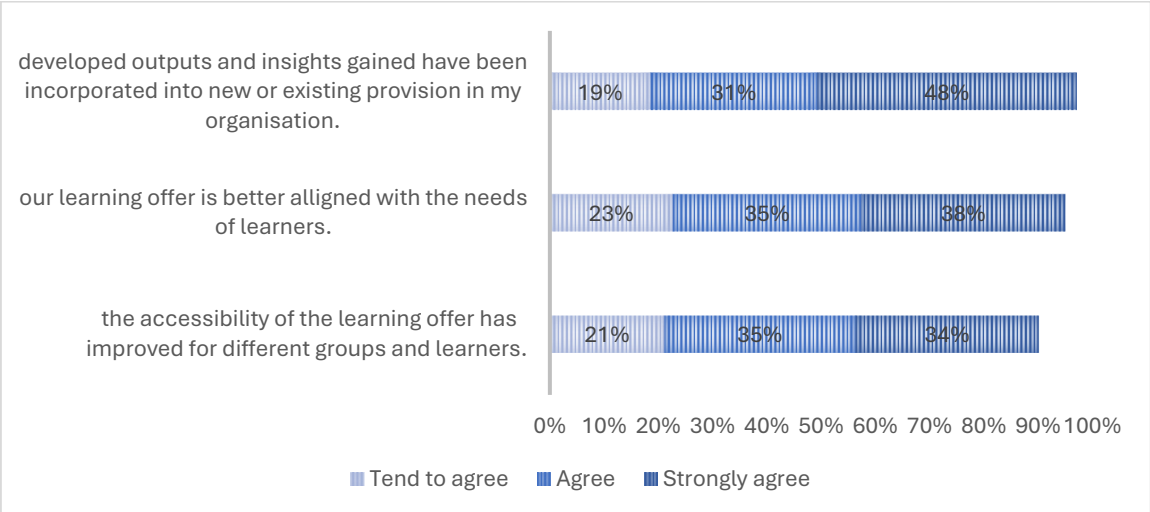
However, declared use does not necessarily imply consistent or permanent incorporation in every case. The level and depth of integration can vary depending on the type of product being developed, the stability of the team, or each organisation's institutional strategy. The case studies show that, in some contexts, the results are integrated across the board into professional practice, while in others they are used in a more ad hoc way or tailored to specific activities.

Overall, the results suggest that KA2 projects contribute not only to the production of developed results and products, but also to their subsequent use in educational practice, although the degree of integration may vary between organisations.

4.3 Impact at the organisational level

The impact of participating in Erasmus+ is evident not only in the products developed, but also in how these influence the training provision and the professional development of staff.

Figure 22: The impact of participation in Erasmus+ on the learning provision (N=144)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Regarding the training offered, the results show a high level of agreement on the programme's positive effects. 48% of organisations say they “strongly agree” that the results and products developed have been incorporated into their training provision, suggesting a high level of integration of the results into their day-to-day activities.

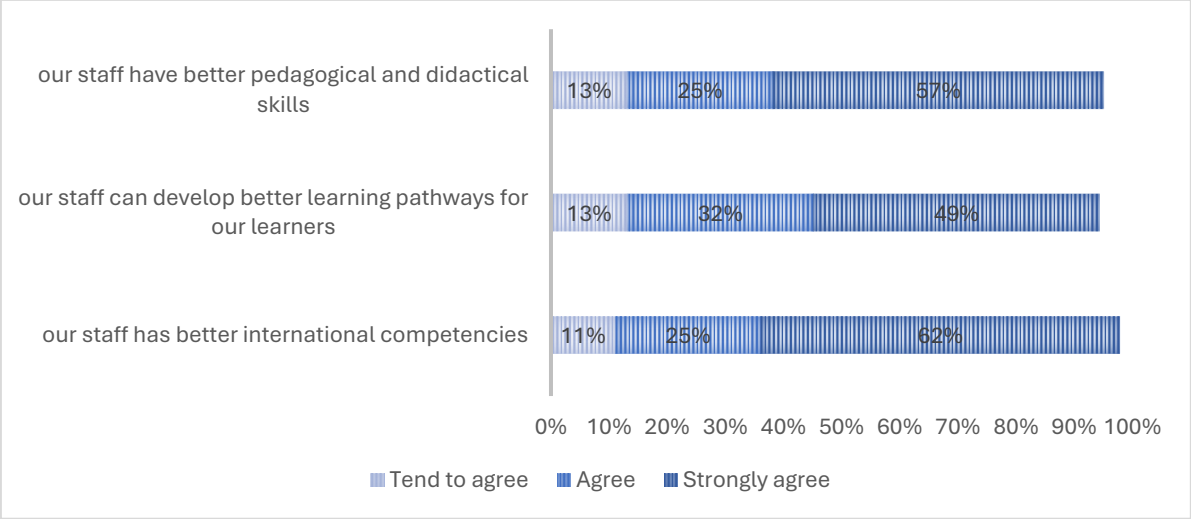
One of the organisations emphasised that, through the project's training component, “participants acquired sufficient skills… to spark interest, expand knowledge, and present real-life cases”. This means that even a brief training course can have a significant impact on broadening knowledge and awareness of heritage and culture (Staff, Case Study 3). This benefit is also linked to the practical nature that training courses often have, as evidenced in Case Study 1, which highlights that “our training is very accessible, very practical and, above all, we try to find applications for specific projects at a local and neighbourhood level” (Staff, Case Study 1).

Furthermore, between 69% and 79% of organisations agree or strongly agree with various statements regarding the impact of Erasmus+ on their training provision. These include improvements in the quality of educational activities, updates to methodologies, better alignment with the needs of adult learners, and increased accessibility for different groups of learners. These results suggest that, in the view of the participating organisations, participation in Erasmus+ is associated with improvements in various aspects of their training provision, particularly in terms of updating methodologies, the quality of educational activities, and adapting them to the needs of adult learners. This quantitative assessment is reinforced by qualitative evidence, as professionals from participating organisations highlight that sharing experiences with other organisations enables them to adopt new teaching strategies and improve their day-to-day educational practice (Staff, Case Study 4). This idea is reinforced in Case Study 1, which notes that the training delivered as part of the project was well received by the training centres, highlighting that “we received very positive feedback […] we had complemented the curriculum very well” (Staff, Case Study 1).

However, as these are self-reported responses, the results should be interpreted as an institutional assessment of impact rather than an external measurement of structural change. Even so, the consistent responses, along with the testimonies gathered in the case studies, suggest that the Erasmus+ experience is perceived as a significant factor in organisational improvement.

In line with this assessment, the data as a whole suggest that participation in Erasmus+ is not limited to the inclusion of one-off activities, but can contribute to processes of progressive development in the range of courses offered, where the quantitative changes observed are accompanied and nuanced by the qualitative experiences of participating organisations.

Figure 23: The impact of participation in Erasmus+ on staff (N=144)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

When it comes to the impact on staff, the results present a similar pattern. 62% of organisations say they fully agree that staff have improved their international skills as a result of participating in Erasmus+. These data reflect a strengthening of the European dimension within the institutions.

Furthermore, 57% report a significant improvement in the teaching and learning skills of staff, while 49% highlight an improvement in the ability to design training pathways for adult learners. Taken together, these results suggest that experience gained from European projects can lead to learning that is transferable to professional practice.

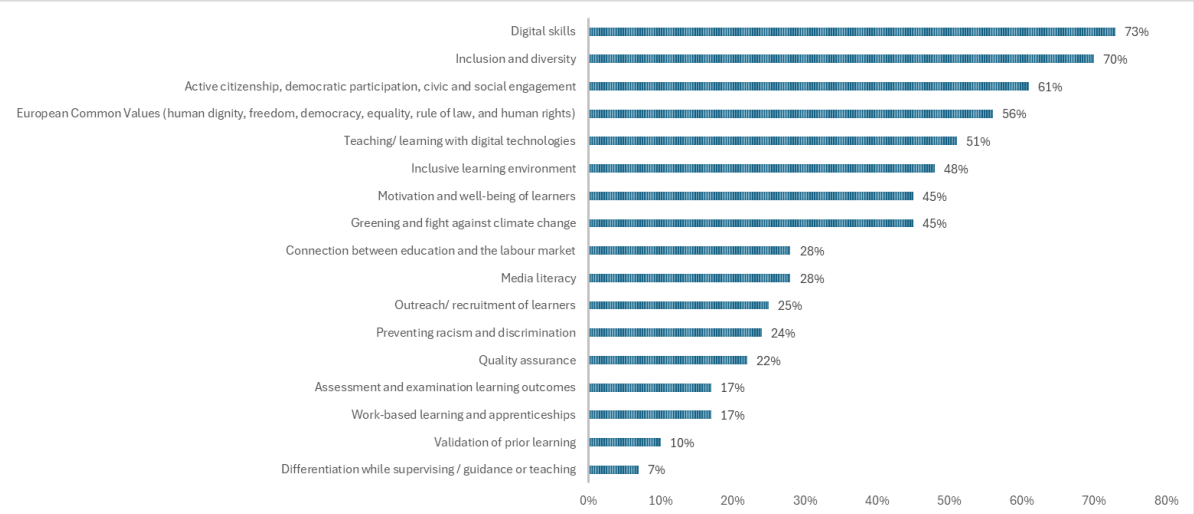
From a qualitative perspective, the testimonies gathered allow us to delve deeper into these processes, as exchanges with other organisations facilitate the observation of diverse methodologies and the adaptation of approaches to local contexts, thereby enriching everyday educational work. For example, a professional from one of the organisations explains that, for her, it was “especially new… dealing directly with the National Agency and handling all the beneficiary's administration: the paperwork, coordination, and communication”. She adds that “it was a very positive learning experience” (Staff, Case Study 3), which illustrates, through a specific case, how participation in the programme can also strengthen management, coordination, and institutional relationship skills within technical teams.

Similarly, a participant from the same Case Study emphasises that their experience involved “listening, discussing, and sharing with the other participants” and “exchanging ideas with people who experience different realities and work in completely different contexts”. This suggests that international exchange fosters professional learning linked both to European openness and to the expansion of methodological references.

The development of international, pedagogical, and organisational skills, thus, emerges as one of the potential outcomes of participating in the programme. However, the sustainability of these effects may depend on factors such as the stability of the team, continued participation, or the institutional capacity to consolidate the lessons learned, as also noted by the participating organisations in the case studies. By way of illustration, one of the organisations points out that “it

would be very useful to be able to maintain, expand, and consolidate the impact with a sort of second phase", since greater continuity would allow the results to be "applied in a more practical, more educational, or more transformative way" (Staff, Case Study 3). This highlights that the learning generated does not always continue by inertia, but rather requires institutional conditions to deepen over time. Along the same lines, another case highlights that, despite the benefits achieved, "there's a lack of time afterwards" and "there's no budget for follow-up", which hinders the sustainability and proper dissemination of the results obtained (Staff, Case Study 1).

Figure 24: Topics receiving more attention after participation in Erasmus+ in the 2021–2024 period (N=144)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Participation in Erasmus+ also seems to influence the thematic priorities of organisations. 73% say that digital skills have received greater attention, 70% highlight inclusion and diversity, and 61% mention active citizenship and democratic participation.

Other areas that also receive considerable attention are the EU's common values (56%), inclusive learning environments (48%), as well as the motivation and well-being of adult learners and initiatives linked to greening and the fight against climate change, both mentioned by 45% of organisations.

Taken together, these results indicate that the programme's impact is not limited to improving specific practices; it can also influence the thematic focus of organisations. The increased focus on digital skills is linked to methodological modernisation processes, while inclusion, diversity, and active citizenship reflect an alignment with European priorities. From a qualitative perspective, some testimonies add nuance to this trend, pointing out that the experience fosters a sense of belonging to a broader network and reinforces the European identity of the organisations and the adult learner themselves (Staff, Case Study 5). It also reaffirms certain European conventions and values: "dialogue, respect for diversity, negotiation, and collaboration between different countries and others" (Staff, Case Study 1).

For example, staff from one of the organisations point out that participating in the project "has allowed us to feel part of something bigger", as well as "a network, a shared vision, an educational and professional community that is doing valuable work" (Staff, Case Study 5). This illustrates, in a specific case, how the Erasmus+

experience not only introduces new themes into the work of organisations, but can also strengthen their connection to broader frameworks of meaning associated with European cooperation. Similarly, another Case Study highlights that the project “fit very well with issues such as democratic values, participation, common values, communication skills, civic engagement, inclusion, and social participation” (Staff, Case Study 4). This suggests that participation in Erasmus+ also helps to consolidate and articulate more explicitly the thematic priorities that already permeate the daily work of many organisations.

Overall, the impact of Erasmus+ is evident on several levels: the integration of results and products developed into the training offering, the professional development of staff, and the thematic realignment within organisations. Although the results are based on institutional perceptions, the consistency of the responses suggests that participation in the programme is associated with processes of progressive transformation within organisations in the sector.

4.4 Impact beyond the organisational level

The impact of Erasmus+ goes beyond the internal workings of participating organisations. It extends to other levels, influencing institutional networks, educational communities, and broader social contexts.

Firstly, the products developed in strategic cooperation projects (KA2) have clear potential for transfer. The creation of manuals, teaching materials, and digital resources not only meets internal needs but also enables their use in other educational contexts. In this regard, the results and products developed serve as a key mechanism for disseminating the knowledge generated, facilitating its adaptation and reuse by other entities.

This potential is reinforced by the development of digital platforms and virtual environments, which expand the possibilities for accessing content. As case studies show, these resources not only ensure the continuity of training activities, but also help open them up to new audiences. In this regard, Case Study 3 indicates that these spaces are conceived as “a short online course, with a certificate upon completion”, illustrating how the materials can extend beyond the project's scope and reach other users. Likewise, the organisations' intention to adapt these environments to the AE framework is reflected in the following testimony: “For us, it was very important to build a virtual environment that followed the guidelines of both the European Union and UNESCO regarding the importance and characteristics that online adult education should have” (Staff, Case Study 1).

Secondly, qualitative evidence shows that the results of projects do not remain confined to the organisations that develop them, but instead circulate through collaborative networks. Some organisations actively participate in networks where they share the materials they create, making them available for other institutions to use with their beneficiaries, users, or technicians: “the materials are there for them to use freely within their own organisation…” (Staff, Case Study 1). This dissemination process contributes to the transfer of practices and the strengthening of broader educational ecosystems.

Furthermore, the results and products generated are used in training activities outside the project itself, thereby expanding its reach. In this regard, one participant notes that “in our workshops, we use the results from Erasmus+ and also incorporate them

into the training we provide in other activities" (Adult learner, Case Study 2). This type of reuse suggests that the materials developed not only endure over time, but are also projected into other educational spaces.

International cooperation, particularly within the framework of mobility (KA1), can serve as a significant mechanism that fosters the creation of links between organisations in different countries. As the participating organisations point out, these experiences make it possible to "establish new partnerships with educational institutions in other countries, which in many cases continue beyond the duration of the projects" (Coordination, ORG4). These relationships help strengthen transnational networks and facilitate the sharing of pedagogical approaches, methodologies, and experiences.

In this context, the programme also has an impact on the learning journeys of adult learners themselves. The improved accessibility of the offer, as highlighted by a significant number of organisations, suggests a potential expansion to diverse profiles, aligning with the programme's inclusion priorities. This trend is reflected in case studies, which highlight that participation makes it easier for people with interrupted educational backgrounds or those in vulnerable situations to engage in training activities, thereby boosting their confidence and sense of belonging. As noted, many people "had never left their local area, and crossing that symbolic and real border gives them confidence… they realise they can do it" (Staff, Case Study 5). It is also emphasised that "without inclusion, it would not be possible to sustain day-to-day work" and that, based on this, "equality, interculturality, intergenerationality, and community development" also emerge (Staff, Case Study 5). This suggests that improving provision is not understood solely in terms of access, but also in terms of adapting to the actual diversity of adult learners.

In this regard, the programme's impact is not only seen in the expansion of training opportunities, but also in the creation of empowerment and participation processes that extend beyond the immediate educational environment. However, the qualitative evidence also reveals certain limitations in the programme's reach. Some organisations point out that the profile of adult learners they work with makes it difficult for them to take part in certain activities, as they believe that "they have needs beyond internationalisation", especially in contexts marked by situations of high vulnerability: "in some cases, they are living under a bridge, in others in a squat, in others in borrowed accommodation, or in others sharing a flat with six people" (Interview 2, non-participating organisations). These situations, which according to the organisations are not isolated cases but widespread realities in certain contexts, highlight the need to make further progress in adapting the programme to people with fewer opportunities and greater barriers to participation.

Taken together, these elements indicate that Erasmus+ can have an impact that goes beyond the organisational level, contributing to knowledge transfer, expanding access to educational resources, and strengthening cooperation networks. This impact, while difficult to quantify precisely, consistently emerges in qualitative evidence as a significant aspect of the programme.

4.5 Conclusion

Analysis of the impact of Erasmus+ on adult education organisations in Spain suggests that participation in the programme has effects that go beyond the implementation of individual projects.

Firstly, strategic cooperation projects (KA2) produce a wide variety of teaching materials and resources that, in many cases, continue to be used after the project ends. This sustained use indicates that the results are not limited to the funding period, but instead tend to become part of the organisations' regular practice, leading to relatively stable changes in the training provision. In this regard, the qualitative evidence points to the continued use of the materials, both across different activities and in their incorporation into new projects and training courses, which reinforces their transferability and sustainability (Adult learner, Case Study 2). Furthermore, some accounts show that these materials and resources are not confined to the participating organisations; instead, they're shared and reused in other educational spaces and collaborative networks, encouraging their circulation among different organisations and learning contexts.

Some testimonies also highlight the importance of these products retaining their usefulness beyond the formal project closure, ensuring they do not become isolated outputs (Staff, Case Study 3). In this way, the impact of the projects is not limited solely to the internal workings of the beneficiary organisations. Instead, it can extend to other educational and community stakeholders through processes that disseminate, transfer, and reuse the results achieved. However, feedback suggests that this sustainability largely depends on institutions and professional teams, as there are no dedicated mechanisms or funding to ensure continuity. Therefore, they should look for strategies to prevent the project from fading over time, because, as they point out, “you have to give them another… another push” (Staff, Case Study 1).

Secondly, the data show a perceived improvement in the quality and updating of the learning provision. The adoption of new methodological approaches, the adaptation to the needs of adult learners, and the focus on priorities such as digitalisation and inclusion are all part of internal renewal processes that go beyond isolated activities. In line with these results, the collected testimonials specifically illustrate that participation can lead to both methodological learning and specific adjustments in accessibility conditions and the organisation of educational work (Case Studies 4 and 5). Likewise, staff at continuing education centres point out that participation has driven innovation and improved work organisation, as it requires coordination, mutual learning, and continuous adaptation to different contexts (Case Study 5). However, as these are institutional assessments, these effects should be interpreted as perceptions of organisational change rather than as an external measurement of structural transformation.

Likewise, the impact on staff is one of the most consistent results. Strengthening international, pedagogical, and organisational skills suggests that participation in Erasmus+ fosters the professional development of staff and can help enhance the capacity of institutions to take on new projects. As evidenced in the interviews conducted in the case studies, collaboration with other organisations facilitates the adoption of new methodological approaches and the improvement of everyday educational practice (Case Study 4). In addition, some testimonies highlight that this participation fosters the consolidation of collaborative networks based on trust and mutual recognition between organisations (Case Study 3). However, the

sustainability of this impact will depend on factors such as continued participation and the stability of the teams.

Finally, the increased focus on certain thematic priorities – such as digital skills, inclusion, and active citizenship – indicates that the programme can also influence the strategic direction of organisations. Erasmus+ not only provides resources and experiences, but also seems to help align educational practices with broader European frameworks. In some cases, this alignment strengthens the bond with European networks and incorporates values related to cooperation, participation, and shared learning (Case Study 5). Furthermore, qualitative evidence suggests that these processes are underpinned by dynamics of exchange, dialogue, and the joint construction of knowledge among participating entities. This highlights the added value of European cooperation as a space for the articulation of diverse knowledge (Case Studies 3 and 5). Despite the richness it brings, it is also necessary to consider the difficulties that can arise from the diversity of working arrangements across Europe. As some participants point out, “there are very different ways of working across Europe, and managing that is one of the risks that is always included in the project design” (Staff, Case Study 1).

Overall, the results indicate that the programme's impact is evident across multiple dimensions: resource production, integration into the training offering, staff professional development, and the thematic realignment of organisations. Participation in Erasmus+, thus, appears to be linked to gradual transformation processes within the AE sector in Spain, although the extent of these changes may vary from one organisation to another.

5 The impact of KA1 mobility on learners

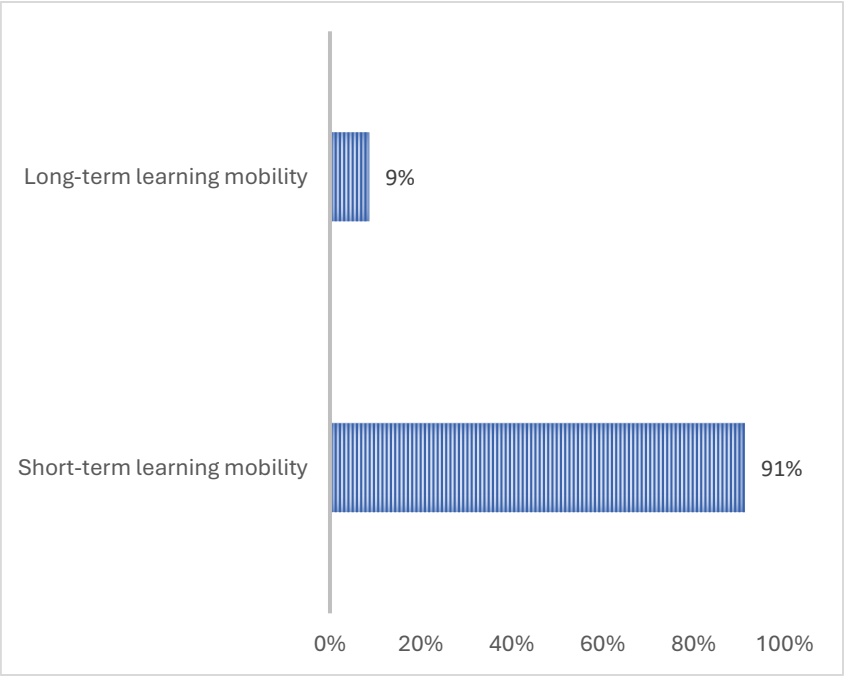
5.1 Introduction

Erasmus+ projects reach learners in adult education in various ways. On the one hand, they can participate directly in project activities; for example, in mobility measures in KA1 projects or in events designed and implemented in their own country by KA2 projects. On the other hand, they can benefit indirectly from the results of the projects, especially in Key Action 2, where courses and teaching/learning materials are often developed. In this chapter, we focus solely on the impact of KA1 mobility, based on interviews with adult learners who recently participated in KA1 mobility and their coordinating organisation.

5.2 Number and type of adult learners participating – individual and group mobility

Analysing the mobility undertaken by adult learners reveals both the level of participation and some key characteristics of those taking part in Erasmus+ mobility activities. Data from the Mobility Portal provides an overview of the types of activities undertaken and the profile of the adults who take part in them.[6]

Figure 25: Share of mobilities by activity type – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

The participation of adult learners in KA1 encompasses various forms of mobility, with group mobility being particularly relevant in the context under analysis. In this case,

[6] The level of detail in the available information varies depending on the type of mobility: for group mobility, the project coordinators report data for the entire group, whereas for individual mobility, the data come directly from each participant.

Figure 25 specifically refers to the 219 individual mobilities recorded and shows that these are mostly short-term, while long-term individual mobilities account for a smaller proportion.

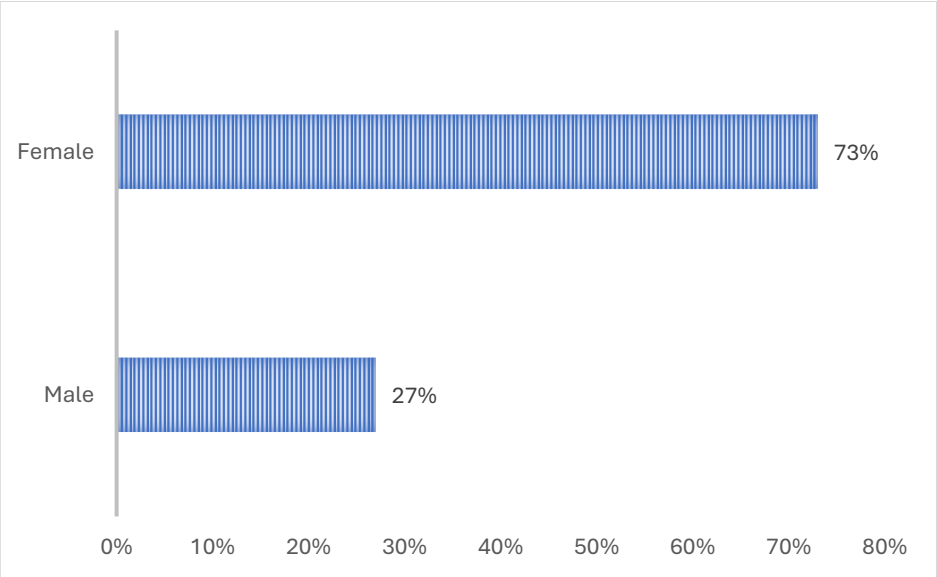
This distribution suggests that, although individual mobility is a more limited form in terms of volume within the data analysed, it offers a specific route for international learning for adult learners who participate in experiences with a greater degree of autonomy.

The qualitative evidence from interviews with participants in the organisations analysed allows us to explore in greater depth the relevance of group mobility in this context.

A particularly relevant element is the role of group mobility. In the context analysed, the group acts as a support mechanism that helps reduce initial uncertainty and facilitates the participation of individuals with less international experience. As one adult learner points out, “when we older people go out […] we want to feel supported” (Woman, 72 years old, KA1 interview)

At the same time, experiences with a greater degree of autonomy foster – according to the testimonies gathered – the development of self-management skills. In this regard, one adult learner highlighted feeling “confident, self-sufficient, and capable” after her mobility experience (female, KA1 interview).

Figure 26: Gender division – Adult learners (N= 219)

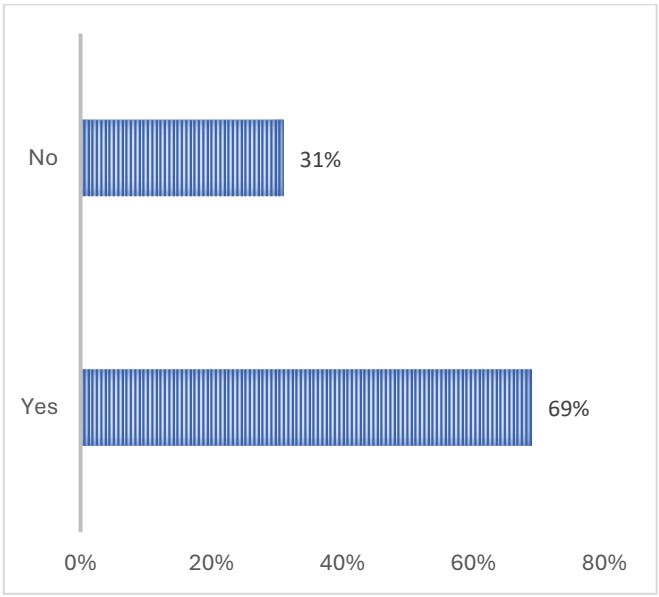


Source: Commission monitoring data (2021–2025)

Regarding the profile of adult learners, the gender distribution shows that women make up the majority of participants in mobility activities for adults. From a qualitative perspective, this female presence is often woven into life journeys shaped by caregiving responsibilities, economic dependence, or career interruptions. Some adult learners explicitly describe these paths, noting that “we women […] are educating ourselves for more than just caregiving” (Woman, 68, KA1 interview). In other cases, this situation leads to economic dependence, as another adult learner points out: “I don't have a pension or anything” (Woman, 72 years old, KA1 interview)

In this context, mobility can take on the character of reopening personal and educational opportunities. Thus, another adult learner emphasises the value of autonomy associated with the experience by stating that “leaving home and going out on our own, as women, without husbands and children, is even better” (Woman, 58 years old, KA1 interview). This reading should be understood as a qualitative interpretation of certain testimonies, and not as a general explanation of the majority participation of women in the data recorded.

Figure 27: Participants with fewer opportunities – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

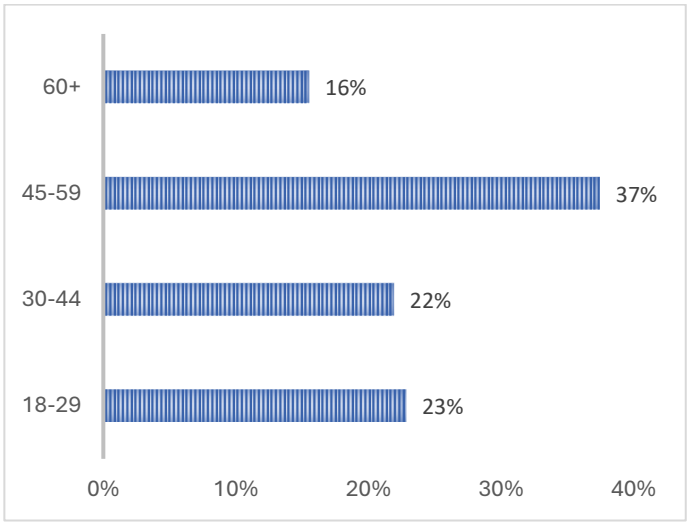
The data also show the participation of adults with fewer opportunities, indicating that mobility activities include individuals who may face social, educational, or economic barriers. This aligns with the inclusion priority promoted by the Erasmus+ programme.

Qualitative evidence allows us to refine this dimension by revealing conditions associated with relative disadvantage, such as economic constraints, lower language proficiency, or complex personal circumstances. For example, one adult learner identified language as a barrier: “English […] is a handicap” (Female, 71 years old, KA1 interview)

Likewise, some accounts mention health conditions or personal circumstances that can affect participation, supporting the idea that inclusion involves not only access, but also the provision of appropriate support.

In this regard, the interviews illustrate conditions consistent with situations of disadvantage, although they do not always make it possible to identify whether participants have been formally classified as “participants with fewer opportunities”. This suggests that inclusion should also be interpreted in terms of actual conditions of participation, and not just from an administrative standpoint.

Figure 28: Age at the start of the programme – Adult learners (N= 214)

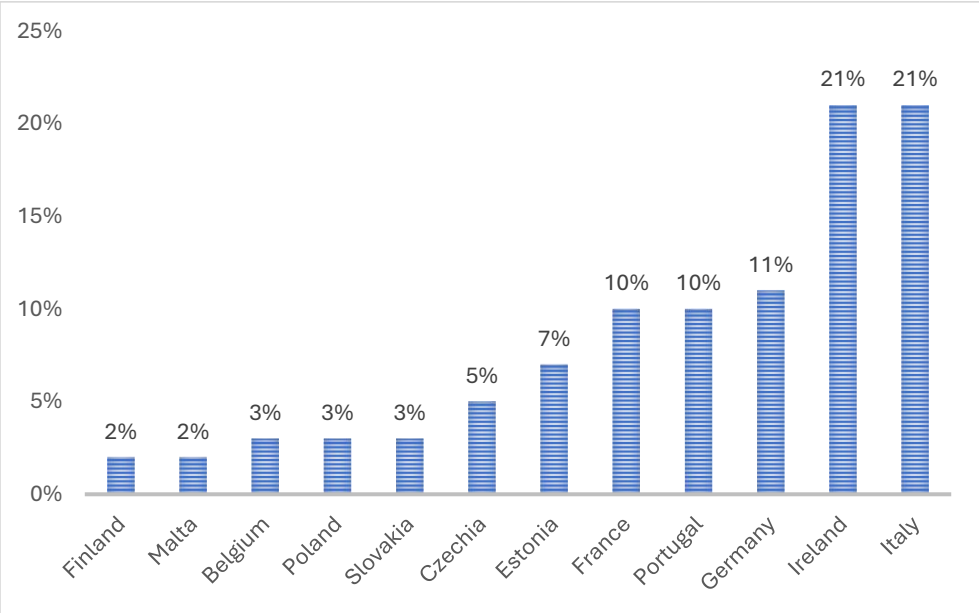


Source: Commission monitoring data (2021–2025)

As for the age of adult learners, placements include adults from different age groups throughout their lives. This diversity reflects the broad nature of adult education and the involvement of individuals with varied educational and professional backgrounds.

From a qualitative perspective, in the testimonies collected, age does not necessarily appear as a limitation, but rather as a factor that shapes the meaning of the experience. In older profiles, mobility is frequently associated with processes of active ageing, lifelong learning, and the reaffirmation of identity, as shown by the testimony of one adult learner who stated that during the mobility period, “I felt like a student , and I think that's how all of us who were there felt” (Male, 67 years old, KA1 interview). This interpretation is particularly relevant for understanding the subjective meaning of mobility in older age, although it alone does not allow for generalisation to all older participants.

Figure 29: Receiving country of participant – Adult learners (N= 219)

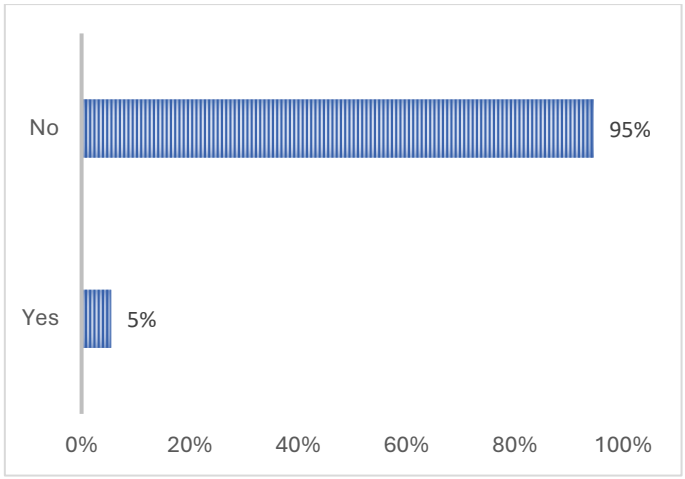


Source: Commission monitoring data (2021–2025)

The destinations for these placements are spread across various European countries. This diversity can potentially foster the exchange of educational experiences and intercultural learning.

Qualitative evidence suggests that a variety of destinations can encourage comparative learning. An adult learner points out that she was interested in discovering “a university […] for older people” and “seeing what they did, how they did it” (woman, 72 years old, KA1 interview). This type of learning, based on observation and comparison, came up repeatedly in the interviews.

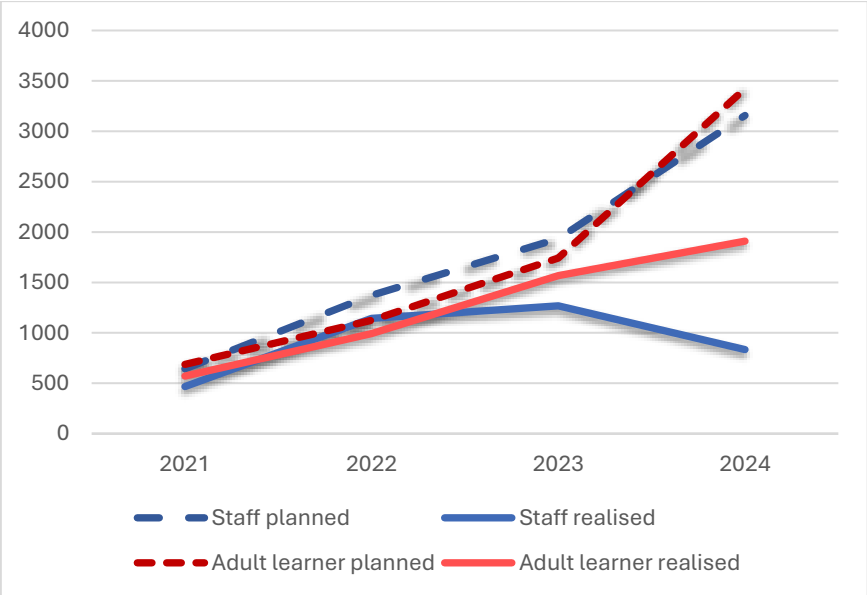
Figure 30: Share of participants using green travel – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

Data on the use of green travel shows the proportion of adult learners who use modes of transport considered more sustainable, reflecting the gradual adoption of mobility practices aligned with the environmental priorities of the Erasmus+ programme. However, these results should be interpreted with consideration for Spain's peripheral location within the European context, which, in many cases, can make it difficult to avoid using air travel for international journeys.

Figure 31: Mobilities planned and carried out in the 2021–2024 period



Source: Commission monitoring data (2021–2025)

Finally, the comparison between planned and actual mobility during the 2021–2024 period reveals the extent to which the activities envisaged by the participating organisations have been implemented. However, these results should be interpreted with caution, especially for 2024, as projects initiated during that period may not have been fully completed, potentially leading to an underrepresentation of the number of mobilities undertaken. Likewise, the figures for planned mobility may include projects that ultimately did not receive funding, which could affect the representativeness of the data.

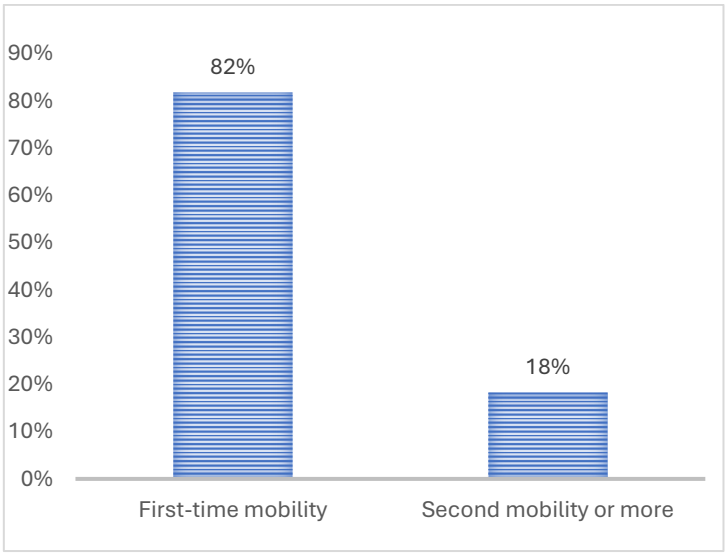
Overall, the quantitative data show a diverse participation in terms of gender and age, while the qualitative evidence allows us to delve deeper into the variety of backgrounds and the meaning that mobility holds for different profiles of adult learners. In many instances, this experience leads to learning opportunities that often involve overcoming initial hurdles, developing independence, and broadening personal horizons.

5.3 Experiences with KA1 mobility

Individual and group travel

Analysing mobility experiences allows us to understand how participants rate the various organisational and learning aspects of activities undertaken as part of the Erasmus+ programme. The data come from reports by adult learners and provides information on their level of satisfaction, prior preparation, and experience during the mobility period. In this section, the quantitative indicators are drawn from individualised responses from participants, thereby offering a particularly detailed insight into the experience of individual placements.

Figure 32: Share of participants completing a mobility for the first time – Adult learners (N= 219)

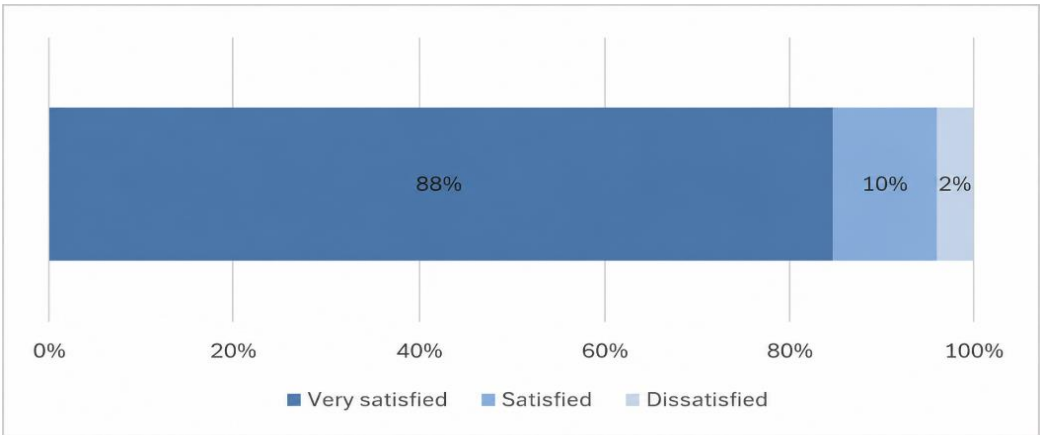


Source: Commission monitoring data (2021–2025)

A large majority of adult learners undertake an international mobility placement for the first time, suggesting that the Erasmus+ programme helps expand access to international experiences for adults who have not previously participated in mobility activities.

The interviews confirm that, in several cases, this experience not only involves a first trip abroad, but also provides a direct opportunity to learn about other educational and social contexts. As one adult learner pointed out, mobility allowed him for the first time to “be in a place for a week or a few days” and really get to know the area (Male, 66, KA1 interview).

Figure 33: Overall satisfaction with mobility – Adult learners (N= 219)

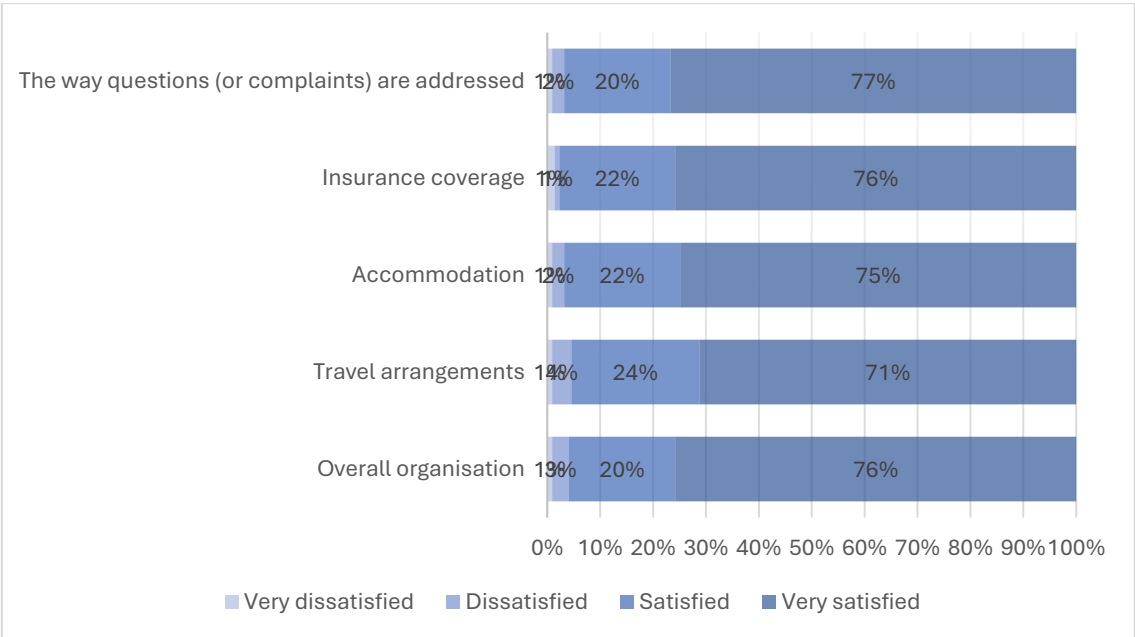


Source: Commission monitoring data (2021–2025)

Overall, satisfaction with the mobility experience is high. Most adult learners report being satisfied or very satisfied with their mobility placement, reflecting a positive assessment of the learning experience.

The testimonials gathered bolster this positive assessment. In some cases, the experience is described in very favourable terms, such as when one adult learner stated: “I don't know how to explain it to you, a divine experience, the first journey” (male, 66 years old, KA1 interview). Beyond this expression, the accounts consistently highlight satisfaction with both the content of the activities and the overall personal experience.

Figure 34: Satisfaction with the various mobility arrangements – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

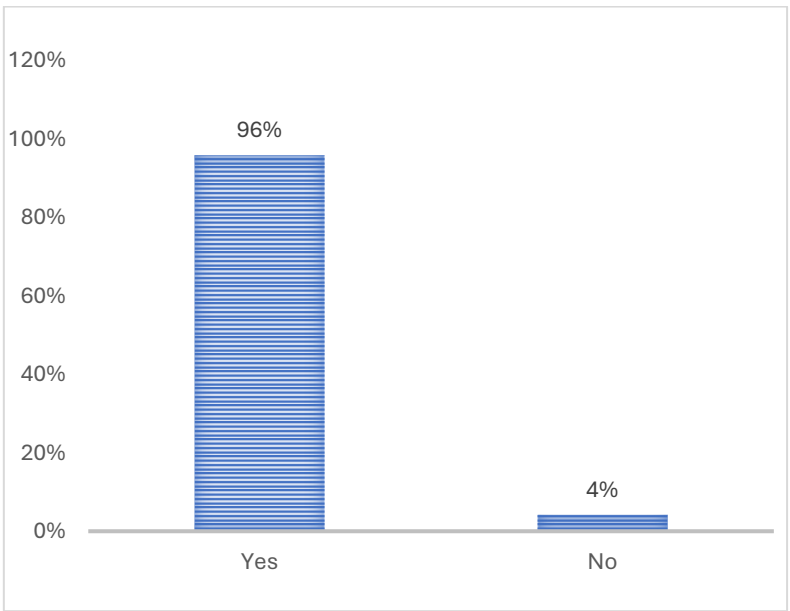
The assessment of the various organisational aspects of mobility also reveals mostly positive ratings. Adult learners positively rate aspects such as the overall organisation of the activity, travel, accommodation, and the handling of queries or issues, which suggests that participating organisations have managed the logistics of the mobility placements well.

Interviews help refine this assessment, highlighting the importance of prior planning and support throughout the process. As one adult learner put it, “everything has been pretty quick… in a very good way,” referring to the organisation of the trip (Male, KA1 interview). This type of preparation helps reduce initial uncertainty and facilitates participation, especially for candidates with less international experience. Likewise, the testimonials underscore the role of support during the mobility as a key element in the organisational experience. As another adult learner put it, “they were always there for us, ready to help with anything we needed” (Male, KA1 interview). This ongoing support fosters an environment of trust, which, in turn, encourages engagement in activities and helps people adapt to their new surroundings.

However, some testimonies add nuance, pointing out that the duration of certain placements may be too limited to fully benefit from the experience, especially in the initial adaptation phases.

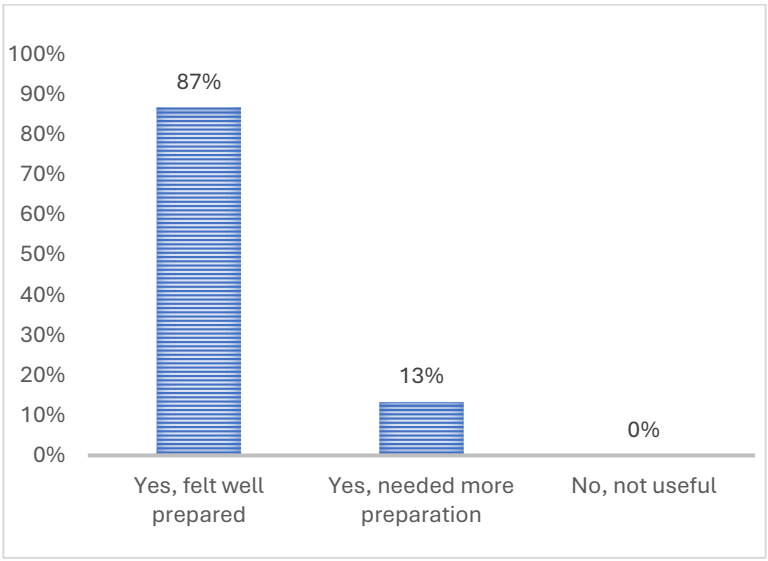
Overall, the triangulation of quantitative data and qualitative evidence suggests that the high levels of satisfaction observed are not solely due to the sound operational management of the placements, but also to a combination of factors, such as prior preparation, support during the stay, and the creation of an experience that is perceived as meaningful.

Figure 35: The participant was a recipient of preparation, training or information by the organisation – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

Figure 36: Usefulness of preparation by the organisation – Adult learners (N= 210)



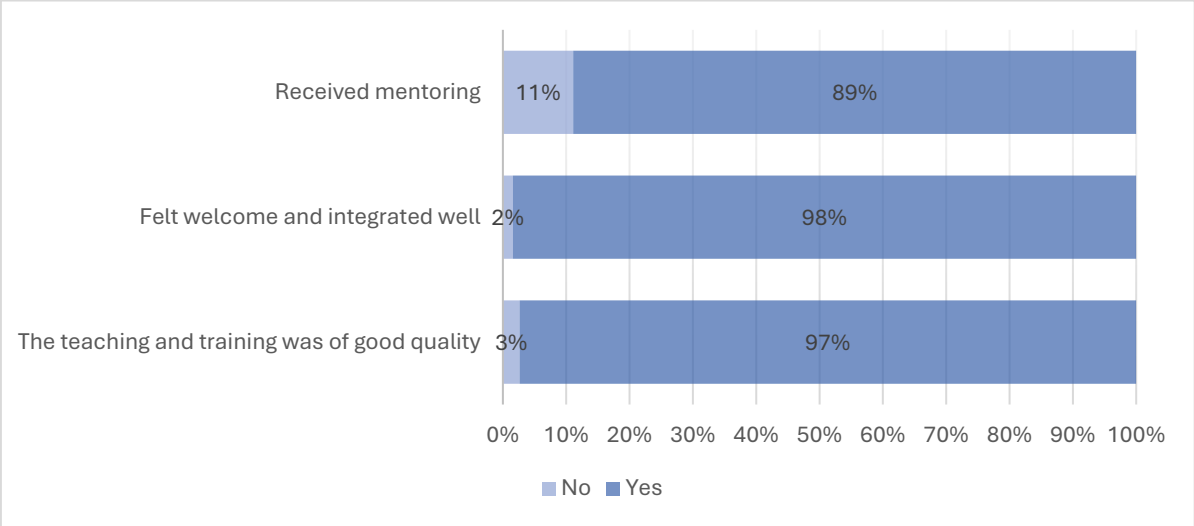
Source: Commission monitoring data (2021–2025)

The data show that most adult learners received some form of preparation or information from the organisation prior to the mobility. Participants evaluate this preparation positively, and it appears to play a significant role in helping them adapt to the destination environment and in the development of the learning experience.

Qualitative evidence confirms this interpretation, indicating that preparation goes beyond mere formalities and helps to shape the experience. In this regard, some accounts suggest that mobility is not seen as a spontaneous activity, but rather as a planned process. In the words of one adult learner, “They explained everything to us: the accommodation, the activities we were going to do, how to get around […]” (Female, 31 years old, KA1 interview).

This is particularly relevant for adults, for whom knowing in advance what the trip and activities would be like constituted a key factor impacting their decision to take part and the quality of their experience.

Figure 37: Statements about the hosting organisation – Adult learners (N= 189)



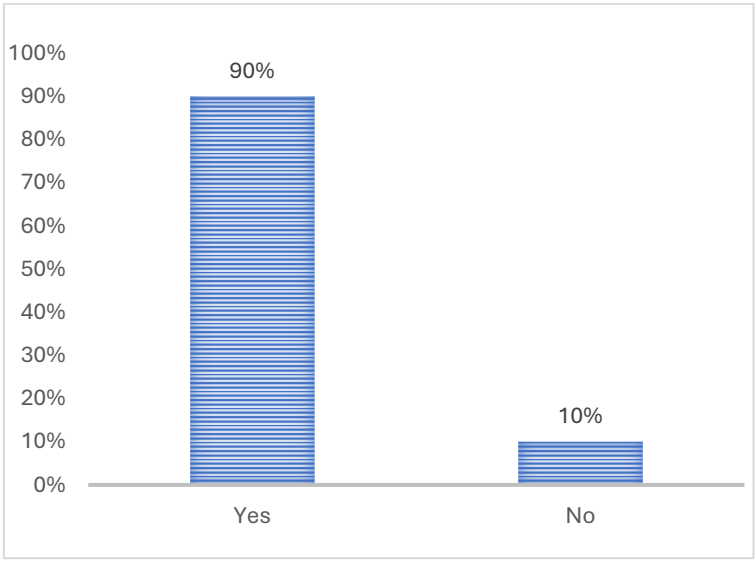
Source: Commission monitoring data (2021–2025)

Hosting organisations also give positive feedback, with the participants showing a high level of agreement with statements regarding the quality of the training received, the welcome and integration at the hosting institution, and the support provided during the mobility period.

The interviews reinforced this assessment, highlighting the role of staff and the caring environment of the experience. In the words of one adult learner, “they were always there for us, for anything we needed” (Male, KA1 interview), which helped make it easier to integrate into the host environment.

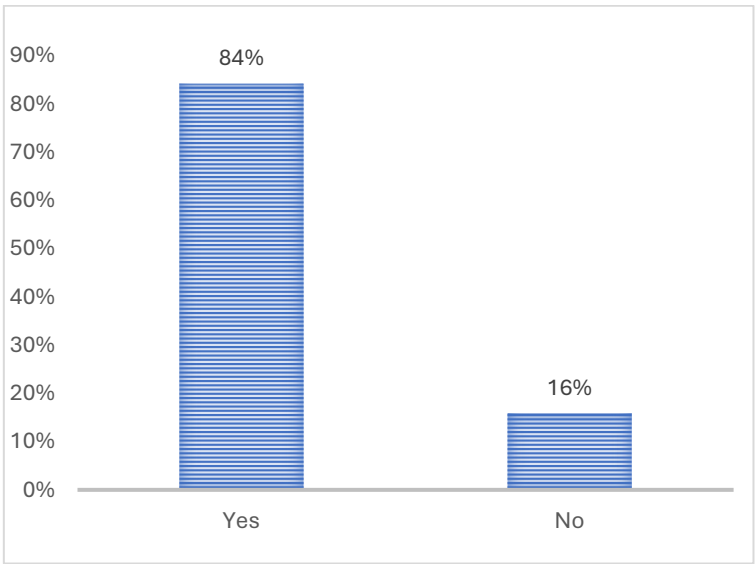
Likewise, some testimonies highlight that interaction with the host environment goes beyond the strictly academic, fostering social integration and cultural exchange.

Figure 38: The participant had knowledge of expectations – Adult learners (N= 219)



Source: Commission monitoring data (2021–2025)

Figure 39: The participant signed a learning agreement or similar one defining the expected learning outcomes – Adult learners (N= 189)

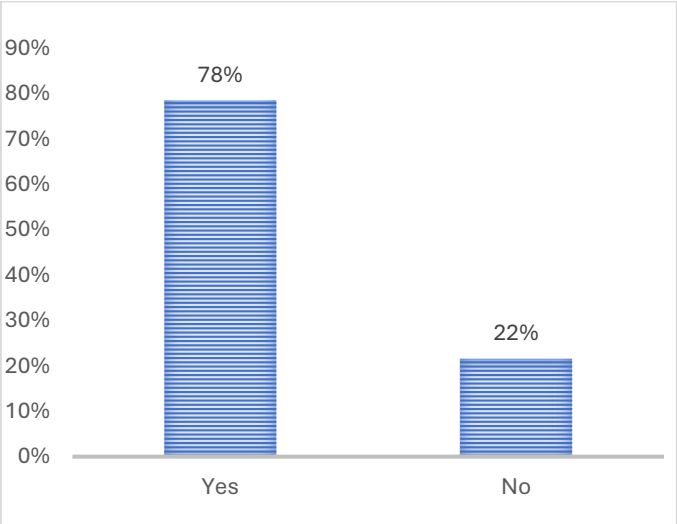


Source: Commission monitoring data (2021–2025)

Most participants report having prior knowledge of the expectations and objectives of the mobility. Likewise, in a significant proportion of cases, a learning agreement or another document was signed, outlining the activities and expected learning outcomes.

The interviews suggest that adult learners had prior preparation and planning for the activities, which helps to structure the experience. In this regard, one adult learner pointed out that “there was a lot of work beforehand” (Female, KA1 interview), highlighting the organisational effort required prior to the mobility.

Figure 40: The participant received support to improve their language skills before or during the mobility period – Adult learners (N= 204)



Source: Commission monitoring data (2021–2025)

A large majority of participants also received support to improve their language skills before or during the mobility period.

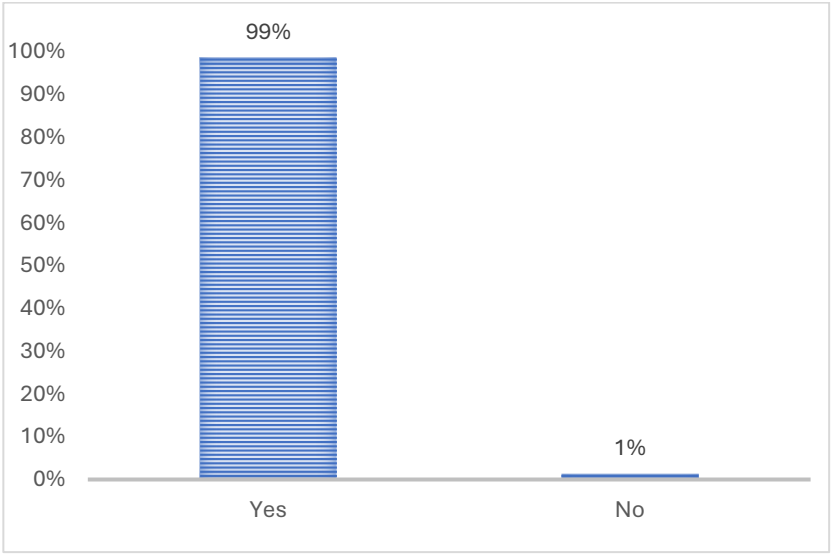
Interviews indicate that linguistic improvement primarily occurs through using the language in real-life situations. In this regard, one adult learner explained that he arrived not knowing “how to even order a coffee” but that, by the end of the experience, he could handle everyday situations (Male, 66 years old, KA1 interview). This highlights the practical nature of language learning in mobility contexts.

5.3.1 The impact of mobility on people's attitudes and behaviour

Individual and group mobility

Taking part in Erasmus+ mobility activities can have an impact that goes beyond immediate learning, also influencing participants' personal and professional attitudes, skills, and perspectives.

Figure 41: The participant benefited from their participation – Adult learners (N = 219)

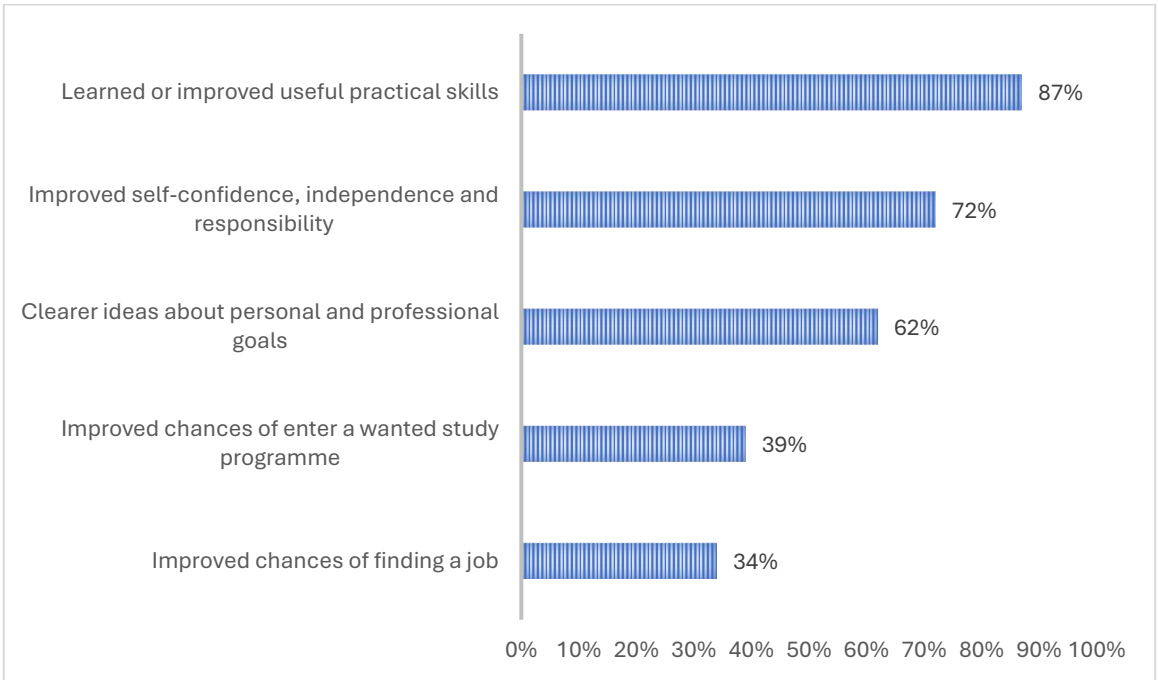


Source: Commission monitoring data (2021–2025)

Most adult learners report benefiting from their mobility experience. This result indicates that the activities carried out within the Erasmus+ programme are seen as relevant learning opportunities by the adult participants.

The interviews confirm this assessment, showing that the experience has a significant impact on personal confidence and on how individuals perceive their own abilities. In this regard, one adult learner pointed out that the mobility made her feel “more connected to the world, more curious, and, indeed, more confident” (Female, KA1 interview).

Figure 42: Ways in which the participant benefited from their participation – Adult learners (N = 219)



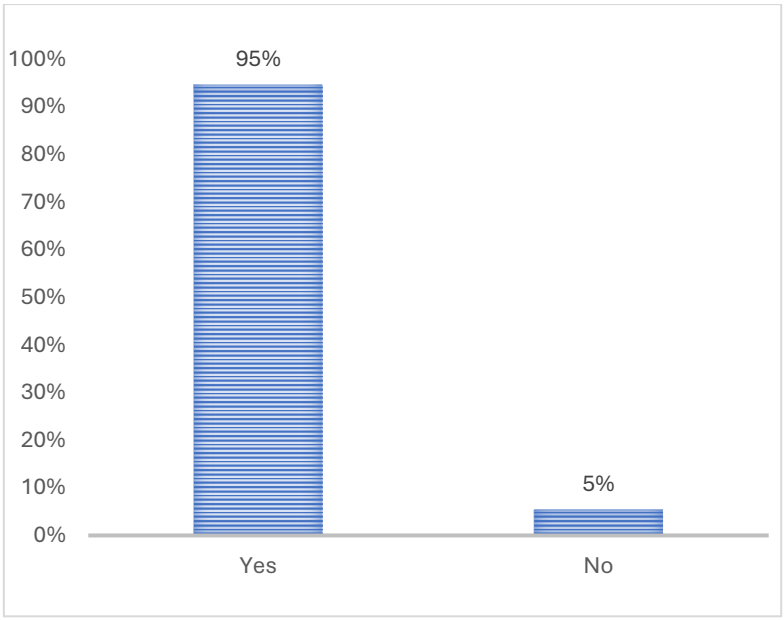
Source: Commission monitoring data (2021–2025)

The benefits perceived span various areas. Among the most frequently mentioned are the development of useful practical skills, a boost in personal confidence, and greater clarity regarding personal and professional goals.

This result is reflected in the accounts of adult learners, where mobility emerges as a transformative experience that brings about changes in how they perceive themselves and in their relationship with learning. As one adult learner put it, “yes, it changes your mindset a bit – quite a bit, actually” (Female, KA1 interview). Likewise, other testimonials highlight the development of self-efficacy, noting that the experience enables individuals to undertake activities they previously didn't consider possible, such as speaking in public or communicating in another language.

Alongside these aspects, practical lessons are also identified that relate to everyday life in international contexts – finding your way around, interacting with others, and handling new situations – reinforcing the applied nature of learning through mobility.

Figure 43: The participant increased their sense of belonging to Europe – Adult learners (N = 219)

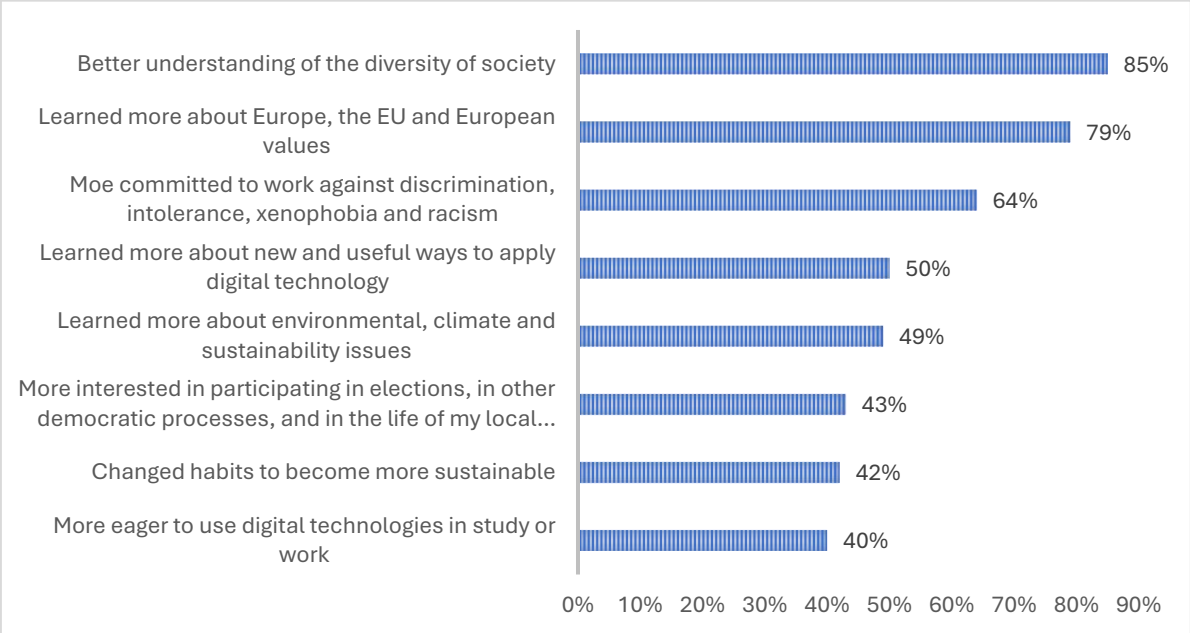


Source: Commission monitoring data (2021–2025)

The data also show that a very high proportion of participants report having developed a greater European sense of belonging after their mobility experience, reflecting the potential of mobility activities to foster understanding between European contexts and strengthen the European dimension of learning.

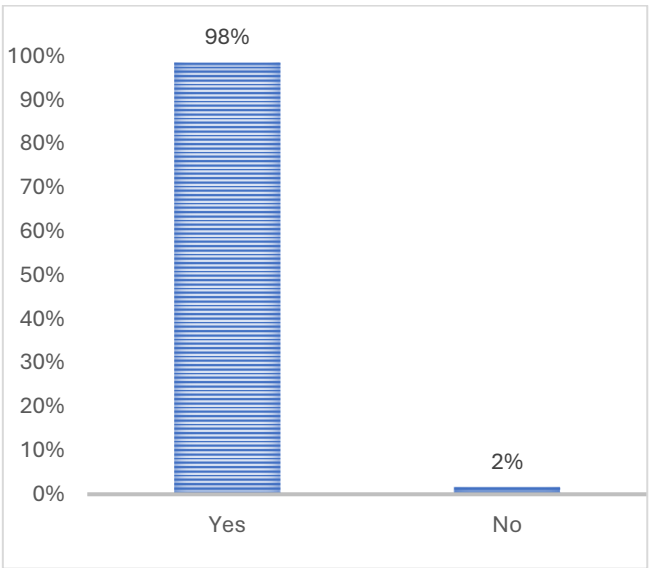
From the perspective of adult learners, this feeling is mainly developed through direct interaction with people from other countries and learning about different realities. Rather than being expressed in abstract terms, a European sense of belonging is experienced in everyday interactions and cultural exchange. As one adult learner put it: “I think this is how Europe is made” (Female, KA1 interview).

Figure 44: Ways in which the participant gained knowledge of horizontal priorities – Adult learners (N = 219)



Source: Commission monitoring data (2021–2025)

Figure 45: The participant acquired knowledge or ideas relevant to European political priorities – Adult learners (N = 124)



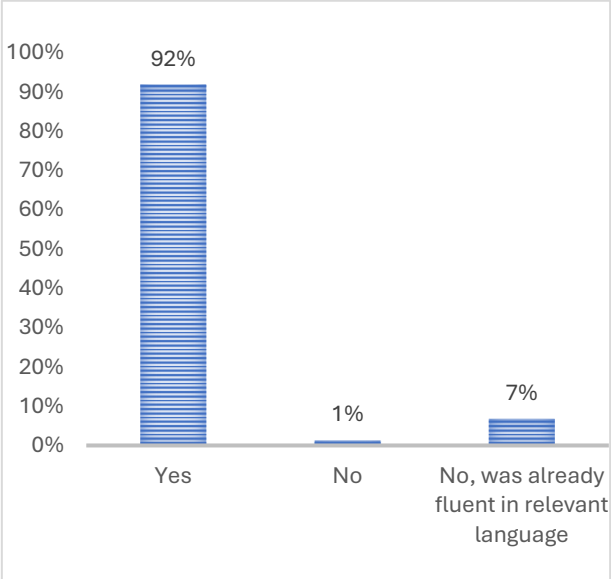
Source: Commission monitoring data (2021–2025)

Participation in mobility is also linked to a greater understanding of the cross-cutting priorities of the Erasmus+ programme, such as the environment and the fight against climate change, inclusion and diversity, the digital transformation, and participation in democratic life.

Qualitative evidence suggests that this learning occurs primarily through direct experience, rather than through explicit acquisition of these categories. In the interviews, adult learners describe situations of interaction and coexistence in various contexts, which help broaden their perspectives. As one adult learner pointed out, the experience allowed them to “meet people from other countries […] I loved that” (Male, KA1 interview).

Taken together, these results indicate that learning linked to the programme's priorities is implicitly articulated and integrated into the overall mobility experience.

Figure 46: The participant improved their skills in the main language used during their mobility – Adult learners (N = 219)



Source: Commission monitoring data (2021–2025)

A large majority of participants also report having improved their language skills in the main language used during the mobility, a result highlighting the role of international mobility as a context for language learning and the development of communication skills.

In the interviews, this improvement is directly linked to using the language in real-life situations. Adult learners emphasise that the experience allowed them to overcome their fear of communicating and functioning in everyday situations, which boosted their confidence and independence. As one adult learner pointed out, by the end of their stay, they felt they had acquired new communication skills: “By the time we left… well, I'd picked up something” (Male, 66, KA1 interview). In some cases, mobility also serves as a springboard for continuing language learning after the experience.

Likewise, some accounts indicate that mobility can function as a starting point for continuing language learning after the experience, suggesting an effect of activating interest in language learning beyond the mobility period.

Taken together, these results indicate that improving language skills primarily occurs through practice in real communication contexts, as part of the overall mobility experience.

5.4 Conclusion

Analysis of adult mobility activities within the Erasmus+ programme reveals diverse participation and an experience that participants generally rate positively.

Firstly, data on the profile of adult learners indicate that mobility programmes include adults from different age groups and backgrounds, with a majority of women and the participation of people with fewer opportunities. These results suggest that mobility activities help expand access to international learning experiences within the AE sector.

Secondly, the results concerning the mobility experience reveal high levels of satisfaction with various organisational and training aspects, including pre-departure preparation, the organisation of activities, and the experience within the hosting organisations. Although these data is based on the participants' own assessments, it indicates that placements generally take place in conditions that promote learning and participation. Qualitative evidence allows us to refine these results, highlighting the role of prior preparation, organisational support, and interaction with the destination environment as key elements in shaping the experience.

Finally, the data on the outcomes of the mobility programme suggest that participants perceive benefits across multiple dimensions, including the development of practical skills, increased personal confidence, and a stronger European sense of belonging. Likewise, participation in mobility is associated with the acquisition of knowledge or ideas linked to the programme's horizontal priorities, although qualitative evidence indicates that this learning mainly occurs implicitly, through direct experience and interaction in various contexts.

Overall, these results indicate that Erasmus+ mobility in the field of AE not only facilitates international learning experiences, but is also linked to personal development and, in some cases, to the resumption of educational pathways.

From an interpretative perspective, the results suggest that mobility not only leads to specific learning, but also contributes to broader processes of personal transformation. In particular, the testimonials reveal three key dimensions of the impact: the development of confidence and autonomy, the rekindling of interest in lifelong learning, and an openness to other social and cultural contexts.

In this way, Erasmus+ mobility in adult education can be seen not only as a learning experience, but also as a process that influences how adult learners perceive themselves and relate to their environment.

PART D – Impact of Erasmus+ on "Participation in democratic life, common values and civic engagement"

6 Characteristics of Erasmus+ project(s) addressing “Participation in democratic life, common values and civic engagement”

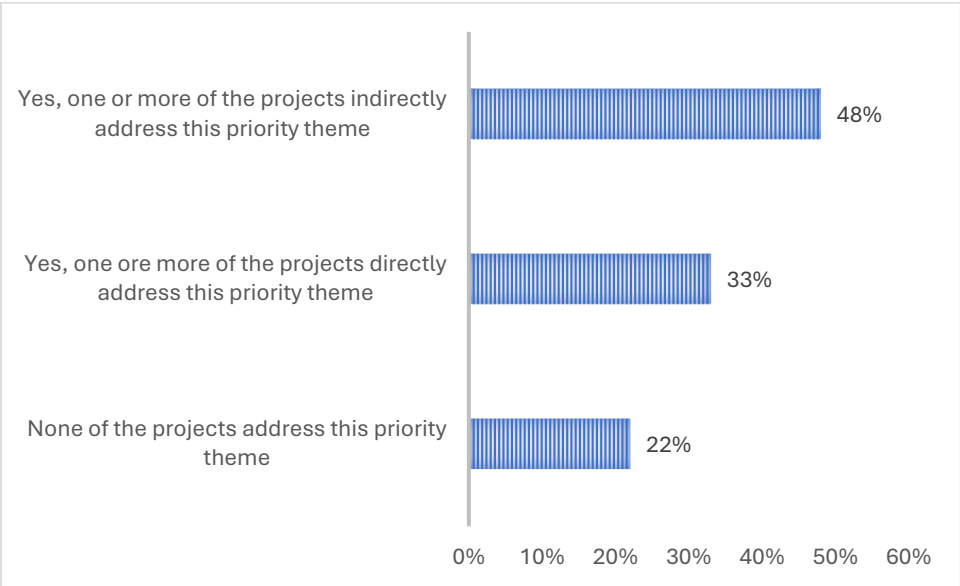
6.1 Introduction

Erasmus+ states that one of its key goals is to “promote citizens’ right to take part in democratic life, and encourage active involvement at all levels – local, national and European.” For adult learners, boosting their ability to engage in democratic life is particularly important, as well as developing European common values, supporting civic engagement, and developing critical skills and literacy. This chapter addresses the question of to what extent Erasmus+ projects address the Erasmus+ priority “Participation in democratic life, common values and civic engagement”, and which organisations do so. It also addresses the characteristics of these projects in terms of the objectives set and the activities implemented.

6.2 Types of organisations

An analysis of all the projects undertaken between 2021 and 2024 reveals that the priority of participation in democratic life, common values and civic engagement is widely present in the AE sector in Spain.

Figure 47: Extent to which beneficiary organisations report that their KA1 and KA2 projects address the priority "Participation in democratic life, common values and civic engagement" (N=228)



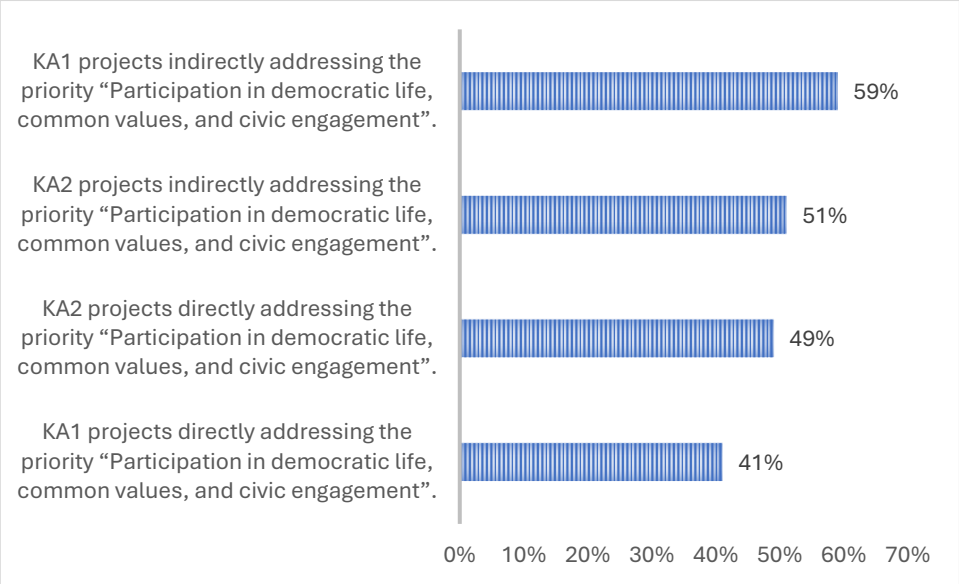
Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Over 80% of projects report addressing this priority, either directly (33%) or indirectly (48%), while only 22% indicate that they do not address it. This result suggests that the democratic dimension is not a marginal thematic area, but rather forms part of a considerable proportion of the initiatives undertaken in the sector. Qualitative evidence illustrates this trend, showing that some projects incorporate values linked to cooperation, social participation, and shared learning, even when these are not their primary objective (Adult learner, Case Study 2). Similarly, staff from an

organisation benefiting from a KA1 project (ORG3) indicate that, at their institution, democratic participation is explicitly addressed through “student working committees” on which participants must organise themselves, divide tasks, and “come to agreements”, thereby integrating shared decision-making into the very development of the mobility programme.

The difference between a direct and an indirect approach is significant; a direct approach means that the priority is one of the central focuses of the project, while an indirect approach indicates that the democratic dimension is integrated across the board into the pedagogical approach or the values underpinning the training activity, even if it's not the main theme. This pattern suggests that democratic priority is not limited to projects specifically designed around citizenship or European values, but is also embedded in projects with other primary objectives. Thus, another organisation benefiting from a KA1 project (ORG5) points out that democratic participation also takes the form of transparent and equity-oriented selection procedures: priority is given to those who have had fewer opportunities, appealing to an “exercise of solidarity and generosity” on the part of all adult learners, within a public and shared ranking system.

Figure 48: The extent to which KA1 and KA2 projects directly or indirectly address the priority "Participation in democratic life, common values and civic engagement" (N= KA1 116, KA2 72)



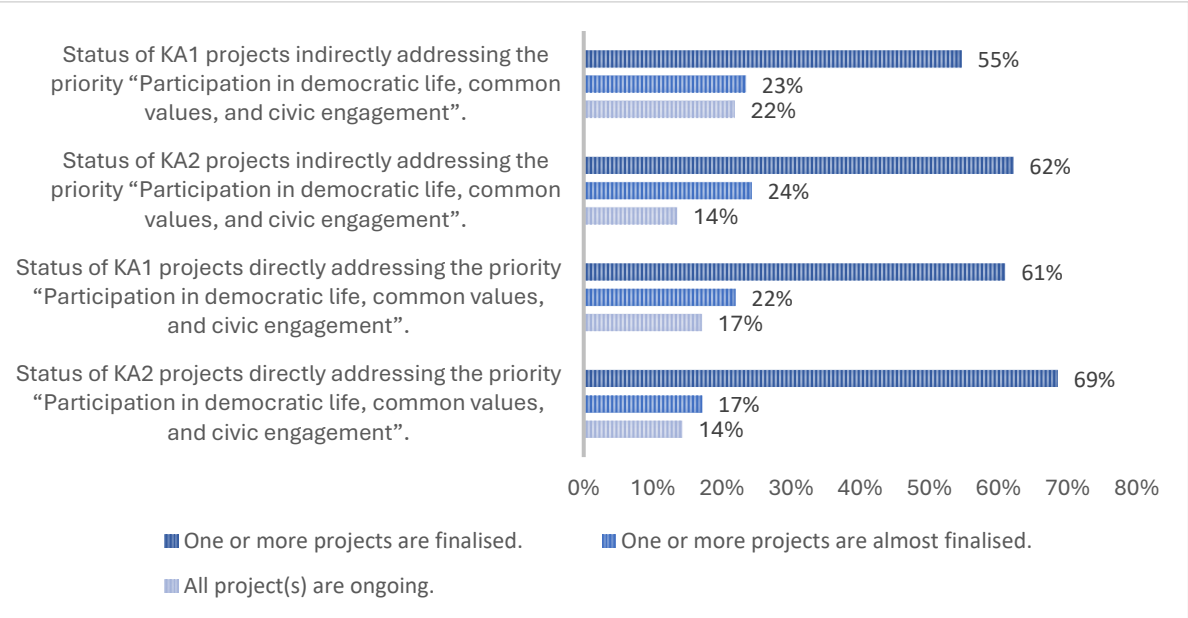
Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

When the results are broken down by type of action, different dynamics become apparent. In KA1, most projects within the priority are integrated indirectly (59%). This result may be linked to the experiential nature of mobility. Exposure to other European contexts, intercultural exchange, and contact with different educational practices contribute to the development of civic competencies, even when the project is not explicitly focused on democracy. This idea is evident in the interviews conducted at the fourth beneficiary organisation of a KA1 project (ORG4), which participated in module 4. Staff emphasise that mobility offers many adult learners opportunities they have never had before, allowing them to “get to know and interact with other people”, step outside their usual environments, and feel “safe” and “valued”, with a lasting impact on their personal confidence and willingness to participate.

Furthermore, the interviews show that these experiences not only strengthen the internal organisation, but also the adoption of shared values in a broader sense. ORG5 staff emphasise that, when they come into contact with other European institutions, many participants discover that "they do the same things as us" and share "the same values", realising that they live in "a common European space".

In KA2, however, the direct approach reaches 49%, indicating that strategic cooperation provides a framework more conducive to designing projects explicitly focused on this priority. The development of specific products, methodologies, and resources facilitates a more structured integration of the democratic dimension. In some cases, projects are specifically designed to expose local contexts to European priorities and strengthen community participation, reinforcing the link between active citizenship and local development (Staff, Case Study 2).

Figure 49: Status of KA1/KA2 projects that directly or indirectly address the priority "Participation in democratic life, common values and civic engagement" (N= 35, indirect KA2 41, direct KA1 37, direct KA2 64)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

As for the status of projects addressing this priority, most are either completed or in advanced stages of implementation. These data suggest that the integration of the democratic dimension is not an emerging or experimental phenomenon, but rather forms part of projects that were already well established during the period under analysis.

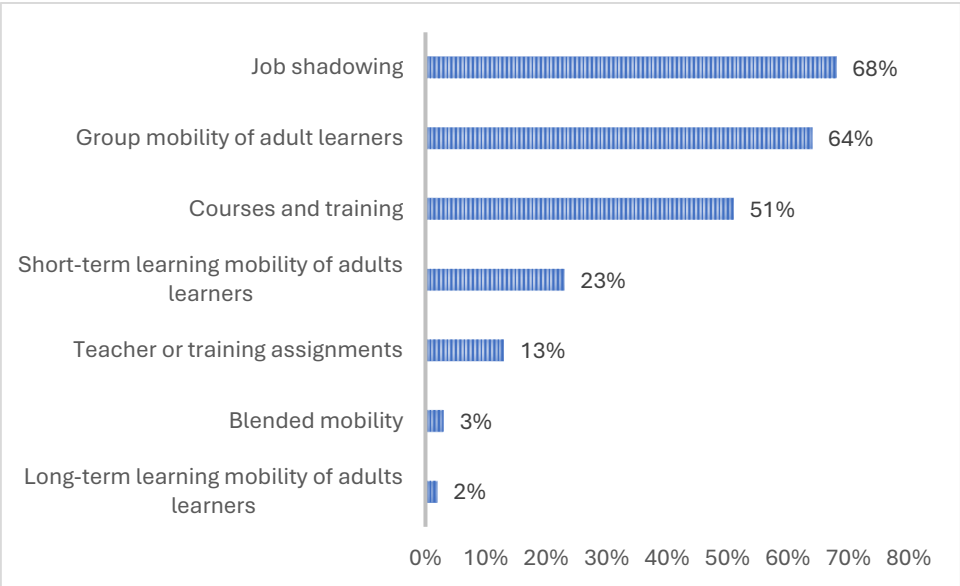
Overall, the results show that the priority of democratic participation is widely integrated across the sector, although the ways it is implemented vary depending on the type of action. While mobility tends to integrate this dimension more broadly, strategic cooperation favours a more explicit and structured approach, helping to reinforce values of citizenship, inclusion, and social commitment within AE. Qualitative evidence adds nuance to this finding, showing that in mobility projects, this priority often translates into processes that foster openness to diversity, develop empathy, strengthen self-esteem, and increase a focus on the common good. Thus, ORG3 staff say that exposure to other cultures fosters "greater tolerance" and a deeper understanding of what a "diverse society" is. This, in turn, helps people

overcome their fear of the unknown, become less individualistic, and more willing to get involved in the community and the centre's operations.

6.3 Objectives and activities supported

Analysing the activities undertaken in projects addressing the priority *"Participation in democratic life, common values and civic engagement"* provides insight into how this dimension is put into practice by participating organisations.

Figure 50: Activities of KA1 projects that addressed one or more elements of the priority "Participation in democratic life, common values and civic engagement" (N= 102)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In KA1 projects, the most common activities linked to this priority include observation, or job shadowing (68%), group mobility for adults (64%), and participation in structured courses or training (51%). To a lesser extent, there are staff teaching or training activities (13%), short-term mobility for adult learners (23%), combined mobility (3%), and long-term mobility (2%).

These initiatives do not always explicitly focus on democratic participation as their main content; however, they do create opportunities for intercultural learning, the exchange of perspectives, and exposure to different educational realities across Europe. From a qualitative perspective, the testimonies linked to organisations benefiting from KA1 illustrate this dynamic, showing that direct contact with other contexts has significant effects in terms of openness and trust.

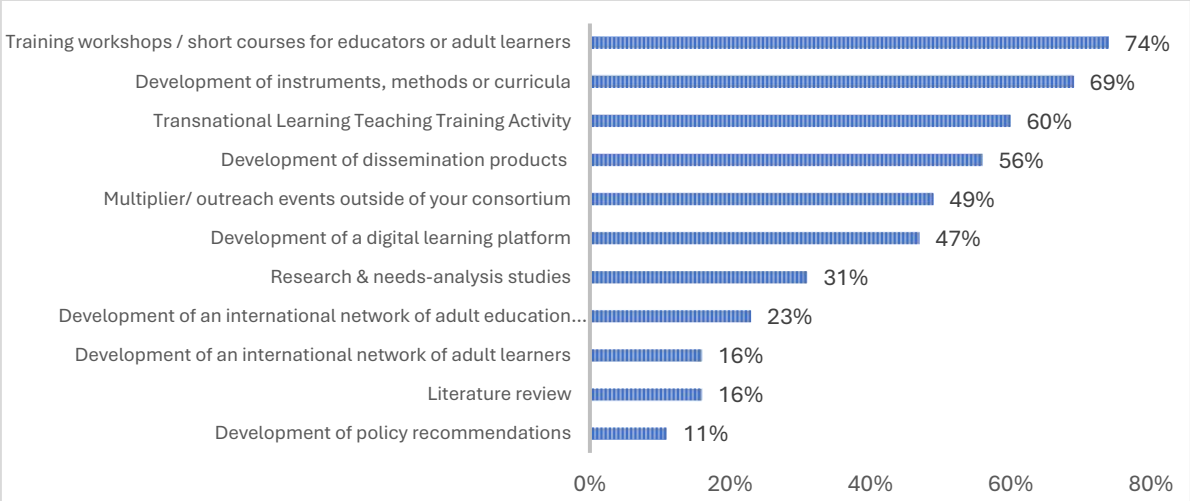
In this regard, ORG4 staff point out that mobility experiences "shatter any stereotypes, strengthen empathy, help overcome the fear of interacting with others, and foster the development of a more conscious European identity". As one person explained, mobility allows for a better understanding of "rights and duties" and how other educational and social systems work, thereby contributing to the development of shared values and a more open and reflective citizenship.

Along the same lines, ORG2 staff emphasise that, for some of their adult learners, civic participation starts with very basic but crucial learning experiences – leaving their neighbourhood, finding their way around another city, using public transport, or

navigating an unfamiliar environment. As a result, mobility very tangibly expands their social toolkit and their ability to function in public spaces.

In this context, mobility can be seen as a learning opportunity that fosters open-mindedness, an understanding of diversity, and a stronger sense of belonging to a shared European space. In these cases, the democratic dimension is integrated in a fundamentally experiential way, through contact with other contexts and situated learning.

Figure 51: Activities of KA2 projects that addressed one or more elements of the priority "Participation in democratic life, common values and civic engagement" (N=70)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

In KA2 projects, activities are more formally structured. The most notable activities include training workshops or short courses for educators (74%) and the development of tools, guides, or curricula (69%). This pattern suggests that, within the framework of strategic cooperation, the democratic priority tends to translate into explicit methodological proposals and educational resources specifically designed to address values, active citizenship, or participation.

Furthermore, the presence of transnational activities (60%) and the development of dissemination products (56%), followed by multiplier events (49%) and the development of digital learning platforms (47%), indicates that projects not only seek to generate internal learning within the consortium, but also to broaden the reach of results and promote their transfer to other educational contexts.

The testimonies gathered in the case studies reinforce this interpretation by showing that participation is understood as a situated practice, linked to the territory and the community. In this regard, one adult learner pointed out, “I was really struck when I visited a centre where people were living. That made me think about the resources we have here and how, often, we don't value the centres in our neighbourhoods enough” (Adult learner, Case Study 5). They also noted that, in the Italian context, they perceived “a high level of civic education, with rules being largely respected, and a generally calmer atmosphere in that regard” (Adult learner, Case Study 5).

From the participants' perspective, the experience also presents an opportunity for social and personal learning. Some testimonials show that participation can help broaden personal horizons and boost individual confidence; one adult learner noted that the trip “opened my mind” (Adult learner, Case Study 5). Along these lines,

another participant states: “I feel proud. I'm proud to be at this centre and to have met such great teachers. The experience made me feel good about myself and confirmed that I can keep moving forward” (Adult learner, Case Study 5), highlighting the link between participation, recognition, and personal development.

Likewise, other case studies highlight that participation is not seen as abstract content, but as a relational process. One adult learner pointed out that “without prior work on mediation, establishing roots, and listening, without building a relationship with the community, the project is highly unlikely to achieve its objectives” (Adult learner, Case Study 3). In line with this idea, staff from the same institution indicate that revitalising the area involves “citizen participation, developing the skills and competencies of the local population, and fostering synergies between institutions” (Staff, Case Study 3).

This approach is echoed in other case studies with the idea of “thinking globally, acting locally” (Case Study 1), highlighting how European values linked to participation are put into practice in specific, contextualised ways.

Compared to KA1, where the democratic dimension is typically integrated in a more experiential way, KA2 seems to favour a more explicit formulation of objectives, content, and educational tools related to civic participation. In some cases, KA2 projects are explicitly designed to connect European priorities with local development and community participation, with the aim of “bringing Europe closer to the local level” (Staff, Case Study 2). In turn, there are KA1 projects, such as ORG2, where this European focus is also reflected in the very definition of the accreditation objectives. These objectives centre on digital transformation, the educational success of students, and learning derived from collaboration with other European institutions and learning communities.

Figure 52: Goals of projects (KA1 and KA2) that addressed one or more elements of the "Participation in democratic life, common values and civic engagement" priority (N=170)

Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Regarding the stated objectives, the most frequently mentioned focus on promoting common European values (59%) and strengthening the European dimension of organisations (52%). These results indicate that implementing the democratic priority is primarily linked to processes of raising awareness, building a European identity, and strengthening institutions. This approach is also reflected in the remarks of participants in cooperation projects, who emphasise that these experiences bolster values such as cooperation, participation, and shared learning, which are considered core elements of the European project (Adult learner, Case Study 2). Qualitatively, some testimonials help illustrate this trend. In this regard, staff from one of the organisations emphasised that the project involved “a lot of contact, a lot of openness, shared research, calls, consultations, and the circulation of ideas”, thereby highlighting the value of European cooperation as a space for ongoing exchange and the development of common benchmarks (Staff, Case Study 3). Likewise, another institution expressed that its projects are particularly aligned with “democratic participation”, “common values”, a “European sense of belonging”, and “civic engagement”, indicating an explicit embrace of these priorities within the institution's overall direction (Staff, Case Study 5). Similarly, the ORG5 staff explain that one of the project's objectives is precisely to strengthen “European awareness, the awareness that we are a group of countries working together”. This shows that the European dimension is not just a rhetorical reference, but an explicit goal of educational and organisational action.

This same trend can be seen in other accounts from interviews with KA1 project coordinators. ORG3 staff explain that the accreditation objectives are “highly aligned with the European Union's priorities” and include areas such as sustainability, active ageing, gender equality, languages, and technology. Furthermore, it is noted that activities linked to Erasmus+ are not limited to the group that travels, but extend to the institution as a whole, reinforcing a broader institutional approach and collective involvement in achieving the objectives.

The reduced number of objectives related to direct political advocacy suggests that the approach taken is primarily educational and training-focused, rather than oriented towards institutional political action. In most cases, the priority is to develop civic skills and democratic values within a pedagogical framework. In addition, qualitative evidence indicates that this dimension takes the form of training and community development practices. In this regard, one of the case studies explains that the project's online training “addressed issues such as financing for social initiatives and synergies between local stakeholders” (Staff, Case Study 3), along with content on heritage, employability, and sustainable tourism. This illustrates how the democratic dimension primarily materialises in training, cooperation, and community development practices, rather than in direct advocacy objectives. Likewise, some of the participating organisations believe there is a certain lack of political involvement from politicians, as “the political world is currently preoccupied with other matters”; however, they do confirm that they have received support from the public administration through the participation of “youth informers” (Staff, Case Study 1).

It also clearly emerges from interviews with KA1 project staff that a significant part of the expected impact is at the institutional level. At ORG4, staff say that accreditation has helped the centre grow, “especially in terms of quality”, and that it is now seen externally as a place where the Erasmus programme “is strong”, attracting adult learners and teachers interested in taking part. Similarly, ORG1 describes how internationalisation has opened up new connections with other countries and

strengthened the centre's “European dimension”, creating an image that is more outward-looking and more connected to European educational networks.

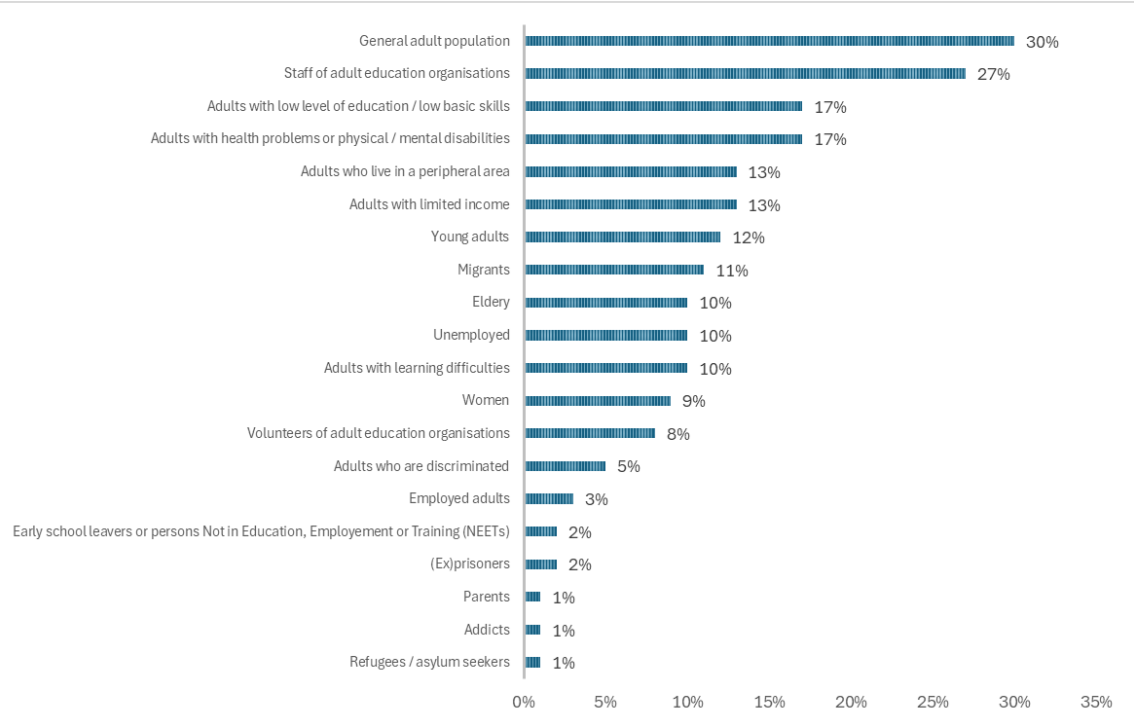
Overall, the results show that democratic priority is reflected both in learning experiences involving mobility and in the design of structured methodological resources. The integration of this dimension combines experiential and formal elements, enabling it to be incorporated at different levels of educational practice. Furthermore, several interviews reveal that these activities are often accompanied by preparation, monitoring, and evaluation mechanisms that reinforce their participatory dimension. For example, staff from ORG2 describe assessment meetings, questionnaires designed with input from adult learners, and “daily assemblies” during the mobility to review the process and make any necessary adjustments, thereby making participation an integral part of the working method itself.

However, the degree to which priority is made explicit varies between projects, suggesting that its implementation depends in part on the pedagogical and strategic direction of each organisation.

6.4 Target groups

Analysing target groups helps us understand which profiles are primarily targeted by projects that prioritise participation in democratic life, common values and civic engagement.

Figure 53: Groups of adult learners targeted by projects (KA1 and KA2) that addressed one or more elements of the "Participation in democratic life, common values and civic engagement" priority (N=172)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

The most common group is the general adult population (30%), followed by staff from organisations (27%). Although none of the groups holds an absolute majority, this distribution suggests that democratic priority is addressed in a cross-cutting manner,

integrated into programmes aimed at a broad audience and not exclusively focused on specific groups. In many projects, the activities involve adults with a wide range of backgrounds, reinforcing their inclusive and community-focused nature. In this regard, professionals from continuing education centres emphasised that the profile of adult learners "is very diverse, and without inclusion, it would not be possible to sustain day-to-day work", which illustrates how participation and coexistence are central pillars of educational practice (Staff, Case Study 5). Interviews with staff from organisations benefiting from KA1 projects, meanwhile, show that participating centres work with very diverse profiles. For example, ORG2 describes a range of adult learners that spans from young people accessing adult pathways with special permission to very elderly individuals, "from 18 years old to 90 and beyond". ORG3 notes that "although most learners are women over 60, the centre is aimed at the entire adult population". This diversity illustrates how participation and coexistence are part of the day-to-day work of the centres and are not limited to a single type of beneficiary.

The fact that the staff of organisations are among the main target audiences indicates that the democratic dimension is not only addressed externally, but also internally. Training staff in European values, active citizenship, and inclusive approaches can have a multiplier effect, as staff incorporate these approaches into their daily teaching practice. In this regard, it is also important to include future professionals who will work in social contexts related to the project topics. Thus, Case Study 1 points out that one of the main target groups has been future social integration professionals, "because they are people who, in theory, will later work on projects that require this knowledge of participation and participatory methodology" (Staff, Case Study 1). On the other hand, qualitative evidence suggests that exchanging with other organisations enables the learning of new methodologies and forms of intervention, which are subsequently integrated into daily work (Staff, Case Study 4). Similarly, ORG2 explains that one of the three main objectives of accreditation focuses precisely on digital transformation and the need for teachers to learn how to better connect with their students. ORG5 emphasises that mobility not only impacts adult learners, but also professionals and volunteers involved in the programme, fostering mutual learning about how other institutions operate and what practices can be incorporated into one's own institutional context.

Likewise, although to a lesser extent, the projects also target specific groups, such as people with low levels of education, people with disabilities, or other groups with particular needs. The presence of these profiles indicates a certain focus on inclusion; however, the data suggest that democratic priority is not predominantly configured as an intervention targeted at vulnerable groups, but rather as a dimension integrated into AE in a broader sense. However, the feedback collected shows that, in some cases, for many adult learners – especially those in more vulnerable situations – these experiences can have particularly significant effects in terms of self-esteem and social participation. For example, professionals point out that taking part in international activities allows people who have never left their local area to gain confidence and feel capable of operating in different contexts (Staff, Case Study 5). Similarly, ORG4 states that when selecting adult learners, priority is given to those with fewer financial resources, a lower socio-cultural background, or who have never travelled, precisely because they stand to benefit most from the experience. The same centre points out that a significant number of adult learners are around 40 years old, and that a very high percentage had never left Spain, making mobility an especially transformative experience.

The interviews also reveal that inclusion in AE requires criteria that are tailored to complex life journeys. At ORG3, for example, it was noted that many adults carry with them situations that cannot always be formally accredited, such as past experiences of gender-based violence or educational needs that were not recognised at the time. This underscores the need to make inclusion measures more flexible and better adapted to the realities of adult learners. Similarly, ORG4 highlights that, to facilitate participation, the centre simplifies procedures as much as possible, as for some adult learners, seemingly simple tasks like recording a video or sending it digitally can pose a significant challenge. All of this highlights that democratic participation, in these contexts, also involves reducing access barriers and adapting organisational structures to individuals with varying backgrounds.

In Case Study 4, which focuses on adult learners with disabilities, the staff note that one of the clearest impacts is “seeing how the groups become more stable, how the participants get involved, how they prepare the costumes and make-up, and how they feel like actresses… all of that makes a huge difference”. This illustrates, through a specific case, processes of recognition and visibility that go beyond the training activity itself. This dimension is particularly relevant for people with disabilities, as these kinds of experiences can help strengthen their independence, increase their visibility, and enable them to exercise active citizenship.

In this regard, one of the adult learners explains that performing the plays outside the usual space was a significant change because “we go there, we have to eat, we all eat, we are artists”, adding that this step “has been… another level” (Adult learner, Case Study 4). Meanwhile, the staff also recall the symbolic value of working on role models and visibility, to the extent that one of the groups reflected that “we really don't know any women with disabilities who are visible in the city” (Staff, Case Study 4), which points to the creation of new dynamics of recognition and collective production.

There are also other, less visible situations of vulnerability linked to family responsibilities, personal insecurity, or a lack of prior experience in mobility contexts. The ORG4 indicates, for example, that some adult women ultimately decide not to participate due to difficulties in balancing work and family life, especially when they have young children or limited support at home. ORG3 also mentions that, in certain cases, some women's participation is complicated by resistance at home and a lack of support to leave their usual environment. These limitations show that access to participation opportunities does not just depend on whether a project exists, but also on social and family circumstances that can disproportionately restrict the involvement of certain groups.

Overall, the results indicate that democratic participation is primarily seen as a cross-cutting component of training provision and professional development, rather than a specialised area aimed at a single type of learner. In this regard, the staff from one of the case studies emphasise that, when working on territorial revitalisation projects, there is also discussion of “citizen participation, the development of the local population's skills and competencies, and synergies between institutions” (Staff, Case Study 3). This reinforces the idea of an understanding of the democratic dimension that is integrated across different levels of educational and community action. The organisation also emphasises that “everyone involved – volunteers, the local population, local institutions, project partners, and participating experts – develops professional and personal skills through this project” (Staff, Case Study 3). This reinforces the idea that these initiatives have a broad scope, not limited to a single profile, but spanning training, relationships, and institutional practice.

6.5 Conclusion

Analysis of the priority concerning participation in democratic life, shared values, and civic engagement indicates that this dimension was significantly present in the projects undertaken by Spanish AE organisations during the 2021–2024 period.

The proportion of projects that address this priority, either directly or indirectly, suggests that the democratic dimension is not an isolated thematic area, but rather is integrated across the board into a significant part of the sector. While in mobility (KA1) the priority is typically achieved through intercultural experiences and learning in diverse European contexts, in strategic cooperation (KA2) it is more explicitly formulated through the development of specific resources, methodologies, and training proposals.

For example, qualitative evidence helps illustrate this diversity of approaches. One of the case studies led to the design of a project aimed at “bringing Europe closer to the local level and strengthening community development” (Staff, Case Study 2), based on the idea that European integration requires a solid social fabric at the local level. Likewise, another institution highlights that one of the best practices identified in its projects was the development of urban gardens at adult education centres. This initiative allows for the “promotion of environmental sustainability”, the “fostering of healthy habits”, and the “encouragement of community participation” (Staff, Case Study 5), demonstrating how the democratic dimension is also expressed through educational activities connected to everyday life and social involvement. In a complementary vein, another participating centre indicates that the project was particularly well suited to inclusion and social participation, as well as civic engagement (Staff, Case Study 3). This illustrates, through specific cases, how this priority translates into educational practices aimed at fostering the involvement, visibility, and participation of groups with greater support needs.

The activities and associated objectives predominantly focus on promoting shared European values, strengthening the European dimension of organisations, and developing civic skills in adults. In this regard, Case Study 1 shows that participation is not just about talking; it's a tool for developing citizens' capabilities that requires ongoing learning and practice, which reinforces its central role in socio-educational work and helps create “empowered citizens” (Staff, Case Study 1). The fact that staff are among the main target groups also suggests that the democratic dimension is being addressed internally, potentially helping to strengthen the coherence between educational practice and the values promoted. In this regard, the interviews suggest that collaborative experiences help reinforce values such as participation, cooperation, and mutual learning among organisations and participants, thereby strengthening a sense of belonging to a broader European community.

Overall, the results indicate that democratic priority is reflected both in training experiences and in the structured design of resources and methodological proposals. Its implementation combines experiential and formal approaches, making it easier to integrate at different levels of educational practice, although the degree of explicitness and depth may vary between organisations.

In this regard, democratic participation is less of an isolated issue and more of an integral component in the direction taken by a significant number of organisations in the sector, establishing itself as a relevant element within the Erasmus+ framework for adult education in Spain.

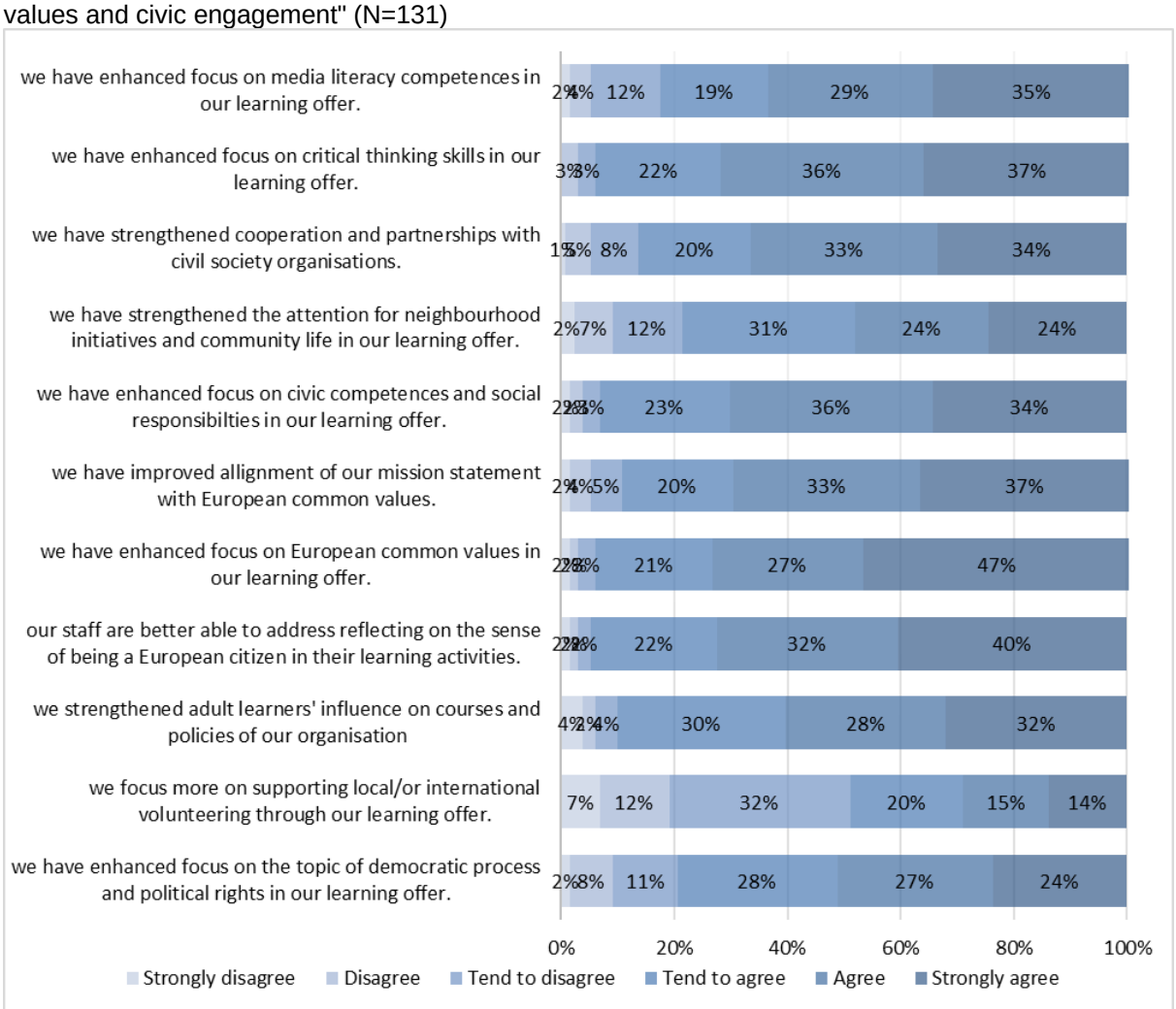
7 Impact on the thematic area

This chapter describes the impact of Erasmus+ projects, addressing the priority “Participation in democratic life, common values and civic engagement” on different aspects of the learning provision of the beneficiary organisations, their staff and learners. It discusses whether Erasmus+ enhanced the focus of provision on democratic processes and political rights, volunteering activities, learners’ influence on training provision, European citizenship, European common values, civic competences, media literacy, critical thinking, and strengthening partnership with civil society organisations.

7.1 Impact on the learning provision

Analysing the specific impact of the democratic priority on the training provision allows us to assess the extent to which this dimension has influenced the content and approach of the educational activities carried out within the framework of Erasmus+ projects.

Figure 54: Impact of Erasmus+ on the learning provision - "Participation in democratic life, common values and civic engagement" (N=131)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

A large majority of organisations agree or strongly agree that participating in projects related to this priority has helped strengthen critical thinking, deepen understanding of democratic values, and promote active citizenship.

These results suggest that, in the view of the participating organisations, the democratic dimension leads to changes in the training on offer. Incorporating content related to European values or citizen participation can influence course design, the inclusion of spaces for discussion, or the introduction of more participatory methodologies within educational activities.

From a qualitative perspective, some testimonies highlight a shift towards more horizontal and participatory pedagogical approaches that challenge the traditional view of the teacher as an expert, and promote shared learning, where “we're going to learn together”, thereby reinforcing the idea of active and empowered citizenship (Staff, Case Study 1).

Staff from one of the organisations indicated that one of the project's outcomes was “an expert course designed for organisations to use in training adults”, along with “a guide to local initiatives”, illustrating how this priority can translate into structured training proposals focused on community action (Staff, Case Study 2). Likewise, another institution highlighted that adult learners “acquired sufficient skills… to spark interest, expand knowledge, and present real-life cases” (Staff, Case Study 3), which suggests that even brief training can influence understanding of social issues and foster openness to different perspectives.

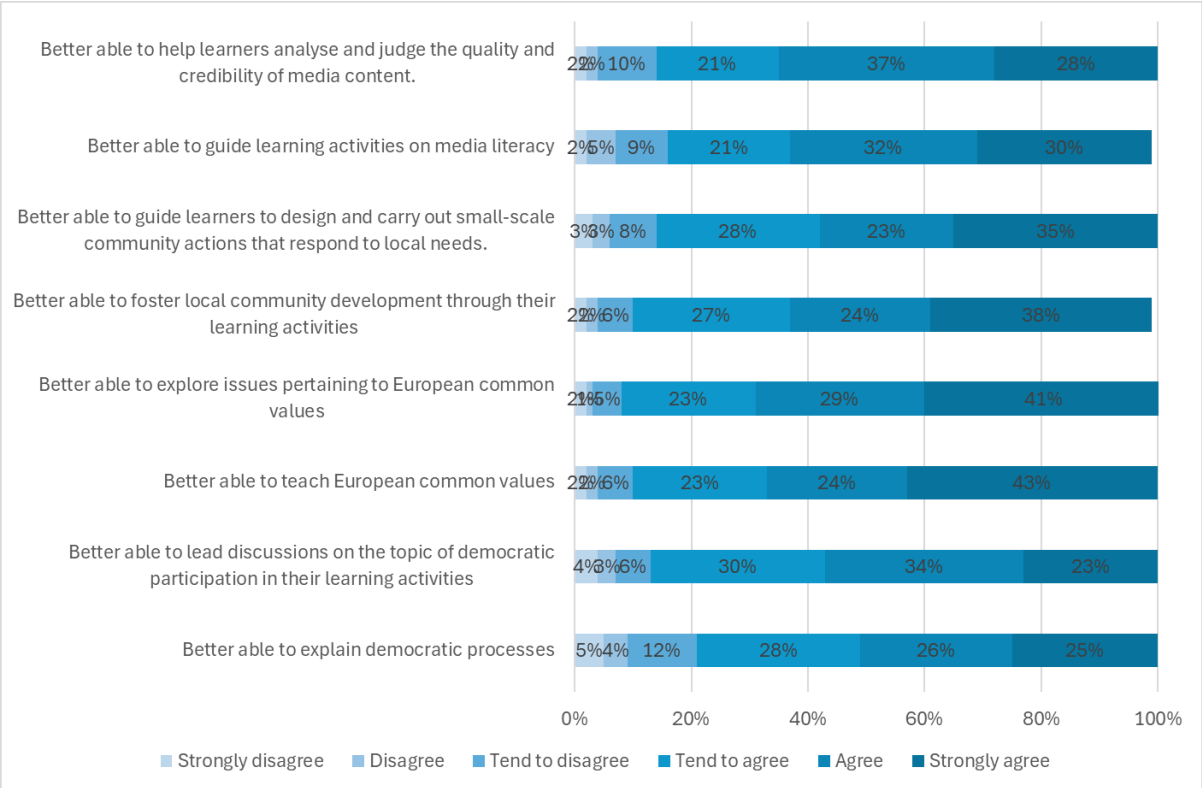
The extent and depth of change can vary from project to project, depending on factors such as the project's duration, the profile of the adult learners, and how institutionalised the priority is within the organisation.

Even with this cautious interpretation, the data suggest that the prioritisation of democratic values is not just a formal reference when drafting projects. Instead, in a significant number of cases, it is linked to changes in the content and direction of educational practice.

7.2 Impact at staff level

The impact of prioritising democratic principles is also reflected in the professional development of staff within organisations that have implemented projects related to this dimension.

Figure 55: Impact of Erasmus+ on staff - "Participation in democratic life, common values and civic engagement" (N=132)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

The results show a high level of agreement regarding improved sensitivity to European values, intercultural understanding, and the ability to integrate these approaches into educational practice, as organisations perceive that participating in projects addressing this priority has strengthened the civic and European dimension of staff training.

From a qualitative perspective, the testimonies collected allow us to delve deeper into these results. They indicate that interaction with international partners serves as a mechanism for professional learning, enabling staff to learn about other forms of intervention and broaden our perspectives. This, in turn, facilitates the incorporation of new methodologies and approaches into professional practice (Staff, Case Study 4).

Staff from another project emphasise that “it has also been important to be able to exchange knowledge with other people and organisations, whether at conferences, meetings, through professional networks, or in the centre's own internal spaces”, adding that “these contacts broaden perspectives and help improve practice” (Staff, Case Study 5). This illustrates, through a specific case, that European cooperation fosters professional learning processes linked to educational improvement.

Staff from another organisation note that, on a personal level, the experience “was very positive, as it allowed them to take on a new coordinating role and learn about international best practices. Being able to see what other people and institutions in Europe are doing, and even draw inspiration from it, is incredibly valuable.” (Staff, Case Study 3) This suggests that taking part in such projects can strengthen

professional skills related to management, organisational responsibility, and taking on new roles within the organisation.

Along the same lines, another organisation highlighted the added value derived from the project's implementation itself, noting that, despite initial difficulties, “we have learned a lot in terms of coordination” (Staff, Case Study 1). The work carried out has continued to generate new initiatives, leading to a new Erasmus+ project currently underway, which demonstrates the potential of these projects to fortify organisational capacity and promote the sustainability of participation in the programme.

This strengthening does not seem to be limited solely to the acquisition of theoretical knowledge; it's also linked to a greater awareness of the formative role organisations play in promoting active citizenship and democratic values. Drawing on project coordination experience, it is evident that international participation fosters “learning about new methodologies and educational contexts in other countries”, which, in turn, enhances staff’s professional, social, and intercultural skills (Staff, Case Study 5). This suggests that participation in Erasmus+ can contribute to professional development and the ability of staff to integrate European approaches into their daily practice.

However, as these are self-reported responses, the results should be interpreted as an institutional assessment of impact rather than a direct measure of change in professional practice. The extent to which these competencies lead to sustained change may depend on factors such as ongoing training, organisational support, and team stability.

Even with this cautious interpretation, the data suggest that the impact on staff is a relevant factor for the sustainability of the democratic dimension within organisations, as staff act as agents for transmitting values and approaches in their daily interactions with adult participants.

7.3 Impact at learners level

Analysis of the projects examined indicates that participation in Erasmus+ has significant effects on adult learners who take part in the activities, especially in terms of personal development, social skills, and increased confidence to engage in new contexts.

One of the most recurring impacts is linked to the broadening of personal horizons and the overcoming of barriers associated with limited educational or life experiences. Transnational placements and activities allow many people to leave their usual environment for the first time, which leads to an increase in self-esteem and a greater sense of self-efficacy. In this regard, one adult learner stressed that one of the project's main impacts was “the opportunity to learn about international best practices”, as seeing “what other people and institutions in Europe are doing” is “incredibly valuable” and helps identify useful elements for developing new projects (Adult learner, Case Study 3).

Furthermore, international experiences help develop intercultural skills and foster greater openness to other social and cultural realities. In this regard, another adult learner expressed that mobility “opened their mind” by exposing them to different ways of living and interacting with others, suggesting that these experiences can foster more inclusive and tolerant attitudes (Adult learner, Case Study 5).

Another significant effect is personal and professional empowerment. Some participants emphasised that the experience served as a “highly stimulating laboratory” that boosted their confidence in their own work and in their ability to create social impact, particularly in emerging organisations or young cooperatives (Adult learner, Case Study 2). These kinds of processes can help strengthen active participation in community life and encourage social entrepreneurship initiatives. The experience was “a boost to keep going in this world of culture” and acted as “a wake-up call and confirmation that this was the path I wanted to follow”, illustrating how projects like this can bolster motivation, professional continuity, and involvement in future initiatives. At one of the organisations, this effect was particularly noticeable among future social integrators, for whom the training meant discovering participation as a tool linked to their professional qualifications. According to this organisation, the process allowed adult learners to “open their eyes” to realities such as social exclusion, encouraging them to embark on a “creative process of possible projects” and to understand the importance of “moving to a participatory model”, leaving behind a welfare approach, in all phases of the intervention (Staff, Case Study 1).

For groups with greater support needs – such as people with disabilities and those in vulnerable situations – the impact can be particularly significant in terms of inclusion and social visibility. Participatory activities like community theatre and creative workshops have enabled adult learners to develop expressive skills, strengthen group bonds, and engage in public spaces that were traditionally inaccessible to them, creating experiences of genuine participation in social life. For adults with intellectual disabilities, taking part in cultural and performing arts projects has also meant they can travel to other towns, perform in theatres, and share experiences with a variety of audiences, expanding their opportunities for social interaction. The professionals stressed that “we've ended up performing in villages and in theatres around the city… we all go together, we eat together, we're a group”, highlighting the collective aspect and sense of belonging that the activity takes on (Adult learner, Case Study 4).

However, the impact varies in intensity depending on factors such as the duration of the activities, the profiles of the adult learners, and the level of support provided by the organisations. Overall, longer and more participatory experiences seem to have more lasting effects, especially when combined with subsequent opportunities for involvement.

Overall, the results suggest that participating in Erasmus+ projects not only produces specific learning, but can also trigger broader processes of personal, social, and professional transformation. Improving self-esteem, expanding networks, developing intercultural skills, and strengthening community participation are some of the most significant impacts for adult learners. These effects also help strengthen AE's role as a space for inclusion, active citizenship, and lifelong learning.

7.4 Impact beyond the organisational level

Analysing the impact beyond the organisational level reveals the extent to which the effects of Erasmus+ projects extend beyond the beneficiary organisations and affect the social environment, collaborative networks, and the community fabric.

In this regard, the qualitative results show that the learning generated within the projects is not limited to the adult learners directly involved, but rather is transferred to other contexts through the adaptation of methodologies, the creation of new

initiatives, and the dissemination of good practices. In the case of cooperation projects, the impact is also evident in collective learning and the ability to transfer knowledge to subsequent initiatives. Participants from one of the organisations emphasise that the experience was “highly enriching” and that the knowledge they gained has been integrated into local projects and new training activities. They also noted that exposure to other international contexts allowed them to “gain a broader perspective” and adapt their working methodology to the real needs of their communities (Adult learner, Case Study 2). One adult learner on another project stated that the experience allowed them to develop “a more practical and critical view of cultural intervention”, by seeing how certain concepts learned in academic training materialise – or are reformulated – in real-life intervention contexts (Adult learner, Case Study 3).

Likewise, some projects have had medium-term effects in terms of continued engagement. For example, after taking part in international activities, some adults have stayed in touch with European organisations and have launched new initiatives or partnerships. In the case of one of the institutions, two volunteers who participated as trainers in an international mobility programme later established their own organisation and continued to develop projects with European partners (Staff, Case Study 2). At another institution, one adult learner emphasised that one of the most significant impacts was “the network of people I got to know”, adding that with some of them “I'm still in touch”, and that this “human and relational aspect was also very important” (Adult learner, Case Study 3), with this showing that participation can extend beyond the specific activity through connections, exchanges, and future collaborations.

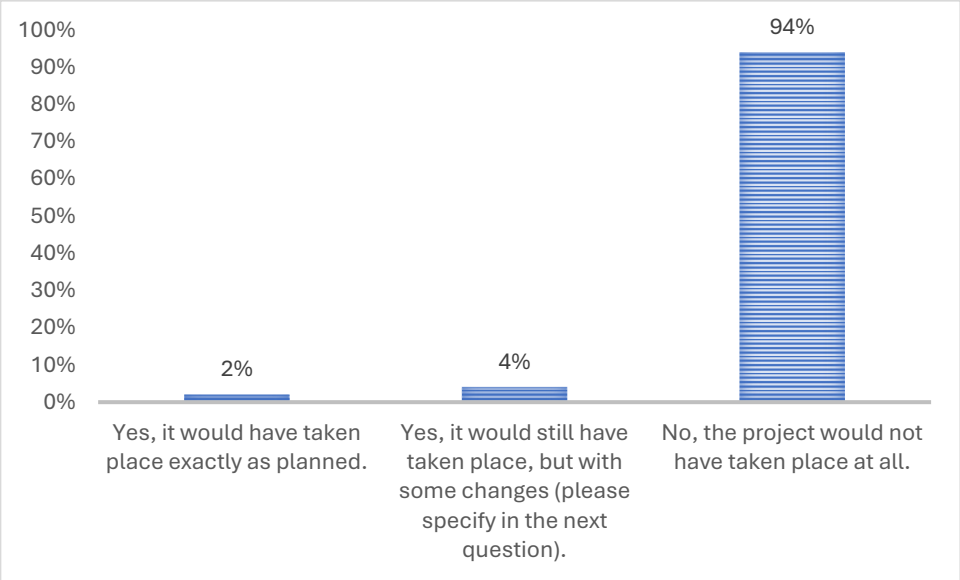
However, these processes of expanding impact also entail challenges that go beyond the organisational level. The transfer of results between entities may be constrained by differences in institutional capacities, available resources, or the level of experience in managing European projects. Furthermore, the link between project outcomes and their integration into broader public policies or institutional frameworks is not always systematic, making it difficult to consolidate and scale up initiatives. In addition, there are challenges related to the sustainability of the networks created, the continuity of partnerships once funding ends, and the difficulty of maintaining participatory dynamics in diverse organisational contexts. These elements suggest that, while the impact beyond the organisation is significant, its effective reach largely depends on structural, governance, organisational, and institutional factors.

Taken together, these results suggest that Erasmus+ not only makes an impact at the individual or organisational level, but also contributes to revitalising the social environment and strengthening learning and cooperation ecosystems. Knowledge transfer, networking, and the continuity of initiatives are emerging as key elements of this expanded impact, reinforcing the programme's role as a catalyst for change processes at the community and transnational levels.

7.5 Added value of Erasmus+ support

Analysing the added value of the programme allows us to assess the extent to which the initiatives undertaken depend on the support provided by Erasmus+.

Figure 56: Added value of Erasmus+ support (N=172)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

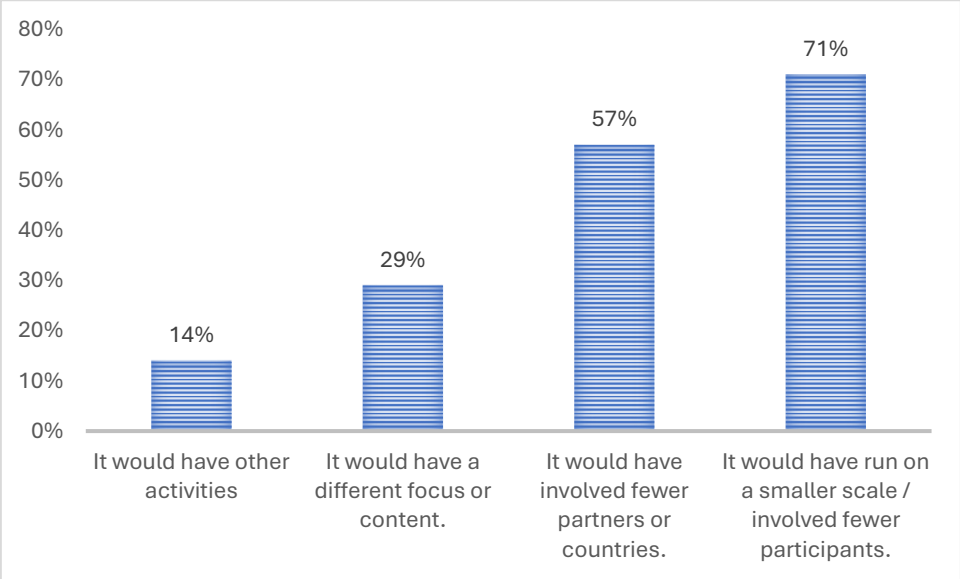
94% of organisations say the project would not have happened without support from Erasmus+. One of the participants underscored that the project needs the agency's support, “first and foremost, for funding, which is essential for this type of project”, but also for “a mediation and facilitation role in establishing contact between institutions from different countries”, since “the programme also creates the framework and conditions for this connection to take place” (Case Study 3). This result indicates that, according to the participating entities, the programme plays a central role in launching initiatives related to cooperation and innovation in the field of Poverty and Social Exclusion.

However, this response should be interpreted within the context of a survey aimed at beneficiary organisations, which have voluntarily joined the programme and may, therefore, perceive a direct link between funding and the project's viability. Even with this caution, the data suggest that Erasmus+ acts as a key facilitator for the development of projects that would have been difficult to implement in the same format without the European framework. In the words of the staff, these projects have enabled small organisations to “develop new initiatives, expand their international reach, and strengthen their capacity to take action”, emphasising that access to these funds is key for the voluntary sector (Staff, Case Study 2). However, for this support to be effective, the organisations emphasise the need for in-depth knowledge of the subject and ongoing effort, as coordinating these projects is “very labour-intensive if done well” (Staff, Case Study 1).

Erasmus+ support goes beyond just funding. The programme also provides a structured framework that facilitates international networking, joint planning, and the development of proposals with a transnational dimension – aspects that are often more difficult to sustain with local resources alone. For example, participation in projects has strengthened alliances with European partners and created new opportunities for future collaboration, as well as providing insights into different educational methodologies and contexts (Staff, Case Study 5). In this regard, the continuity of projects is also reflected in the ability to generate spin-off initiatives. For one of the organisations, the development of the initial project led to a new proposal

focused on “participatory energy culture schools”, which demonstrates the common thread and the reach that these types of initiatives can have (Staff, Case Study 1).

Figure 57: Aspects of the project that would have been different without Erasmus+ (N=7)



Source: Online survey of beneficiary organisations in the RIA-AE network (2025–2026)

Although there are few responses to this question, the results suggest that, without the programme's support, the projects would have had a more limited reach, with fewer partners or less international participation. This pattern reinforces the idea that the added value of the programme lies not only in the opportunity to develop the project, but also in its geographical reach and the collaborative nature of the initiatives. Participants in cooperation projects point out, for example, that international exchange allowed them to gain a broader view of the issues and adapt their methodologies to different contexts, something that would be difficult to achieve without this collaborative framework (Adult learner, Case Study 2).

Overall, the data indicate that Erasmus+ plays a significant role in driving internationalisation and facilitating structured cooperation. Rather than replacing existing initiatives, the programme appears to broaden their scope and give them a European dimension that would be difficult to achieve with national or local resources alone.

7.6 Conclusion

Analysis of the impact and added value of Erasmus+ in the field of adult education in Spain indicates that the programme plays a significant role both in improving educational practice and in strengthening international cooperation.

On the one hand, participation in projects linked to the prioritisation of democratic values is associated with perceived effects on the educational offering, especially in terms of strengthening content related to European values, critical thinking, and active citizenship. Likewise, the impact on staff points to a strengthening of skills related to the European dimension and the integration of inclusive and participatory approaches in educational practice. In this regard, the interviews suggest that interaction with other educational contexts encourages organisations to review their

own practices and adopt more diverse approaches tailored to different environments, thereby helping to improve their day-to-day work.

For example, qualitative evidence helps illustrate these processes. At one of the organisations, staff explain that the project allowed them to develop a “shareable methodology” based on theatrical work with groups of women with disabilities, thereby facilitating the transfer of the experience to other educational contexts (Staff, Case Study 4). Similarly, another of the institutions' project staff indicates that adult learners tend to positively assess the project's impact on the development of “professional, social, and intercultural skills”, highlighting the link between international experience and improved educational practice (Staff, Case Study 5). In another case, one adult learner added that the project provided them with “very specific tools” that are now useful in their day-to-day work, particularly for evaluating proposals, identifying strengths, and spotting areas for improvement. This illustrates, through specific cases, a sustained professional impact that goes beyond the one-off experience (Adult learner, Case Study 3).

Although these results are based on institutional assessments, the consistency of the responses indicates that this priority has been significantly incorporated into the participating organisations educational work.

Data on the programme's added value shows that Erasmus+ acts as a key enabler for project development. The high percentage of organisations stating that their initiatives would not have happened without the programme's support indicates that it functions not only as a financial supplement, but also as a framework that enables international cooperation and expands the scope of the activities undertaken. Likewise, Case Study 2 highlights that the project “has facilitated the development of new projects and learning about the joint management of initiatives with entities located in different countries”, which supports the idea that the added value of the programme also lies in its ability to generate sustained cooperation and organisational learning.

Similarly, staff from another institution maintain that participating in the project “has reinforced that identity and given visibility to practices that were already yielding good results” (Staff, Case Study 5), with this suggesting that the added value of Erasmus+ is not limited to funding new initiatives, but also contributes to consolidating, promoting, and legitimising initiatives that already had potential within organisations.

Overall, the results suggest that Erasmus+ contributes both to the internal improvement of organisations and to their European reach. The impact goes beyond immediate results; it is linked to processes of institutional strengthening, professional development, and the integration of shared priorities into educational practice. However, the depth of these effects can vary depending on the organisational context of each institution.

PART E – Conclusion and policy pointers

8 Conclusion and policy pointers

8.1 Conclusions

8.1.1 The accessibility and inclusiveness of the programme

The analysis results confirm that the Erasmus+ programme has a **remarkable ability to integrate a diverse range of institutional profiles**, spanning from formal educational structures to third-sector entities and the business sector. Furthermore, access is not limited to large institutions, as the majority of participating organisations are small and medium-sized (with fewer than 50 employees), which demonstrates that smaller organisations can successfully implement European projects and make a significant impact on a large number of adult learners. In fact, the data show that the scope of training activity does not necessarily depend on the structural size of the organisation.

However, accessibility is not entirely uniform and exhibits significant nuances depending on the type of action. The differences observed between KA1 and KA2, both in terms of organisational profile and territorial distribution, provide relevant information about the **conditions of access to the programme and its degree of consolidation in different contexts**:

- **Mobility (KA1):** This tends to be a recurring and well-established activity within institutions, although its distribution across the country is uneven. This territorial concentration suggests varying levels of institutional experience and organisational capacity to manage European projects.
- **Cooperation (KA2):** This requires stronger international management and coordination skills, which can be a barrier for organisations with less prior experience or weaker structures. At the same time, there are entities with different backgrounds, from organisations that are gradually joining to others with established experience in European cooperation. It is noteworthy, however, that 60% of Spanish organisations take on leadership roles as consortium coordinators.

Despite this inclusive nature, **critical barriers persist that condition the participation and sustainability of projects**. The heavy administrative burden, the difficulty of preparing the proposal, and the complexity of the management procedures pose a constant challenge. These requirements call for specific technical skills that are not always part of an organisation's usual expertise. They tend to be even more important in strategic cooperation (KA2) projects, given the transnational nature and the need to coordinate partners that these projects entail. Some public centres view this context as a competitive disadvantage compared to specialised entities, as project management is seen as a supplementary task that requires an investment of time and human resources that is difficult to sustain. This situation highlights the need to apply the principle of proportionality based on entities' organisational capacities.

In terms **of participant inclusion**, the programme offers a unique opportunity for personal growth and broadening horizons, particularly in more vulnerable settings. However, the success of this inclusion hinges on an additional effort to provide support. Adult learners with unstable educational backgrounds, disabilities, and

socioeconomic difficulties face structural barriers—such as a lack of basic resources or irregular administrative situations—that can limit their commitment and the viability of their participation. Likewise, planning placements and adapting to diverse profiles increases organisational complexity, especially when it comes to ensuring continuity, support, and accessibility.

In conclusion, while **Erasmus+ demonstrates a high capacity to reach organisations and the education sector**, its full inclusive potential **should be further developed through administrative simplification and the application of the proportionality principle**. The sustainability of the programme's impact is linked to an organisational structure within the institutions that allows the programme's requirements to be balanced with the centre's usual activities.

8.1.2 Impact at the organisational level

Participation in Erasmus+ is firmly established as a driving force for structural transformation that goes beyond the implementation of one-off initiatives. Almost half of the participating organisations (48%) manage to permanently integrate the results and materials generated into their regular educational activities, demonstrating a **high degree of transfer and sustainability for the projects**. This integration not only modernises the training provision, but also raises quality standards and enables a profound methodological update, aligning teaching with the current needs of adult learners.

The core effects at the organisational level can be summarised as follows:

- **Pedagogical and Strategic Renewal:** International exchange acts as a catalyst for the modernisation of teaching practices, especially in critical areas such as digital skills, inclusion, and diversity. Beyond the technical tools, the programme influences the strategic direction of organisations, which tend to align their objectives with the European Union's value frameworks and priorities.
- **Identity and Collaboration Networks:** The European experience reinforces a sense of belonging to a wider community, consolidating the organisation's international identity. The added value lies in the collaborative development of knowledge and in dialogue with external partners, enabling organisations to broaden their horizons and enhance their ability to respond to diverse environments.
- **Sustainability of Impact:** The systematic reuse of the results and products generated in future training initiatives and new projects ensures that the impact does not end when the project comes to a close. In this way, participation in the programme becomes a progressive organisational learning process that strengthens organisations' ability to tackle more complex challenges in the future.

Despite these benefits, research highlights that **organisational success is not without its challenges**. Managing diverse work cultures across borders is identified as an operational risk that calls for careful planning and a high degree of institutional adaptability. Furthermore, the full consolidation of these advances depends on the stability of the teams and on the existence of conditions that allow staff’s professional learning to yield permanent improvements in everyday educational practices.

In conclusion, Erasmus+ not only provides external resources, but also drives a shift in organisational culture towards models that are more open, innovative, and connected to the common European space.

8.1.3 Impact at the staff level

Participation in European projects functions as a key catalyst for strengthening human capital within organisations. The results show that international experience not only **broadens staff's perspectives**, but also directly contributes to developing their **pedagogical skills and their ability to design more effective learning pathways tailored to the needs of adult learners**.

The main areas of impact on an organisation's staff can be summarised as follows:

- **Methodological and Didactic Enrichment:** Learning is consolidated through direct observation of external practices and technical dialogue with European counterparts. This exchange enables staff to critically review their own methodologies, adapting innovative approaches to their local contexts and thereby improving the quality of everyday educational practice.
- **Development of Management Skills:** Beyond the training aspect, staff acquire key skills in international coordination, strategic planning, and institutional collaboration. This organisational strengthening bolsters the capacity of organisations to lead consortia and manage complex cooperation networks, particularly in the case of KA2s.
- **Awareness and Adaptation to Diversity:** Exposure to diverse educational contexts fosters greater sensitivity towards inclusion and diversity. Organisation staff develop skills to meet participants' needs, aligning their work with European values of inclusion, social cohesion, active citizenship, and digital transformation.

However, the research identifies **critical factors that determine whether these advances are sustained.** There is a risk that the knowledge acquired will remain primarily tied to staff's individual experiences, making it difficult to integrate it into the organisation. Staff instability and turnover are identified as the main barriers to the sustainability of impact.

In conclusion, the Erasmus+ programme professionalises teams and provides them with high-value tools for teaching innovation. However, its long-term success requires internal transfer mechanisms that enable individual experience to be transformed into a competitive advantage for the entire organisation.

8.1.4 Impact at the learner level

The impact of Erasmus+ on adult learners is one of the most consistent and significant findings of the analysis, revealing that the international experience acts as a catalyst for personal transformation that transcends the acquisition of technical knowledge.

- **Transformative effect and empowerment:** The data show high levels of satisfaction and perceived benefits, with a notable increase in confidence and improved self-esteem. For many adult learners, especially those facing greater socio-economic challenges, or with interrupted educational backgrounds, mobility acts as a catalyst that transforms their perceptions of their own abilities.

- **Broadening horizons and life expectations:** Qualitative evidence shows that the programme enables learners to redefine their lives and career goals. As this is often their first experiences of international travel or contact with other European contexts, the programme breaks down symbolic barriers and opens up new expectations for lifelong learning.
- **Development of social and intercultural skills:** Beyond the classroom, the impact is seen in the enrichment of learners' everyday lives and the expansion of their social networks. Interacting with peers from other countries fosters a greater understanding of diversity and strengthens a sense of belonging to a shared European community.
- **Inclusion and social visibility:** For groups with greater support needs, such as people with disabilities or those experiencing social exclusion, the impact takes on a dimension of social recognition. The participatory activities carried out as part of the projects have enabled these individuals to occupy public spaces and strengthen their community ties, thereby fostering their independence and visibility within the community.
- **Motivation for lifelong learning:** Participation in European projects acts as a catalyst for continuous learning. Participating adult learners show a greater willingness to continue engaging in training activities after the experience, with the international dimension providing an additional incentive to develop their language, digital, and civic skills.

In conclusion, the impact at the adult-learner level in Spain goes beyond immediate results, triggering **processes of personal and social empowerment** and consolidating AE as a key space for **active citizenship and social equity**.

8.1.5 Characteristics of Erasmus+ project(s) addressing "Participation in democratic life, common values and civic engagement" in adult education

Promoting democracy and common values is not a peripheral area of work; rather, it has become a cross-cutting focus within the AE sector in Spain. Most initiatives (80%) directly or indirectly incorporate this priority, demonstrating that the principles of civic engagement and European values are at the heart of international cooperation in Spain.

The key points to consider regarding this matter are:

- **Differentiation according to the type of action:** The integration of these values varies depending on the project type. In mobility activities (KA1), the impact is predominantly experiential and indirect, relying on cultural immersion and the exchange of experiences to foster openness and trust. In contrast, cooperation projects (KA2) allow for a more structured and explicit approach, resulting in the creation of guides, curricula, and methodologies specifically designed to strengthen communities.
- **A pedagogical approach versus political action:** The main objective of these initiatives is education and awareness-raising. The programme focuses on developing civic skills and strengthening a European identity, prioritising the development of shared values over direct political or institutional advocacy. With the premise of “thinking globally and acting locally”, the aim is for European values to be embodied in practices of dialogue and recognition within the participants' immediate surroundings.

- **Cross-cutting reach and multiplier effect:** Although the projects include people with fewer opportunities, the predominant strategy is to target the general adult population. The involvement of the organisations' own staff as recipients is particularly relevant, as it has a positive effect on daily teaching practice by professionalising the instruction of democratic values.

In conclusion, **the democratic dimension in Erasmus+ serves as a tool for social cohesion and learning**.

8.1.6 Impact of Erasmus+ projects addressing “Participation in democratic life, common values and civic engagement”

The impact of projects focused on the democratic dimension is evident in various areas, with a particular emphasis on the transformation of the learning provision. Most organisations agree that these initiatives have strengthened critical thinking, deepened understanding of democratic values, and fostered active citizenship. This goes beyond a formal declaration; rather, it translates into real adjustments to the content and the adoption of more horizontal, participatory, and action-oriented methodologies within the community.

Regarding the effects on adult learners and staff, the following key aspects are identified:

- **Personal and social development of adult learners:** Participation in activities helps boost self-esteem and confidence, enabling learners to navigate new environments. For people with fewer opportunities, particularly those with disabilities, or experiencing social exclusion, the impact is especially significant in terms of inclusion and social visibility, enabling them to occupy public spaces and strengthen their community ties through participatory activities.
- **Professionalism and sensitivity of staff:** Staff act as agents, conveying values in their daily interactions with adult learners. International exchange allows them to learn about new approaches to intervention and improve their intercultural understanding, which makes it easier for them to integrate European and inclusive methods into their everyday teaching practice.
- **Continuity and collaborative networks:** The impact goes beyond the duration of the projects by creating collaborative networks that endure over time. The experience gained enables organisations to identify strengths and useful tools for developing new initiatives, which, in some cases, leads to spin-off projects or the creation of new organisations driven by the participants themselves.

The key takeaway regarding the programme's added value is that the data show most participating organisations (94%) believe **their projects would not have happened without Erasmus+ support**. For organisations, the programme serves not only as a financial supplement, but also as an indispensable facilitator, setting the framework for cooperation and the conditions for international contact that would be difficult to achieve with local resources alone. Furthermore, this support helps consolidate, promote, and give international visibility to practices that already had potential within institutions, legitimising their work in the field of adult education.

8.2 Policy pointers

Based on the results and conclusions of the analysis (2021–2024), the following guidelines are directly linked to the main achievements and challenges identified in section 8.1, with the aim of strengthening the accessibility, equity, and sustainability of the Erasmus+ programme in the adult education sector in Spain.

Accessibility and inclusion: strengthening the programme's openness by reducing structural barriers

1. **Simplifying administration and reducing bureaucracy**

The programme demonstrates a strong ability to integrate a wide range of organisations, including a high percentage of small businesses (77% with fewer than 50 employees). In this regard, given that the administrative burden and technical complexity are identified as some of the main issues raised by beneficiaries, it would be advisable to continue making progress in simplifying the procedures associated with project preparation, management, and justification. This would facilitate access and continuity for organisations, especially those with limited human resources.

2. **Enhancing access in organisational contexts with reduced structural capacity.**

Along with the administrative burden, organisations also highlight the complexity of procedures and the accessibility of available information as factors that affect access to the programme. In this regard, and based on the information resources already available, it is recommended to continue improving their clarity, structure, and accessibility, so that they become increasingly understandable for all organisations.

It is also crucial to strengthen the technical support and guidance mechanisms throughout the entire project cycle, especially in the initial application phases. This support should pay particular attention to organisations with less structural capacity, helping to reduce inequalities in access and facilitate their inclusion in the programme.

3. **Inclusion of people with fewer opportunities**

The results show that inclusion is not limited to formal access, but is shaped by socioeconomic, logistical, and administrative factors. Consequently, it is recommended to strengthen direct support for adult learners with fewer opportunities, including the development of specific support measures for adult learners in particularly vulnerable situations.

4. **Territorial balance**

Analysis of the programme's territorial distribution reveals a consistent trend in certain areas, where participation exceeds their relative population size. This indicates significant room for growth in other regions. Therefore, it is recommended to continue developing specific strategies for information, advice, and promotion in areas with lower participation levels, which would help achieve a more balanced distribution nationwide and reduce potential inequalities in access to the programme. Furthermore, particularly in the case of public organisations in regions with lower levels of participation, it is recommended to strengthen the resources allocated to the programme (reducing hours for the coordination and management of Erasmus+ projects, ensuring cover for staff participating in mobilities, etc.).

5. **Proportionality principle**

The results show that a significant portion of the participating organisations are small and medium-sized entities which, despite their structural limitations, deliver wide-ranging projects with a significant educational impact. In this context, it is recommended to reinforce the principle of proportionality when assessing the impact of projects, considering this impact in relation to the context and the capacity of the organisations.

Impact sustainability: from one-off involvement to institutional consolidation

1. **Team stability and process continuity**

While the programme significantly enhances staff capabilities and organisational culture, its sustainability can be limited by staff instability and turnover. In this context, it is recommended to foster conditions that support the continuity of the teams involved, preventing any processes initiated from being disrupted or losing coherence in the medium term.

2. **Consolidating and integrating the results into educational practice**

Although a significant number of organisations manage to integrate the results into their training provision (48%), there are still challenges in sustaining these results and products once the projects are over. It is recommended to provide resources and strategies for monitoring, updating, and reusing the results and products developed, thereby ensuring their long-term impact.

3. **Support for managing complexity in cooperation projects**

Transnational coordination, especially in KA2 projects, poses a significant organisational challenge. In this regard, it is recommended to strengthen the management skills of staff and organisations, particularly those in coordination roles, to ensure projects' quality and sustainability.

4. **Improving the dissemination and accessibility of funded projects**

The visibility of the results is a key factor in expanding the programme's impact. Building on the dissemination mechanisms already in place at the National Agency, we recommend continuing to move towards a clearer and more accessible organisation of information, structured by themes or areas of intervention. Furthermore, the inclusion of search and filtering systems would allow projects to be identified according to different categories, making it easier for other organisations to transfer knowledge and reuse results.

Educational impact and professional development: ensuring effective transfer

1. **Transferring staff learning to the organisation**

Beyond the stability of the teams, the results show that the knowledge generated in projects is not always incorporated into the organisation in a structured way. In this regard, it is recommended to develop internal systematisation mechanisms – such as repositories, spaces for exchange, or collaborative working practices – that allow for the consolidation of learning and facilitate its use by the entire organisation, regardless of specific individuals.

2. **Harnessing the transformative power of international networks**

The added value of the programme lies, to a large extent, in its ability to create networks for collaboration and shared learning. It is recommended to strengthen the strategic use of these networks as spaces for methodological exchange, mutual learning, and ongoing institutional development.

The democratic and community dimension: moving towards a more structured impact

1. **Strengthening the pedagogical integration of active citizenship**

While the priority of participation in democratic life, common values and civic engagement is widely present in the projects, in KA1 mobilities the approach tends to be more indirect and experiential than structured. In this regard, it is recommended to strengthen the mechanisms that enable this experiential learning to be transformed into more systematic pedagogical approaches within organisations. To achieve this, it would be helpful to foster spaces for reflection, adaptation, and knowledge transfer following mobility periods. This way, international experiences would not remain solely on an individual level, but could be more clearly integrated into educational practice and work with adult learners.

2. **Projected impact on the community environment**

The results show that the projects generate effects that go beyond the institutional sphere, particularly through networking and collaboration with local stakeholders. In this context, it is recommended to strengthen the coordination of projects with the local and regional fabric, promoting structured collaboration with third-sector organisations, local and regional administrations, and other community stakeholders. It emphasises the importance of collaboration and involvement from regional education authorities, whether through their own projects or by providing support, training, and promoting the projects developed within their regions. It is also recommended to encourage that the results and methodologies developed within the Erasmus+ framework to be geared towards application in community contexts, thereby extending their impact beyond the participating organisations.

Added value and strategic positioning

1. **Preserving Erasmus+ as a key framework for innovation**

The fact that 94% of organisations say their projects would not have been possible without the programme demonstrates its central role as a driver of innovation. In this regard, it is essential to maintain and strengthen its capacity as a key instrument for international cooperation in the sector.

2. **Strengthening the leadership of Spanish organisations**

The high level of participation in coordination roles within KA2 projects reflects the strong position of Spanish organisations in the European context. It is recommended to continue supporting this leadership, facilitating ongoing participation in cooperation projects and strengthening the sector's international reach.

This leadership is also reflected in the levels of participation in KA1 action projects, where Spanish organisations consistently rank among the top, in terms of both the number of applications and projects implemented.

Annex 1 RIA-AE network mission statement

RIA-AE Network's mission statement

Adult education offers opportunities to develop skills that help EU citizens find better jobs and improve their well-being. As an education sector, adult education is largely disconnected from the rest of the education system and receives limited funding and policy attention compared to other sectors. However, research shows that adult education is important and can make a significant contribution to the personal, social, and economic well-being of individuals, as well as to the social cohesion of a society.

Little research has been done to date on the impact of Erasmus+ on adult learners and on the field of adult education. To better coordinate research activities on the impact of international cooperation and mobility projects in adult education, and to enable the further development and quality improvement of the Erasmus+ programme, a transnational research network is being set up: the Network for Research-based Impact Analysis of the Erasmus+ Programme in Adult Education (RIA-AE Network).

The goals of the RIA-AE network

The RIA-AE network aims to achieve the following objectives:

- contribute to a better understanding of the impact of international cooperation and mobility projects on adult education under the Erasmus+ programme.
- strengthen cooperation and dialogue between research, policy, and practice.
- contribute to the further development and quality improvement of the Erasmus+ programme by enabling high-quality, practice-oriented evaluation and impact research.
- increase the visibility of the benefits of adult education and the Erasmus+ programme in the EU and its Member States.

Procedure

To achieve these goals, the RIA-AE network brings together the National Agencies for Erasmus+ from different European countries to work together on developing a new approach to programme evaluation and impact assessment of Erasmus+.

The starting point for the joint activities is an inventory of existing research and knowledge on the benefits and effects of mobility projects and international partnerships in adult education. Building on this, a research concept with a multi-level approach and coordinated research methods offers the opportunity to investigate the effects of Erasmus+ at an individual,

organisational, and systemic level in the respective countries and on an international comparative basis.

Principles of cooperation

Co-operation within the network is based on shared responsibility and is always open to new members. The cooperation framework includes several National Agencies and external research partner organisations (e.g. universities and research institutes). Each NA involved in the network can decide whether to carry out the research projects itself or to commission a research partner.

Values

To achieve the goal of high-quality research, the network partners adhere to common standards for social and educational research. The methods used for the research activities can include all methods commonly used in empirical social research – quantitative, qualitative, or a mixture of different ones.

Annex 2 Selected scientific publications for documentary analysis

#	Title	Methodology	Focus	Outcome (+ indicates a positive impact)
1	Our own ERASMUS+ experience with KA1 mobilities. CEPER "Fuensanta" (a)	Experience systematisation methodology	ICT learning	Improvement in the use of new technologies, social media, and the development of digital skills
2	Acquisition of key competencies through improved digitalisation in adult education (b)	Experience systematisation methodology	New teaching and learning methodologies and approaches	• Improving the acquisition of key competences through digitalisation. • Implementation of new teaching and learning methodologies and approaches. • Promoting student participation from rural areas. Fostering the inclusion of students with special educational needs.
3	E+CREATIT Project: Strategies to foster creativity in adult learners based on collaborative learning and digital competence (c)	Document analysis; experience systematisation methodology	Boosting creativity; social inclusion	• Motivating adult students to discover the importance of lifelong learning. • Training adult students to set new goals and objectives in order to reduce the gap separating them from social inclusion, access to higher levels of education, and better working conditions. Development of collaborative methodologies, digital content, and apps.
4	Sustainable Competences in Adult Education	Document analysis; experience systematisation methodology	Sustainable skills	Development of a framework of sustainable competences as a tool for designing, implementing, and evaluating sustainability learning programmes for adults outside the university environment.
5	eTwinning Projects and teachers' digital competence: "Euroheroes of our time" (Official	Document analysis; experience systematisation methodology	Teacher empowerment through eTwinning and its application	• Knowledge transfer to other teachers and to students, taking into account the diversity of levels and the adaptation of activities.

	School of Languages of A Coruña) (e)		in the classroom	• Improvement through student feedback. Enhancing digital competences.
6	Art, experience, education and prisoners' words: Once upon a time there was a prison pedagogy with wings (f)	Document analysis; experience systematisation methodology	Prison education	Good practices for a preventive, inclusive, and critical prison education system.
7	Employment and Inclusion, a European research project (g)	Document analysis; experience systematisation methodology	Adult education focused on fostering inclusion and employment opportunities	• Improving training practices, methodologies, and content for employment and combating exclusion, tailored to vulnerable adults. Improvement in the cross-cutting skills taught.
8	Key performance indicators for optimising academic performance and course design on online educational platforms (h)	A quantitative, non-experimental, correlational study (n=13 postgraduate/diploma students)	Student interaction in Moodle and academic performance	Key Performance Indicators (KPIs) can support personalised learning by enabling real-time adjustments to online courses, influencing educational and institutional practices, student engagement, and the design of online educational interventions.
9	Game-Based Learning as a Tool for Teaching Ethical AI to Young People: Insights from the CHARLIE Project (i)	Document analysis; experience systematisation methodology	An ethical perspective on technology education	• Development and implementation of a competency matrix and a course on algorithmic bias. Establishing effective links between higher education, adult education, and the youth sector.
10	International Projects as a New Way to Solve Global Problems: Case Study of a European Project (j)	Literature review; Case Study (n=1)	Design of international Erasmus+ projects.	• Formulation and description of guidelines for undertaking this type of project. Training tailored to the specific needs of adult learners, including the promotion of lifelong learning opportunities
11	A novel context for project-based learning: A language school for adults in Spain (EOI) & an applied	Document analysis; experience systematisation methodology	Good practices	Effective implementation of best practices recommended by the Council of the EU, such as promoting different learning approaches and environments, or fostering collaboration

	higher education institution (college) of a university in Estonia (k)			between the various educational sectors and levels.
12	Gaming for social inclusion and civic participation: The INGAME project (l)	Experience systematisation methodology	Civic engagement; inclusive education	• Improvement of various skills: linguistics, communication, collaboration, and more. • Introduction and implementation of games as a method and tool. Developing civic engagement through online gaming.
13	Teaching evidence-based practice (EBP) in nursing curricula in six European countries – a descriptive study (m)	Consensus development panel (N= 225; n= 162 faculty members)	Teaching evidence-based practice (EBP) in nursing curricula	Identifying needs in the nursing curriculum. For example, the need to develop guidelines on the standardisation of teaching approaches and content across the three cycles of higher education.
14	Demographic challenges in rural Europe and examples of resilience through cultural heritage management. A comparative analysis in the inland regions of Mediterranean countries	International comparative analysis; literature and media review; semi-structured interviews; participant observation; statistical analysis	Resilience in the context of demographic imbalances; cultural heritage management	• Increase in capabilities and resilience. The emergence of new socio-economic pathways.

Annex 3 Literature list

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Annex 4 Brief Case Study Profiles

CASE STUDY 1. DOCUMENTA.

About the organisation

DOCUMENTA (European Institute for Training and Development Studies) is a Spanish non-profit organisation founded in 1996, dedicated to applied social research and the promotion of innovative models for sustainable local development. Its work focuses particularly on adult education, social inclusion, citizen participation, and strengthening community development.

The organisation takes a comprehensive approach aimed at building Smart and Responsible Territories, combining research, strategic planning, training, and regional revitalisation. It has an interdisciplinary team with extensive experience in designing and managing socio-educational and transnational cooperation projects. The team has participated in and coordinated numerous European projects related to adult education, social inclusion, participatory governance, community empowerment, and collaborative learning.

In this context, the coordination of the “Responsible Smart Citizenship against Poverty & Social Exclusion” (RSC against P&SE) project aligns with the organisation's work in the field of AE and social participation. It reinforces its European dimension and its ability to drive initiatives focused on inclusion and the strengthening of local communities.

Erasmus+ project: “RSC against P&SE”

https://erasmus-plus.ec.europa.eu/es/projects/search/details/2021-1-ES01-KA220-ADU-000033525

Problem statement

The RSC against P&SE (Responsible Smart Citizenship against Poverty & Social Exclusion) project emerges within a European context marked by persistent poverty and social exclusion, and by the need to strengthen citizen participation in community development. The initiative addresses challenges such as the impact of COVID-19, the emergence of new forms of poverty, and the limitations of traditional care approaches, in line with the 2030 Agenda guidelines.

In this regard, the project is based on the premise that participation is a key tool for empowering citizens and for building more inclusive and cohesive communities. The interviews conducted for this report indicate that one of the project's main motivations was precisely to promote a concept of participation understood as a process of learning and social practice, where people can actively engage in the life of their communities and in defending the values associated with European citizenship.

Change processes

The project's overall objective was to help combat poverty and social exclusion by strengthening citizen participation and developing learning processes aimed at building more inclusive and cohesive communities. To achieve this, the initiative set out to design and implement an education and social participation strategy based on participatory methodologies and networking between local organisations and communities.

Within this framework, the project aimed to drive changes both in socio-educational intervention practices and in how participants understand and engage in participation within their local contexts. The interviews indicate that participation was approached as a learning process focused on developing skills and fostering community involvement.

Activities

The project developed activities focused on designing and validating training resources, implementing collaborative learning programmes, and creating Local Inclusive and Collaborative Learning Communities. These actions were carried out through collaborative work between the partner organisations, combining transnational meetings, online work, and pilot processes. They also included coordination, evaluation, and dissemination tasks aimed at publicising the project's results in the fields of AE, social participation, and inclusion.

The interviews conducted indicate that these activities were positively assessed not only for their theoretical nature, but also for their practical focus, as they facilitated the application of the content covered in real-world contexts and encouraged active participation from the individuals involved.

Outputs

The project's main outcomes include the following resources:

- Digital Toolbox for building an Inclusive and Collaborative Learning Ecosystem to combat Poverty and Social Exclusion: a set of teaching materials, learning resources, and methodological guidance for developing Inclusive and Collaborative Learning Projects in Local Learning Communities.
- Inclusive and Collaborative Virtual Learning Environment (EVAIC) to combat Poverty and Social Exclusion: a digital platform designed to support training, networking, communication between partners, and the dissemination of project results.
- Education and Social Participation Programme: a training proposal aimed at strengthening the skills of professionals, volunteers, and participants in local learning communities.
- Advocacy, Transfer, and Sustainability Toolkit: This includes the project's White Paper and other resources designed to facilitate the replicability of RSC against P&SE (Responsible Smart Citizenship against Poverty & Social Exclusion) process.

Benefits and impact of Erasmus+

The project has had an impact on various levels:

At the *organisational level*, participation in Erasmus+ has helped strengthen the experience of organisations in managing European projects and consolidate collaborative dynamics between organisations involved in the field of adult education and social inclusion.

Regarding the *staff involved* – mainly professionals from the socio-educational field – the project has facilitated the exchange of knowledge and the adoption of participatory methodologies for community intervention. It has also fostered the development of skills

related to collaborative work, the planning of participatory initiatives, and the use of digital tools in educational settings.

For their part, *adult learners* have had the opportunity to explore social participation as a practical tool for community action and active citizenship. The interviews conducted show that the training activities encouraged the development of local initiatives and the generation of project ideas aimed at improving community life, reinforcing participants' motivation and commitment to their social environment.

Lessons learnt

The project's experience highlights that citizen participation requires specific training processes and methodologies that enable people to actively engage with their community environment. Likewise, collaborative work between organisations from different countries has highlighted the value of sharing experiences and learning from one another to enhance social intervention practices.

At the same time, the project has also spotlighted some common challenges in European cooperation initiatives. These relate in particular to coordination between partners with different working dynamics, as well as to the resource and time constraints arising from the evaluation received and the financial cut applied to the project, which was linked to adjustments made during the evaluation process of the initial proposal. These aspects underscore the importance of flexible management and ongoing communication between participating organisations.

Methods

This report is based on a combination of document review and semi-structured interviews. First, the main project documents were analysed. In addition, interviews were conducted with two professionals from the organisation – the institution's president and a project specialist – who were directly involved in the project's coordination, design, and development. The aim was to gather their experience and assessment of the implementation processes, the results achieved, and the impact generated.

The information collected was analysed using a qualitative approach, aimed at identifying the main aspects related to the project's development, the lessons learned, and the perceived impact both at the organisational level and in relation to the participants.

Case Study 2. Sieneva Foundation.

About the organisation

The Sieneva Foundation is a Spanish non-profit organisation dedicated to rural development, sustainable entrepreneurship, adult education, and the promotion of the Sustainable Development Goals (SDGs). Its multidisciplinary team brings together experts in economics, biology, law, communication, and sustainability, enabling it to develop projects with a cross-cutting approach tailored to the needs of each region.

The organisation has experience in training programmes for adults and in initiatives related to local development and sustainability. However, their involvement in international cooperation was more limited before the project in question was developed. In this context, participation in the Erasmus+ programme has been a significant opportunity to strengthen its European dimension, expand its cooperation networks, and enhance its skills in managing transnational projects.

The *"From Home to Europe!"* project is part of this process of institutional internationalisation. Its development has helped strengthen the organisation's ability to design and implement European projects in the field of adult education, as well as to incorporate new working methodologies linked to collaborative learning, sustainability, and community participation.

Erasmus+ project: "From Home to Europe!"

https://erasmus-plus.ec.europa.eu/es/projects/search/details/2023-1-ES01-KA210-ADU-000158254

Problem statement

The "From Home to Europe!" project arises from the need to connect local development initiatives with the political and social priorities promoted at the European level. In many cases, organisations working at the community level develop projects that are relevant to their local areas, but they struggle to connect these experiences with the European framework of public policies and funding programmes.

The interviews conducted for this report indicate that the project was specifically designed to bridge this gap, aiming to bring European priorities – such as the 2030 Agenda, social cohesion, and democratic participation – closer to local realities. The project's approach is based on the idea that building active European citizenship relies on strengthening local communities and getting people involved in regional development initiatives.

Change processes

The project's overall objective was to contribute to local development and social cohesion in Europe by training trainers and adults in topics related to sustainable entrepreneurship, community participation, and the SDGs.

The project aimed to create shared learning processes between organisations in different countries, facilitating the exchange of experiences and the adaptation of methodologies to drive local development initiatives in various contexts.

Activities

Key activities include transnational mobility for trainers and the organisation of multiplier events aimed at adult learners and local stakeholders. These activities enabled organisations from Spain, Italy, and Ireland to share experiences and disseminate the project's results across the participating regions.

The interviews show that these activities were positively valued for their participatory nature and for the opportunity to learn about experiences in other European contexts.

Output

Among the project's main outcomes, two training products stand out:

- Expert Course in Local Development and the 2030 Agenda, structured across six modules focusing on sustainable entrepreneurship, social inequalities, migration, civic participation, and the SDGs.
- A Guide to Local Initiatives, which brings together community experiences from Spain, Italy, and Ireland and provides examples of local development projects with the potential to be replicated.

The interviews conducted indicate that these materials have subsequently been used in training activities and community projects, demonstrating their practical utility and potential for transfer.

Benefits and impact of Erasmus+

The project has had an impact on various levels: on the participating organisations, on the staff involved, on the adult learners taking part, and on the local community.

At the *organisational* level, participation in the project has helped strengthen the international cooperation capacity of the Sieneva Foundation and its partners. Managing a transnational project allowed us to improve our internal planning, coordination, and evaluation processes, as well as to facilitate the establishment of new partnerships with European organisations.

For the *staff involved*, especially adult trainers, the project encouraged the sharing of experiences and the learning of participatory methodologies applied to adult education. Engaging with professionals from other countries broadened perspectives and enriched training practices.

For the *adult learners taking part*, the project promoted learning about local development, sustainability, and community participation. The interviews also show an impact in terms of confidence and motivation to take part in local or community initiatives.

Finally, the project had an impact on the wider environment through the dissemination and subsequent use of the materials developed. The course and the guide to local initiatives have been used in training activities and workshops, demonstrating their potential for transfer and their usefulness to other organisations.

Lessons learnt

The project's development allows us to identify various lessons learned. Firstly, it highlights the importance of designing European projects that are grounded in local realities and enable European priorities to be translated into concrete actions that are understandable to communities.

Secondly, the project highlights the value of international exchange as a learning tool. Engaging with organisations and professionals from other countries allows us to compare methodologies, share experiences, and generate new ideas for social intervention.

Another relevant lesson is the importance of collaborative networks. The relationships forged during the project are a valuable resource that can facilitate the development of new initiatives and strengthen cooperation between organisations.

One of the limitations identified is the relatively short duration of small-scale projects, which can make it difficult to establish certain working dynamics. The interviews indicate the desirability of having mechanisms in place to ensure the continuity of the collaborative networks that have been established.

Methods

This report is based on a combination of document review and semi-structured interviews. The main project documents were analysed, including the initiative's description, the materials developed, and the monitoring reports. Two interviews were also conducted: one with the person responsible for managing the project and another with two adult learners involved in its activities. The interviews were recorded with the informed consent of the participants, ensuring confidentiality and anonymised processing of the information at all times, in accordance with the ethical principles of social research.

The information collected was analysed qualitatively to identify aspects related to the project's development, its results, and the perceived impacts.

Case Study 3. Santa María de Albarracín Foundation.

About the organisation

The Santa María de Albarracín Foundation, established in 1996 as a non-profit organisation, aims to promote an innovative model for managing cultural heritage. Its focus is on the cultural recovery and revitalisation of Albarracín, a small rural town. To achieve this, it deploys a comprehensive cultural programme that includes courses, seminars, exhibitions, concerts, artistic creation initiatives, and specialised training in restoration, which contribute to making the municipality a cultural hub and promotes the socio-cultural and economic development of the area, as well as citizen participation and collaboration with various organisations.

Currently, the Foundation has a multidisciplinary team specialising in heritage conservation and restoration, adult education, and heritage project management. This human capital underpins its main lines of action, which focus on architectural and monumental restoration, specialised training in the conservation of cultural assets, a stable cultural programme, and the management of cultural spaces and museums as part of the "Albarracín, Espacios y Tesoros" (Albarracín, Spaces and Treasures) project. Thanks to these initiatives, Albarracín has established itself as a European benchmark for best practices in heritage management in rural areas. Furthermore, coordinating the Erasmus+ KA2 Re-Cultural Heritage project marked a milestone in the Foundation's internationalisation process, as it had previously only participated in European projects as a partner.

Erasmus+ project: "Re-Cultural Heritage"

https://erasmus-plus.ec.europa.eu/es/projects/search/details/2021-1-ES01-KA220-ADU-000026494

Problem statement

The Re-Cultural Heritage project was created to address various challenges in rural areas that have worsened following the pandemic and the tourism crisis. These include depopulation, a lack of job opportunities – especially for young people – limited professional diversification for vulnerable groups, and a lack of appreciation for and training in cultural heritage. Added to this are the digital divide in the cultural sectors and the lack of integrated strategies to promote sustainable rural tourism.

According to the interviews, the project was conceived as an initiative to revitalise the area. Based on an analysis of the local context, it supported training, cultural, and economic activities linked to cultural heritage, promoting training in restoration techniques, sustainable tourism, and cooperation between local organisations and stakeholders.

Objectives and change processes

Re-Cultural Heritage was created to improve employability through training programmes that foster personal development and integration into the labour market for young people and adults, particularly in the social, cultural, tourism, and arts sectors. It also aims to promote the economic and social inclusion of migrants, asylum seekers, the unemployed, and women over 45 through training programmes that facilitate their access to employment and prevent social exclusion.

Its objectives align with European strategies by strengthening skills related to cultural heritage and fostering cross-sectoral cooperation, while also promoting new job

opportunities in rural areas. In this way, the project aims to drive forward education, entrepreneurship, and networking initiatives that meet the demands of the market following COVID-19, revaluing cultural heritage as a resource for the development and prosperity of these regions.

Activities

In-person and virtual meetings were held to coordinate the project between the various countries in the consortium, which helped build trust and foster teamwork. Furthermore, multiplier events were held in each participating country, featuring dissemination workshops on cultural heritage and responsible tourism aimed at the local community, administrations, and professionals in the rural, tourism, and cultural sectors. Interviews highlighted the involvement of the Government of Aragon in one of these activities.

The interviews also highlight the value of the Reflection Seminar held in Slovakia, a training space that allowed experts and technicians from different countries to exchange knowledge, discuss innovative restoration techniques, and strengthen professional networks. Furthermore, the project's dissemination activities are highlighted through European contact networks, the website, and the project's own social media channels, as well as through the consortium's internal channels, relevant databases, and the media.

Outputs

The Re-Cultural Heritage project produced three open and accessible products for the entire local community, which can be viewed on its website.

- A handbook on the basic skills outlined in the European framework: a guide for public administrations to promote training programmes that combine learning, qualification, and productive work. The aim is to establish a common foundation for heritage management and to foster local development through restoration.
- Online learning platform: an inclusive digital training environment for heritage restoration, primarily aimed at adults and vulnerable groups. It offers personalised pathways, self-assessment tools, and accreditation through digital badges at basic and advanced levels.
- National assessment and dissemination reports: qualitative studies on the impact of historical heritage and restoration in rural areas in economic, tourism, and cultural terms, aimed at designing employment plans and fostering the exchange of good practices between European regions.

Those interviewed emphasise that the project provides opportunities for both professionals in heritage restoration and conservation and for individuals without prior training who are interested in learning about and appreciating their cultural heritage. They also emphasise the project's international character, reflected in the production and dissemination of its results in various languages.

The benefits and impact of Erasmus+

The Re-Cultural Heritage project has had a positive impact, demonstrating its effectiveness in promoting learning, revitalising the local area through cultural heritage, and improving employability in rural settings.

Within the consortium, the project strengthened the European network dedicated to enhancing cultural, historical, and environmental heritage and promoting responsible rural tourism. It also reinforced the coordination capabilities of European projects. On a professional level, it fostered the exchange of knowledge and best practices among experts and trainers from different countries, promoting innovative approaches in restoration and training.

For adult learners, the impact is reflected in a greater awareness of the importance of cultural heritage, access to training in conservation and restoration, and expanded opportunities for professional qualifications beyond the agricultural sector. The interviews also highlight a stronger sense of belonging and commitment to local heritage, as well as greater openness and internationalisation through European cooperation.

Lessons learnt

The Re-Cultural Heritage project highlights the importance of promoting historical and cultural heritage as a driver of socio-economic development and sustainable employability in rural areas, demonstrating that the challenges faced by these regions are common across Europe. Through training – especially online – and practical experiences, the project raised awareness of the value of local heritage and helped improve job opportunities for adults, including vulnerable groups.

The initiative provided valuable insights into managing and coordinating European projects, highlighting the importance of cooperation, communication, and the consortium's commitment. The main challenges include coordinating multiple organisations, the bureaucratic burden, and the strain of long-term work. However, European funding is recognised as a key element in driving innovative initiatives for sustainable socio-cultural development in rural areas.

Methods

Following a documentary analysis of the Re-Cultural Heritage project and the organisation, supplemented by three semi-structured interviews with the Foundation's director, the project coordinator, and a participating professional, the results show a high degree of involvement and commitment to European objectives, both at the institutional level and in relation to the target adult learners. The report, based on documentation and interviews conducted with informed consent, ensures compliance with ethical research principles and facilitates the transfer of knowledge to improve future European initiatives aimed at social transformation, democratic participation, and territorial development. The qualitative analysis also revealed positive impacts linked to the enhancement of cultural, historical, and artistic heritage in the rural setting of Albarracín.

Case Study 4. FEVADIS Foundation.

About the organisation.

The Valencian Federation of People with Intellectual Disabilities (FEVADIS) is a non-profit organisation founded in 1979. Its aim is to promote social inclusion, personal autonomy, and the protection of the rights of people with intellectual and/or developmental disabilities, as well as those of their families. Throughout its history, it has established itself as a leading organisation in the Valencian Community in the field of social inclusion and comprehensive support for this group.

The organisation operates with a people-centred approach, based on active participation, accessibility, and the promotion of a fairer and more inclusive society. To achieve this, it has a multidisciplinary team made up of professionals from fields such as psychology, social work, social integration, occupational therapy, and training, as well as a network of volunteers. This structure enables the implementation of direct support programmes, training, and social participation tailored to the specific needs of the individuals it serves.

According to interviews with the technical team, the European project is part of a previous line of methodological innovation within the organisation. The professionals noted that, alongside the usual intervention activities, there was an interest in incorporating expressive and creative tools – such as theatre – to work on empowering and engaging women with intellectual disabilities.

Erasmus+ project: GENDER DRAMA-ID.

https://erasmus-plus.ec.europa.eu/es/projects/search/details/2022-1-ES01-KA220-ADU-000088102

Problem statement

The GENDER DRAMA-ID project (Drama-Based Training Programme for Increasing Gender Equality in Persons with Intellectual Disabilities) was created in response to the persistent gender inequalities affecting people with intellectual disabilities, especially women, in a context where adapted training solutions remain insufficient. In this regard, interviews with the technical team indicate that these inequalities are reflected in everyday experiences, such as the lack of female role models with disabilities, difficulties in fully participating in social life, and the invisibility of certain issues in traditional training programmes. Added to this is the lack of accessible and innovative methodologies that would allow these issues to be addressed in a way that is understandable, participatory, and tailored to the learning characteristics of the group. In light of this situation, the project highlights the need to develop educational initiatives that encourage reflection, the sharing of experiences, and personal empowerment.

Within this framework, GENDER DRAMA-ID uses theatre as a pedagogical and transformative tool, employing an experiential methodology that facilitates addressing gender equality through relatable situations, participatory dynamics, and more inclusive learning processes.

Change processes

The main objective was to enhance the gender equality skills of people with intellectual disabilities by developing a drama-based training methodology (DBTM).

Specifically, the project aimed to design an accessible methodology, develop tailored training materials, create a guide for trainers, and develop a digital tool to facilitate the delivery of the training. Furthermore, there were plans to validate the methodology through pilot projects and to raise awareness among professionals and organisations about the potential of theatre as an inclusive educational tool.

The change process was based on a combination of experiential learning, artistic expression, and collective reflection. Through theatre, participants were able to identify situations of gender inequality, analyse them, and bring them to life on stage, fostering meaningful learning and awareness.

Activities

The project encompassed activities related to the design, implementation, and dissemination of the methodology. These include collaborative work between partner organisations, transnational coordination meetings, and training initiatives for professionals.

Pilot experiences were developed with adults with intellectual disabilities, using drama-based theatre and forum theatre techniques to address issues related to gender equality. These activities made it possible to validate the methodology and adapt the content to the group's needs.

In addition, multiplier events and public presentations of the results were organised, which facilitated the transfer of the methodology to other organisations and contexts.

Outputs

Key project outcomes include a range of training and methodological resources designed to facilitate the application of the methodology in various contexts.

Firstly, a modular training package was developed using the Drama-Based Training Methodology (DBTM), which combines content on gender equality with theatrical techniques adapted for people with intellectual disabilities. A guide for trainers was also developed, offering practical guidance on how to implement the methodology, including exercises in improvisation, storytelling, role-play, and body language. The project also created an accessible, multilingual digital tool designed to support the training process with interactive content and tailored learning resources. Finally, a sustainability and operational plan was drawn up to ensure the transfer and continuity of the project's results.

Benefits and impact of Erasmus+

Participation in the Erasmus+ programme has had a significant impact on various levels. At the organisational level, the project has strengthened institutional capacities for managing European projects and implementing innovative methodologies in adult education. Participating staff have developed professional skills related to using theatre as an educational tool, along with inclusive and participatory methodologies. For adult learners, theatre has helped improve their social and communication skills, boost their self-

esteem, and increase their understanding of issues related to gender equality. The interviews particularly highlight a greater commitment to activities and the creation of group spaces that foster trust and collaboration.

Lessons learnt

One of the key lessons learned is the value of artistic methodologies in addressing complex social issues through participatory and inclusive approaches. Theatre proves to be a particularly effective tool for addressing gender equality with people with intellectual disabilities, as it facilitates the expression of personal experiences and collective reflection. The project also highlights the importance of international cooperation for knowledge sharing and building professional networks. However, challenges are also identified in terms of transnational coordination, organisational differences between partners, and the administrative complexity of managing European projects.

Methods

The analysis presented is based on a qualitative methodology that combines a review of project documents with semi-structured interviews with the technical staff involved in its development. The document review allowed us to analyse the project's objectives, activities, and outputs, as well as their alignment with the priorities of the Erasmus+ programme. The interviews provided information on the implementation experience, the change processes generated, and the perception of the project's impact from the perspective of the professionals involved. All interviews were recorded with the informed consent of the participants, ensuring the confidentiality of the information and respect for the ethical principles of social research.

Case Study 5. Avantia Foundation.

About the organisation

The Fundación Avantia is a Spanish non-profit organisation dedicated to vocational training and AE, international cooperation, and the promotion of social and environmental values. Its work focuses on developing educational initiatives aimed at lifelong learning, social inclusion, sustainability, and citizen participation.

The organisation runs training programmes in areas such as active citizenship, well-being, digital literacy, and employability, using participatory methodologies and a competency-based approach. Its work is carried out in collaboration with adult education centres, public administrations, and social organisations, creating learning environments tailored to different regional contexts.

As part of the Erasmus+ programme, Avantia has built a solid track record in international educational cooperation projects. The Global Education for Adults (GEA) and Care and Mental Health for Adults (CMHA) projects reflect this strategy, which aims to strengthen their European dimension, expand collaborative networks, and generate innovative educational proposals in the field of vocational training and AE.

Erasmus+ GEA and CMHA Project

GEA: *https://erasmus-plus.ec.europa.eu/es/projects/search/details/2021-2-ES01-KA210-ADU-000049278*

CMHA: *https://erasmus-plus.ec.europa.eu/es/projects/search/details/2023-2-ES01-KA210-ADU-000180990*

Problem statement

The projects analysed address relevant challenges in adult education. The GEA project addresses the need to integrate global education and the SDGs into educational programmes for adults, an area where many institutions lack specific methodological tools.

For its part, the CMHA project addresses the gradual ageing of the European population and the need to promote the physical, emotional, and social well-being of older adults. In this context, adult education centres can play a significant role in promoting active ageing and social participation.

Objectives and process of change

The GEA project aimed to adapt the Global Education approach to the AE and vocational training sector by developing methodological proposals linked to the SDGs. To this end, the aim was to identify existing educational experiences and to develop recommendations for their implementation in schools.

The CMHA project aimed to promote the well-being and mental health of older adults by identifying best practices related to active ageing and community participation.

In both projects, the change process is based on collaborative learning between European organisations and the sharing of transferable educational experiences.

Activities

The main activities focused on partners sharing experiences, analysing existing educational practices, and developing methodological resources.

The GEA project identified and analysed good practices related to global education and the SDGs in adult education centres. The CMHA project gathered experiences related to well-being, mental health, and active ageing.

Interviews with the professionals involved indicate that many of these initiatives were integrated into the schools' daily practice, reinforcing educational approaches based on inclusion, interculturality, and intergenerational learning.

Outputs

The projects yielded a range of outcomes aimed at facilitating knowledge transfer and the use of educational methodologies in the field of AE and vocational training.

The GEA project developed the following main products:

- Concept paper on Global Education in adult education, outlining the project's theoretical framework and its connection to the SDGs.
- A collection of best practices in Global Education and sustainability, identified by participating schools and organisations.
- A methodological guide with recommendations for adult education centres, including suggestions for activities, training pathways, and pedagogical guidance for addressing the SDGs in educational settings.

The CMHA project delivered the following products:

- A collection of 30 best practices related to well-being, mental health, and active ageing, drawn from a variety of educational and community settings.
- A methodological guide for AE centres, providing guidance on promoting healthy habits, emotional well-being, and social participation among older adults.
- Project dissemination and communication plan, aimed at facilitating the transfer of results and the visibility of the practices developed.

Together, these products provide transferable educational resources that can be used by adult education centres, social organisations, and education professionals interested in promoting global education, sustainability, well-being, and active ageing.

Benefits and impact of Erasmus+

Participation in Erasmus+ projects has brought benefits on various levels. At *the organisational level*, it has strengthened the Avantia Foundation's capabilities in international cooperation and European project management, expanding its collaborative networks.

For *educational staff*, the projects have fostered the sharing of methodologies and the development of professional and intercultural skills.

From the perspective of *the participating adult learners*, the interviews show improvements in motivation, self-esteem, and social participation. Educational activities and international exchanges help strengthen a sense of belonging within the educational community and expand opportunities for lifelong learning.

Lessons learnt

The progress of the projects shows that the coordinating organisations' prior experience and clear planning are key factors for managing European projects effectively.

Furthermore, the methodology based on identifying and adapting good practices is particularly suitable for small-scale cooperation projects, as it enables the generation of practical and transferable results.

However, the interviews highlight some challenges, such as the need to strengthen strategies for disseminating results and to have more time and resources to consolidate the initiatives that have been developed.

Methods

The report is based on a qualitative methodology that combines document review and semi-structured interviews. Documents from the GEA and CMHA projects were analysed, including forms, reports, and materials produced.

Interviews were also conducted with management staff from the Avantia Foundation, trainers involved in the projects, and adult learners. These were recorded with informed consent and analysed using thematic categorisation to identify perceptions regarding the development, impact, and challenges of the projects.

Erasmus+ KA2 comparative matrix (Spain)

This annex presents the comparative matrix developed as a synthesis tool for Module 3 (Case Studies), designed to enable a cross-cutting and comparative analysis of the selected Erasmus+ KA2 projects in Spain. Its inclusion addresses the methodological need to identify, in a structured manner, common patterns, territorial specificities, and shared lessons learned by the various organisations involved in the adult education sector.

Table 2. Erasmus+ KA2 comparative matrix scheme (Spain)

Category Description	Case 1	Case 2	Case 3	Case 4	Case 5	Common patterns.
Basic project data	**DOCUMENTA – RSC against P&SE**. Topic: poverty, social exclusion, citizen participation, inclusion, and collaborative learning. Duration: **30 months**. Number of partners: **4** (Spain, Italy, Cyprus, Greece). Action: Cooperation partnerships in adult education Call for applications: Erasmus+ 2021 Budget: €133,475.00	**Sieneva Foundation – From home to Europe!** Topics: local development, SDGs, sustainable entrepreneurship, inequality, migration, and civic participation. Duration: **12 months**. Number of partners: **3** (Spain, Italy, Ireland). Action: Small-scale partnerships in adult education. Call for applications: Erasmus+ 2023 Budget: €60,000.00	**Santa María de Albarracín Foundation – Re-Cultural Heritage**. Theme: cultural heritage, responsible tourism, rural employability, inclusion, and community development. Duration: **24 months**. Number of members: **7**. Action: Cooperation partnerships in adult education Call for applications: Erasmus+ 2021 Budget: €248,105.00	**FEVADIS – GENDER DRAMA-ID** Theme: intellectual disability, gender equality, theatre, creativity, inclusion, and digital training. Duration: **24 months**. Number of members: **7**. Action: Cooperation partnerships in adult education Call for applications: Erasmus+ 2022 Budget: €250,000.00	**Avantia – GEA / CMHA**. GEA: global education, the SDGs, and active citizenship; **19 months**, **3 partners**. CMHA: mental health, well-being, and active ageing; **12 months**, **3 partners**. GEA • Action: Small-scale partnerships in adult education. • Call for applications: Erasmus+ 2021 • Budget: €60,000.00 CMHA • Action: Small-scale partnerships in adult education	A wide range of topics: social inclusion, local development, heritage, gender equality, and well-being. Two formats predominate: the **small, concise KA210** (Sieneva, Avantia) and **the longer, more complex KA220** (Documenta, Albarracín, FEVADIS).

					• Call for applications: Erasmus+ 2023 • Budget: €30,000.00	
Organisational type	NGO / non-profit organisation for applied research and community development.	Foundation/NGO focused on sustainable development, training, and the SDGs.	A non-profit cultural foundation dedicated to heritage and regional revitalisation.	Federation / NGO working in the field of intellectual disability.	Foundation / NGO dedicated to adult education and international cooperation.	**Third-sector entities** clearly predominate; the main difference lies in their sector of specialisation: community, sustainability, culture and heritage, disability, and adult education.
Territory	Spain, with work on local communities and third-sector networks; a community-focused and inclusive approach.	Andalusia/Granada; an urban context marked by inequality and unemployment; the connection between the local and the European.	Albarracín (Aragon): a rural area facing depopulation, a tourism crisis, and the need for economic diversification.	Valencian Community; socio-educational support for people with intellectual disabilities, primarily in social inclusion settings.	Andalusia (Benalauría/Málaga) and cooperation with urban and rural areas in Italy, Slovenia, and Portugal; CMHA incorporates a disadvantaged rural context in Bairrada.	Three scenarios are observed: **vulnerable urban** (Sieneva, part of Avantia), **rural** (Albarracín, part of Avantia), and **sectoral-community** (Documenta, FEVADIS). Territorial diversity shapes problems and strategies.
Adult learner profile	Professionals and volunteers from the third sector, students studying social work, and interested members of the public. Motivation: to learn participatory	Trainers and unemployed adults, entrepreneurs, or those undergoing professional retraining; a range of educational levels. Motivation: employability, sustainable	The local population, young adults, and vulnerable groups (women aged 45+, the unemployed, and migrants), with diverse educational backgrounds. Motivation: employment, heritage	Adults with intellectual disabilities, with varying support needs, as well as trainers and professionals in the fields of disability and theatre.	GEA: a diverse group of adults, including those with a low level of education, migrants, and the unemployed. CMHA: older adults, the low-skilled, migrants, and	Heterogeneity. The predominant profiles are those linked to **social vulnerability**, low qualifications, or the need to update skills. FEVADIS stands out for its much more specific target group: women

	methodologies and apply them to community initiatives.	entrepreneurship, and community involvement.	training, and local development.	Motivation: social skills, participation, gender equality, and personal expression.	people with health issues. Motivation: lifelong learning, well-being, citizenship, and social participation.	with intellectual disabilities.
Participation strategies	Participatory methodologies, local networks, collaboration with third-sector organisations, educational institutions, social media, and newsletters.	Non-formal education, multiplier events, dissemination via WhatsApp, participants from other projects, and campaigns with a marketing company.	Academic and cultural events, panel discussions, involvement of government bodies, a digital outreach company, a website, social media, and the consortium's databases.	Theatre, body language, collective creation, a person-centred approach, and material resources to support attendance and continuity.	Sharing experiences, analysing best practices, participatory activities in adult centres, and subsequent integration into daily practice.	In all cases, **active and participatory methodologies** predominate. Change the central focus: community networks, mobility, heritage, theatre, or the systematisation of best practices.
Implementation processes	Ongoing coordination between partners; the need to reorganise tasks due to budget cuts; and improved communication.	Seamless communication between partners, adapting course content, and managing differences in Erasmus+ experience within a short project.	Intense teamwork, division of tasks, and institutional cooperation; challenges posed by bureaucracy, multiple coordination, and long-term burnout.	Ongoing organisational learning, administrative complexity, different paces among partners; a detailed roadmap, financial control, and strong leadership from the coordinator.	Implementation based on identifying and adapting best practices; prior experience and clear planning facilitate management.	Common barriers: **transnational coordination, administrative burdens, and time constraints**. Best practices: clear roles, consistent communication, and flexible adaptation.
Impact on adult learners: Skills acquired, civic participation, and subsequent career paths	Developing skills for social participation, generating project ideas, and fostering	Enhanced learning about local development, sustainability, and participation; increased confidence	Increased awareness of heritage, access to training in restoration, expanded job opportunities, and a	Improved social and communication skills, increased self-esteem, a deeper	Improved motivation, self-esteem, social participation, and a sense of belonging	In all cases, there is an impact on skills and participation. FEVADIS stands out in the socio-emotional and expressive dimensions,

	community involvement.	and motivation to take part in local initiatives.	stronger sense of belonging.	understanding of gender equality, and the commitment and confidence to speak out in public.	to the educational community.	Albarracín in rural employability, and Sieneva and Documenta in active citizenship.
Organisational impact: Networks created, pedagogical innovation, sustainability	Capacity building for European cooperation and the strengthening of social inclusion networks.	Strengthening international capacity, improving planning, and forging new European partnerships.	Consolidating a European heritage network and strengthening international coordination capabilities.	Strengthening institutions to manage European projects and incorporate accessible theatrical and digital methodologies.	Expanding collaborative networks and strengthening capacities in international educational cooperation.	They all demonstrate a clear impact on the organisation. Organisations with less prior experience (Sieneva, in coordination with FEVADIS) show a particularly noticeable effect of institutional learning.
Community impact: Relationships with local associations and municipalities, and public visibility	Boosting local initiatives and collaborating with third-sector organisations; less political involvement.	Territorial distribution of materials and activation of local initiatives; connecting European priorities with the reality of communities.	High local impact: heritage identity, connections with local authorities, and public visibility through local events and media.	Theatrical performances and multiplier events that increase the group's public visibility and social recognition.	Applying practices in adult centres and transferring them to organisations and professionals in the field.	The community impact is strongest when the project is rooted in a specific, visible area: Albarracín, Sieneva, and FEVADIS stand out here.
Fairness and inclusion	An inclusive approach to poverty and exclusion, involving the third sector and vulnerable members of the public.	It addresses inequality, unemployment, and the need to bring Europe closer to groups with less access.	It includes vulnerable rural groups – migrants, the unemployed, and women aged 45 and over – and also ensures the materials are accessible.	Case with the greatest impact on inclusion: women with intellectual disabilities, cognitive accessibility, an adapted digital	This includes older people, migrants, and individuals with low qualifications or physical or mental health issues.	Inclusion is present in all cases, but to varying degrees: FEVADIS is the most specialised; Albarracín and Avantia demonstrate inclusion through diversification of vulnerable groups; and Sieneva and

				tool, and an inclusive theatre methodology.		Documenta through a broad social focus.
Added value and innovation: New practices, transferable products	Innovation in social participation to combat poverty; Digital Toolbox, EVAIC digital platform, Education and Social Participation Programme, and transferable White Paper.	An innovative approach integrating local development, the SDGs, migration, and participation; an expert course and guide with the potential for transferability.	Revaluing heritage as a driver of employability and cohesion; an online platform, a skills manual, and national reports.	A dramatic methodology for gender equality in intellectual disability, featuring accessible materials, a guide, a digital tool, and the potential for transfer to other groups.	GEA: conceptual framework and methodological guide on global education; CMHA: 30 good practices and methodological manual on well-being and mental health.	The five cases generate transferable products. The most unique innovations are found in **FEVADIS** (theatre + gender + disability) and **Albarracín** (heritage + rural employability).
Strengths: Key perceived achievements	Methodological expertise, team engagement, and the practical usefulness of materials.	Intercultural learning, cooperation between partners, and the usefulness of materials.	Camaraderie, the consortium's commitment, and a robust network for cultural transformation.	Innovative theatrical methodology, high engagement, visible results, safe spaces, and group cohesion.	Prior experience, clear planning, effective cooperation, and the production of useful methodological outputs.	Shared strengths: team commitment, product usefulness, and the value of international exchange.
Weaknesses / needs	Budget cuts due to the evaluation received, coordination between partners, dissemination challenges, and the use of digital tools.	Limited duration, little continuity, and the need to support less experienced organisations.	Bureaucracy, burnout, complex coordination, issues with partners, and tight deadlines.	Administrative complexity, a heavy workload for the coordinator, uneven pace, and the need for greater institutional support.	There is a need to strengthen dissemination, as well as to increase time and resources, in order to consolidate results.	Recurring weaknesses: Erasmus+ bureaucracy, insufficient time, challenges with sustainability, and the demands of transnational coordination.

Quantitative indicators	4 partners; 4 intellectual outputs; 5 multiplier events; 9 transnational meetings. No participant data added	3 partners; 2 intellectual outputs; 1 mobility; 3 multiplier events. Continuity observed through subsequent use of materials, although without a percentage.	7 partners; 3 intellectual outputs; 6 multiplier events; 5 transnational meetings. No participant data added	7 partners; 5 intellectual outputs; 5 multiplier events. The request includes 15 people with intellectual disabilities and 5 support staff per country for pilot projects in 4 countries, totalling 80 people.	GEA: 3 partners, 19 months. CMHA: 3 partners, 12 months. GEA anticipates 80 recommendations; CMHA compiles 30 best practices. No participant data added	The available indicators are primarily structural: partners, duration, and products. There is less consistency in participant data and continuity.

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