EUROPEAN UNION

RIA
ADULT EDUCATION

Country research report Portugal

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

National report RIA-AE Network

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Abbreviations

AE	Adult Education
AES	Adult Education Survey
CS	Case Study
EACEA	European Education and Culture Executive Agency
EFA	Educação e Formação de Adultos
EU	European Union
LTA	Long Term Activity
KA1	Key Action 1
KA2	Key Action 2
KA210	Small-scale partnerships
KA220	Cooperation Partnerships
NA	National Agency
NEET	Not in Employment, Education or Training
NGO	Non-Governmental Organisations
NUTS	Nomenclatura das Unidades Territoriais para Fins Estatísticos
OER	Open Educational Resource
RIA-AE	Network for Research-based Impact Analysis of the Erasmus+ programme in Adult Education
SEN	Special Educational Needs
SME	Small and medium enterprises
SR1	Survey Round 1
SR2	Survey Round 2

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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 member countries of the network. They inform the National Agencies in charge of Erasmus+ about the implementation and impact of the programme in their respective country. These national studies also feed into a transnational study with the aim of highlighting the effects of the programme at 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: KA 1 (learning mobility of individuals) and KA 2 (cooperation of organisations and institutions). The impact is examined in organisations with grant-funded projects, on organisations and their staff, the learners and the adult education field in the respective country. Particular attention in this report is given to the priority theme 'participation in democratic life and civic engagement'.

The monitoring design agreed within the network is based on a mixed methods approach. It consists 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 Portugal took place between November 2025 and June 2026 and was carried out by the Instituto de Educação da Universidade de Lisboa[1] with the technical support of the Ockham IPS.

Main results

The accessibility and inclusiveness of the programme: Erasmus+ acts as a critical driver for non-formal and informal adult education (AE) in Portugal, engaging a diverse range of organisations with social, cultural, and civic aims. While the programme shows strong systemic prioritisation for social equity and inclusion, challenges remain regarding outreach consistency; certain highly marginalised categories (such as refugees, individuals with addictions, or the homeless) and smaller grassroots organisations still face structural or operational barriers to entry and exhibit lower levels of representation.

At organisation level participation in Erasmus+ permanently strengthens the institutional capacities of beneficiary organisations. It directly stimulates the modernisation and diversification of the learning offers, allows institutions to embed innovative outputs, and accelerates the strategic internationalisation and scaling up of their operations.

[1] The Instituto de Educação da Universidade de Lisboa was contracted by the Instituto para o Ensino Superior, I.P. (IES, I.P.), as the research partner of the Erasmus+ LTA (Long-Term Activity) RIA-EA (cf. public commitment no. I03862/2023).
The IES, I.P. incorporates the former Erasmus+ National Agency for Education and Training, the public body responsible for the management of the Erasmus+ Education and Training Programme in Portugal.

The programme yields highly positive outcomes for adult education professionals. Staff members evidence growth in their international competences, pedagogical and didactical skills, and their overall capacity to map out and deliver effective, high-quality learning pathways for adult learners.

Adult learners benefit from transformative personal, social, and educational experiences. Participation in mobility and localised project activities promotes behavioural changes, raises awareness of European citizenship and cultural diversity, enhances self-esteem, and counteracts risks of social exclusion - particularly among vulnerable groups such as senior citizens.

Characteristics of Erasmus+ projects addressing the "Participation in democratic life, common values and civic engagement" in adult education priority rely on both Key Action 1 (KA1) and Key Action 2 (KA2) structures, with a high concentration of finalised or advanced-stage initiatives. They typically employ collaborative, non-formal education frameworks, using practical tools, workshops, and action-oriented methodologies to target institutional staff, seniors, and disadvantaged rural or urban communities.

Projects focusing on this priority seem to create a shift toward participatory pedagogies. They heavily increase organisational attention toward active citizenship and European common values, enabling staff to effectively guide learners in creating community-driven actions and fostering broader regional and civic development.

TABLE 1. CONCLUDING TABLE WITH ACHIEVEMENTS AND CHALLENGES

Achievements	Challenges
• Reaches a high variety of adult education organisations, acting as a crucial funding alternative for civic, non-formal, and informal learning paths.	• Not all types of organisations or target groups are fully reached yet; small grassroots providers often face constraints, especially at the application level.
• Recognised impact on staff competences, particularly regarding internationalisation, innovative teaching methodologies, and civic tools.	• Some gaps in outreach targeting highly marginalised groups (e.g., homeless populations, refugees, or people with addictions).
• Enhances the scale, transnational dimension, and strategic focus of local educational projects, enhances visibility and credibility of community organisations and gives life to the priority.	• Implementation delays and operational burdens caused by administrative complexities or limitations in localised agency funding support.

Source: Online survey beneficiary organisations RIA-AE network (2024)

Policy pointers

Considering the results, policy should consider a) simplifying the administrative application frameworks to ensure that smaller or non-traditional adult education

providers can access project opportunities, b) Establish specific national strategic networks that actively encourage projects to target and recruit individuals with fewer opportunities profiles; and c) promote national networks for sharing innovative non-formal toolkits and practical community-action methodologies developed under the "Participation in democratic life" priority.

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 concern the learning mobility of individuals (KA1), cooperation between organisations and institutions (KA2) and support for policy development and political cooperation (KA3). Under Key Actions 1 and 2, Erasmus+ grants are managed in a decentralised manner by the National Agencies. (NA)[2]. The impact of Erasmus+ on adult education learners, staff, teachers and trainers, volunteers and organisations in the field of adult education has not been so far the object of many research activities in Portugal and in Europe.

A transnational research network (RIA-AE Network: *Research-based Impact Assessment in Erasmus+ Adult Education Programmes*), funded by an Erasmus+ LTA, has therefore been set up in 2022 to initiate and coordinate research and monitoring activities. Its aim is to foster transnational comparative research and thus provide evidence to strengthen the impact of international cooperation and mobility projects in adult education while also contributing to the further development and quality improvement of the Erasmus+ programme (see mission statement in Annex 1)The network is open to new members and at the beginning of 2026 consisted of NAs from 20 Member States and Türkiye[3]. In 2023/2024, the RIA-AE network implemented, for the first time, a coordinated transnational monitoring study on the impact of Erasmus+ in the field of adult education, leading to a bundle of national reports and EU synthesis report (first survey round)[4].

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

The second survey round, implemented in 2025-2026, in addition has a specific thematic focus on the programme's horizontal priority "participation in democratic life, common values and civic engagement". European policy frames adult education as a catalyst for active citizenship, particularly for those underrepresented in democratic processes or disconnected from formal education systems[5]. Focussing on this theme

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[2] The Portuguese Erasmus+ National Agency for Education and Training is currently hosted by the Instituto para o Ensino Superior, I.P.

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

[4] 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#

[5] People with fewer opportunities (FO). Within the Erasmus+ Programme, FO people are those who, for economic, social, cultural, geographical or health reasons, a migrant background, disability, educational

affirms the broader RIA-AE goal of enlarging 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 enables tangible improvements in programme quality and equity across Europe. Key questions that are guiding this thematic focus are:

TEXT BOX 1: KEY QUESTIONS GUIDING THE THEMATIC FOCUS

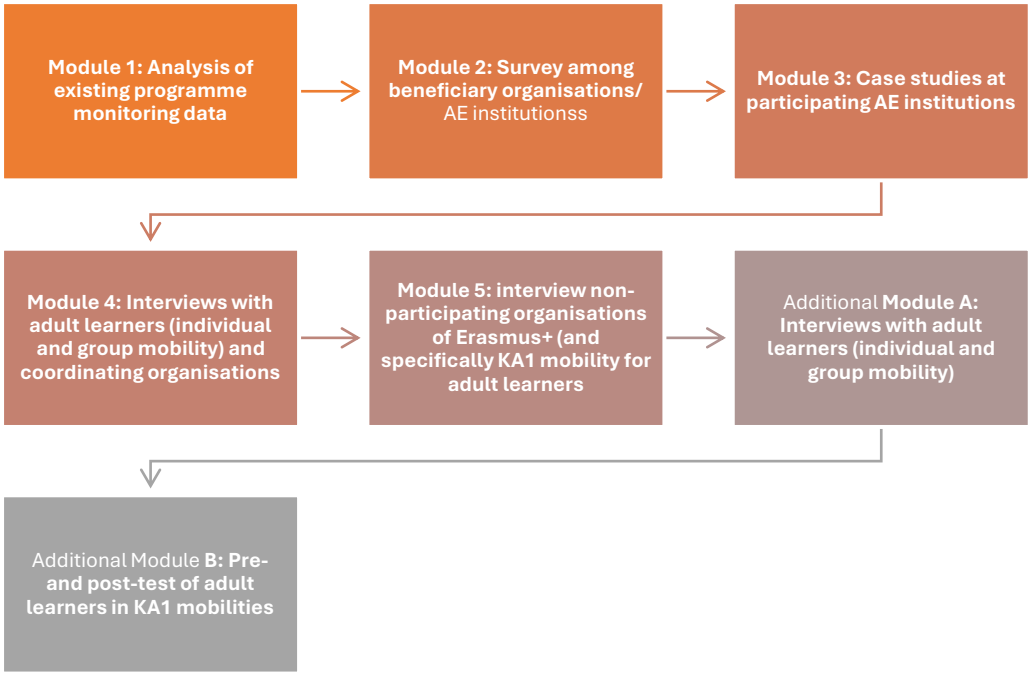
- To what extent do Erasmus+ projects address the priority 'participation in democratic life, common values and civic engagement'?
- Which type of organisations implement projects directly addressing this priority?
- What type of activities are implemented within this thematic area?
- What goals are 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 2023, 2025 and 2027 and thus enable 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 (module A and B) were conducted in order to explore more in-depth the impact of KA1 mobility on learners in adult education.

difficulties, or any other reasons that may give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union, face barriers that prevent them from having effective access to the opportunities offered by the Programme.

Figure 1.1. Overview research modules Survey Round 2 (SR2)



In practical terms, the inclusion of 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 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 more effectively measure progress over time.

In Portugal, up until the end of March 2026, we implemented the following research activities (see box below):

- **Module 1 (Document analysis)**. This module comprises an analysis of existing national research on Erasmus+ in the field of adult education, as well as of data collected by the European Commission and the National Agency as part of the funding processes and for monitoring purposes. It mainly seeks to answer questions about the inclusiveness of the programme, map beneficiary organisations, and assess the extent to which these organisations represent the diversity of the adult education field.
- **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 in KA1 or KA2 under 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 participated in more than one project, only one person - usually the project coordinator of the most recent project - received an invitation to take part in the survey. In Portugal, the invitation to participate in the survey was sent to a total of 308 organisations. 53,2% of them took part in the survey, and 40,5% completed the questionnaire. Of the responding organisations (n = 125), 31,5% carried out at least one project in KA1, and 29% carried out at least one project in KA2. A further 37,1% of the organisations were active in both key actions. 56,4% of the organisations are accredited in KA1.
- **Module 3 (KA2 case studies)**. This module was based on a set of interviews (46) to organisation coordinators, managers, staff and adult learners, and documental analysis (project websites, project applications, final reports) to organisations that developed KA2 projects in Adult Education (9 case studies). It focused on the set of activities developed under KA2 projects and their impact on the organisation, staff and learners, the needs from where the project departed and its results and outputs, obstacles and facilitating factors, lessons learned, as well as the extent to which the priority was focused and addressed.
- **Module 4 (KA1 case studies)**. This module was based on a set of interviews (30) to organisation coordinators, managers, staff and adult learners, and documental analysis (project websites, project applications, final reports) to organisations that developed KA1 projects in Adult Education (6 case studies). It focused on the set of activities developed under KA1 projects and their impact on the organisation, staff and learners, the needs from where the project departed and its results, obstacles and facilitating factors, lessons learned, as well as the extent to which the priority was focused and addressed.
- **Module 5 (Non participating organisations)**. This module was based on a set of interviews (5) to organisation coordinators to organisations that have not yet developed any KA projects in Adult Education (5 case studies). It focused on the reasons for this non participation and the main obstacles hampering participation.

PART C – General impact of Erasmus+

2 Short portrait of the adult education sector in Portugal

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

2.1 Institutional framework conditions and providers' structure

Adult education and training in Portugal is structured around a dual model: on the one hand, there is a centralised public regulation on academic and vocational qualifications. On the other hand, the practical execution of non-formal and informal dynamics rests significantly on a decentralised ecosystem of civil society partners.

2.2 Adult education policies

In the last two decades, adult education as a public policy (named adult education and training)[6] has emerged as a field with some weight in terms of formal education and professional qualification policies (Guimarães, 2013; Doutor & Guimarães, 2019; Barros, 2023)[7]. Policy developments have been strongly influenced by European Union guidelines for lifelong learning and funding. In this context, adult education and training policy has gained greater importance as a social policy, being important for employment and economic policies development, focused on increasing productivity and competitiveness of workers in enterprises and workplaces. Nowadays the problems associated with the performance of the economy dominate national political discourses and public offers directed at adults, as well as the constraints arising from the low levels of literacy of the Portuguese population: in 2021, 62% held a secondary education level and 28% held a higher education degree, being significant the difference between those aged 30-54 holding a higher education degree (33%) and those aged 55-64. Additionally, the illiteracy rate has been being devalued in the public policy, which, although low, is still registered in this country (3%, in 2021)[8]. The PIAAC (Programme for the International Assessment of Adult Competences) results also show low literacy levels of the Portuguese population[9].

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[6] In Portugal, the term used to identity the policy under development is "adult education and training" (educação e formação de adultos). This term reflects the importance given to vocational education and training in the public policy, following a human resources management approach and the influence of the European Union, in specific the European Social Fund guidelines, as discussed by Lima & Guimarães (2011).

[7] Guimarães, P. (2013). Reinterpreting lifelong learning: meanings of adult education policy in Portugal, 1999–2010. International Journal of Lifelong Education, 135-148; Doutor, C. & Guimarães, P. (2019). Adult education and lifelong learning policies: An analysis of Greece and Portugal. Andragoška spoznanja/Studies in Adult Education and Learning,15-31; Barros, R. (2023) The right to education of adults in Portugal, The International Journal of Human Rights, 27(5), 950-973.

[8] For more information, please see: Instituto Nacional de Estatística [National Institute of Statistics], https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0011330&contexto=bd&selTab=tab2: https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&indOcorrCod=0011606&contexto=bd&selTab=tab2

[9] For more information, please see: OECD (2024), Inquérito às Competências dos Adultos 2023: Portugal [Adult Skills Survey 2023: Portugal], https://www.oecd.org/pt/publications/inquerito-as-competencias-dos-adultos-2023_c1f3bc22-pt/portugal_3d83066e-pt.html

In the last twenty years there can be observed a trend towards the organisation and consolidation of central and local administrative political structures that regulate and carry out the adult education and training policy[10]. In present times, the former National Agency for Qualification and Professional Education (Decree-law no. 36/2012, of February 15) in charge for the policy development, was replaced in 2025[11] by three different institutions within the Ministry of Education: General Direction of Employment and Work Relations, the Employment and Vocational Education and Training Institute; and the Evaluation, Quality and Education Institute. Although the change in terms of structure and governance, it was the former National Agency that launched the *Qualifica Programme* in 2016 still under development and established the *Qualifica Centres* (Ordinance no. 232/2016, August 29), the local centres for the adult education and training policy development. Apart from these centres that develop guidance, counselling and recognition of prior learning as an offer[12], other entities (public, private and of the civil society) implement and offer several training forms, such as adult education and training courses, short term training, modular training, Portuguese Language courses for foreigners and Basic Skills training, as well as Local Projects Promoting Qualifications, Technological Specialisation Courses and Secondary Education Completion Paths make up the range of education and adult training covered by public policy. These offers are part of the *Qualifica Programme,* and the subprogrammes associated with it, as in the case of *Qualifica Indústria* and *Qualifica AP* (Public Administration). These offers currently benefit from funding from the European Union (in most cases of 85%), particularly within the framework of the Recovery and Resilience Plan – Recover Portugal[13].

Despite this public policy, the development of adult education non-formal activities raises several questions that are simultaneously related to the (still little) importance that adult education has assumed in the political agenda and the fragility that marks the public policy (Lima, Melo & Guimarães, 2021)[14]. Although the Portuguese population positively appreciates adult education and training, whether formal, informal or non-formal[15], there is still little variation in the offerings included in the public policy, most of them covering basic and secondary education and training and qualification offers aimed at the general population but also at low-skilled adults, the unemployed and those with fewer opportunities. In this sense, there are no national political purposes of education for social and cultural development, or other civic and

[10] Apart from administrative political structures, other policy instruments can be noted such as the National Qualifications Catalog (Order no. 13456/2008, of May 14) and the National Qualifications Framework (Ordinance no. 782/2009, of 23 July) which follows a structure very similar to the European Qualifications Framework. It is also worth noting the adoption of the Key Skills Standards, Methodological Guides and the Quality Charter that allow the development of various offers aimed at adults, as well as, more recently, the Qualifica Passport (Ordinance no. 47/2017, of 4 February), an important instrument for recording and managing individual and institutional adult education and training courses.

[11] Decree-Law 104/2025, of September 11 th (https://diariodarepublica.pt/dr/detalhe/decreto-lei/104-2025-935004233)

[12] In Portuguese Language, *RVCC - Reconhecimento, Validação e Certificação de Competências*.

[13] For more information, please check: República Portuguesa, Recuperar Portugal, Plano de Recuperação e Resiliência (PRR), https://recuperarportugal.gov.pt/

[14] Lima, L. C., Melo, A. & Guimarães, P. (2021). A A@tualidade da Educação Permanente. APCEP/ulmeiro.

[15] For more information, please check detailed data in: República Portuguesa, Cultura Portugal, https://www.culturaportugal.gov.pt/pt/saber/2023/10/estatisticas-inquerito-a-educacao-e-formacao-de-adultos-2022/

political purposes, nor are activities of non-formal education, socio-educational animation, cultural and ecological promotion, or experimentation contemplated in the public policy. In fact, the Erasmus+ Programme plays a significant role in supporting activities and projects that are not part of the public adult education policy as this programme is aimed at promoting non-formal and also informal adult education hold by quite diverse organisations (public, profit-making and NGOs – large, small or grassroots ones) holding social, cultural, political, civic and ecological aims

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

This report departs from a theoretical framework regarding Adult Education in Portugal[16]. The recent literature and published institutional reports mapping out the operational impacts, strategic internationalisation, and challenges within the field include:

Martins, P. C., Tinoca, L. & Alves, M. G. (2025). On the effects of Erasmus+ KA1 mobilities for continuing professional development in teachers' biographies: a qualitative research approach with teachers in Portugal. *International Journal of Educational Research*, v.7, 100368. https://doi.org/10.1016/j.ijedro.2024.100368

This article, not directly related to adult education but including adults, reflects upon continuing professional development of teaching and non-teaching staff of schools for the sole purpose of improving the quality of education, and to establish networks of communication, where teachers and schools can share their best practices and experiences. It aims at answering to the following research question: How are teachers impacted by Erasmus+ KA1 mobilities for professional development?

Guimarães, P., Rodrigues, A. L. & Pereira, C. (2025). Impact of Erasmus+ on the Adult Education Sector in Portugal. https://epale.ec.europa.eu/en/resource-cetre/content/impact-erasmus-adult-education-sector-portugal

This report relates to the RIA AE impact study developed by a network of Erasmus+ national Agencies from a large number of Member States of the European Union (RIA-Adult Education Network: https://researchportal.ulisboa.pt/pt/projects/ria-adult-education-network/). It is aimed at evaluating the impact of Erasmus+ in organisations funded by the referred programme (2022-2027).

Bronze, J. C., Leite, C. & Monteiro, A. (2025). Emancipation or instrumentalisation in Erasmus+ mobility: A literature review. *c e p s Journal*, Vol.15, No 4. https://www.cepsj.si/index.php/cepsj/article/view/1802

This paper aimed to ascertain which concepts drive the published research about Erasmus+ mobility, mapping their position in the different education fields embraced by the programme. A literature review was conducted covering articles published between 2014 and 2022.

[16] This search was made from Web of Science, EBSCO, SCOPUS, Google Scholar, Chat GPT and Perplexity, on articles and books published in 2023 to 2025 on the 21, 22 and 23 January 2026. The following keywords were used for the search: Erasmus+, adult education, Portugal.

The following report has also been published (to be found in Erasmus+ publication website):

Lourenço, D. (coord.), Cosmin, N., Sin, Cristina, Aguiar, J., Fernandes, L., Tavares, O. & Biscaia, R. (2024). *Relatório Final. Internacionalização da Educação e Formação. Desafios e Oportunidades do Programa Erasmus+ em Portugal.* https://erasmusmais.pt/wp-ontent/uploads/wpfd/preview_files/Internacionalizacao-da-Educacao-e-Formacao-desafios-e-oportunidades-do-programa-Erasmus-em-Portugal-maio-de-2024%28f0efb5f6cb4ce54821a9c5c6e1dff052%29.pdf

It analyses the internationalisation of education and training organisations funded in Portugal, providing a comprehensive analysis and recommendations, to support the implementation of the Erasmus+ Programme. Specifically, the report aimed to study the internationalisation strategies and the impact of Erasmus+ in organisations implementing Erasmus+ funded projects.

Additionally, reflecting a growing scientific focus on how the programme intersects with democratic practices, social inclusion, and active pedagogical frameworks, the following research papers were recently presented at adult education and educational sciences conferences:

Rodrigues, A.L., Guimarães, P., & Pereira, C. (2025, February 5–7). A educação para a democracia e cidadania global através do Programa Erasmus+ em Portugal. Paper presented at the XXXII COLÓQUIO AFIRSE PORTUGAL 2025, Educação, Participação e Democracia – Contributos da Investigação, Instituto de Educação da Universidade de Lisboa, Portugal.

Rodrigues, A.L., Guimarães, P., & Pereira, C. (2024, November 26–28). Educação para a cidadania global através de projetos inclusivos. Paper presented at the 14.ª Conferência FORGES, Inovação para o Desenvolvimento nos Países e Regiões de Língua Portuguesa, Universidade Politécnica de Macau (Online).

Rodrigues, A. L., Guimarães, P., & Pereira, C. (2024, October 24–26). Education for active and global citizenship through adult training projects. Paper presented at the Conference Thinking against the grain: Critical Pedagogy, Popular Education and Revolution, ESREA Active Democratic Citizenship and Adult Learning (ADCAL) Research Network, Faro, Portugal.

3 The accessibility and inclusiveness of Erasmus+

3.1 Introduction

Inclusion and diversity are one of the priorities of the Erasmus+ programme. Equal opportunities and equal access, inclusion, diversity and fairness should be promoted in all programme actions.[17] The focus of funding is therefore on organisations as well as disadvantaged learners who would otherwise not be likely to participate in internationalisation activities[18]. This chapter discusses the characteristics of the organisations that participated in Erasmus+ between 2021 and 2024, but also the characteristics of the adult learners who benefit from the outcomes developed in KA2 projects 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 Portugal.

3.2 Participating organisations in Erasmus+

3.2.1 Type of organisations

In this section, the type of organisations participating in Erasmus KA1 and KA2 Adult Education are displayed, by call, legal status and sector of activity.

Figure 1 below presents the type labels of organisations which have participated in KA1 projects.

Considering the figure, it stands out that the most salient feature is the overwhelming dominance of the category *"Other type of organisation"*, which accounts for 83% of the total.

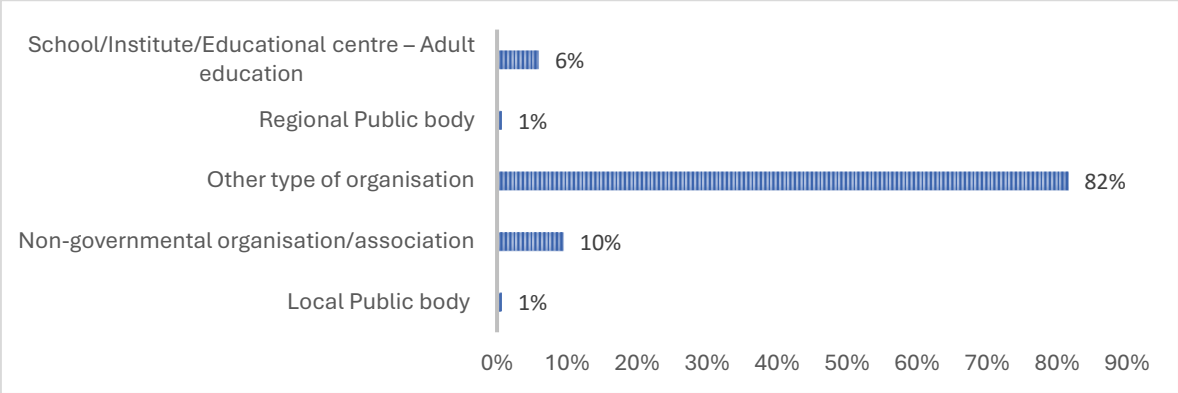
Secondary representation is minimal. *Non-governmental organisations/associations* constitute 9%, followed by *school/institute/educational centres – adult education* at 6%. Public sector involvement appears marginal, with both *regional public bodies* and *local public bodies* registering only 1% each.

All remaining categories - including youth organisations, enterprises (both SMEs and large), higher education institutions, social enterprises, foundations, and European or international bodies - record 0%, indicating no representation within the dataset.

[17] EU Commission (2023). Erasmus+ programme guide. p.7

[18] Internationalisation activities include activities eligible in KA1 and KA2 Adult education – job shadowing, courses and training, Teaching or training assignments, Group mobility of adult learners, Short-term and long-term learning mobility of adult learners, transnational training events, workshops, etc.

FIGURE 1: ORGANISATION TYPE LABEL KA1



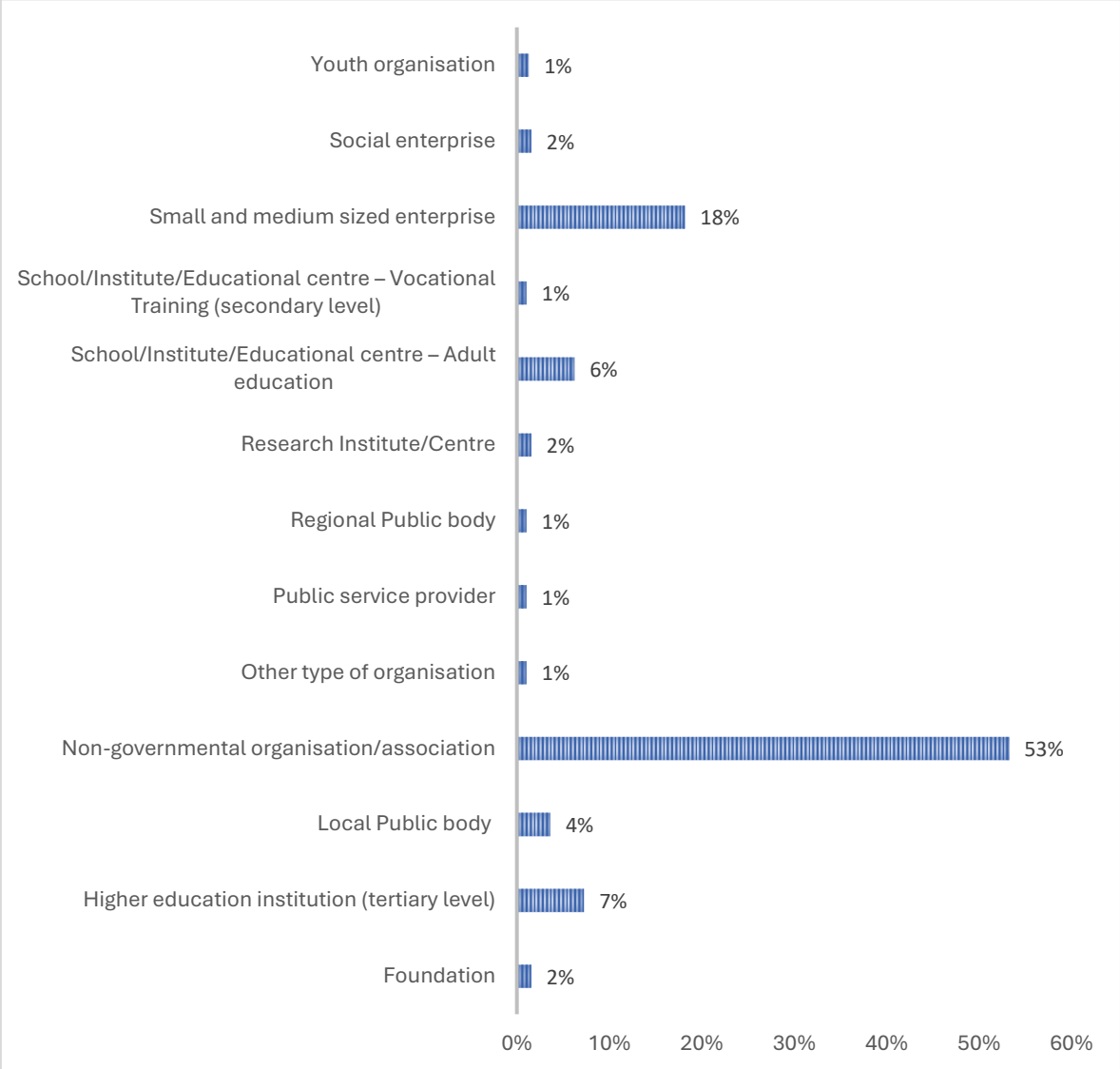
Source: Online survey beneficiary organisations 2025 (n = 125)

Figure 2 below presents the organisation type labels of organisations which have participated in KA2 projects.

When analysing the image, it is evident that the most prominent category is *non-governmental organisations/associations*, which account for 53%, indicating a strong dominance of civil society actors. A secondary level of representation is observed among *small and medium-sized enterprises* (18%), suggesting some level of engagement from the private sector. *Higher education institutions* (7%) and *adult education centres* (6%), are moderately represented.

Other categories of organisations show limited participation: *local public bodies* (4%), *social enterprises*, *research institutes*, and *foundations* (each 2%), alongside several marginal categories at 1%, such as *youth organisations*, *regional public bodies*, and *public service providers*. Many categories - including large enterprises, European bodies, and accreditation institutions - report no representation.

FIGURE 2: ORGANISATION TYPE LABEL KA2



Source: Online survey beneficiary organisations 2025 (n = 125)

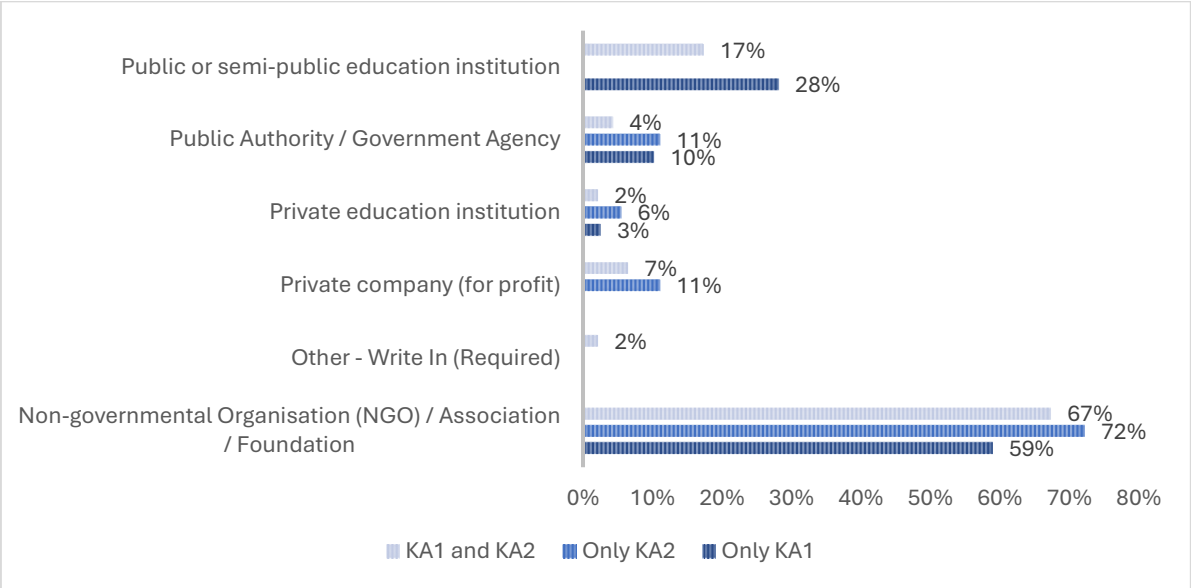
Figure 3 shows the legal status of organisations participating in both calls. The figure evidences that the most salient feature is the dominance of *non-governmental organisations (NGOs), associations, and foundations*, which constitute the majority across all categories, accounting for 67% of organisations implementing both KA1 and KA2 projects, 72% of organisations implementing only KA2 projects, and 59% of organisations implementing only KA1 projects.

Public sector actors show moderate but differentiated representation. P*ublic or semi-public education institutions are particularly prominent among organisations implementing only KA1 projects (28%), compared to 17% among organisations implementing both KA1 and KA2 projects and no representation (0%) among organisations implementing only KA2 projects.*. Similarly, *public*

authorities/government agencies display a relatively balanced presence, ranging from 4% to 11%.

Private sector participation remains limited. Private companies (for profit) account for 11% of organisations implementing only KA2 projects and 7% of organisations implementing both KA1 and KA2 projects, while being absent among organisations implementing only KA1 projects. Private education institutions show marginal representation across all categories (2–6%). Overall, the chart indicates that adult education initiatives are predominantly driven by non-governmental entities, with complementary contributions from public institutions and minimal engagement from private actors, particularly among organisations implementing only KA1 projects.

FIGURE 3: WHAT IS THE LEGAL STATUS OF YOUR ORGANISATION?



Source: Online survey beneficiary organisations 2025 (n = 125)Figure 4 displays the sector of activity of the organisations. From the figure, it is possible to see that Adult Education (AE) is the most prominent across all categories, particularly among organisations implementing only KA1 projects (62%), while remaining highly represented among organisations implementing both KA1 and KA2 projects (35%) and those implementing only KA2 projects (25%). This underscores the centrality of adult education providers, especially in mobility-focused actions (KA1).

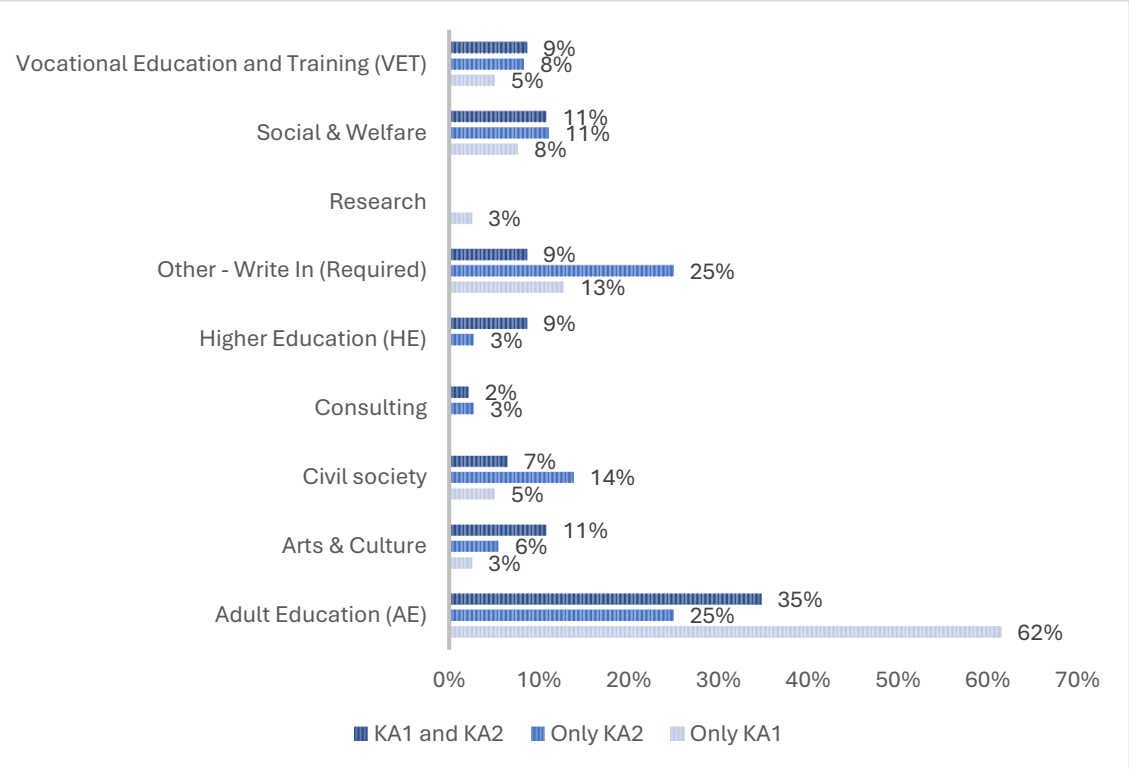
Secondary sectors include *Social & Welfare* (8–11%) and *Vocational Education and Training (VET)* (5–9%), indicating a moderate but consistent engagement of socially oriented and skills-based organisations. *Arts and Culture* and *Civil society* show lower but still notable representation, reaching up to 11% and 14% respectively, particularly within KA2 participation.

The category Other is relatively among organisations implementing only KA2 projects (25%) and, to a lesser extent, among those implementing only KA1 projects (13%). In contrast, *Higher Education*, *Consulting*, and *Research* sectors display minimal or negligible participation, with research notably absent in KA2-related activities.

Overall, the distribution reveals a strong dominance of adult education organisations, complemented by modest contributions from social, vocational, and civil society sectors, while research and higher education actors remain marginal.

FIGURE 4: IN WHICH SECTOR DOES YOUR ORGANISATION PRIMARILY OPERATE?

Source: Online survey beneficiary organisations 2025 (n = 125)



3.2.2 Geographical distribution

This section presents the geographical distribution of organisations which have participated in KA1 and KA2 projects.

KA1 Projects

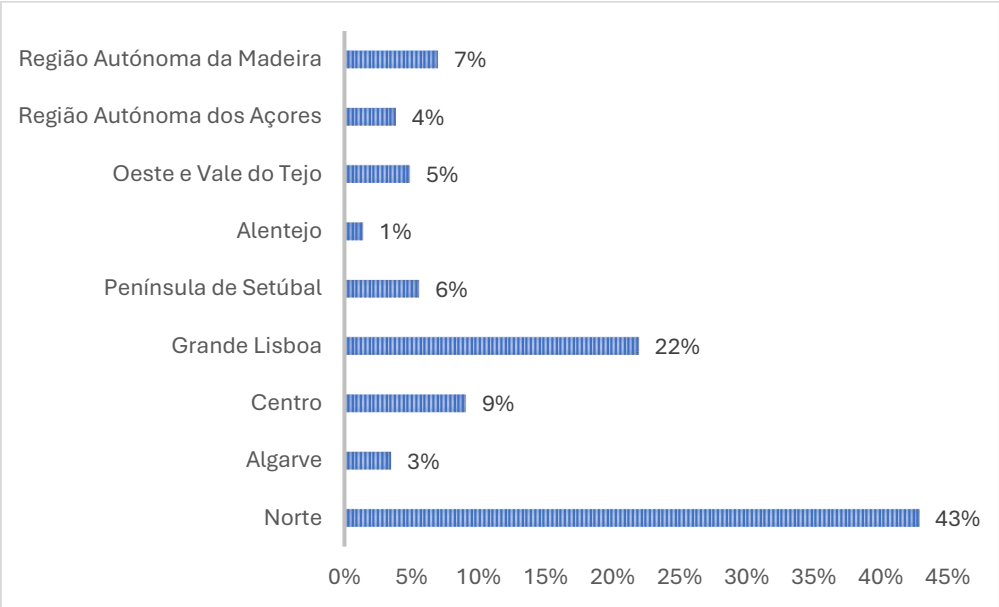
Figure 5 depicts the regional distribution of organisations participating in KA1 projects and reveals a marked territorial concentration. The Norte region accounts for the largest share (43%), followed by Grande Lisboa (22%), indicating that organisational activity is strongly concentrated in the country's primary economic and demographic centres.

A secondary tier includes Centro (9%), Região Autónoma da Madeira (7%), and Península de Setúbal (6%), reflecting moderate representation. In contrast, Oeste e Vale do Tejo (5%) and Região Autónoma dos Açores (4%) display relatively lower participation.

Peripheral regions such as Algarve (3%) and particularly Alentejo (1%) are marginally represented.

Overall, the distribution highlights a pronounced imbalance, with a strong concentration in northern and metropolitan areas and comparatively limited representation in more peripheral and less densely populated regions.

FIGURE 5: KA1 ORGANISATION NUTS 2



Source: Online survey beneficiary organisations 2025 (n= 125)

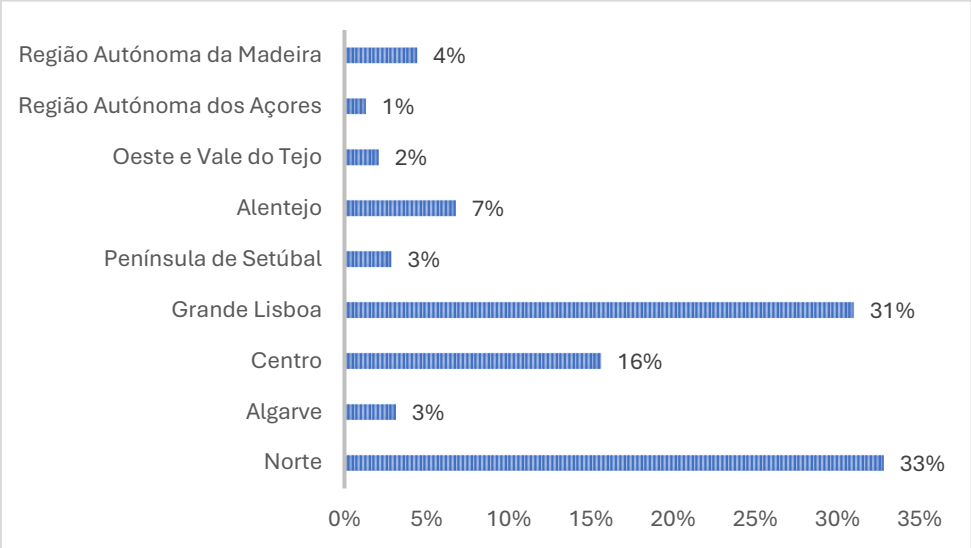
KA2 Projects

Figure 6 illustrates the regional distribution of organisations participating in KA2 projects, revealing a more balanced pattern than KA1 projects, although some concentration persists. The Norte (33%) and Grande Lisboa (31%) regions remain the most represented, together accounting for nearly two-thirds of all organisations, reflecting their structural centrality in organisational activity. A secondary level of participation is observed in the *Centro* region (16%), indicating a moderate but significant presence outside the main metropolitan areas. *Alentejo* (7%) also displays a comparatively higher share than in typical distributions, suggesting a more inclusive territorial spread.

Other regions - *Região Autónoma da Madeira* (4%), Algarve (3%), *Península de Setúbal* (3%), *Oeste e Vale do Tejo* (2%), and *Região Autónoma dos Açores* (1%) - show limited representation, although none are entirely absent.

Overall, while the distribution continues to be dominated by major urban and economic centres, it demonstrates a relatively improved territorial diversification, with increased participation from intermediate and less central regions.

FIGURE 6: KA2 ORGANISATION NUTS 2



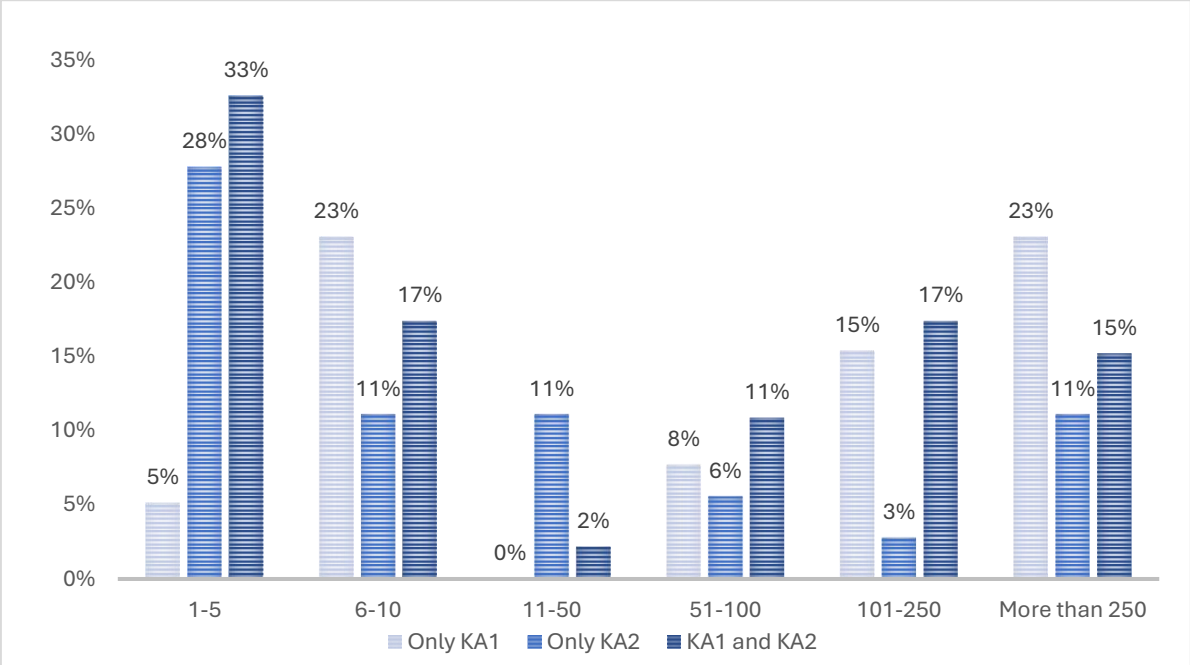
Source: Online survey beneficiary organisations 2025 (n = 125)

3.2.3 Size of the participating organisations (KA1 and KA2)

This section presents the size of participating organisations, in terms of staff.

Figure 7 presents the distribution of organisations according to the number of people employed, disaggregated by participation in the Key Actions (organisations implementing only KA1 projects, only KA2 projects, or both KA1 and KA2 projects, and reveals distinct organisational size patterns.

FIGURE 7: HOW MANY STAFF MEMBERS CURRENTLY WORK AT YOUR ORGANISATION?



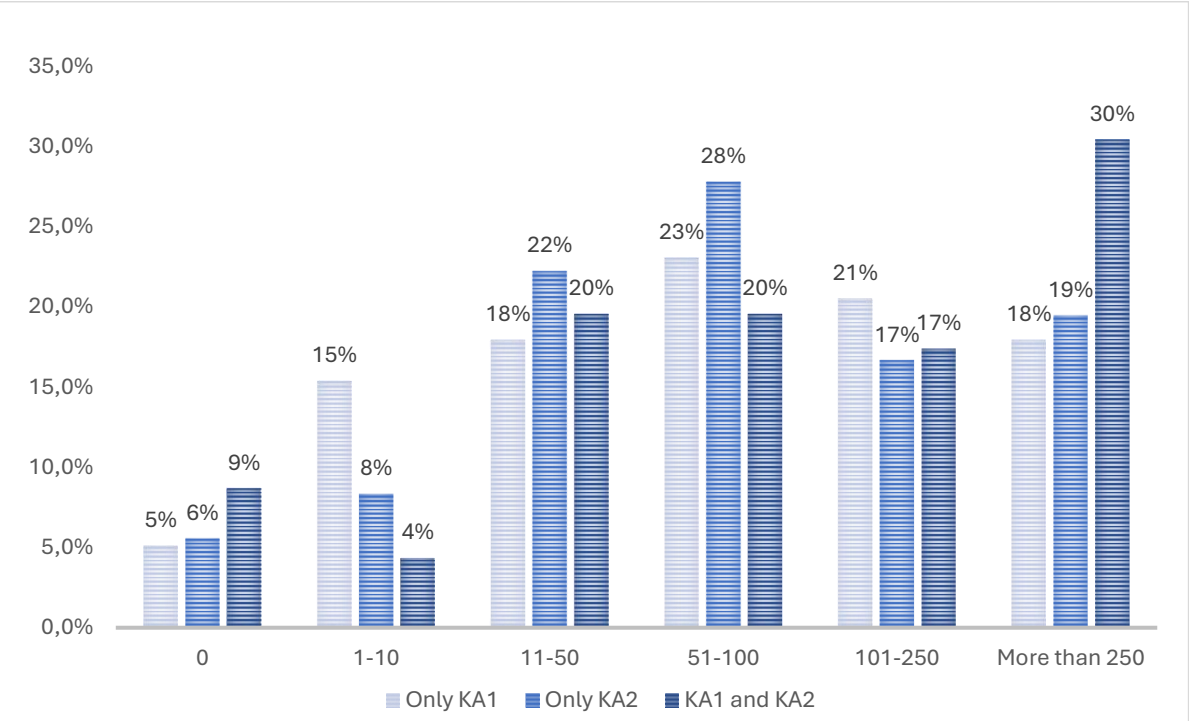
Source: Online survey beneficiary organisations 2025 (n = 125)

A key finding is the predominance of small organisations. Entities employing *1–5 people* represent the largest share of those participating only in KA2 (28%) and in both KA1 and KA2 (33%), indicating that smaller organisations are more strongly represented in these actions. By contrast, organisations participating only in KA1 are considerably less represented in this size category (5%).

Organisations employing 6–10 people are relatively evenly distributed across the three participation categories, although they are more strongly represented among organisations participating only in KA1 (23%) and in both KA1 and KA2 (17%) than among those participating only in KA2 (11%). The category *11–50 employees* is mainly associated with *Only KA2* (11%), while being marginal in *KA1 and KA2* (2%) and absent in *Only KA1*.

Larger organisations are predominantly represented in the Only KA1 group. In particular, organisations employing 101–250 people (15%) and more than 250 people (23%) account for a substantially larger share of organisations participating only in KA1 than of those participating only in KA2, where they are comparatively less represented. Overall, the distribution suggests that KA2 actions are more strongly associated with small organisations, whereas KA1 actions tend to involve larger and more structurally complex entities, indicating differentiated participation patterns according to organisational size.

FIGURE 8: HOW MANY ADULT LEARNERS PARTICIPATED IN LEARNING ACTIVITIES PROVIDED BY YOUR ORGANISATION IN 2024?



Source: Online survey beneficiary organisations 2025 (n = 125)

Figure 8 illustrates the distribution of organisations according to the number of adult learners participating in learning activities in 2024, disaggregated by programme type (*Only KA1*, *Only KA2*, *KA1 and KA2*). Participation levels tend to be concentrated in medium-to-large learner groups. The categories *51–100* and *more than 250 learners*

are particularly prominent across all programme types. Notably, *organisations participating only in KA2 are strongly concentrated in the 51–100 employee category (28%),*), while organisations involved in both actions (*KA1 and KA2*) are most represented in the *more than 250* category (30%), indicating a higher capacity to reach large audiences.

Only KA1 organisations display a more balanced distribution, with notable shares in *51–100* (23%), *101–250* (21%), and *more than 250* (18%).

Smaller-scale activities (*1–10 learners*) are relatively limited, particularly among organisations participating in both KA1 and KA2 (4%) and those participating only in KA2 (8%), while organisations reporting no learners (0) represent only a small proportion across all participation categories (5–9%).

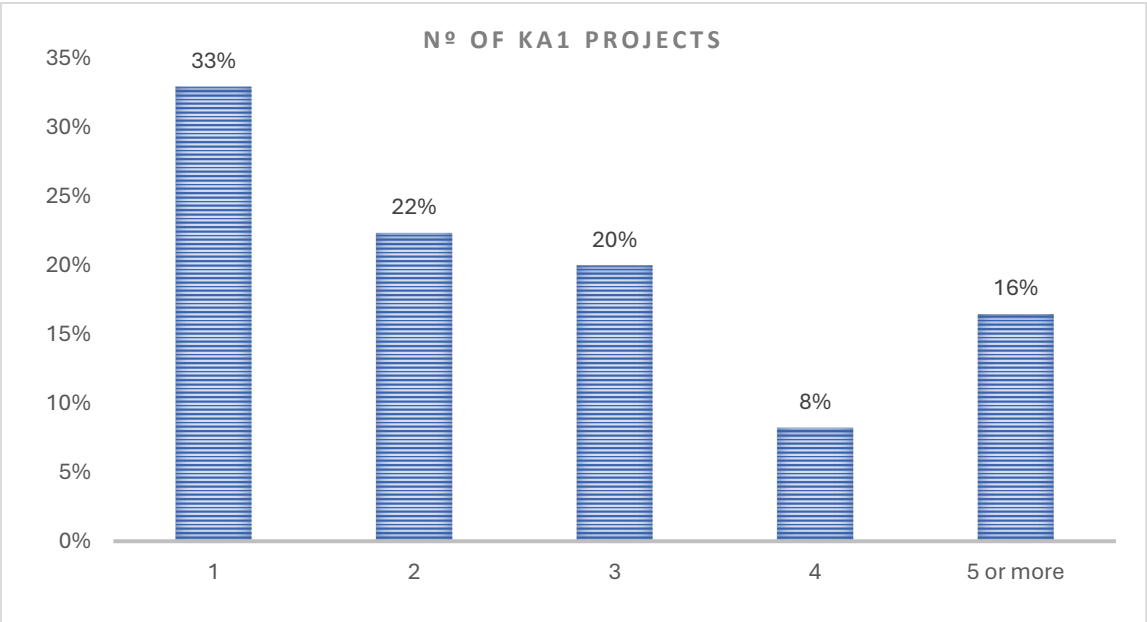
In sum, the data indicate that most organisations operate at medium or large scale in terms of participants in learning activities with KA2 involvement and combined participation (KA1 and KA2) associated with higher levels of outreach and capacity.

3.2.4 Number of projects involved and variety of roles

This section presents the number of KA1 and KA2 Adult Education projects developed by the organisations.

Figure 9 presents the distribution of organisations according to the number of Erasmus+ KA1 projects in which they participated between 2021 and 2024.

FIGURE 9: IN HOW MANY ERASMUS+ KA1 (KA121/KA122) PROJECTS IN THE ADULT EDUCATION SECTOR HAS YOUR ORGANISATION PARTICIPATED (AS COORDINATOR OR PARTNER) IN THE CURRENT PROGRAMME PERIOD (2021-2024)?



Source: Online survey beneficiary organisations 2025 (n = 125)

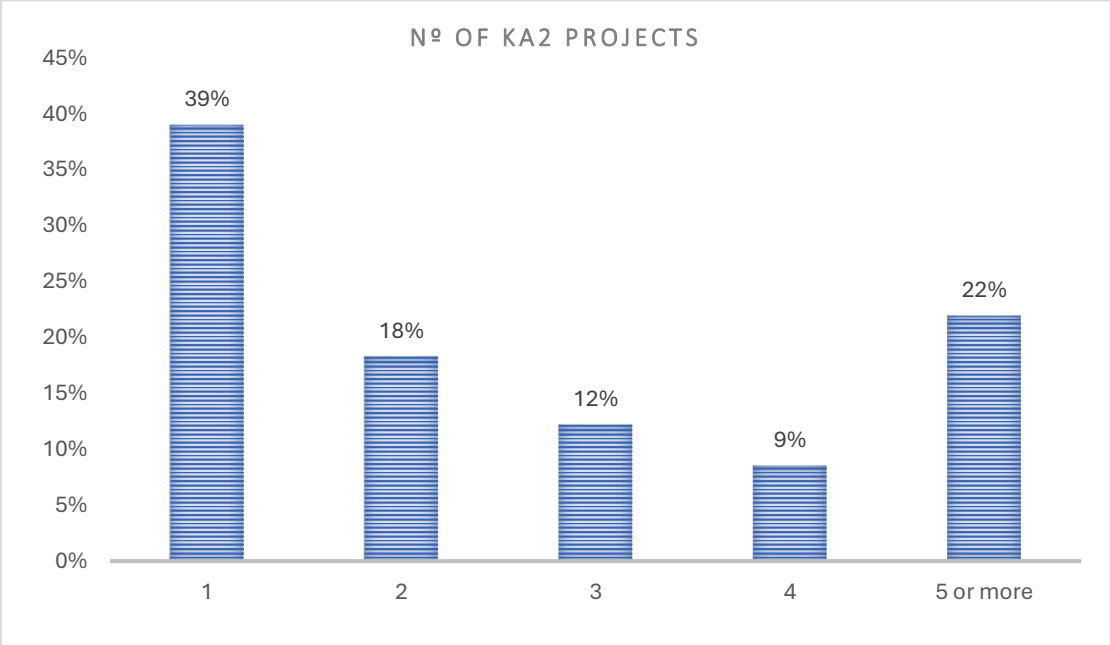
The data reveal that participation is predominantly concentrated at lower levels of engagement. The largest proportion of organisations (33%) report involvement in only *one project*, followed by 22% participating in *two projects* and 20% in *three projects*.

This indicates that most organisations have relatively limited experience with KA1 actions.

Participation declines as the number of projects increases, with only 8% of organisations involved in *four projects*. However, a notable share (16%) reports participation in *five or more projects*, suggesting the presence of a smaller but significant group of highly experienced and recurrent beneficiaries. The distribution reflects a heterogeneous landscape characterised by a broad base of low-frequency participants and a more limited cohort of organisations with sustained and intensive engagement in KA1 mobility projects.

Figure 10 presents the distribution of organisations according to the number of Erasmus+ KA2 projects in which they participated during the 2021–2024 period.

FIGURE 10: IN HOW MANY ERASMUS+ KA2 (KA210/KA220) PROJECTS IN THE ADULT EDUCATION SECTOR HAS YOUR ORGANISATION PARTICIPATED (AS COORDINATOR OR PARTNER) IN THE CURRENT PROGRAMME PERIOD (2021-2024)?



Source: Online survey beneficiary organisations 2025 (n = 125)

The data indicate a strong concentration at lower levels of participation. The largest proportion of organisations (39%) report involvement in only *one project*, followed by 18% with *two projects* and 12% with *three projects*. This pattern suggests that most organisations engage with KA2 actions on a limited or occasional basis.

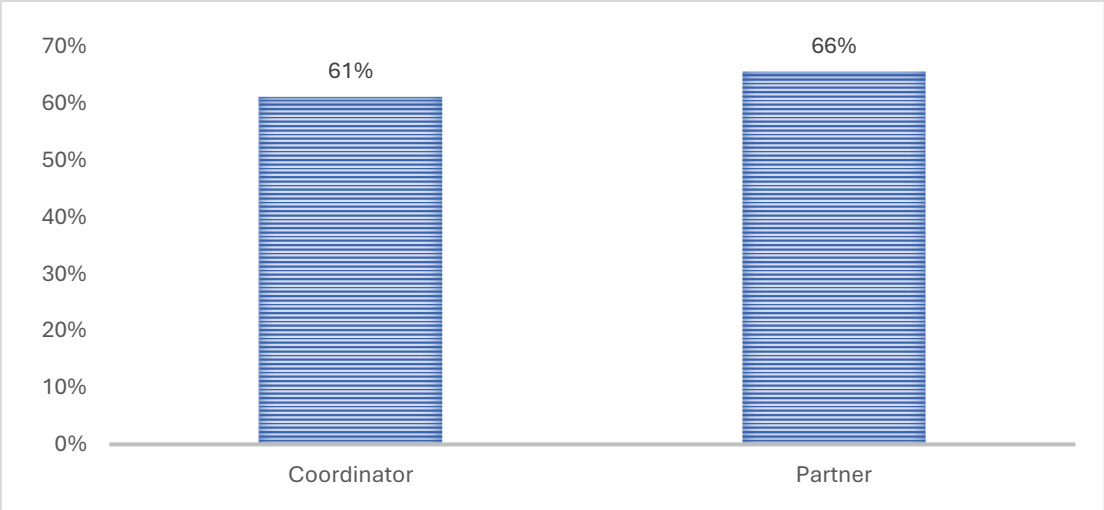
Participation declines further in higher categories, with only 9% involved in *four projects*. However, a noteworthy share (22%) report participation in *five or more projects*, pointing to the existence of a smaller but significant group of highly experienced organisations with sustained engagement in cooperation partnerships.

Overall, the distribution reflects a dual structure: a broad base of organisations with low-intensity participation, alongside a more experienced core with repeated

involvement, indicating differentiated levels of capacity and institutional maturity within KA2 activities.

Figure 11 depicts the roles assumed by organisations in Erasmus+ KA2 projects during the 2021–2024 period, distinguishing between *coordinator* and *partner* roles.

FIGURE 11: WHAT ROLE(S) DID YOUR ORGANISATION HAVE IN THE KA2 ERASMUS+ PROJECT(S) IN WHICH YOUR ORGANISATION PARTICIPATED IN THE CURRENT (2021-2024) PROGRAMME PERIOD?



Source: Online survey beneficiary organisations 2025 (n = 125)

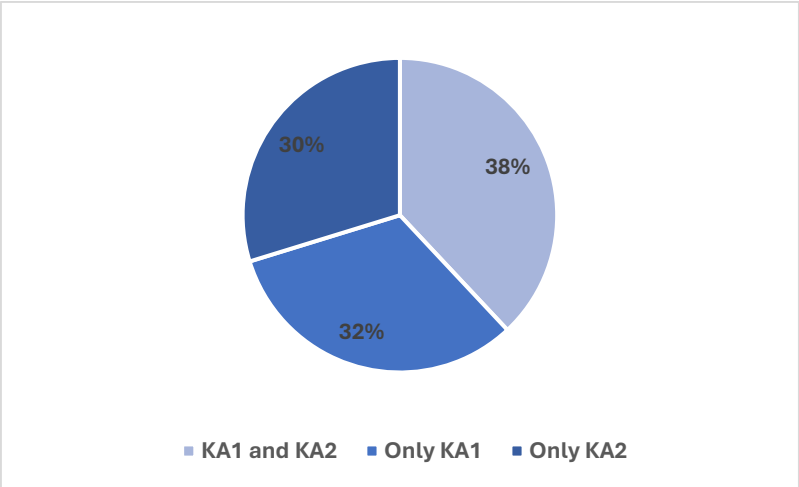
The distribution indicates a slightly higher prevalence of participation as *partners* (66%) compared to *coordinators* (61%). This suggests that organisations more frequently engage in collaborative roles within project consortia rather than leading initiatives.

Nevertheless, the relatively high proportion of organisations acting as *coordinators* points to a positive level of organisational capacity and experience in managing transnational cooperation projects. The limited gap between the two roles reflects a balanced participation pattern, where many organisations appear capable of both leading and contributing to projects.

Overall, the data highlight a collaborative ecosystem in which organisations predominantly participate as partners, while still maintaining a significant capacity for coordination and leadership within KA2 actions.

Figure 12 illustrates the types of internationalisation activities undertaken by organisations since 2021, distinguishing between participation in *KA1 and KA2*, *Only KA1*, and *Only KA2* actions.

FIGURE 12: TYPE OF INTERNATIONALISATION ACTIVITIES THE ORGANISATION HAS PARTICIPATED IN SINCE 2021



Source: Online survey beneficiary organisations 2025 (n = 125)

The distribution is relatively balanced across the three categories, though a slight predominance is observed for organisations engaged in *both KA1 and KA2* (38%). This suggests that a considerable proportion of organisations adopt a comprehensive approach to internationalisation, combining mobility and cooperation activities.

Participation in *Only KA1* accounts for 32%, indicating a strong emphasis on mobility-based internationalisation strategies. Meanwhile, *Only KA2* represents 30%, reflecting a comparable level of engagement in partnership-oriented activities.

Overall, the data reveal a broadly even distribution of internationalisation pathways, with a marginal tendency towards integrated participation in both action types, pointing to diversified and multifaceted organisational strategies within the Erasmus+ framework.

3.3 Obstacles for participating in Erasmus+

3.3.1 General obstacles in KA1 and KA2

This section presents the general obstacles faced by organisations that hamper the participation in Erasmus+, including organisations which have never participated.

Regarding obstacles, respondents were asked to identify these in an open question in the online survey. The results of the content analysis are displayed in table 2 below. There were many main categories of obstacles: funding, applications, project, learners, organisation, staff, partners, host organisations, community and remote areas, each of which with several subcategories. Respondents not only identified obstacles related to what prevents them of organising projects, but also the obstacles found while managing one.

TABLE 2: WHAT IS THE BIGGEST OBSTACLE OR BARRIER FOR YOUR ORGANISATION TO ORGANISE PROJECTS IN THE ERASMUS+ PROGRAMME?

Categories	Subcategories	Frequency
Funding	Delays on payment/ delayed coming of funds at the end of the year	2
	Rigidity on transport expenses calculation	2
	Outdated estimation of costs for travels	1
	Need for bank insurance	1
	Bureaucracy	2
	Need for 20% of funds	1
	Lack of funds for new hiring	1
	Low funds	3
	Low financing, too demanding for the amount - inherent tasks for developing projects not covered in the budget; funds do not cover total costs	6
	Dissemination activities requested but not funded	1
	Financial sustainability after the projects end	2
Applications	Hard to be approved/low rate of approved projects	7
	Bureaucratic procedures	3
	Hard to write - long and time consuming	2
	Ambiguous	1
	Budget is not clear	2
	Monopoly of consulting organisations	1
	Higher competition	2
	Non-user-friendly platforms	1
Project	Bureaucratic management	7
	Loads of documents are time consuming	4
	Delays in signing contracts	1
	Difficult to prepare mobilities	1
	Difficult to clear doubts	1
	Conciliate mobilities with normal organisation routines	1
Learners	Lack of mobility	1
	Low digital literacy	1
	Low motivation over 65	1
	Language	4
	Acknowledge the impact of the mobilities	1
	Hard to take days from the job	3
	Manage personal and family affairs	2
	There are few	1
	Fear of the unknown	1
	Resistance to participate/change	1

Organisation	Management of staff	9
	Lack of knowledge how the programme works	1
	Core activity is not AE	1
	Time management prevent more projects	1
	Lack of administrative support	1
	Low financial autonomy	1
	Internal bureaucracy	1
Staff	Involvement of staff in part time	1
	Resistance to participate	1
	Hard to innovate methodologies due to work overload	1
	Difficult to participate due to no authorisation	1
	Difficult to manage family affairs (specially women)	1
	Work overload	3
	Demotivation to participate	1
	Lack of staff	3
	Language	2
Partners	Hard to find alignment	6
	Hard to find adequate activities	2
	Different perspectives on quality results	1
Host organisations	Hard to find those that promote adequate activities for different groups of learners	3
Community	Involvement in project	1
Remote areas	Lack of internet	1

Source: Online survey beneficiary organisations 2025[(n = 125)

At the funding level (22 references), respondents mainly reported that organisations' limited financial resources hinder their ability to develop projects. They also considered Erasmus+ project grants to be insufficient to cover all associated costs and disproportionate to the administrative workload involved, as illustrated by the following statement from a representative of a partner organisation.

TEXT BOX 3 - QUOTE FROM A PARTNER ORGANISATION - ONLINE SURVEY PORTUGAL

"In the current format, although the financing and management model are quite unbureaucratic, the degree of practical demand (workload) in the implementation of the projects is excessively inappropriate in relation to the level of financing (financial resources made available to the partner entities). In practice, this requires a very high effective co-financing rate (partners' equity) (concrete example: in the last two approved projects, Erasmus grants covered approximately 20% of the total HR cost necessary for its implementation, which, in final accounts, resulted in a real allocation of more than 50%)"

Other obstacles were the delays on payment and delayed coming of funds at the end of the year, the rigidity on transport expenses calculation and outdated estimation of costs for travels, as in some cases these costs surpass the budget. The statement of a coordinator organisation illustrates this situation:

TEXT BOX 4 - QUOTE FROM A COORDINATOR - ONLINE SURVEY PORTUGAL

“Late payment of 80%. This meant temporarily changing what was planned. Rigidity in the forecast of transport expenses. An estimate of the cost of transport for the participants is made at the time of the presentation of the project, but sometimes we find participants with a perfect profile, but who come from more distant regional origins than estimated (e.g. in Portuguese case, participants could come from 20 km away or from the south of Portugal more than 300 km, but all were accounted in the same way)”.

Also, the need for bank insurance and the need for 20% of funds may pose a problem for some organisations. The bureaucracy associated to budget management was also mentioned. The financial sustainability after the project ends is also an obstacle.

At the application stage (20 references), the main obstacle is the approval, and it was considered that there is a low rate of approved projects. At this level, other issues were mentioned, such as *bureaucratic procedures*, *applications are hard to write*, as they are *long and time consuming*, *applications are ambiguous*, the *budget is not clear*, and it is *difficult to fill out*. Other respondents mentioned there is a *monopoly of consulting organisations* that can get more projects, the competition for projects is higher, and the *platforms* of the applications *are not user friendly*.

Considering projects already ongoing (15 references), the *bureaucratic management* is the most highlighted, associated with the *number of documents required*, which are quite time consuming. Other difficulties pointed out were the *delays in signing contracts*, *preparation of mobilities*, the *difficulty to clear doubts and get answers* and *conciliate mobilities with normal organisation routines*.

As for learners (16 references), the perspective of the staff and the organisation is that the main obstacle to participation are *language barriers*, as many are not fluent

in English. Other significant issues is the difficulty *to manage professional and family life* when taking time to participate in mobilities. The *lack of mobility*, of disabled and older learners, the *low digital literacy*, the *low motivation* in leaners older than 65, the *fear of the unknown* before travelling and the *resistance to participate/change* were also highlighted. Finally, there are not many learners willing to participate and some do not acknowledge the benefits of the mobilities.

On the organisations' (15 references) side, many obstacles were pointed out, especially at the level of *staff management*, since it is difficult to allocate staff to participate in the mobilities, as there are staff shortages or personal problems that prevent staff from participating. The *lack of knowledge* of how the programme works was also mentioned. Other obstacles were the fact that the *core activity is not Adult Education* and this may pose difficulties on the approval, difficulties in *time management* prevent more projects being developed, the *lack of administrative support* in some organisations, the *low financial autonomy*, in case of public organisations, and *internal bureaucracy*.

Considering staff issues (14 references), most respondents mentioned the *shortage of staff*, which precipitates *staff work overload*, thus preventing their participation. Others mentioned staff *are not motivated to participate,* that is *difficult to involve staff in part time*, there is a *resistance* to participate, that it is *hard to innovate methodologies* due to work overload, some *organisations do not authorise staff to participate*, and *difficulties to manage family affairs* (specially women).

Regarding partners for project consortiums (9 references), most organisations mentioned that it is *difficult to find partners* that are aligned with the project idea. It was also pointed out that it *is hard to find adequate activities*, and sometimes *partners have different perspectives* on what are quality results.

As for host organisations, the perspective from the respondents is that (3 references), it is *difficult to* find those that *promote adequate activities* for different groups of learners. Finally, it was referred that sometimes it is *hard to involve the community* (1 reference) with the project and the lack of internet (1 reference) in remote areas is an issue.

The interviews from the case studies in KA2 projects stated the following difficulties when participating in Erasmus+ projects (total 47 interviews to directors, project coordinators, staff and participants):

At the staff and leaners level:

a) Language difficulties – the language can be an obstacle at two levels: a) there are many members of the staff and adult learners have limited proficiency in Englishand feel inhibited to participate in the mobilities; and b) in writing applications since staff sometimes does not master English language (mentioned by 4 interviewees);
b) Conciliating personal and professional life with international mobilities – for both staff and learners, the participation in mobilities is sometimes difficult due to the demands of the job and family life, as state by the interviewee CS6 (Text box 5);
c) Additionally, for senior learners, the routine change may constitute an obstacle.

TEXT BOX 5 - QUOTE FROM A STAFF MEMBER (CS6) - M3 CASE STUDIES PORTUGAL

"There are people who don't want to travel, they say right away, alone no way, there are people who don't even consider this possibility. (My colleague) went and there are other colleagues who go, but there are a lot of people who don't want to. And even in a group, people are conditioned with family responsibilities, at this stage of life, we are there are many people with responsible for their parents, so they have to be supporting their parents, and also with their children, it's not easy to reconcile being away for a week at school, isn't it? Just to give you an idea, my son plays football. My husband picked up my son from football, I was traveling, at the end of dinner people went to the coffee shop, and I stayed in the hotel room doing the homework with my daughter, on WhatsApp" (CS6_tech2).

At call sector level:

d) Calls suitable for specific types of participants – 3 interviewees referred to the difficulty of finding calls that support senior citizens who need additional support in terms of mobility, hygiene and other issues.
e) Low visibility of Erasmus+ for the adult field – although the programme enjoys a high level of credibility among the organisations, the specific KA actions for adult education are not sufficiently publicised, according to 2 interviewees.

At organisational level:

f) Complexity of the applications prevents some organisations from participating, particularly those engaging for the first time;
g) Lack of human resources and Staff workload hamper the participation in projects – many organisations in the social field are NGO and have difficulties in finding stable sources of revenue, and consequently, many staff is overloaded. Although the participation in projects is considered a valuable opportunity, many cannot handle the work demanded in project management and implementation, as stated by the interviewee CS7 (Text box 6);
h) The bureaucracy required for this call is a difficulty mentioned by one interviewee.

TEXT BOX 6 - QUOTE FROM A STAFF MEMBER (CS7) - M3 CASE STUDIES PORTUGAL

"I think that institutions, especially in the social sector, information reaches or does not reach institutions in a way that is not very accessible because especially in the social sector, where there is a great shortage. Human resources, people, there are not many institutions that have people only dedicated to applications and projects. Usually, those who do projects or do a little bit because they want the best for the institution and on their own initiative and often, for example, the technical or technical directors do not have time to be working on a daily basis, with all the bureaucracy and all the logistics of the day to day. And then they are because it takes time and commitment to read a lot to make applications and I speak for the social sector (…) The period when there is a project that has won and an application is accepted, funding comes and technicians are hired, but with the end of the

project, the contract of the technicians also ends(…). There is this difficulty in hiring technicians, for example, if we had hired a technician for 4 hours a week, we would have this difficulty We were able to encourage the institution's staff to reflect on what would happen once the project came to an end. In addition to the activities, technicians also leave" (CS7_tech3).

At funding level:

i) The amount of financing limits the involvement of additional learners
j) The financial sustainability of the organisations implies careful considerations regarding the involvement with projects, as sometimes organisations lose money.

Regarding KA1 cases, CS10 interviewees refer that there is not sufficient communication regarding the advantages of participation in Erasmus mobilities. Participants should be clearly informed of the conditions, so the apprehension levels decrease. The opportunity to have a transforming experience is not adequately transmitted. Some linguistic barriers may hamper participation.

Other highlighted obstacle is the level of bureaucracy, although Erasmus+ is simpler than other calls, there are still some elements that could be simplified to facilitate access and participation.

In CS12, one of the greatest difficulties highlighted was to find suitable partners, since at the time of the first application, the organisation did not have many references. After the first participation, a database of potential partners was created.

Other issue were the training courses provided, in the scope of the activity Courses and Training. Their participants attended a course and realised that what was described on the course programme did not correspond to the training provided. These interviewees recommend that the entities providing these training courses should be assessed and have a quality seal, since:

TEXT BOX 7 - QUOTE FROM A COORDINATOR (CS12) - M4 CASE STUDIES PORTUGAL

"Any entity can have Erasmus courses for sale, at any price, right now. And maybe there should be criteria, there should be a seal of quality (...) So it was a challenge to understand and we experienced this with the courses we are going to, they are really courses that are interesting and that bring us more value, with people who know about the subject. Because the course in Finland was a person who didn't know about that topic." (CS12_coord)

Obstacles associated with funding for logistics associated to travels, hotels, and individual support for participants were also highlighted, as this situation forces the organisation to downsize the initial targets, as the coordinator explains:

TEXT BOX 8 - QUOTE FROM A COORDINATOR (CS12) - M4 CASE STUDIES PORTUGAL

"For example, because there is not enough money for 18 people to travel. Maybe we can take 10. So, we are not meeting the goal. But then, in addition to distance, it has to do with individual support. There are countries that have highest standards of living, others lower. And this changes every year. And then we have tables and we realise that, perhaps, if 5 people travel to Finland, which is far away, but which also has a high cost of living, we will not have enough money for other mobilities. That is, maybe only 2 people will go to Finland. And maybe we should go to Italy, although it has a high cost of living, but is closer. We try to divide (…) Sometimes there is not even a budget for everyone. For example, this year, (…) we would like to have more mobilities, but we don't have budget, because we have a budget that we have to distribute, and it's not always the budget you would like to have." (CS12_coord)

Regarding the NA, this organisation mentions that the project monitoring technicians monitor too many projects, i.e., there are too many projects for few technicians. As such, the technicians do not have sufficient knowledge about the organisations which develop projects:

TEXT BOX 9 - QUOTE FROM A COORDINATOR (CS12)- M4 CASE STUDIES PORTUGAL

"So I think the technicians don't know the entities well, we never have meetings, in this project we had an individual meeting, a follow-up visit, but since we have the accreditation we have never had it again. We have monthly moments where we enter and we can ask questions, we have a platform where we have asked questions and emails, but it is not the same as the National Agency giving a monitoring technician who knows the entity, knows the challenges, I don't say monthly, but having a status report here every six months, having a more individualised follow-up. There is not enough resources, but if there were it would be an advantage. Because sometimes we are not alert to issues, because we do not have the experience, because we have never done it and we have this knowledge, but we do not have the capacity." (CS12_coord)

The coordinator from the CS13 reported that completing the first project application was challenging.

TEXT BOX 10- QUOTE FROM A COORDINATOR (CS13) - M4 CASE STUDIES PORTUGAL

"It was to create an objective, to create a beginning, middle and end that had a correct methodology. I had a correct objective so that I could then fulfil everything I had mentioned" (CS13)_coord)

In the CS14, the coordination mentions obstacles related to the learners, which will be detailed in the next section. Other issues pertain budget management:

TEXT BOX 11 - QUOTE FROM A COORDINATOR (CS14) - M4 CASE STUDIES PORTUGAL

"Yes, some difficulties, more in the first year, in properly using the budget for everything we want to do. So, in the first year it was a little difficult to adapt. It was an adaptation because we had, in fact, to realise, therefore, in previous projects there was specific money for each mobility. And now we had to manage the money to fulfil everything we had proposed." (CS14_coord).

Other reported difficulties are related to the understanding of which documents should be submitted on the platform. The contact with NA has been reported has increasingly difficult, compared to previous times, when it was easier, which the interviewee justifies with the increase of the participating organisations in the programme. Further support is required from the NA to address the needs of project coordinators. Furthermore, the interviewee also considers that many organisations across the country are not aware of the Erasmus programme, such as senior universities, and efforts on nationwide dissemination should be carried out.

The coordinator from CS15 considers that organisations do not have enough knowledge of the Erasmus programme and the possibilities offered and that communication about the programme should recur to more practical examples:

TEXT BOX 12 - QUOTE FROM A COORDINATOR (CS15)- M4 CASE STUDIES PORTUGAL

"(…) that event we did in 2022, if I'm not mistaken, was an excellent example of this, because we publicised it to our target audience and had a full auditorium (...) we managed to go to other types of audiences and, therefore, I think that the dimension was Erasmus+. The "plus" makes all the difference and most people don't know. The example we brought from a Municipality at this event was the digitalisation of internal processes. No one associates Erasmus+ with the digital transformation of a municipality's internal processes. So, it is with examples, even a little out of the box that we can then communicate this and also help the agency to reach a target audience that I think any funding agency, what it wants is competition and many applications, even knowing that it will not be able to approve them all, because that is the sign of the vitality and usefulness of the funding. And we here at (the organisation), as we work a lot on this dimension, are perfectly aware of the difficulty to attract new public. I usually say, to foster qualified demand, because, in fact, there needs to be demand, but there needs to be qualified demand that allows the objectives of the agency to be achieved. Therefore, I think at Erasmus still has a lot of work to do to make this "plus" dimension known". (CS15_coord)

Other obstacle is to get funding for projects involving senior citizens. Host organisations can also become an obstacle to participation, as it may be difficult to find an organisation which matches with the objectives and purposes of the project.

Finally, the participating organisations in the programme are required to have capacity for managing such projects, and have solid revenues and staff, which is not the case of many organisations.

In CS11, the coordinator refers the difficulty to deal with platforms and bureaucratic procedures which are highly time consuming. Financing can also be a challenge as some expenses might not be approved, which may harm some organisations. The growing insecurity due to wars in Europe is also a growing concern. The option for green travels is not feasible in the case of some target audiences, as senior citizens, and the programme should contemplate exceptions and do not penalise applications that do not choose this option. Additionally, insurance prices for seniors are more expensive, which implies to have more budget.

Concerning the obstacles to participation among organisations which have never participated, the CS16, although having a wide internalisation experience (e.g. already sends staff in job-shadowing activities in the scope of other initiatives) have never participated in KA1 or KA2 calls, but were visited by participants in a mobility activity in the scope of an Erasmus call and recently submitted the first application to KA2, with the intention to provide training and internationalisation experiences for staff and their target audience.

This organisation expressed having difficulties in preparing the application, but when support was requested to the National Agency, there was no reply. Currently, the Portuguese National Agency is undergoing a fusion process with another institution, and some services are taking longer than expected. The only information provided on the NA side was that being a newcomer, they should start with a small-scale project. Suggestions for improvement are the creation of NA working contact points to provide support to applicants. The difficulties were not associated to the application itself but due to inexperience. The organisation believes that, with appropriate support, a KA1 application could be carried out. As for future participation, this interviewee mentioned there were no difficulties on the learners' side regarding English, as they are a quite young team.

CS17 interviewee has never considered an application to KA1 or KA2, because they never felt the need and due to the need of organisational co-financing. One of the obstacles hampering participation highlighted by the interviewee is the simplification of communication, which does not allow a clear understanding which call the information refers to, and it is necessary to read many documents to understand. The interviewee considers that the communication must be more impactful to be more attractive:

TEXT BOX 13 - QUOTE FROM A NON PARTICIPANT (CS17) - M5 CASE STUDIES PORTUGAL

"(…) because it is usually very standardised, and very... It's a bit like the Commission's website. It is all very round and has little attractiveness. Despite the information that is there, it is often very rich, it is very interesting, but in practice it is levelled. It's the same. A big thing, a small thing, a good thing, a less good thing, is communicated in the same way. And I don't think that's catchy." (CS17)

Additionally, the interviewee considers that Erasmus+ typologies are not clearly explained because all communications are made at the same time, in generic terms. As for considerations regarding future participations, in generic terms, the interviewee considers that older staff may resist to participate due lack of time, as they have complex agendas, family affairs and further constraints. As for younger staff, participation could be easier. As the workflow is variable, there could be times when

the participation could be enhanced. The interviewee considers mobilities as a great opportunity to provide staff with new experiences of job shadowing and a change in working environment.

In CS18, the interviewee had some knowledge of Erasmus+ calls, especially for schools, and the obstacles for participation are grounded in the limited capacity of the human resources. The organisation has tried twice, but the working demands hamper the effective conclusion of an application. Another reason highlighted is due to the involvement of the organisation in a project at national level, with a considerable dimension, very demanding and time consuming, thus leaving no time or resources to participate in other calls. The interviewee states that at this point, the participation in an Erasmus project has been thought and analysed but the current situation of instability due to changes and fusions in public departments of Education does not allow the participation. To promote participation, the interviewee believes that the Ministry of Education should promote the initiative in schools and to provide financial support to associations to hire more staff to develop more activities within training and dedicate time to develop projects.

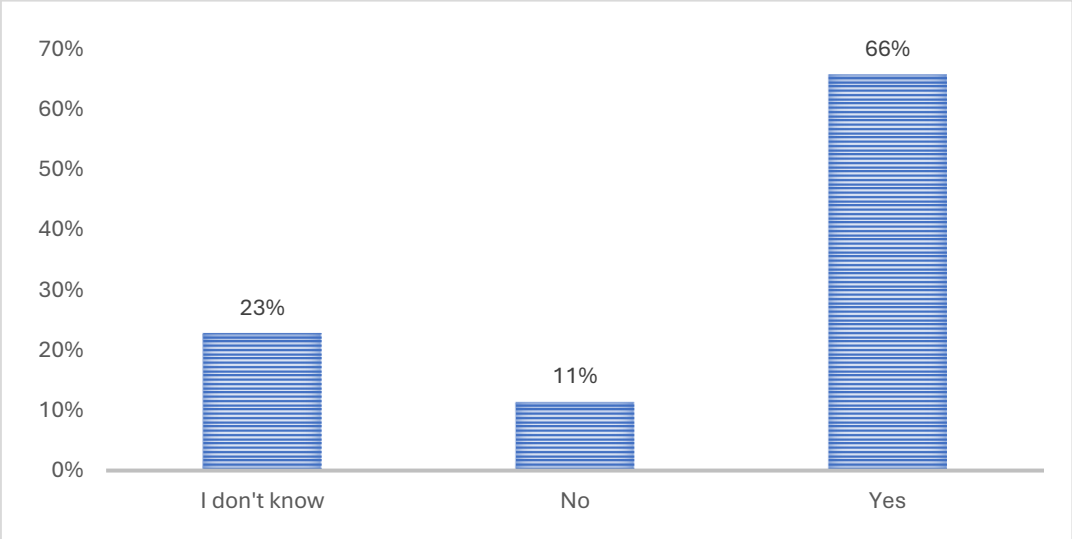
In CS19, the interviewee is aware of the Erasmus+ opportunities for students, and the organisation has hosted some activities in the context of mobilities. However, was unaware that there were opportunities within adult education. Considering the participation, one of the obstacles is limited human resources to ensure the implementation of the project and to participate in mobilities, as it would imply that technicians had to suspend their activities, classes and therapies while in mobility.

Future participation in Erasmus+ is considered an added value for staff and a very interesting initiative. To foster participation, the Portuguese National Agency should develop targeted communication on this initiative to ONG, foundations, SME.

3.3.2 Specific obstacles for KA1 mobility for adult education learners

This section addresses the specific obstacles for KA1 mobility for adult education learners.

FIGURE 13: DO YOU PLAN TO ORGANISE MOBILITY ACTIVITIES FOR ADULT LEARNERS IN THE FRAMEWORK OF A FUTURE KA1-PROJECT ("LEARNING MOBILITY OF INDIVIDUALS")?



Source: Online survey beneficiary organisations 2025 (n = 125)

Figure 13 illustrates organisations' intentions to organise mobility activities for adult learners within future KA1 projects, revealing a strong positive orientation towards future participation, with a clear majority of organisations (66%) indicating that they *plan* to organise such activities. This suggests a high level of commitment to mobility-based internationalisation and a continued interest in Erasmus+ opportunities.

A smaller proportion of respondents remain uncertain (23%), and only a limited share (11%) report *no intention* to engage in future KA1 mobility activities. The distribution highlights a predominantly proactive and forward-looking stance among organisations, with relatively low resistance and a moderate level of uncertainty regarding future engagement in learner mobility initiatives.

Table 3 presents the elements prevent organisations from planning mobility activities for adult learners in the framework of a future KA1 project pointed out by the respondents. The categories found were at the levels of learners, staff, organisation, funding, partners and project management.

TABLE 3: WHAT PREVENTS YOU FROM PLANNING MOBILITY ACTIVITIES FOR ADULT LEARNERS IN THE FRAMEWORK OF A FUTURE KA1 PROJECT?

Categories	Indicators	Coordinator Frequency	Partner Frquency
Learners	Find learners to participate	3	1
	Low motivation of learners to participate		1
	Difficulties for learners to participate due to work and family	1	
	Fear of the unknown		1
	Language barriers		1
	Challenging preparation for learners with low mobility and SEN		1
Staff	Lack of staff to develop projects	3	1
Organisation	Lack of organisational capacity	3	
	Time management	1	
Funding	Low financing against mobility costs		1
	Low rates for staff	1	
Partners	Difficulty to find suitable partners	1	
Project	Limited impact of KA1 projects	1	1
	Difficult to quantify the knowledge acquired	1	
	Bureaucracy	2	

Source: Online survey beneficiary organisations 2025 (n = 125)

In the learners' category (9 references), it is possible to see that the most striking element hampering participation is to find learners. Other obstacles relate to low motivation of learners to participate, difficulties for learners to participate due to work and family issues, their fear of the unknown when travelling, the language barriers

and the challenging preparation for learners with low mobility and SEN (Special Education Needs).

On the staff side, from the perspective of the respondent organisations (4 references), there is short staff to implement these projects. It is also difficult for organisations to have capacity to manage a project and to manage time (4 references),. In terms of funding (2 references), respondents pointed out that the grants do not cover mobility costs and the low rate for staff prevents them from organising projects.

It is also difficult to find partners (1 reference), to organise a project. Considering the projects (5 references), respondents highlighted that there is limited impact of KA1 projects, difficult to quantify the knowledge acquired and the bureaucracy. As an example of the low impact, a respondent from a coordinator organisation states:

TEXT BOX 14 - QUOTE FROM A COORDINATOR - ONLINE SURVEY PORTUGAL

"The learning activities we propose are of very short duration, it does not allow sufficient involvement of learners to participate in KA1. In KA1 projects the impact is essentially on the adults involved, there is no creation of resources that can be used at a national level and impact more people - which is what interests us most as an organisation."

KA1 project coordinators highlighted specific obstacles for KA1 mobility for adult education learners OU KA1 project coordinators highlighted the following specific obstacles for KA1 mobility for adult education learners: in CS10, which involved farmers and fishermen, the main challenges include difficulties in accessing the Mobility Platform due to its complexity but also due to low digital skills in adult learners. Additionally, it is more difficult to ensure participation when mobility periods coincide with peak fishing or farming seasons. Other obstacle was the conciliation with family life. Some language issues were also highlighted.

The CS12 coordinator highlighted obstacles associated to the conciliation with family life. At working level, it is challenging to organise the working schedule, as the coordinator refers:

TEXT BOX 15 - QUOTE FROM A COORDINATOR (CS12) - M4 CASE STUDIES PORTUGAL

"It is challenging to organise the work to have a week with the least possible unforeseen events. Knowing that this week, I will almost only be able to see e-mail and reply to very urgent questions. Sometimes it's not easy, because it means that they (the staff) overload themselves the week before and the week after mobility." (CS12_coord)

The CS13 coordinator refers the learners' difficulty to conciliate the mobilities with family life. Besides participants' low language skills, another obstacle is the lack of knowledge of the mobilities as some participants were surprised when they were informed that the travels and accommodation would be ensured by the programme:

TEXT BOX 16 - QUOTE FROM A COORDINATOR (CS13) - M4 CASE STUDIES PORTUGAL

"Who pays for the plane? Who pays for this? Who pays for that? But I explained everything and they were aware of what I had explained, then it was the barrier of 'I go 8 days, I go to a training course, I'm sitting there all day.' These were all the questions that people asked, 'I don't see myself, I don't see myself, I don't see myself." (CS13_coord)

The CS14 coordinator mentioned that it is difficult to find leaners willing to participate, due to feelings of fear of the unknown, family issues and with additional language difficulties and, as such, there cannot be a real selection process:

TEXT BOX 17 - QUOTE FROM A COORDINATOR (CS14) - M4 CASE STUDIES PORTUGAL

"What's the problem in our case? As I said before, they are people with very low qualifications, people who often never left their village. And just this simple fact of having to travel is already a headache. The fact that you have to travel and stay in a place you don't know, with people who are not from your family is another obstacle to overcome, so the foreign language is the other obstacle, so what has happened to us is that we select people. I don't even know if you can call this a selection process (...) we motivate people to participate (...) but even so we have some difficulties in getting the trainees to participate, mainly due to family issues, lack of knowledge, fear, apprehension, but often due to family issues, too many of them are grandparents who take care of grandchildren, they cannot be absent for a week. And, therefore, we have not made a selection properly because unfortunately it has not been necessary." (CS14_coord)

However, this coordinator also highlighted that when learners participate in mobilities, they are the best vessel for dissemination among other learners. Other strategy is to describe thoroughly how the mobility will happen, anticipating the mobility and to have accompanying persons who are familiar to learners, as this provides them security.

Considering obstacles that could hamper adult learner participation in mobilities as mentioned by the non-participating organisations[19], the CS16 interviewee mentioned that does not identify any difficulties on the learners' side regarding English language, as they are a quite young team.

As for CS17, the interviewee considers, in generic terms, that older staff may resist to participate due lack of time, as they have complex agendas, family affairs and further constraints. As for younger staff, participation could be easier. As the workflow is variable, there could be times when the participation could be enhanced. This interviewee considers mobilities as a great opportunity to provide staff with new experiences of job shadowing and a change in working environment.

[19] The representatives of the non-participating organisations interviewed were those from CS16, CS17, CS18 and CS19.

CS18 considers future participation in Erasmus+ as an added value for teachers to acquire knowledge of other countries' activities in terms of curricular development.

In CS19, the interviewee is aware of the Erasmus+ opportunities for students, and the organisation already hosted some activities in the context of mobilities. However, they were unaware that there were opportunities within adult education. Considering the participation, one of the observed obstacles is the limited human resources to ensure the implementation of the project and to participate in mobilities, as it would imply that technicians had to suspend their activities, classes and therapies while in mobility.

3.4 Conclusion

While the Erasmus+ programme is a driver for internationalisation within the adult education field, its implementation remains constrained by some operational barriers, as identified in both the questionnaire data and the interviews conducted. Although organisations demonstrate varied participation strategies, their ability to manage projects effectively is strained by institutional administrative burdens, application approval rates, and complex management frameworks. These operational hurdles are impacted by financial constraints: rigid budget lines, delayed grants disbursements, outdated travel cost estimates, and strict bank insurance requirements expose organisations - especially for smaller, non-formal providers. At the participant level, staff try to reconcile international travel with existing workloads and personal responsibilities. Engagement is further suppressed by language barriers, low digital literacy, and by a lack of communication highlighting that essential costs are covered.

Finally, qualitative evidence points to critical problems in networking and quality control. Emerging organisations face problems finding trustworthy transnational partners, while discrepancies between advertised course programmes and the actual training delivered abroad underscore are mentioned. To improve accessibility, future intervention must focus on administrative simplification, optimised financial delivery mechanisms, a centralised quality seal for external training providers, and stronger, clearer communication.

4 Impact of Erasmus+ at organisational and staff levels

4.1 Introduction

This chapter focuses on the outcomes and expected impacts of Erasmus+ on the 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 because of participation. Subsequently, findings on the effects of Erasmus+ participation on staff are reported.

4.2 Topics and products of Erasmus+ projects

4.2.1 Topics of the projects

This section focuses on the topics and products from KA1 and KA2 projects.

Table 4 presents a distribution of thematic priorities across KA1 and KA2 projects, where it is possible to see a clear pattern emerging in terms of concentration of topics, relative emphasis, and differences between the two key actions. The distribution is uneven, with a small number of topics accounting for a proportion of all entries. The most prominent theme is “Inclusion, promoting equality and non-discrimination” (30.2%), which dominates the dataset, indicating a pronounced systemic prioritisation of inclusive practices and social equity across projects.

TABLE 4: DISTRIBUTION OF THEMATIC PRIORITIES ACROSS KA1 AND KA2 PROJECTS

Topics	KA1 Frequency	KA2 Frequency	Total
Active ageing	14	8	22
Artificial Intelligence (AI) and data usage	1	1	2
Awareness about the European Union|European identity and values	6	1	7
Bridging intercultural, intergenerational and social divide	7	8	15
Career guidance	3	1	4
Community Development	-	5	5
Cooperation between educational institutions and business	9	1	10
Creating new, innovative or joint curricula or courses	7	1	8
Creativity, arts and culture	6	4	10
Cultural heritage	3	5	8
Democracy and inclusive democratic participation	10	4	14
Development of disadvantaged rural and urban areas	3	3	6
Development of training courses	-	3	3
Digital content, technologies and practices	14	4	18
Digital safety	3	-	3

Digital skills and competences	23	11	34
Digital transformation planning and implementation	4	1	5
Disabilities	3	6	9
Enterprise, industry, SMEs and entrepreneurship	1	-	1
Early childhood education and care	-	1	1
Employability	1	4	5
Energy and resources	-	1	1
Entrepreneurial learning - entrepreneurship education	3	6	9
Environment and climate change	15	7	22
Equal access and transition to labour market	2	2	4
European identity and values	21	3	24
Green skills	14	9	23
Human rights and rule of law	7	-	7
Inclusion of marginalised young people	-	1	1
Inclusion, promoting equality and non-discrimination	39	13	52
Information and communication technologies (ICT)	-	2	2
Initial and continuous training for teachers, trainers and other education staff	14	3	17
International relations and development cooperation	5	2	7
Key competences development	16	3	19
Media literacy and tackling disinformation	3	1	4
New learning and teaching methods and approaches	20	7	27
Open and distance learning	1	3	4
Overcoming skills mismatch and addressing the needs of the labour market	3	2	5
Pedagogy and didactics	-	1	1
Physical and mental health, well-being	13	7	20
Preventing early school leaving and failure in education	3	-	3
Quality assurance	1	1	2
Reception and integration of refugees and migrants	2	6	8
Recognition, transparency, certification	1	-	1
Research and innovation	-	1	1
Science, technology, engineering and mathematics (STEM)	2	-	2
Social innovation	-	3	3
Soft skills	-	2	2
Tackling geographical remoteness and involving rural areas	-	6	6
Teaching and learning of foreign languages	9	1	10
Work-based learning	1	-	1

Source: Erasmus+ Platform Results + data: https://erasmus-plus.ec.europa.eu/projects (data from January 2026) (n = 478)

A second tier of highly represented themes includes: New learning and teaching methods and approaches (15.6%), European identity and values (13.9%), Green

skills (13.3%), Active ageing (12.7%), Environment and climate change (12.7%), Physical and mental health, well-being (11.6%), Key competences development (11%), Digital content, technologies and practices (10.4%), and Initial and continuous training for educators (9.8%), suggesting an orientation toward social inclusion, pedagogical innovation, sustainability, and competence development, with a parallel emphasis on well-being and digital transformation.

Conversely, several topics have marginal representation (≤1%), such as enterprise and entrepreneurship (0.5%), early childhood education (0.5%), energy and resources (0.5%), and recognition/certification (0.5%), indicating relatively limited project focus in these areas.

KA2 also contributes significantly to themes like bridging social divides, green skills, and refugee integration, indicating its role in collaborative, innovation-driven, and structural interventions.

In summary, the table reveals a clear prioritisation of inclusion and equality, supported by strong engagement with innovative pedagogy, sustainability, and competence development. KA1 actions appear to mainstream these priorities across a wide range of activities, while KA2 contributes more selectively, often focusing on structural or specialised themes. The overall distribution reflects a policy landscape centred on social cohesion, educational transformation, and responsiveness to contemporary societal challenges.

4.2.2 Type of KA2 products developed

This section presents the type of outputs developed in the scope of KA2 projects.

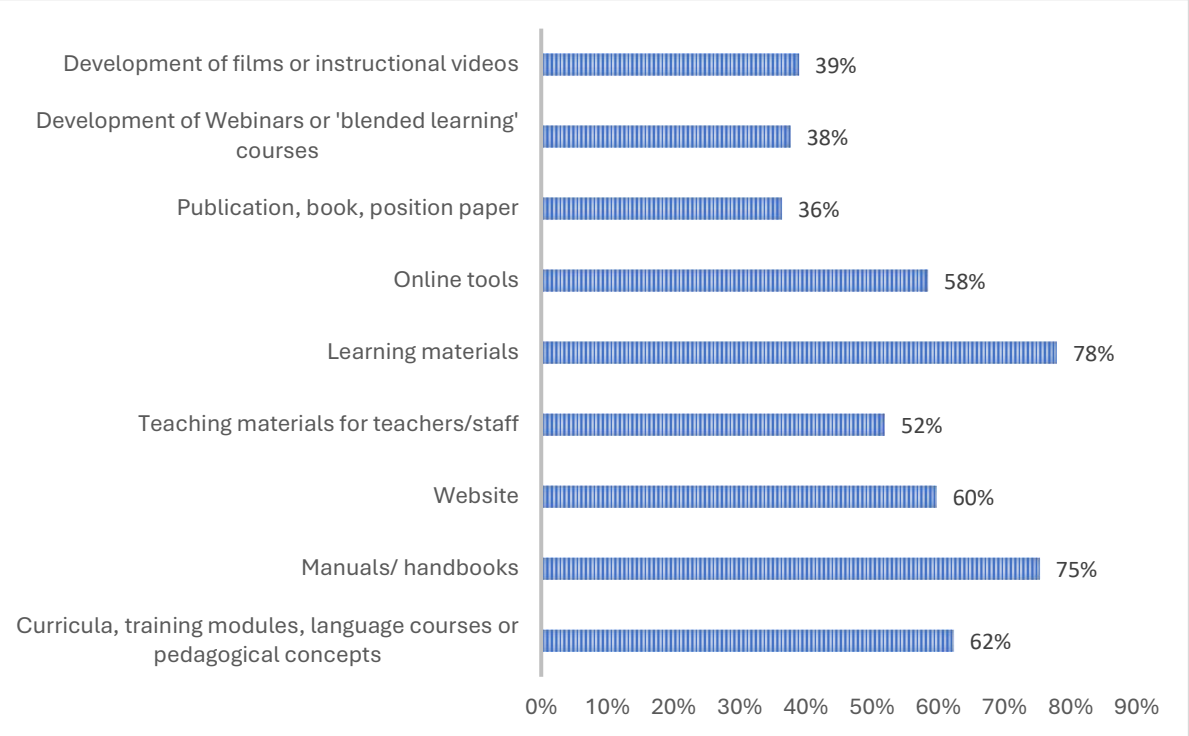
Figure 14 illustrates the types of outputs developed by organisations through participation in Erasmus+ KA2 projects between 2021 and 2024, revealing a strong emphasis on pedagogical and resource-oriented products.

The most prevalent outputs are *learning materials* (78%) and *manuals/handbooks* (75%), indicating a clear prioritisation of structured educational resources. Similarly, *curricula, training modules, and pedagogical concepts* (62%) and *websites* (60%) are widely produced, highlighting both instructional design and dissemination efforts.

A second tier includes *online tools* (58%) and *teaching materials for staff* (52%), reflecting a significant focus on digitalisation and capacity-building. In contrast, more specialised outputs such as *instructional videos* (39%), *webinars or blended learning courses* (38%), and *publications* (36%) are less prominent.

Overall, the distribution suggests that KA2 projects primarily generate tangible and reusable educational resources, with growing attention to digital formats, while more communication-oriented or media-based outputs play a complementary role.

FIGURE 14: WHAT TYPES OF OUTPUTS OR PRODUCTS HAVE BEEN DEVELOPED WITHIN YOUR ORGANISATION AS PART OF PARTICIPATION IN KA2 ERASMUS+ 2021-2024?

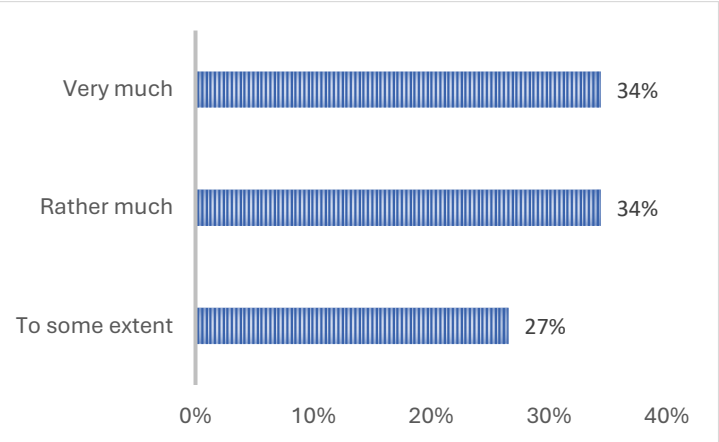


Source: Online survey beneficiary organisations 2025 (n = 125)

4.2.3 KA2 output used

This section presents the extent to which KA2 outputs are being used by the organisations.

FIGURE 15: TO WHAT EXTENT ARE OUTPUTS AND PRODUCTS DEVELOPED DURING OR AFTER KA2 PARTICIPATION IN ERASMUS+ 2021-2024, (STILL) USED BY YOUR ORGANISATION?



Source: Online survey beneficiary organisations 2025 (n = 125)

Figure 15 illustrates the extent to which outputs and products developed through Erasmus+ KA2 participation (2021–2024) continue to be used by organisations.

The distribution indicates a high level of sustained use. A majority of organisations report a continued use of outputs to a significant degree, with *34%* indicating "very much" and an equal *34%* reporting "rather much". This suggests that KA2 project results are largely perceived as relevant, functional, and transferable within organisational practices.

A smaller proportion (*27%*) report using the outputs "to some extent", indicating partial integration or more limited applicability in certain contexts.

Overall, the data demonstrate strong evidence of impact and sustainability, with most organisations actively maintaining and integrating project outputs beyond the project lifecycle, and only a minor share reflecting moderate levels of use.

Table 5 displays the hampering factors to outputs/results' implementation highlighted by the respondents in an open question. As it is possible to see, five factors can be hampering. Within the organisation (institutional), these factors can be related to staff, namely work overload, lack of staff and lack of awareness of the staff to implement new results.

TABLE 5: WHAT FACTORS HAMPERED OR STIMULATED THE TAKE UP AND USE OF OUTPUTS AND PRODUCTS DEVELOPED DURING OR AFTER KA2 PARTICIPATION IN ERASMUS+ 2021-2024?

Category	Subcategory	Indicators	Frequency
Institutional	Staff	Staff work overload	1
		Lack of staff to work with learners	1
		Lack of staff in the coordinator organisation	1
		Lack of awareness	1
	Management	Organisational rigidity	2
		Lack of institutional support	2
	Strategy	Rigidity of existing learners' programmes - adopt new methodologies and resources into the existing ones	3
		Lack of time flexibility to implement changes	2
Resources	Funds	Lack of economic resources	5
		Smaller funds after the implementation	1
		Lack of continuity of projects	1
Partners	Withdrawal	Partner withdrawal	1
	Alignment	Lack of alignment among partners	1
Learners	Motivation	Learners' motivation	2
	Digital literacy	Lack of digital literacy among learners	1
	Community	Communities' resistance to change	1
	Adequacy	Outputs only adequate for a small part of learners	1
Results/outputs	Language	Adaptation of the outputs to different language and cultural contexts	2
		Difficult to adapt to local contexts	1

	Aplicability	Low degree of applicability of the outputs - outputs were only developed for the project	3
		Lack of large-scale dissemination	1
		Outputs quickly become obsolete	2
		Large and dense outputs	1
		Outdated computer platforms	1

Source: Online survey beneficiary organisations 2025 (n = 125)

As for management, organisational rigidity, the lack of openness to adopting new methodologies and support to their implementation. The strategy refers to the integration of new methodologies and outputs into the work of the organisation, and this can be a hampering factor due to the rigidity of existing programmes and lack of flexibility in time management.

Economic resources were one of the most highlighted hampering factors, particularly the lack of economic resources, but also the reduction of funds after the implementation of the project.

Partners can constitute a barrier due to misalignment and partner withdrawal. The perspective of the respondents regarding the learners' side, is their lack of motivation and digital literacy, but also the community's resistance to change can prevent the implementation of the projects' results. It was also pointed out that the project was addressed to a small part of the learners within the organisation and, as such, the results are difficult to implement to other learners.

Considering the results/outputs, there were two factors preventing their implementation. The first, language issues, as the outputs were produced in English, it is difficult for learners with no English fluency. The second, the degree of applicability of the results/outputs, as they were though only for project purposes, they are dense and extensive and thus not easily adopted. Due to the rapid change in technology, some outputs and platforms become rapidly obsolete. Finally, the lack of a large-scale dissemination might have limited the implementation.

Table 6 displays the stimulating factors to outputs/results' implementation highlighted by the respondents in an open question.

TABLE 6: STIMULATING FACTORS TO OUTPUTS/RESULTS IMPLEMENTATION

Category	Subcategory	Indicators	Frequency
Outputs/ results	Relevance	In applicability	3
		Topics sustainability, climate change, environmental education and English language	1
	Language	PT translation	1
		Multilingual outputs	1
	Availability	Free and open availability	5
	Innovative	Up to date and innovative outputs	2
		Outputs were developed considering future integration	1
	Adequacy	Adequacy of the outputs (for learners, organisation needs)	7
		More practical and less theoretical outputs	1
	Digital	Online sessions	1
		Digital formats	2
	Dissemination	Effective dissemination	1
Institutional	Staff	Teachers' initiative	1
		Active involvement of staff	1
		Adequate training for learners	1
	Management	Institutional support	2
	Strategy	Integration of the activities/outputs in other projects	1
		Integration of the activities/outputs in the organisation	4
Learners	Involvement	Active involvement of learners	1
Partners	Quality	Quality of the partnership	4
	Involvement	Active involvement of stakeholders	1
		International cooperation	2
		Joint development of outputs	1
	Networking	Networking	1

Source: Online survey beneficiary organisations 2025 (n = 125)

Considering the results, resources and other outputs, they were implemented because they were relevant in terms of topics, such as environmental issues and the promotion of English language, and applicability. The translation into Portuguese and the development of multilingual outputs facilitated their implementation. One of the most highlighted aspects was the decision to develop free and open resources. The innovation of outputs developed and their development considering future integration into the organisation was a facilitating element of implementation.

The most highlighted facilitating element of outputs implementation was their adequacy for learners and the organisation. Being more practical and visual facilitates their implementation. The digital component and an effective dissemination were also facilitating factors.

Within institutional factors, it is possible to see that the involvement of the staff, the institutional support and the adequate training of learners were fundamental for implementation. The integration of the activities/products in the organisation was enhanced and, to a lesser extent, in other projects. The quality and involvement of the partnership is a stimulating factor. The active involvement of the learners was highlighted as a facilitating factor.

In the KA2 cases analysed five KA210 projects and four KA220 projects were identified. On the small-scale partnerships (KA210), the outputs reflect the dimension of the projects and it was possible to find best practice guides (CS2), booklets, toolboxes and a manifesto (CS3), reports (CS4), books and e-books (CS7; CS9). In KA220 projects, the organisations have developed a wide range of materials, including methodology guides to support adult educators and trainers, toolkits with informal activities for learners (CS1), e-learning platforms, manuals, training syllabi and training curricula (CS5; CS8), toolkits and educational packs for professionals, virtual portals and apps for seniors (CS6). Most interviewees mentioned that the outputs are being used by their organisations and in two cases, CS4 and CS3, both dedicated to promoting the inclusion of migrant communities, the outputs developed are being requested by other entities for use. CS4 achieved uptake of its outputs in 11 municipalities, while CS3 achieved uptake in three.

4.3 Impact at organisation and staff level

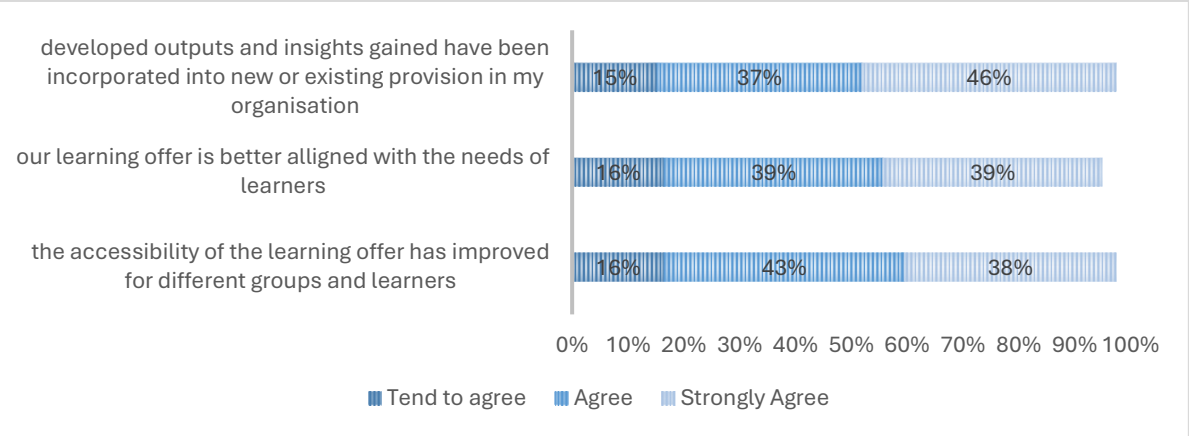
This section addresses the impact at the organisation and staff levels.

Figure 5 presents respondents' levels of agreement regarding the impact of Erasmus+ participation (2021–2024) on the development of the learning offer within their organisations, across three statements.

Overall, the results indicate a consistently high level of positive perception. In all three dimensions, most respondents *agree* or *strongly agree*, with combined shares exceeding 80%. The strongest outcome is observed in the incorporation of *developed outputs and insights into new or existing provision*, where 46% *strongly agree* and 37% *agree*, suggesting integration of project results into organisational practice.

Similarly, improvements in the *alignment of the learning offer with learners' needs* are widely acknowledged (39% agree; 39% strongly agree), indicating enhanced responsiveness to target groups. The *accessibility of the learning offer* also shows significant perceived improvement, with 43% agreeing and 38% strongly agreeing, although with slightly lower intensity of strong agreement compared to the other dimensions.

FIGURE 16: TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE STATEMENTS PRESENTED BELOW REGARDING PARTICIPATION IN ERASMUS+ (2021-2024) ON THE DEVELOPMENT OF THE LEARNING OFFER WITHIN YOUR ORGANISATION?



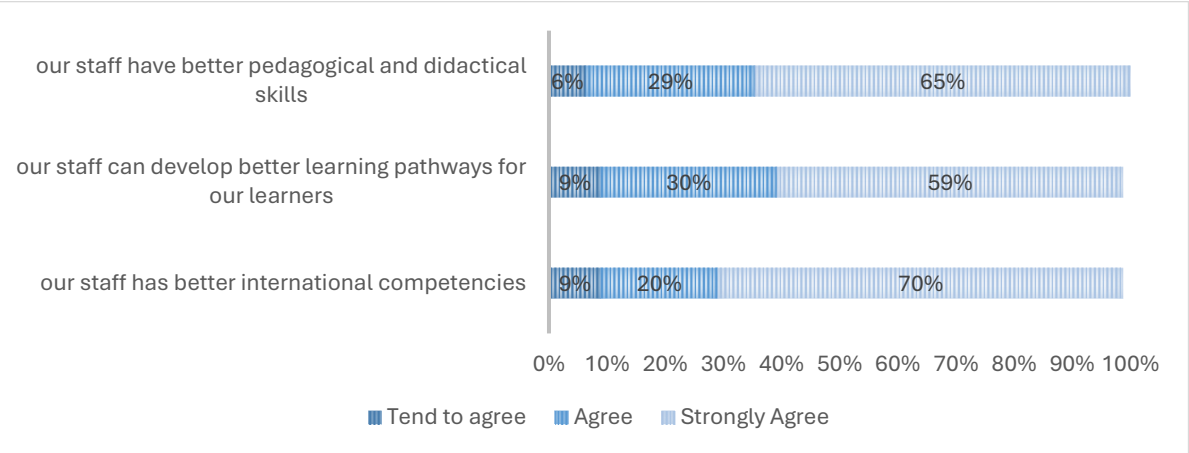
Source: Online survey beneficiary organisations 2025 (n = 125)

"Tend to agree" responses remain relatively limited (15–16%), reinforcing the overall strength of positive evaluations.

In sum, the data demonstrate a robust perceived impact of Erasmus+ participation on both the quality and inclusiveness of organisational learning provision, particularly in terms of integrating project outcomes and better aligning services with learners' needs.

Figure 17 presents respondents' levels of agreement regarding the impact of Erasmus+ participation (2021–2024) on staff development within organisations, across three dimensions.

FIGURE 17: TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE STATEMENTS PRESENTED BELOW REGARDING THE IMPACT OF PARTICIPATION IN ERASMUS+ (2021-2024) ON STAFF WORKING IN YOUR ORGANISATION?

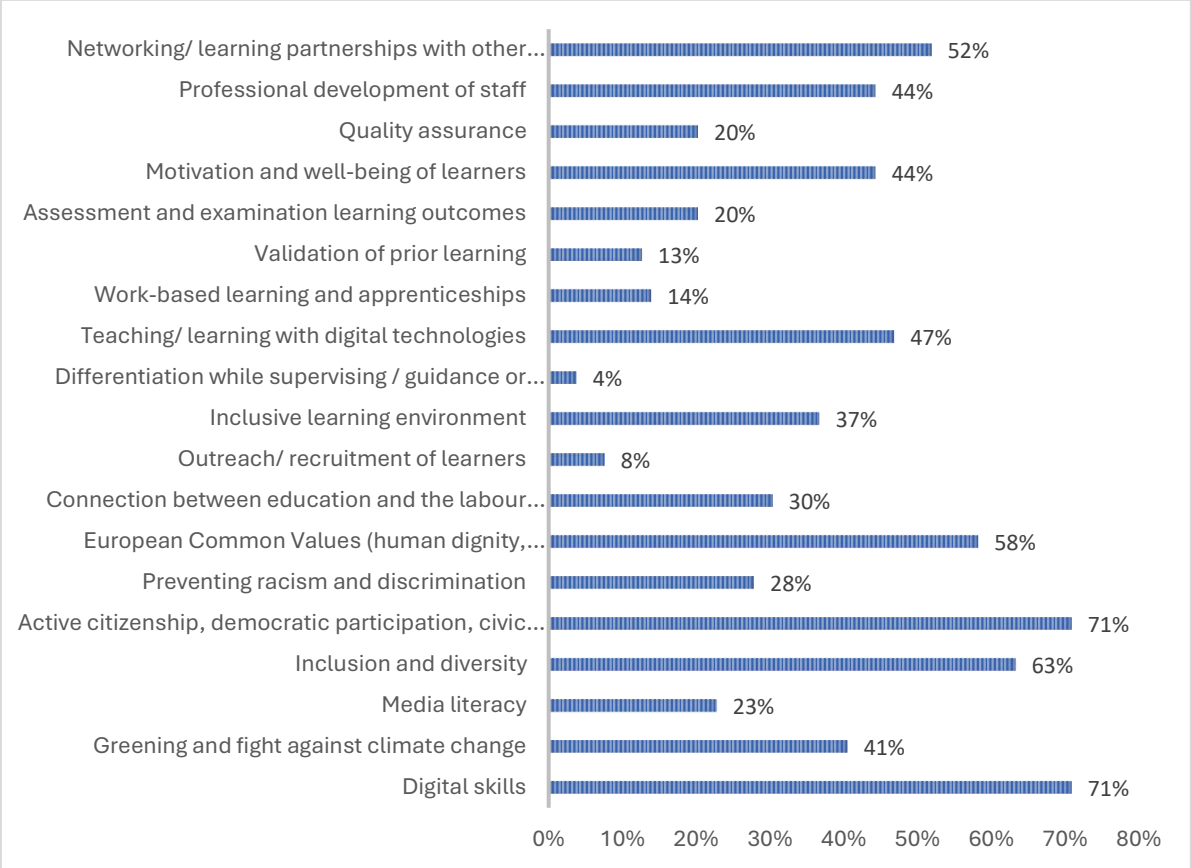


Source: Online survey beneficiary organisations 2025 (n = 125)

Overall, the results reveal a very strong positive perception, with *"strongly agree"* dominating all statements. The most pronounced effect is observed in the development of *international competences*, where 70% of respondents strongly agree, supplemented by 20% agree, indicating an enhancement of staff internationalisation. Similarly, improvements in *pedagogical and didactical skills* are widely acknowledged, with 65% strongly agreeing and 29% agreeing. The ability of staff to *develop better learning pathways* also shows a high level of agreement (58% strongly agree; 30% agree), although slightly lower than the other dimensions. "Tend to agree" responses remain minimal (6–9%), confirming the strength and consistency of positive evaluations. In sum, the chart highlights a highly significant perceived impact of Erasmus+ participation on staff competences, particularly in terms of internationalisation, teaching quality, and capacity to design effective learning processes.

Figure 18 illustrates the topics that have received increased attention within organisations following participation in Erasmus+ (2021–2024), revealing clear priority areas.

FIGURE 18: NOW THAT YOUR ORGANISATION HAS PARTICIPATED IN ONE OR MORE ERASMUS+ PROJECTS IN THE CURRENT PROGRAMME PERIOD (2021-2024), WHICH TOPICS ARE RECEIVING MORE ATTENTION WITHIN YOUR ORGANISATION THAN BEFORE?



Source: Online survey beneficiary organisations 2025 (n = 125)

The most prominent themes are *digital skills* and *active citizenship and democratic participation* (both 71%), followed closely by *inclusion and diversity* (63%) and *European common values* (58%). This indicates a strong alignment with EU strategic priorities, particularly in relation to digital transformation and social cohesion.

A second tier of emphasis includes *networking and partnerships* (52%), *teaching and learning with digital technologies* (47%), *professional development of staff* and *motivation and well-being of learners* (both 44%), as well as *greening and climate action* (41%). These findings suggest a balanced focus on organisational capacity-building, pedagogical innovation, and sustainability.

More moderate attention is given to *inclusive learning environments* (37%) and *connections between education and the labour market* (30%), while areas such as *media literacy* (23%), *quality assurance* and *assessment practices* (both 20%), and *validation of prior learning* (13%) appear less central.

Finally, topics such as *outreach/recruitment of learners* (8%) and *differentiation in guidance or supervision* (4%) receive minimal emphasis. The distribution highlights a strategic shift towards digitalisation, inclusion, and civic engagement, while more technical or operational aspects of adult education receive comparatively less attention.

Table 7 presents examples showing how participation in one or more Erasmus+ projects since 2021 has permanently strengthened organisations, learning offers to adult learners/ participants, and staff.

TABLE 7: CAN YOU GIVE A CONCRETE EXAMPLE SHOWING THAT PARTICIPATION IN ONE OR MORE ERASMUS+ PROJECTS SINCE 2021 HAS PERMANENTLY STRENGTHENED YOUR ORGANISATION, LEARNING OFFER TO ADULT LEARNERS/ PARTICIPANTS, AND YOUR STAFF?

Categories	Indicators	Frequency
Resources	Creation and use of digital and other resources	9
	Use of technology to reach more learners	1
	Adoption of digital tools by staff	2
	Update of existing resources	1
Staff	Increase of staff pedagogical competencies	4
	Increase of staff project management competencies	2
	Increase of staff linguistic competencies	2
	Staff professional development	5
	Increase of staff digital skills	8
Learners	Empowering learners	1
	Increased learning opportunities for learners	4
	Increased social impact on learners	1
	Improved motivation for learning among learners	3
	Improved learners digital skills	1
	Enhanced participation of learners	1

	Improved social and linguistic inclusion of migrants	1
Methodologies	Better understanding of community and learners needs	1
	Promoted an integrated approach for seniors	1
	Promoted an integrated approach between environment and social inclusion	1
	Continuous update of pedagogical practices adopting innovative methodologies observed in other countries	3
	More inclusive and intercultural learning environment	4
	New needs analysis methods	1
	Introduced pedagogical differentiation	1
	Introduced activities based on real examples	1
Organisation	Improved external recognition of the organisation	1
	New activities	3
	Incorporation of European values	1
	Organisation more open to change	2
	Increased and strengthened learning offer with new contents, including digital	5
	Increased international networking	6
	Integration of results enhanced organisations capacity to fullfil their mission	3

Source: Online survey beneficiary organisations 2025 (n = 125)

The most frequently cited examples are the creation and use of new and digital resources, by the coordinator organisations, the increased of staff digital skills, the increase of new learning opportunities for learners and increased international networking. These features are well illustrated by the following comment from a coordinator organisation:

TEXT BOX 18 - QUOTE FROM A COORDINATOR - ONLINE SURVEY PORTUGAL

"(the organisation) has consolidated a European partnership that remains active, enabling the continuous sharing of learning methodologies, innovation in crafts and sustainable practices. At the same time, it has integrated European non-formal education methodologies into its strategy, strengthening the capacity to support artisan communities and create new opportunities for local development. Examples include peer learning, the co-creation of contemporary handicrafts inspired by the influences of the host country, combining different knowledge and techniques, as well as dynamics open to the community, which allow the dissemination of European knowledge and good practices, especially in rural and geographically isolated territories".

And another comprehensive example, focusing on staff, the organisation and learners, from a coordinator organisation:

TEXT BOX 19 - QUOTE FROM A COORDINATOR - ONLINE SURVEY PORTUGAL

"A concrete example is the transformation of our Portuguese Host Language (PLA) programme. After job shadowing and training mobilities in several European adult education centres, the team implemented new initial diagnosis models, pedagogical differentiation methods and real task-based activities. This evolution has improved the linguistic and social integration of migrant adults, making the course more effective, structured and aligned with European standards. At the same time, Erasmus+ has made it possible to develop digital skills among teaching staff, who are now using collaborative tools, learning platforms and digital resources in a systematic way. This change has remained in the organisation and contributes to a more flexible and motivating teaching, especially for learners with irregular schooling paths. Finally, participation in the programme has strengthened our ability to network, establishing stable international partnerships and creating regular professional learning opportunities for the whole team. These transformations have consolidated the organisational culture, improved the quality of the educational service and increased the external recognition of the school."

4.4 Conclusion

The data detailed in this chapter demonstrate that participation in the Erasmus+ programme has promoted the modernisation, capacity-building, and internationalisation of Portuguese adult education organisations and their staff. The overall impact reflects a structural alignment with core European strategic guidelines, translating high-level priorities into tangible educational improvements.

At the organisational and programme levels, the "Inclusion, promoting equality and non-discrimination" emerged as the dominant thematic focus, complemented by digital skills, innovative pedagogies, environmental sustainability, and active citizenship. In practice, Key Action 1 (KA1) contributes to mainstream these broad social and civic priorities across organisations through mobility, whereas Key Action 2 (KA2) acts as an instrument for structural intervention - generating reusable, high-quality educational resources, specialised training manuals, and curricula. These outputs exhibit remarkable long-term sustainability, with most organisations reporting that they continue to use and integrate these materials well beyond the official project lifecycles.

Nevertheless, the implementation and subsequent assimilation of these project outputs face distinct institutional challenges. Organisations encounter internal operational barriers such as staff work overload, structural rigidity, a lack of financial continuity, and limited time flexibility. External barriers, including learners' low digital literacy, language barriers, and community resistance to change, prevent further integration of results. Conversely, factors such as the open resources and free availability of project outputs, their direct practical adequacy to organisation needs,

institutional support, translation into Portuguese, and high-quality transnational partnerships serve as stimulating catalysts that facilitate successful implementation.

At the staff level, the programme yields transformative outcomes. Adult education professionals improve their international competencies, alongside improvements in their pedagogical, digital, and didactical skills. This professional development enhances the capacity of educators to map out, differentiate, and deliver more effective learning pathways for adult participants, particularly those with irregular schooling paths or from marginalised backgrounds. Ultimately, as highlighted by the case studies, the integration of these methodologies and collaborative digital resources consolidates organisational cultures, improves external institutional recognition, and expands local networking capacity.

5 Impact of KA1 mobility on learners

5.1 Introduction

Adult learners are reached in Erasmus+ projects in different ways. On the one hand, they can participate directly in project activities, for example in mobility measures in KA1 projects or in events that are 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 solely focus on the impact of KA1 mobility, based on the interviews with adult learners that recently participated in KA1 mobility and their coordinating organisation.

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

This section characterises the types of mobilities carried out in mobilities, and respective target audience, by case. The data was collected from application forms, final reports and projects' websites.

- CS10

Job shadowing activity - Group mobility of learners – involved 20 participants and intended to provide them with different international experiences in their field of work – handicraft, agriculture and fishery. Participants assisted to different professional practices, attended workshops and fairs, sessions with experts.

- CS11

Group mobility of adult learners – A one-week group mobility activity in Italy involving ten senior learners with fewer opportunities who participated in the Time of Rights, a human rights training programme, accompanied by two staff members. The mobility will take place after the completion of the training programme and aims to consolidate the knowledge and skills acquired during the sessions through volunteering activities and experiential learning

Job-shadowing – Three members of the organisation staff participated in a one-week mobility activity aimed at acquiring new technical knowledge, practices and methods, developing new ideas, sharing newly acquired knowledge with the wider team, and improving the quality of the Association's training activities. Two of the staff members undertook job-shadowing activities in Italian host organisations. One accompanied a staff member of an organisation active in the field of non-formal adult education, which adopts innovative approaches to human rights education, while the other shadowed a staff member of a non-governmental organisation with experience in the Living Library methodology. Through observation and interaction with their peers and other professionals in their daily work at the two Italian host organisations, the two staff members acquired knowledge and insights that contributed to enhancing the quality of the adult education programme "Time of Rights", which includes a Living

Library event, as well as other training activities and events organised by the Association on human rights.

Invited experts – Integrated in the "Time of Rights" training cycle, session 4 of the human rights training for 10 adult learners, under the theme "Actions for the protection and promotion of human rights", was carried out by an invited international expert, from Italy, who shared his know-how with the staff and provided a testimonial of his experience in the subject, inspiring learners, staff and members of the association to act within the frame of human rights.

- CS12

Job-shadowing – 10 participants - observation of the work carried out by other European organisations in the areas of citizenship and sustainability, intercultural mediation, the integration of migrants and refugees, and the inclusion of vulnerable communities, allowing staff to gain insights into good practices and identify approaches that could be adapted and implemented in their own contexts.

Courses and Training – nine participants - three courses focused on active citizenship and participation, teamwork and team building, and intercultural learning, all meeting the objective of training for intervention, acquiring new learning and differentiated approaches. In all mobilities, participatory methodologies based on non-formal education were used, the "other", and the relationship that is established with the beneficiaries or communities with which the staff works; reflection on diversity management and inclusion was also promoted.

- CS13

Courses and Training - Three participants took part in the activity, which aimed to broaden trainers' learning opportunities through practical experience and to strengthen their transversal skills, knowledge of environmental sustainability and climate change, and understanding of the Erasmus+ Programme. The activity comprised a main theoretical component and a practical component. Through the activity, the trainers enhanced their knowledge of European mobility opportunities and interacted with colleagues from other countries, fostering a stronger sense of European citizenship and greater awareness of social inclusion and environmental responsibility. These principles were embedded throughout the project and were addressed across its activities.

- CS14

  Group mobility of adult learners – 8 participants

  Job-shadowing – 7 participants

  Courses and training – 8 participants

- CS15

Job-shadowing 17 participants engaged with organisations operating at regional, supra-municipal and municipal levels to learn about their planning instruments, including strategies and action plans, integrated governance models, policy

measures, and monitoring and evaluation tools. The host organisation operates at regional level but works closely with a range of public and private stakeholders, enabling participants to gain a better understanding of the regional dynamics associated with ageing as a cross-cutting area of work. The job-shadowing activities provided participants with an opportunity to explore these areas of public policy in two Spanish regions, gaining insights into local and regional strategies, as well as into multilevel coordination across different levels of public administration and multisectoral cooperation between public and private organisations. These experiences enhanced participants' understanding of how coordinated approaches can support the development and implementation of public policies promoting active and healthy ageing.

Invited experts – three experts – As a follow-up to the workplace activities carried out in the two Spanish regions, an expert from each region was invited to the oorganisation to share practices and expertise in their respective areas of specialisation. The experts also addressed areas in which the regions identified gaps or development needs by delivering seminars for the organisation's participants and other relevant stakeholders, including consortia and organisations promoting active and healthy ageing practices. In addition, an expert from Ireland was invited to contribute to the initiative.

Courses and training – four participants - In a context of high-level leaders, this mission allowed training on the *silver economy*[20] - challenges posed by population aging.

5.3 Experiences with KA1 mobility

Individual and group mobility

Overall, participants were very satisfied with the mobility experience, and with organisation of the activity, travel, accommodation, insurance. The questions/complaints are generally timely and effectively addressed. Participants had preparatory activities and received emergency contacts both at the hosting and sending organisations. The teaching and learning activities were considered of good quality and relevant, and the participants felt welcome. Hosting organisation provided cultural activities, and there was a learning programme. Participants learned or improved useful practical skills; became more self-confident, independent and responsible; have clearer ideas about their goals in personal and professional life; have improved their chances of entering a study programme they want; have improved their chances of finding a job (now or in the future); have improved language skills (have also received support); have acquired knowledge on the priorities and are willing to change behaviours in alignment with the priorities.

[20] *Silver economy* refers to the range of economic activities, products and services developed in response to the needs and opportunities associated with population ageing. It encompasses areas such as health and social care, service provision, infrastructure, social protection, employment, public spaces, production, knowledge and innovation, and intergenerational solidarity.

The quote below, from a participant, illustrates this level of satisfaction:

TEXT BOX 20 - QUOTE FROM AN ADULT LEARNER (CS11) - M4 CASE STUDIES PORTUGAL

"At all times, during travel and throughout mobility, the accompanying persons from Spin have provided orientation and guidance, interpretations, administrative, moral and emotional support to all participants, including communications also with their family members (as requested by the participants) and publications on social media. All participants were able to attend the activities planned and to return with new and improved knowledge certified by Europass. All returned with good health in spite of the severe heat wave in the hosting city, as (the organisation) accompanying staff managed to rearrange the schedules to protect participants in the main hot hours and took care of providing hats, water, sun protection and other items that could make it as safe as possible for all. Participants developed a solid sense of friendship, tolerance and solidarity among them and towards key people they met during the experience. Additional activities were organised during free time that made participants learn even more and have further opportunities for interaction with other cultures and to speak Italian and English. All participants managed to contribute at their own rhythm with their volunteer work, ideas and knowledge and all returned happy, enthusiastic to continue learning and active and willing to participate in future Erasmus+ mobility experiences and in other (orgnanisation's) training courses opportunities." (CS11_par2)

5.3.1 Impact of mobility on persons attitudes and behaviour

Individual mobility and group mobility

This section characterises the impacts on the learners' skills development after mobilities, by case. The data was collected from interviews to learners, coordinators and staff and projects' final reports:

CS10 – development of language competencies, social and mobility competencies, increased confidence and self-esteem, increased social and local network; adaptation of new practices; enhanced cultural perspective; more willingness to learn and discover new things.

CS11 - development of language and digital competencies, first travels by plane, increased awareness of Erasmus+ programme; increased motivation to participate in mobilities; increased multicultural awareness and relationships.

CS14 – development of language and digital competencies, social and mobility competencies, increased confidence and self-esteem, raised awareness for environmental issues.

5.4 Conclusion

Key Action 1 (KA1) mobility formats, ranging from individual and group learner mobilities to staff job-shadowing, courses and training and international expert invitations, exert a transformative and positive impact. KA1 acts as a vehicle that translates the strategic horizontal priorities of the European Union into functional, practical, and individualised growth for both educators and adult learners, particularly senior citizens and vulnerable communities with fewer opportunities.

Across the diverse cases analysed, the structural organisation and implementation of mobilities yielded high levels of participant satisfaction. Sending and hosting organisations demonstrated strong logistical capacity, effectively managing travel, accommodation, safety protocols, and tailored preparatory activities. This support framework minimised participant anxiety and allowed adult learners to engage with structured non-formal learning programmes, volunteering actions, and culturally enriching experiences abroad.

For adult learners, participation stimulates growth in linguistic capabilities, digital literacy, and mobility skills, often providing milestone life experiences, such as a first time traveling by plane. Beyond these technical and practical skills, the psychological and social benefits reported are enhanced self-confidence, improved self-esteem, clearer personal or professional goals, and a minimised risk of social isolation through the expansion of local, national, and international friendship networks. Furthermore, the experience seems to foster active European citizenship, intercultural tolerance, and a heightened willingness to adopt sustainable and environmentally responsible behaviours.

Concurrently, for adult education professionals and institutional leaders, formats like job-shadowing, training courses, and seminars with invited experts serve as promoters for capacity building. Staff members successfully acquire innovative pedagogical methods, advanced technical knowledge, and management models from their European peers. These acquired good practices are said to be directly integrated back into their home organisations to enrich existing training curricula, design differentiated approaches to diversity management and optimize multilevel governance frameworks.

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

6 Characteristics of Erasmus+ projects addressing "Participation in democratic life, common values and civic engagement"

6.1 Introduction

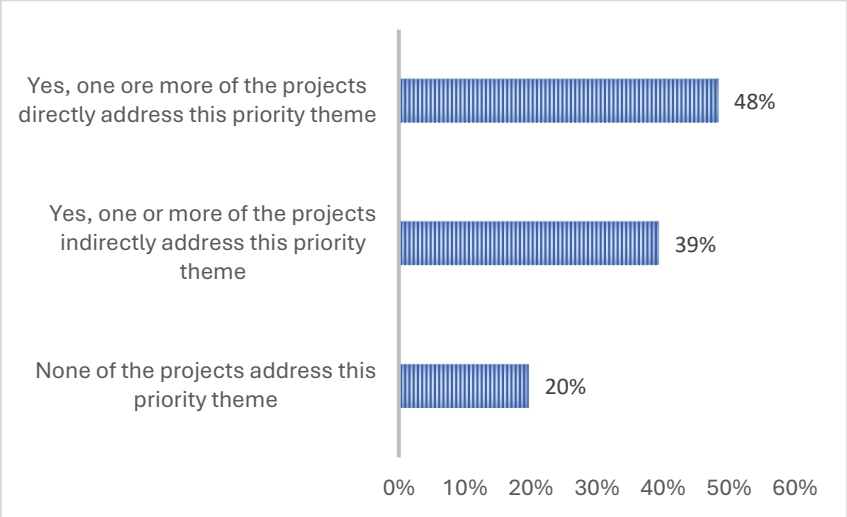
Erasmus+ states that one of its key goals is to promote citizens' right to take part in democratic life, and encourage active involvement at all levels – local, national and European. For adult learners reinforcing their ability to engage in democratic life is particularly important, as well the development of European common values, supporting civic engagement and developing critical skills and literacy. This chapter examines the extent to which Erasmus+ projects address the Erasmus+ priority "Participation in democratic life, common values, and civic engagement" and identifies which organisations address this priority.

6.2 Type of organisations

This section illustrates to what extent Erasmus+ projects in adult education (2021–2024) addressed the priority of participation in democratic life, common values, and civic engagement, either directly or indirectly.

Figure 19 illustrates whether Erasmus+ projects in adult education (2021–2024) addressed the priority of participation in democratic life, common values, and civic engagement, either directly or indirectly.

FIGURE 19: DID ONE OR MORE OF YOUR ERASMUS+ PROJECTS IN ADULT EDUCATION IMPLEMENTED SINCE 2021 DIRECTLY OR INDIRECTLY ADDRESS THE ERASMUS+ PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES, AND CIVIC ENGAGEMENT"?



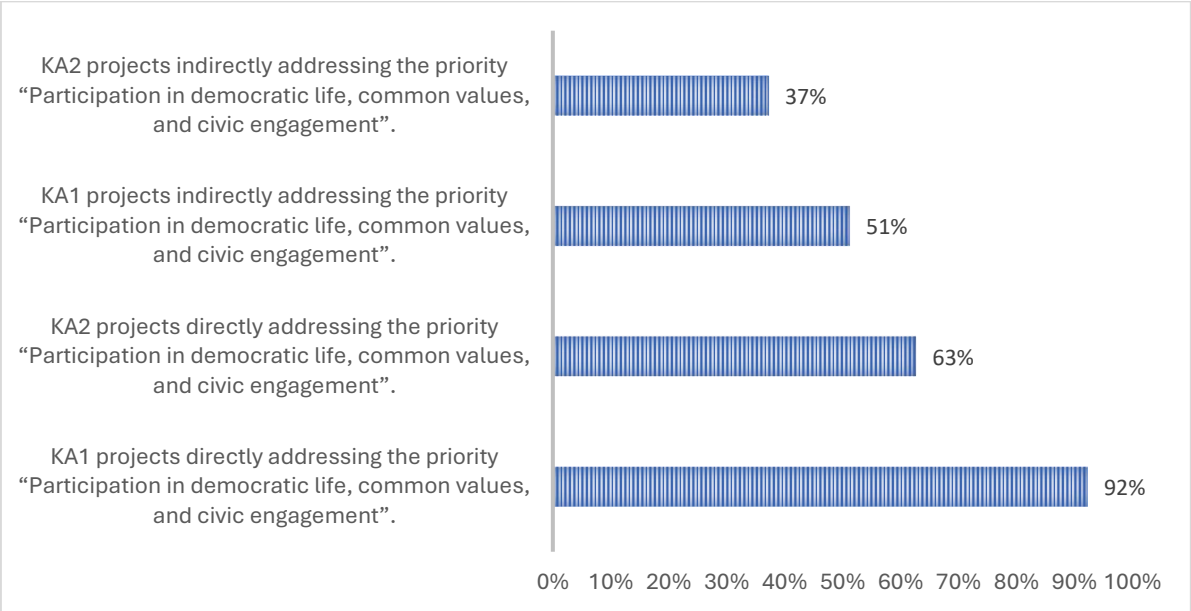
Source: Online survey beneficiary organisations 2025 (n = 125)

The findings indicate a strong overall alignment with this priority. Nearly half of the organisations (48%) report that their projects directly address the theme, while an additional 39% indicate indirect engagement. This suggests that the majority of

projects (87%) directly or indirectly incorporate this priority to some extent, highlighting its centrality within Erasmus+ activities. However, a smaller proportion (20%) state that none of their projects address this theme, indicating that, despite its prominence, it is not universally integrated across all initiatives. The distribution demonstrates a high level of responsiveness to this European priority, with both explicit and implicit forms of engagement playing a significant role in project design and implementation.

Figure 20 examines the types of Erasmus+ projects (KA1 and KA2) through which the priority "Participation in democratic life, common values and civic engagement" is addressed, distinguishing between direct and indirect contributions.

FIGURE 20: IN THE PREVIOUS QUESTION YOU INDICATED THAT ONE OR MORE OF YOUR ERASMUS+ PROJECTS DIRECTLY OR INDIRECTLY ADDRESSED THE ERASMUS+ PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT". PLEASE INDICATE TO WHICH TYPE(S) OF PROJECT THIS APPLIES



Source: Online survey beneficiary organisations 2025 (n = 125)

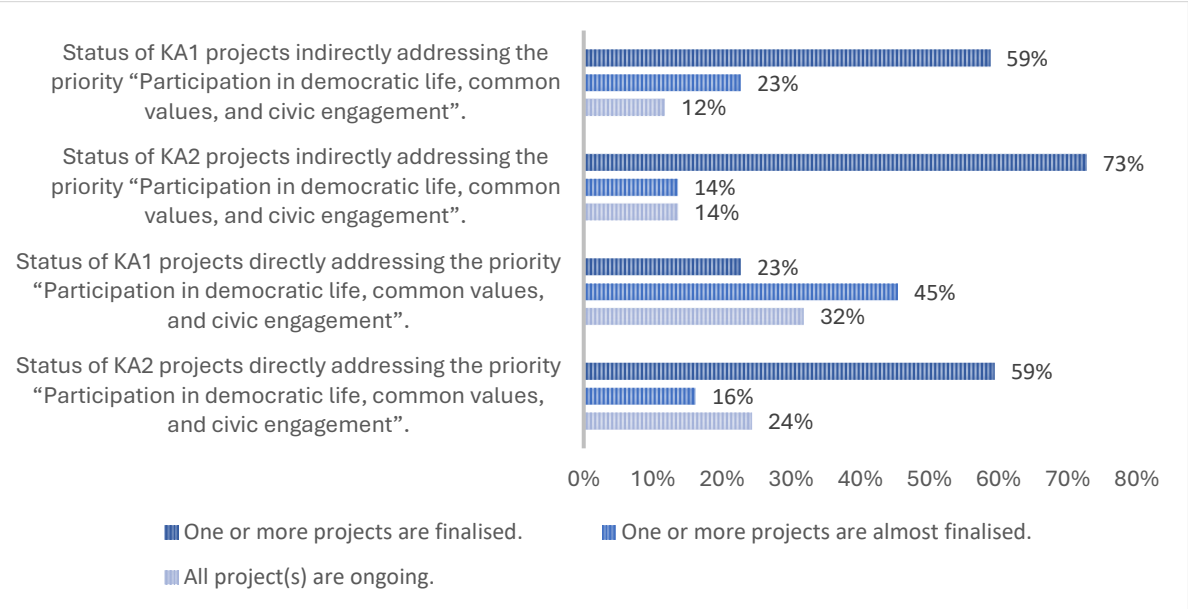
The data reveal a clear predominance of direct engagement through KA1 projects, reported by 92% of organisations. This indicates that mobility actions play a particularly central role in explicitly promoting democratic participation and civic values. KA2 projects directly addressing the priority also show representation (63%), confirming the importance of cooperation partnerships in embedding these themes.

Indirect contributions are comparatively less frequent. KA1 projects indirectly addressing the priority account for 51%, while KA2 projects indirectly addressing it represent 37%. This suggests that, although both action types contribute to the priority, indirect engagement is less widespread and more limited in scope.

Overall, the distribution highlights the strong role of KA1 projects - especially in direct terms - in advancing this Erasmus+ priority, while KA2 projects provide a complementary but somewhat less dominant contribution, both directly and indirectly.

Figure 21 presents the status of Erasmus+ KA1 and KA2 projects (2021–2024) that address the priority *"Participation in democratic life, common values, and civic engagement"*, distinguishing between direct and indirect contributions.

FIGURE 21: STATUS OF ERASMUS+ KA1 AND KA2 PROJECTS (2021–2024) THAT ADDRESS THE PRIORITY *"PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES, AND CIVIC ENGAGEMENT"*, DISTINGUISHING BETWEEN DIRECT AND INDIRECT CONTRIBUTIONS



Source: Online survey beneficiary organisations 2025 (n = 125)

Overall, the data indicate that most projects have reached an advanced stage of implementation or completion. The highest proportion of *finalised projects* is observed in *KA2 projects indirectly addressing the priority* (73%), followed by *KA1 projects indirectly addressing it* (59%).

For *directly addressing projects*, both action types also show completion rates, particularly *KA2* (59%), while *KA1* presents a more balanced distribution between *finalised* (23%) and *almost finalised* (45%) projects.

The category *ongoing projects* remains present across all groups, especially in *KA1 direct* (32%) and *KA2 direct* (24%), reflecting continued activity and implementation dynamics within the programme period.

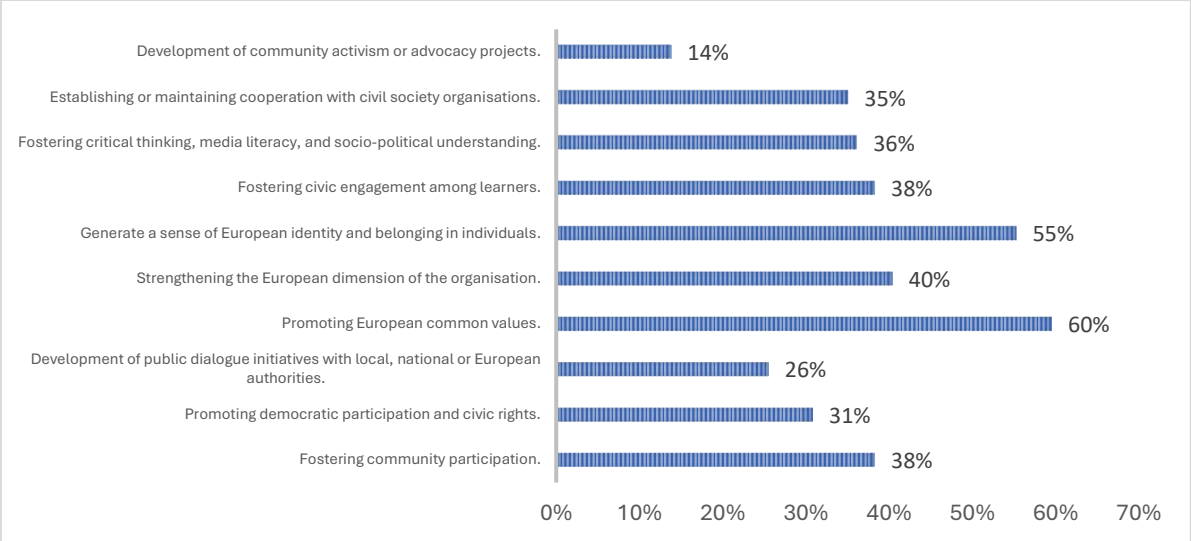
In sum, the distribution highlights a generally advanced level of project execution, with indirect projects - particularly KA2 - showing higher completion rates, while directly addressing projects, especially within KA1, display a more balanced mix of completion and ongoing implementation.

6.3 Objectives and activities supported

This section addresses the goals of most recently finalised or most advanced Erasmus+ project (KA1 and KA2) considering one or more elements of the priority "Participation in democratic life, common values and civic engagement".

Figure 22 illustrates the main goals pursued by organisations in their most recent Erasmus+ projects (KA1 and KA2) addressing the priority of participation in democratic life, common values, and civic engagement.

FIGURE 22: WHAT WAS THE GOAL OF YOUR MOST RECENTLY FINALISED OR MOST ADVANCED ERASMUS+ PROJECT (KA1 AND KA2) THAT ADDRESSED ONE OR MORE ELEMENTS OF THE PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT"?



Source: Online survey beneficiary organisations 2025 (n = 125)

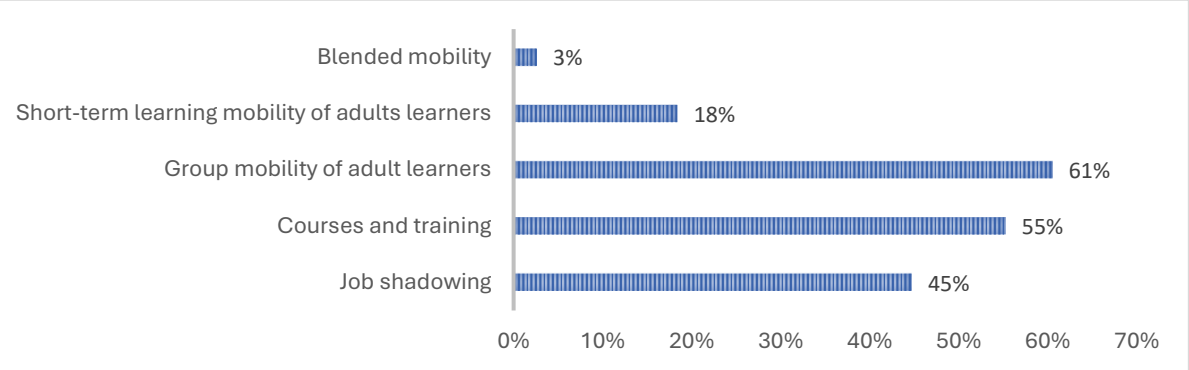
The data indicate a strong emphasis on value-oriented and European identity-building objectives. The most prominent goal is promoting European common values (60%), followed by generating a sense of European identity and belonging (55%), highlighting a clear focus on fostering shared norms and cohesion. Additionally, strengthening the European dimension of organisations (40%) further reinforces this orientation.

A second tier of goals relates to participation and educational development, including fostering civic engagement and community participation (both 38%), as well as critical thinking and media literacy (36%) and cooperation with civil society organisations (35%). These findings suggest a balanced approach combining civic empowerment with collaborative and pedagogical strategies. More specific or operational goals appear less prominent, such as promoting democratic participation and civic rights (31%), public dialogue with authorities (26%), and community activism or advocacy projects (14%).

In sum, the distribution reveals that Erasmus+ projects predominantly prioritise broad normative and identity-related outcomes, complemented by participatory and educational objectives, while more targeted forms of civic action receive comparatively less emphasis.

Figure 23 illustrates the types of activities implemented within KA1 projects addressing the priority of participation in democratic life, common values and civic engagement, revealing a clear dominance of mobility-based collective learning formats.

FIGURE 23: WHICH ACTIVITIES WERE ORGANISED IN YOUR MOST RECENTLY FINALISED OR MOST ADVANCED KA1 PROJECT THAT ADDRESSED ONE OR MORE ELEMENTS OF THE PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT"?

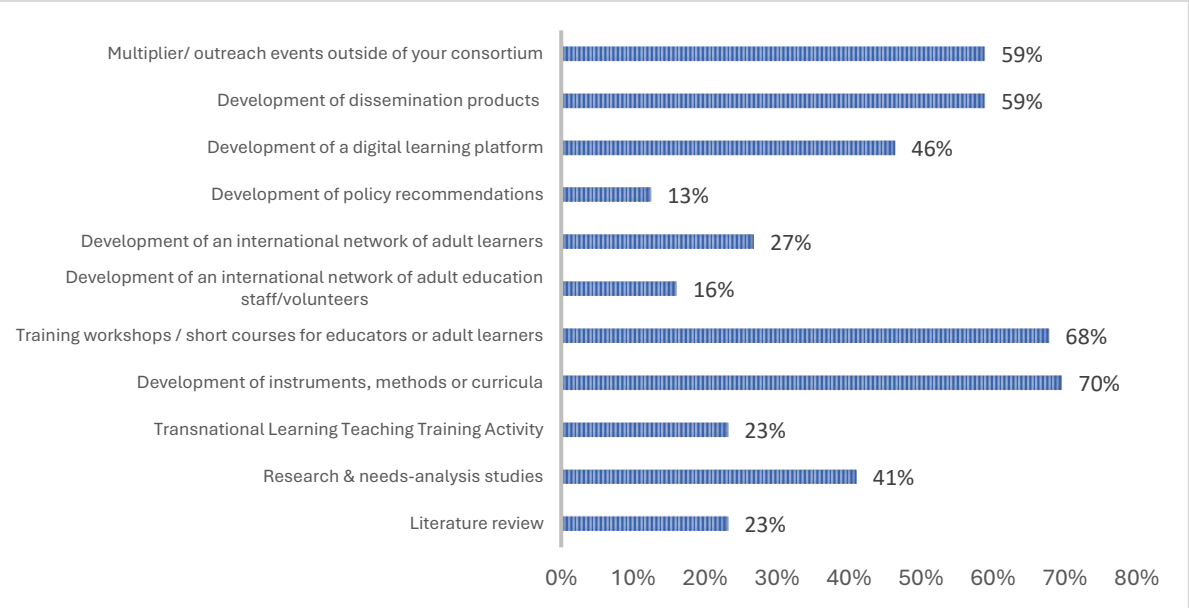


Source: Online survey beneficiary organisations 2025 (n = 125)

The most prevalent activity is group mobility of adult learners (61%), followed closely by courses and training (55%), indicating that structured, collective learning experiences constitute the core approach. Job shadowing also plays a significant role (45%), highlighting the importance of experiential learning and professional exchange. In contrast, more individual or flexible formats are less prominent. Short-term mobility of adult learners accounts for a relatively modest share (18%), while blended mobility is marginal (3%), suggesting limited adoption of hybrid or digitally supported mobility formats. The distribution demonstrates a strong preference for group-based and structured mobility activities, complemented by professional learning opportunities, while innovative or flexible mobility formats remain comparatively underutilised.

Figure 24 illustrates the types of activities implemented in KA2 Erasmus+ projects addressing the priority of participation in democratic life, common values and civic engagement, highlighting a strong emphasis on educational development and dissemination.

FIGURE 24: WHICH ACTIVITIES WERE ORGANISED IN YOUR MOST RECENTLY FINALISED OR MOST ADVANCED KA2 ERASMUS+ PROJECT THAT ADDRESSED ONE OR MORE ELEMENTS OF THE PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT"?



Source: Online survey beneficiary organisations 2025 (n = 125)

The most prominent activities are the development of tools, methods or curricula (70%) and training workshops or short courses (68%), indicating a clear focus on producing structured learning resources and capacity-building interventions. Similarly, multiplier or outreach events and dissemination products (both 59%) are highly represented, reflecting the importance of sharing results and extending project impact beyond the partnership. A second set includes development of digital learning platforms (46%) and research and needs-analysis studies (41%), suggesting a significant integration of digital innovation and evidence-based approaches. More moderate attention is given to international networking activities (16–27%) and transnational learning activities (23%). In contrast, policy recommendations (13%) and literature reviews (23%) appear less frequent, indicating a comparatively limited focus on policy-oriented outputs and academic synthesis. The distribution demonstrates that KA2 projects are primarily oriented towards the creation and dissemination of practical educational tools and training activities, complemented by digital and research components, while policy influence and analytical outputs remain secondary.

Considering KA2 case studies, the priority described in the project application in three cases is Common values, civic engagement and participation. In the other six cases, the priority is not considered in the application. Regarding KA1 case studies, the priority of Democracy and inclusive democratic participation is directly addressed in two cases. However, the KA2 cases which do not directly address the priority, the interviewees mentioned the adoption of several democratic practices and principles, such as asking for all participants' opinion before deciding on a given course of action, the possibility of participation of any learner in the activities, with no discrimination, the strengthening the self-determination of target groups as it helps them to be more active in the society, the discussions and the consensus reached within the project,

the involvement of diverse stakeholders to reach conclusions. Additionally, even if the projects do not directly or indirectly address the priority, some related thematic issues arise in discussions or events, as one interviewee, integrated in a project where seniors shared their experiences through digital means, mentions, the approach to democracy and civic participation:

TEXT BOX 21 - QUOTE FROM A STAFF MEMBER (CS7) - M3 CASE STUDIES PORTUGAL

"It is more indirectly, therefore, some of the themes that we addressed (…) we are talking about people before the 25th of April, for example, here in Portugal. Therefore, we ended up reflecting and discussing these issues, even with other countries where it also happened. (…) In Spain the participants also lived through a Franco period. How did this look at it? In fact, the museum space is more structured in Spain. There is a lot of this image of Franco, (…) and how everything was at the time of the dictatorship and, therefore, we can look at what the issue of gender equality was and what it is today (…) There is no focus, but in a way, it comes in the course of the work that is done. (CS7_tech2)

Goal of the projects

Regarding the three KA2 projects, which directly addressed the priority, CS5 had the goal to engage senior citizens in Citizen Science initiatives to empower them to activate social changes in their local neighbourhoods and communities in collaboration with relevant community organisations and academic partners, CS4, to contribute to greater inclusion and integration of the migrant community, a better quality of life for the migrant community, the development of the rural sector, and fight against rural desertification. CS3 aimed to develop staff competencies in addressing migrants at their arrival and their integration.

The cases which indirectly approach the priority had the following goals (the data was collected from the application forms and projects' websites):

CS1 – To provide Adult educators with innovative methodologies (the tinkering methodology) and educational resources to engage women at risk of exclusion, supporting their take-up of further Adult Education opportunities, by bringing them closer to the key topics of the 21st century, such as the Circular Economies and Plastic Waste reduction.

CS2 – To generate a concerted and integrated set of actions and solutions based on an intervention at both the agricultural and regional levels, appropriate to the panorama of each community and guide responses to the main problems identified and anticipate actions, decisions and policies, identifying opportunities to promote agriculture and landscape restoration in an integrated way, through a model of economic, environmental and social sustainability.

CS6 – To design, develop, pilot-test and offer an IT solution - a web platform and a mobile application to address social and digital inclusion of seniors through intergenerational learning. Address the social and health challenges such as isolation, loneliness, social and digital exclusion, mental health issues, lifelong learning opportunities and distress through a dual volunteering system where young

people provide support to seniors and seniors provide their mentoring skills, thus bridging the generation gap, and promote active ageing. The project aimed to design, develop and pilot-test a Community Lifelong Learning Programme and Platform to support the mental wellbeing of seniors, to promote intergenerational solidarity and social inclusion of seniors in the digital age.

CS7 – To promote digital skills through digital active ageing and the preservation of local memories of education. Foster active ageing of older people particularly those living in residential care facilities, recurring to digital means. Foster digital competencies, reducing perceived social isolation, reinforcing a virtual connection with friends, relatives and others (increased need during COVID19 pandemic, and the visit restrictions), and preserving valuable information about people born in the 1940s, 1950s, 1960s, and 1970s – their memories, which can contribute to future educational and cultural processes.

CS8 – To promote the social reintegration of adults in prison and with addiction, to promote international cooperation between organisations and key stakeholders, creating common opportunities for sharing, discussion and joint reflection on different forms of intervention; identifying the best intervention practices, namely those based on an integrated intervention approach; to create a common framework for intervention for the reintegration of people in prison and with addiction, allowing effective and innovative intervention in any context.

CS9 – To promote artistic projects that help change the focus, to innovate in different contexts and to mobilise the community, in a process of artistic co-construction where art transforms mentalities and the life of people with disabilities. To promote the development of key competences throughout life among people with intellectual disabilities, through artistic practices, specifically through dance. To develop, locally, virtually and internationally, non-formal and artistic activities for the training and empowerment of adults with intellectual disabilities; to foster safe and inclusive learning environments, between adults and organisations, in order to innovate in the responses provided at the level of the adult education field; to encourage the participation of adult learners in situations of fewer opportunities, in particularly people with intellectual disabilities, in learning opportunities in order to promote personal and social transformation.

As for the KA1 projects, CS10 – to promote the internationalisation of the organisation by strengthening European cooperation between peers, and to train staff and adult learners in topics related to local and sustainable development. The goal was to improve knowledge, skills and organisational practices, to promote behavioural changes and sustainable attitudes, strengthen European citizenship and raise awareness of cultural diversity, with a positive impact on local communities.

CS11 – To promote social integration among senior citizens, respect for human dignity, and the development of language skills, intergenerational and intercultural dialogue. To foster the professional development of staff and improve the training curriculum; To foster innovative practices that promote the increased participation of seniors in the Association's training activities and thus counteract the trend towards social exclusion of this age group.

CS12 – To empower for internationalisation - establishing international partnerships and promoting learning among European peers; empower for intervention - deepen

knowledge and learning practices to promote active citizenship, inclusion of migrants and the most vulnerable communities with fewer opportunities; to empower for communication and interpersonal skills in contexts of diversity and to learn and apply inclusive strategies for the management of teams and learners based on Non-Formal Education methodologies.

CS13 – To strengthen the capacity of trainers in sustainability and climate change, developing new training methodologies; to expand professional networks and strengthen the European dimension. To increase opportunities for trainers in the acquisition of skills and abilities in relation to new content and new experiences. To consolidate European mobilities.

CS14 – To develop digital skills in adult educators, from the user's perspective, in the scope of distance learning. To sensitise adult educators to the concept of Circular Economy and to empower them to promote behavioural change and the adoption of sustainable practices. To train adult educators on environmental issues, providing them with knowledge and training methodologies for environmental protection; and to develop communicative skills in foreign language(s).

CS15 – To provide training to a group of adults with different profiles and responsibilities for the planning, implementation and monitoring of regional instruments to promote active and healthy aging; strengthening European cooperation between regions in promoting active and healthy ageing through new partnerships and the hosting of experts in key areas for the region.

Considering the activities these projects had the following (data collected from project applications, final reports and project websites):

- CS10 – Job shadowing
- CS11 – Job shadowing, Group mobility of learners, Invited Experts
- CS12 - Job shadowing, Courses and Training
- CS13 - Courses and Training
- CS14 - Job shadowing, Group mobility of learners, Invited Experts, Courses and Training
- CS15: Job shadowing, Courses and Training, Invited Experts

Regarding KA2 activities, CS3 carried out professional workshops of best practices on how institutions should welcome migrants, transnational training sessions for professionals to observe, experiment, train and discuss practices regarding migrant inclusion and reception, photo exhibition by migrants, and cultural visits for migrants. CS4 gathered data on migrant community of the municipality, provided language classes to migrants, intercultural exchanges and multiethnic dinners. CS5 implemented workshops to test the project training methodology and local multiplier events. These results are aligned with the survey results, as most activities fall into the categories of training workshops or short courses for educators or learners and multiplier events.

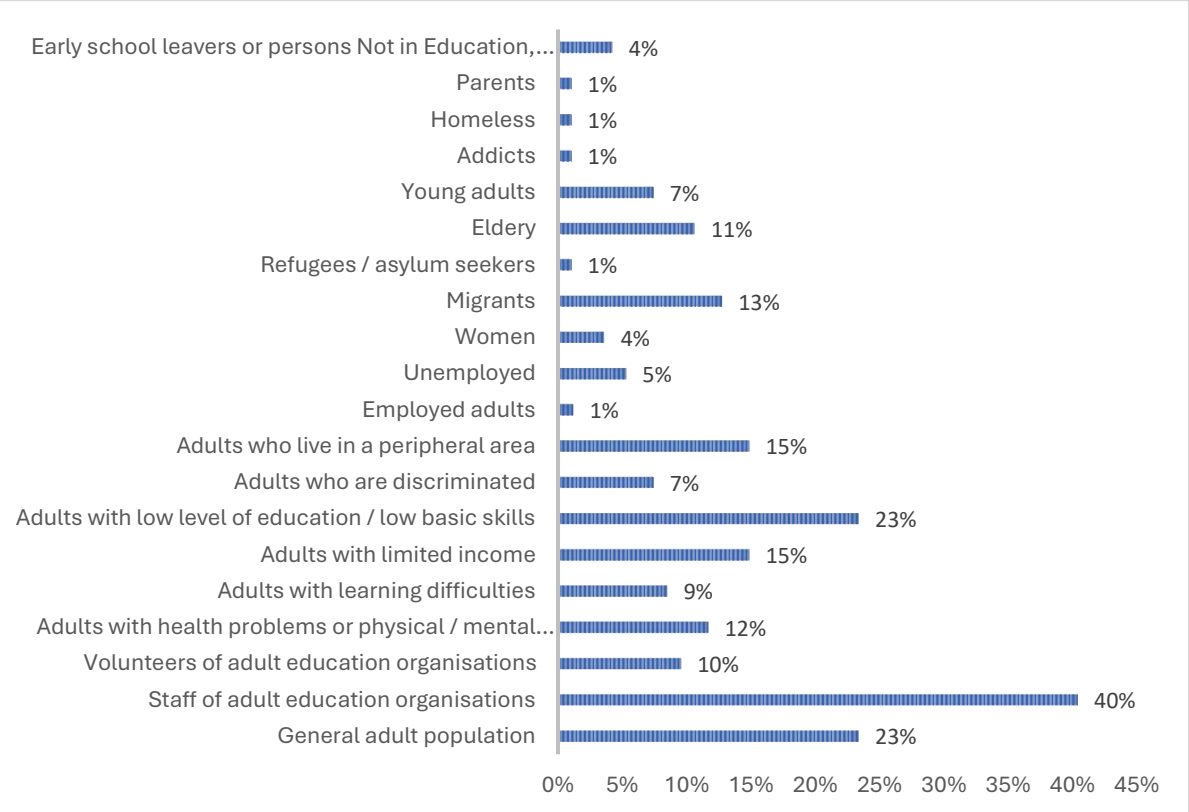
As for other cases, which approached the priority indirectly, CS1 developed pilot trainings and local workshops to trainers and women at risk of exclusion, CS2 produced a report based on over 40 interviews regarding sustainability issues of intensive farming, debates and discussions, and workshops. CS6 developed multiplier events, short staff training events, and Digital Storytelling for Seniors and Adult Educators – Mapping Stories. CS7 implemented digital classes for adult

learners, exhibitions and group visits, CS8 implemented job shadowing activities and public dissemination events and CS9 promoted the sharing of good practices, implemented local capacitation activities and mobility activities for NEET learners.

6.4 Target groups addressed

This section addresses the groups of adult learners targeted by KA1 and KA2 projects that addressed one or more elements of the priority “Participation in democratic life, common values and civic engagement”.

FIGURE 25: WHAT GROUPS OF ADULT LEARNERS DID YOUR PROJECT TARGET THAT ADDRESSED ONE OR MORE ELEMENTS OF THE PRIORITY “PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT”?



Source: Online survey beneficiary organisations 2025 (n = 125)

From figure 25, it is possible to see that at the upper end of the distribution, staff of adult education organisations account for the largest share (40%), significantly exceeding all other categories. This suggests a strong institutional presence or emphasis on internal stakeholders within adult education systems. Following this, both the general adult population and adults with low levels of education or basic skills register relatively high proportions (23% each), highlighting a dual focus on broad inclusivity and on individuals with foundational educational deficits. A second set of moderately represented groups includes adults with limited income (15%) and adults living in peripheral areas (15%), which indicates a notable concern with

socioeconomic and geographic disadvantage. Similarly, migrants (13%) and adults with health problems or physical/mental conditions (12%) are also prominently featured, pointing to an awareness of structural vulnerability and barriers to participation. Mid-range representation is observed among elderly individuals (11%), volunteers in adult education organisations (10%), and adults with learning difficulties (9%). These figures suggest targeted but less dominant inclusion efforts, potentially reflecting specialised programme interventions rather than systemic prioritisation.

Lower representation categories include young adults (7%), discriminated adults (7%), unemployed individuals (5%), women (4%), and early school leavers or individuals not in education, employment, or training (4%). Although these groups are often considered vulnerable in policy discourse, their comparatively modest percentages may indicate either underrepresentation or integration within broader categories.

Finally, several groups appear minimally represented, each at 1%: parents, homeless individuals, people with addictions, refugees/asylum seekers, and employed adults. The marginal presence of these categories may reflect limited programmatic focus, challenges in outreach, or data aggregation constraints. Figure 25 reveals, also, a concentration of attention on institutional actors and broadly defined adult populations, alongside a secondary focus on socioeconomic disadvantage. Conversely, highly marginalised groups such as the homeless or refugees exhibit notably low representation, which could suggest gaps in accessibility or prioritisation within adult education frameworks.

Considering KA2 projects, the target groups addressed were the following, by case:

- CS9 – NEET adult learners and staff
- CS8 – staff, and indirectly inmates with addiction problems
- CS7 – senior citizens and staff
- CS6 – senior citizens and staff
- CS5 – senior citizens and adult educators
- CS4 – migrant communities of the municipality
- CS3 – migrants and staff
- CS2 – local farmers, producers and staff
- CS1 – adult educators and women at risk of exclusion

The cases display a similar trend to surveys regarding staff of adult education organisations, as it is the target group in 8 cases. However, the cases focus on target groups normally under considered such as women (4% in the survey), addicts (1% in the survey), senior citizens (11% in the survey), migrants (13% in the survey) and local farmers (employed adults, 1% in the survey).

As for KA1 cases:

- CS10 – staff and adult educators
- CS11 – senior citizens and staff
- CS12 – staff
- CS13 – staff
- CS14 – staff and adult educators

- CS15 – staff

The alignment of KA1 cases is more consistent with the results of the survey, as staff is a target group in all cases. The only exception is the participation of senior citizens in one of the cases.

6.5 Conclusion

Rather than operating as an isolated content component, the priority “Participation in democratic life, common values and civic engagement” is embedded across most active Erasmus+ projects, demonstrating a deep systemic alignment with broad normative goals, collective capacity-building, and localised civic empowerment.

Project data highlights a functional differentiation between Key Actions in how they deliver this priority. Key Action 1 (KA1) serves as the primary engine for explicit, direct engagement (92%), driving the core mission through group learner mobilities, structured training courses, and professional job-shadowing. In contrast, Key Action 2 (KA2) acts as a complementary framework for structural and resource-based development. KA2 initiatives focus intensely on creating innovative instruments, methods, or curricula (70%), which are reinforced by localised training workshops and outreach/multiplier events designed to maximise the regional dissemination of European democratic values.

The primary objectives steering these interventions are predominantly normative and identity-related, emphasising the promotion of European common values (60%) and cultivating a shared sense of European identity and belonging (55%). Crucially, even when projects do not explicitly cite this priority in their original applications, qualitative case findings show that democratic principles - such as non-discrimination, participatory decision-making, and consensus building - organically permeate project implementation. For example, historical reflections on dictatorial pasts or senior citizen mentoring initiatives spontaneously bridge ideological divides, bringing civic participation to life through practical, real-world action.

Finally, while staff of adult education organisations represent the largest single target group (40%), indicating a heavy systemic focus on internal stakeholder capacity-building, the programme maintains a critical dual focus on the general adult population and low-skilled individuals (23% each). Furthermore, the qualitative case studies successfully bridge gaps identified in the broader survey data by explicitly engaging deeply marginalised or underrepresented groups, such as senior citizens, migrants, women at risk of social exclusion, people deprived of their liberty with substance addiction problems, and rural farmers[21]. Ultimately, this comprehensive network of actions ensures that Erasmus+ projects in Portugal effectively use international mobility and transnational partnerships to cultivate a more inclusive, digitally competent, and democratically active adult population.

[21] These characteristics fall within the definition of *people with fewer opportunities* (FO).

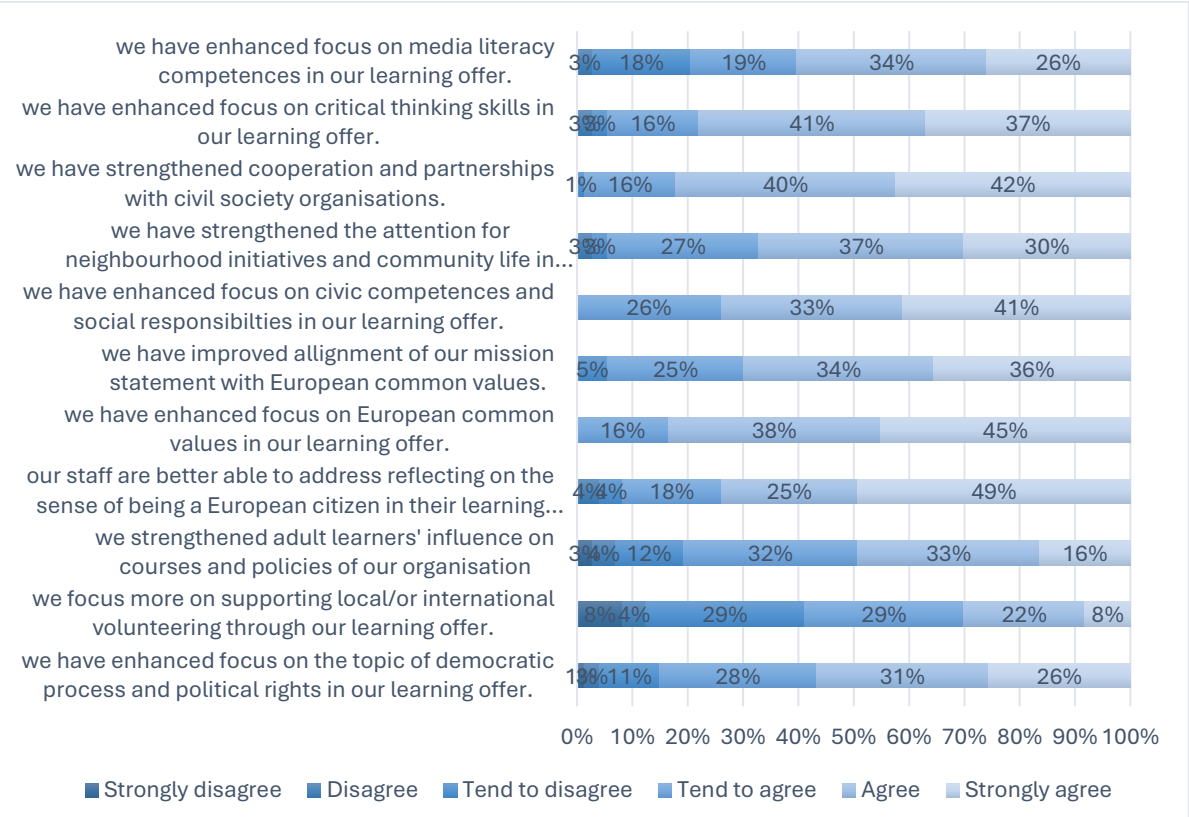
7 Impact in the thematic area

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

7.1 Impact on the learning offer

This section addresses the impact on the learning offer of Erasmus+ project addressing the priority “Participation in democratic life, common values and civic engagement.

FIGURE 26: HOW DO YOU SEE THE IMPACT OF YOUR ERASMUS+ PROJECT ADDRESSING THE PRIORITY “PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT”? PLEASE PROVIDE A CONCRETE EXAMPLE WHAT HAS CHANGED DUE TO PARTICIPATION IN ERASMUS+ IN YOUR ORGANISATION, YOUR LEARNING OFFER OR STAFF.



Source: Online survey beneficiary organisations 2025 (n = 125)

A comparative analysis of this figure and figure 16 reveals a strong continuity between general improvements in the learning offer and the more specific transformations

linked to projects addressing the priority of *participation in democratic life, common values and civic engagement*.

In figure 16 (p. XX) it was possible to see a consistently high level of agreement regarding the overall impact of Erasmus+ participation, particularly in the *integration of outputs* (46% strongly agree; 37% agree), improved *alignment with learners' needs* (39% agree; 39% strongly agree), and enhanced *accessibility* (43% agree; 38% strongly agree). This indicates a solid structural enhancement of the learning offer.

Figure 26 specifies how such improvements are operationalised within civic-oriented projects. The strongest effects are observed in the reinforcement of *European common values* (45% strongly agree; 38% agree) and the enhancement of *civic competences and social responsibility* (41% strongly agree; 33% agree). Similarly, impact is reported in *critical thinking skills* (around 41% strongly agree; 41% agree) and *media literacy* (28% strongly agree; 34% agree), indicating a clear pedagogical shift towards critical and participatory learning.

Organisational and relational dimensions are also significantly strengthened. Approximately 42% of respondents *strongly agree* and 40% *agree* that cooperation with civil society organisations has improved, while engagement with *community and neighbourhood initiatives* reaches about 30% strongly agree and 37% agree. Moreover, *learner participation in organisational processes* is reinforced (16% strongly agree; 33% agree), alongside increased attention to *volunteering* (approximately 31% strongly agree; 28% agree).

Although slightly less pronounced, there is still considerable agreement regarding increased focus on *democratic processes and political rights* (26% strongly agree; 31% agree), suggesting that this dimension, while important, is somewhat less central than broader civic and value-based competences.

Adult education is about empowering people to develop themselves as complete human beings and active citizens. Directly or indirectly, adult education organisations have embedded democratic values at the core of their work and actively promote learners' participation. Participation in international projects provides a sense of belonging to a greater diversity. The following are some specific examples drawn from the case studies.

KA1 Case Studies

CS11 developed two new reports with opinions to update the Association's training offer in the field of adult education and human rights and promoted debates and sessions on human rights and migration, thus enhancing focus on promoting media literacy and critical skills. Additionally, they have strengthened the attention for community initiatives and community life in their learning offer:

TEXT BOX 22 - QUOTE FROM A COORDINATOR (CS11) - M4 CASE STUDIES PORTUGAL

"The realisation of conscious volunteering activities in which people are prepared for what they are going to do in what they know and that will correspond to what is necessary and will participate and contribute to the development of a community through their conscious, voluntary and prepared action. We consider this to be participation in active life, we consider this to be democratic participation, so everyone is aware of the regime in which they are living and that they have to defend their rights. Therefore, the training itself gave them these tools and these skills and the contribution they wanted to make was discussed together with the host organisations, in addition to raising awareness of the various situations that are happening in the world and in terms of human rights violations. And what can we do about it? Therefore, this was to raise awareness, sensitise and assign skills and encourage active participation." (CS11_coord)

In CS13, the mobilities and learning activities are embedded with democratic practices, as one member of the staff explains, when departing with participants to a mobility:

TEXT BOX 23 - QUOTE FROM A STAFF MEMBER (CS13) - M4 CASE STUDIES PORTUGAL

"(…) We have to be civic-minded to participate in classes and know-how to respect those who are there. The democratic part starts right when it shakes up from here. We all have to agree, right? We have to respect opinions. We have to go to the polls to ask if we are going by car or if we are going by train. But we have to be democratic in this part, isn't it?" (CS13_staff).

CS14, the organisation integrates learners' influence in its matrix (Text box 24) but also in its practices (Text box 25):

TEXT BOX 24 - QUOTE FROM A COORDINATOR (CS14) - M4 CASE STUDIES PORTUGAL

"Therefore, as trainers, as promoters of a project, I think that the perspective of democracy is always present in this work, in this approach. Because, in fact, it is a question of putting ourselves at the service of people and communities that have certain difficulties, that have not had access, putting at the service of these communities what we ourselves have gained throughout our lives, including the experiences we have accumulated. And so, in that sense, I think it's profoundly democratic, because it's a work that we try to work on, put together, and also in a sense of sharing, which is, we're not simply transmitting knowledge as we imagine it and that's always in a somewhat privileged way, I would say, because we've had access to certain tools, but it is also in the sense of learning from them and building with them something that is teamwork, because in fact, we are not simply passing on knowledge. We are transmitting but also receiving feedback that allows this joint work and this joint construction. And I think this is democratic." (CS14_coord)

TEXT BOX 25 - QUOTE FROM A COORDINATOR (CS14) - M4 CASE STUDIES PORTUGAL

"We have always had this concern, and I think that a little bit at all levels, that is, right from the beginning of our decision, we have this concern. Basically, in everything we do in the organisation. The selection of participants, for example, is done in a community-based way, let's say, democratic. We always reach an agreement on who will be the people who are really in need that year and who will be able to bring knowledge to the institution that will be beneficial. And the same happens in terms of learners. (…) Participation, knowledge, seeking more knowledge of democracy, of citizenship, of our European citizenship, is already the demonstration of this and we also try to make this link between what we do in mobility and democracy, our participation in democracy and citizenship and the role we must play in this regard." (CS14_coord)

KA2 Case studies

CS3 and CS4 developed outputs focused on migrants' integration into society and strengthen the cooperation and partnership with civil society organisations and strengthened the attention for neighbourhood initiatives and community life in their learning offer. The output developed within CS4, Local language classes, which aimed to facilitate connections between migrants and the local community through structured training sessions. The association coordinated local language sessions tailored for foreigners over a two-month period, encompassing a total of 20 hours of learning. The classes were conducted in a hybrid format, allowing participants to join either in-person at the association's headquarters or online. To deliver the classes, the associations used existing digital tools and had the option to hire a qualified instructor in the field. Also, the classes were structured with non-formal education methods focus on developing competences that helped migrants on their daily life is now being implemented in 11 municipalities. The outputs developed within CS3, a Booklet (for migrants), a guide, designed in a simple and appealing way, with inclusive and practical graphics, to support the reception and integration of the immigrant population. It can be used by national authorities and citizens, and the C-Lab Toolbox, a manual with a set of tools brings together operational methodologies, practical tools, case studies and guidance on intercultural dynamics, welcoming and working with new citizens. It was developed through a transnational workshop, interviews with practitioners, and analysis of Italian and Portuguese practices. Aimed at professionals, public and private entities and other citizens, aiming to training these local agents to actively promote the reception, integration and accompaniment of the immigrant and refugee population, in the light of humanist and mutual values is now being used in three municipalities.

CS2 strengthened the attention for neighbourhood initiatives and community life in their learning offer and strengthened adult learners' influence on courses and policies of their organisation:

TEXT BOX 26 - QUOTE FROM A STAFF MEMBER (CS2) - M3 CASE STUDIES PORTUGAL

"Because we work a lot with co-creation actions. And now looking back, we see that (the project) had several co-creation actions as well. At the time we didn't call them that, but now reviewing the work that was done, we saw that this was what we were actually doing. And these co-creation actions basically bring together several actors. We started the project with two essential activities, which was a generalised survey of the population, here in the (locality) area, to define the problems, what is related here to the almond and olive groves, which were the central themes of the (project's) cases, what are the problems that are seen by people, by society in general. So, we had a date of identifications, and then we went to organise an initial debate, in which we brought together the farmers, we held two separate sessions. We brought together the almond and olive grove producers who were interested in working with us, we gathered everyone in a room and, ok, let's discuss what the problems are in the almond and olive grove and what are the potential solutions that can be applied to mitigate these difficulties. And then in the afternoon we put together what we call the society session, which was to bring everyone together a little. We called some chefs, we called a tourism agent, we called people from the public authorities, from health. But we managed to bring together public health agents, residents and municipal staff. Exactly, they were all here. It was here in the building and then we got everyone together. Okay, considering the problems identified in the survey and the producers, the conversation we had in the morning, what this group of people, what do they have to tell us about this topic, about the problems of the almond grove?" (CS2_staff2)

7.2 Impact at staff level

This section addresses the impact at the staff level of Erasmus+ project addressing the priority "Participation in democratic life, common values and civic engagement.

A comparative analysis of figure 27 and figure 17 (p. XX) reveals a consistent and mutually reinforcing pattern between general staff development and the more specific competences fostered through projects addressing the priority of *participation in democratic life, common values and civic engagement*.

Figure 27 indicates very high levels of agreement regarding improvements in core competences, particularly in *international competences* (70% strongly agree; 20% agree), *pedagogical and didactical skills* (65% strongly agree; 29% agree), and the capacity to *develop learning pathways* (58% strongly agree; 30% agree). This reflects a strong overall enhancement of professional capacity and instructional quality.

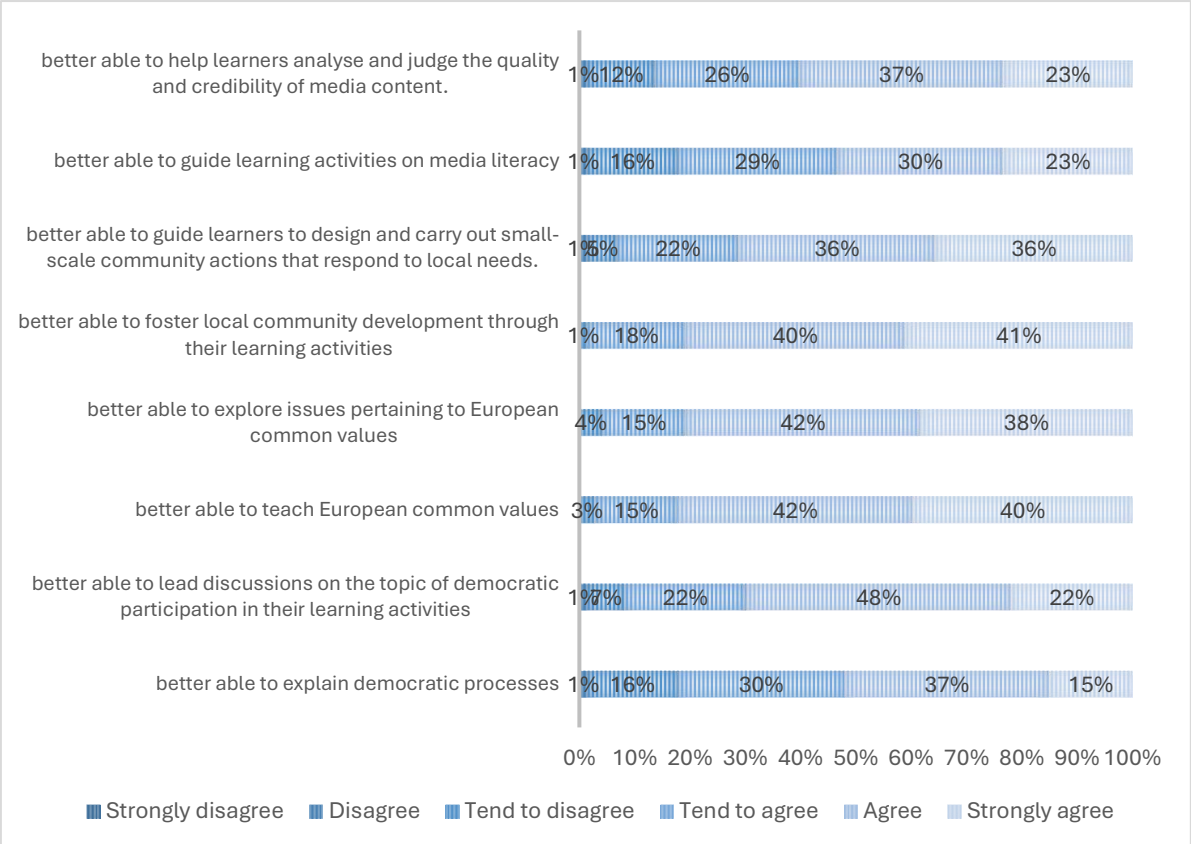
Building on this, figure 17 demonstrates how these general improvements are translated into more specific, civic-oriented competences. High levels of agreement are evident in staff's ability to *foster community development* (41% strongly agree; 40% agree) and to *guide learners in designing and implementing community actions* (38% strongly agree; 38% agree), indicating a clear shift towards participatory and action-oriented pedagogies. Similarly, strong outcomes are observed in *teaching and*

exploring European common values (around 40% strongly agree; 42% agree) and in *leading discussions on democratic participation* (48% agree; 22% strongly agree).

Competences related to *media literacy* are also significantly strengthened, with approximately 37% strongly agreeing and 37% agreeing that staff are better able to support learners in analysing media content, and around 30% strongly agreeing and 30% agreeing in guiding media literacy activities. Slightly lower levels of agreement are found in the ability to *explain democratic processes* (15% strongly agree; 37% agree), suggesting this area, while improved, is somewhat less pronounced.

The comparison between the two figures suggests a progression: general capacity-building (pedagogical, international, and design skills) provides the foundation for more specialised competences related to civic education and democratic engagement. As a concrete example, staff appear to have transitioned from improved general teaching skills to implementing new practices such as facilitating community-based projects, promoting critical media analysis, and organising structured discussions on democratic participation and European values

FIGURE 27: HOW DO YOU SEE THE IMPACT OF YOUR ERASMUS+ PROJECT ADDRESSING THE PRIORITY "PARTICIPATION IN DEMOCRATIC LIFE, COMMON VALUES AND CIVIC ENGAGEMENT"?



Source: Online survey beneficiary organisations 2025 (n = 125)

In CS11, staff became better able to lead discussions on the topic of democratic participation and explain democratic processes, as a member of the staff refers:

TEXT BOX 27 - QUOTE FROM A STAFF MEMBER (CS11) - M4 CASE STUDIES PORTUGAL

"Our seniors have widely debated participation in the European elections, in the national elections. So, we have had a series of elections here since 2023 so far, especially in 2024, in which there were the elections to the European Parliament. Some of our European volunteers were involved in voting campaigns. It was not oriented towards any vote. It was for the vote, so that this right was effectively exercised, this right and this was shared in all our sessions, we were doing sessions of the training cycle from January to June, before mobility and after mobility we also did it. We were always in contact; we held evaluation sessions and after that we still did an activity that we call dissemination of results, which was called the living library. The living library is an innovative method, it is a method that was created by the Council of Europe, in which people are books and are predisposed, according to a theme, to open chapters of their book, therefore, to transmit to others there is a chapter. In this case, we have focused and worked on the issue of human rights. It was a chapter in people's lives that was associated with some situation of violation or defence, promotion of human rights that could or could not have been remembered or had happened during international mobility, therefore, to make the connection to what they saw." (CS11_staff)

Staff became better able to guide learning activities on media literacy, as one member of the staff from CS11 explains:

TEXT BOX 28 - QUOTE FROM A STAFF MEMBER (CS11) - M4 CASE STUDIES PORTUGAL

"When they analysed news, images and through the debates between them. Through the class they had with the expert, they also realised new ways of looking at the same phenomenon, for example, migrations, there were trainees who had an idea about migrations, a little more closed, that it was a problem, and through our training, the class they had with the expert and what they saw, of the work they saw in Italy, they got another idea, and they asked questions and realised that we should not only accept what we see in the news, the things that are written. We have to read between the lines and ask, always question more and look for other sources. We discussed this a lot. And on the part of the Staff too, because this project is not only for the learners, but also for the Staff." (CS11_staff)

In CS5, staff is better able to lead discussions on the topic of democratic participation and explain democratic processes, with senior citizens and even in contexts of deprivation of liberty:

TEXT BOX 29 - QUOTE FROM A STAFF MEMBER (CS5) - M3 CASE STUDIES PORTUGAL

"People are starting to look differently at European projects. For example, us, it's a simple example, but you can see it. We also work with the population of the prison, so we also have inmates that we sometimes get involved in the projects, especially when we are in the European elections phase and that we are going to do this action so that they have an idea of where they are voting and why. And we talk about the European institutions and how they fit into our country and how we also connect with these European institutions and we have realised that from two voters, these are really just numbers, from two voters in the prison, we have now 12 or 15, it has been going by vote and, therefore, has had an effect. This is noticeable, it is a small detail, a small example, but you can see that we make a difference when we talk about the European institutions and connect with them through these projects. With the students who also made us, for example, two years ago, a short video encouraging the population to vote and, in the video, we have messages from everyone, from pre-school, to the elderly, which is, therefore, you can understand, but they feel that they have to be involved and everyone participates and we are all part of a common project" (CS5_dir2).

In CS5, staff is also better able to foster local community development through their training activities:

TEXT BOX 30 - QUOTE FROM A STAFF MEMBER (CS5) - M3 CASE STUDIES PORTUGAL

"(European and democratic values) They are intrinsically linked because by valuing and allowing people to participate, this audience participates and, at the same time, is available to work with us. We end up giving relevance to the needs of the senior population and by creating this platform and creating instruments for this senior population to also have an active participation in building the community, because they also end up building their communities in which they are embedded and, in this construction of the community, they continue to have an active voice. And as they have an active voice they can make themselves heard, which is also important. And we, by listening, also have the possibility of creating these adapted instruments, for example, when we were building one or another activity, we realised that, for example, with our senior university, that we should make some changes or adapt in a different way to this population, because they felt that it could be otherwise and that it could not arrive as it was, not to be so present in the way it would be absorbed by this population. And we were able, by listening, transforming, adapting in a different way to what were the needs felt by the people who work with this population so that people can also listen and understand the needs of these people and, at the same time, recognise that they still have a voice" (CS5_staff2)

The same skill of leading discussions on democratic issues can be observed in the project conducted by CS8 organisation whose goal was to create a common framework for therapeutic intervention for inmates with addictions:

TEXT BOX 31 - QUOTE FROM A STAFF MEMBER (CS8) - M3 CASE STUDIES PORTUGAL

"Talking about democratic participation in contexts deprived of liberty is a little challenging because people do not feel, I think, that they have the freedom to say what they think or ask for what they think they deserve or need, because it is a context that does not encourage participation, it is a context that encourages shutting up and accepting what is imposed. And I think the part that gave me the most pleasure working in this context was creating a space where people could reflect on what was less good or what could be improved and how they could work for these changes. Maybe that wasn't the purpose of the work, was it? We weren't there for that, to question the prison system, but it ends up arising when people are really committed to the work they do and enjoy what they do and, therefore, I think that a very important part of the work that we have done and continues to be done, okay, was precisely to encourage people to reflect on the conditions in which they were, reflect on, and inside, but also on life in freedom, right? That they reflected a little on the conditions in which they were and that they reflected on what was the active role that they could have, but also to bring them closer to what would be the answers that exist in a free environment, right? Therefore, people deprived of liberty have access to the same care that people in free environments can access and I think that this is also, in a way, guaranteeing the participation of everyone here. (CS8_staff)

In CS6, staff is better able to help learners analyse and judge the quality and credibility of media content and to guide learning activities on media literacy:

TEXT BOX 32 - QUOTE FROM A STAFF MEMBER (CS6) - M3 CASE STUDIES PORTUGAL

"In terms of critical skills, yes, because the fact that we explore a lot the fake news, that also helped them, to create in them this critical spirit of not being able to believe everything they hear and it is important to always have a critical spirit in relation to what they tell you. And it's not about creating people who are more suspicious at all, but about creating people who are more aware of the world we live in because we don't care about providing them with these opportunities, these tools and opening a door to the world, instead of just being a door to the next room, a door to the world and it's no use giving them these tools if then we're going to be leaving them vulnerable that any malicious person can take advantage of them. At the level of belonging too, they begin to feel this part of makes sense and this "ok, I heard this information but based on what I also know", because these are people who have a life history and who have a very large professional baggage and life baggage. And so that they themselves start not only to use the tools, but also to develop an even greater critical spirit and start thinking more for themselves and start asking and questioning us *why*? And *why is that so*? And *is it really so*? So yes, without a doubt, these projects are really an asset for these changes." (CS6_staff2)

In CS2 case, staff is better able to guide learners to design and carry out small scale community actions that respond to local needs, as one member of the staff explains:

TEXT BOX 33 - QUOTE FROM A STAFF MEMBER (CS2) – M3 CASE STUDIES PORTUGAL

"I think democratic participation was very involved in this initial part in which we wanted to call everyone to discuss, that is, we didn't focus only on producers, because we know that producers are the ones who are directly involved in this sector and in this specific project, but then we wanted to know what others thought (...) (the guy from)Tourism, I remember him intervening and saying, but this is completely changing the landscape, we will have difficulties later in bringing tourists, or tourism has to turn to the almond trees and the almond blossom, which is very beautiful in early spring and we can bring tourism around, but tourism itself has changed in the region because of that, because of the countryside landscape and the terrain. And I remember him mentioning this, I also remember the irrigation association, the representative who came said that the system is obsolete, that is, we can talk about watering the almond grove and the olive grove but as we have water, we have a dam that allows us to have access to this resource but then we do not have a system that allows us to get the water to the blooms. So, it's not just the problem of the landscape and being an intensive system, it's already the problem of how we are going to manage the water to reach the blooms. We had another who said that access to water is not democratic, it is not equal for everyone, it is not transparent. So, there were several issues that came up here and I think it is related to democratic action, that is, calling everyone to discuss a topic that for us may have only one topic but for someone else has a completely different view and it was very good to see this sharing of ideas between the participants." (CS2_coord2)

And another example:

TEXT BOX 34 - QUOTE FROM A STAFF MEMBER (CS2) - M3 CASE STUDIES PORTUGAL

"I think we have managed to create channels of dialogue here, channels of approximation of some actors. That was also interesting. Because we have been learning that there are some channels that are blocked, the so-called "politicking", that we, without knowing anything, have become aware of why there was participation on one side, then there was not... And I think that the coming of a neutral entity has made it easier for some players to approach here, which I think frustrated expectations, promises that have not been fulfilled, sometimes some resentment is created here, which needs to be unblocked. This very active participation. People have to feel confident and feel, at least, that it is a safe place to air out some of the problems in a constructive way. That is, that no one will say "be silent because this topic here does not matter". And one of the things that we realised is that, in fact, the region also had some resentment here for the fact that these very intensive farms came to the region." (CS2_manager)

7.3 Impact at learners level

This section addresses the impact at the learners level of Erasmus+ projects addressing the priority “Participation in democratic life, common values and civic engagement”.

KA1 Case Studies

Senior citizens became more aware of their European identity, as the coordinator of CS11 explains:

TEXT BOX 35 - QUOTE FROM A COORDINATOR (CS11) - M4 CASE STUDIES PORTUGAL

“In addition to this project, involving seniors to possibly combat loneliness or to empower seniors in a certain area or in general soft skills that may also be lacking, this project, because it focuses on the promotion of human rights and as it includes this component, this international mobility I think it really stands out here for promoting the involvement of seniors, for example, at the European level, in European democratic life, I think that the great added value of this project is the promotion of their European identity if they feel European. It's not something that you work much when working with seniors, and I really think it was a great asset of this project that they could also reflect on their identity as Europeans and that they might be more interested in European issues” (CS11_coord)

In CS10 case, learners were so enthusiastic with the participation (farmers and fishermen) that they wish to engage in other similar projects that promote sustainable fishing and farming, overcoming their own fears and insecurities, and strengthen the will to participate in civic life and in the community.

KA2 Case Studies

In CS3, migrants became more aware of the Portuguese political life and the importance of elections, as one member of the staff shared:

TEXT BOX 36 - QUOTE FROM A STAFF MEMBER (CS3) – M3 CASE STUDIES PORTUGAL

“Our project by chance, unintentionally, happened at an interesting time. It was the commemoration of the 50th anniversary of the Revolution of the 25th of April (...) At the time there was always a lot of news, what could be done before, what could not be done, what was gained, what was lost, there was always a lot of news and they also end up learning a lot. And maybe also a little bit of hope for many, because if Portugal has already been this way and they have succeeded, we will also succeed. (…) Although many of them (...) cannot vote in our country and cannot participate in our elections, for legal reasons, they do not have Portuguese citizenship. But I believe that yes, that they have at least had this sensitivity to follow the campaigns, be attentive to the news, be attentive to the results, be attentive to

the parties or the candidates for the presidency (...) we also had the local elections here not long ago, I think so, they became more sensitised and, at least, more attentive, although many of them cannot exercise the right to vote. Also, from the feedback I'm getting, at least here, because I'm also asking (...) I have a Venezuelan couple on my street, and I've also asked them what they think, how Trump's situation is going on (...) and how they face this, being here, how they face that " (CS3_staff2).

Learners in CS4 project have strengthened their feeling of belonging to European values:

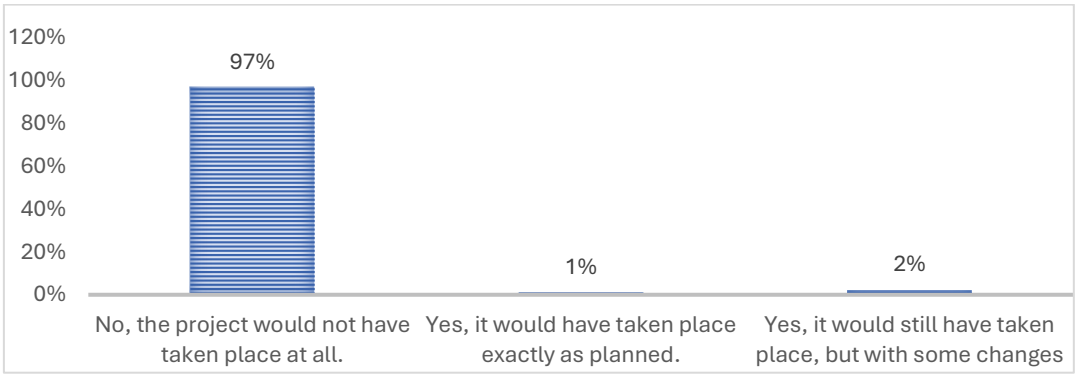
TEXT BOX 37 - QUOTE FROM A STAFF MEMBER (CS4) - M3 CASE STUDIES PORTUGAL

"Because the participant (migrant) comes here and most of our participants were legal, had a regularised situation in the country because they came to work. (...) And I think that being welcomed by civil society, also having the opportunity to show what you have, where you come from, although it is not Europe, one of the great European values, (...) is diversity. So, I think that the possibility of bringing your culture and being able to present it in Europe and being able to value it here with funds that are European, gives a sense of belonging.(CS4_staff3)

7.4 Added value of Erasmus+ support

This section addresses the added value of Erasmus+ support for organisations.

FIGURE 28: WOULD THE PROJECT/ACTIVITIES HAVE BEEN CARRIED OUT WITHOUT THE ERASMUS+ PROGRAMME?



Source: Online survey beneficiary organisations 2025 (n = 125)

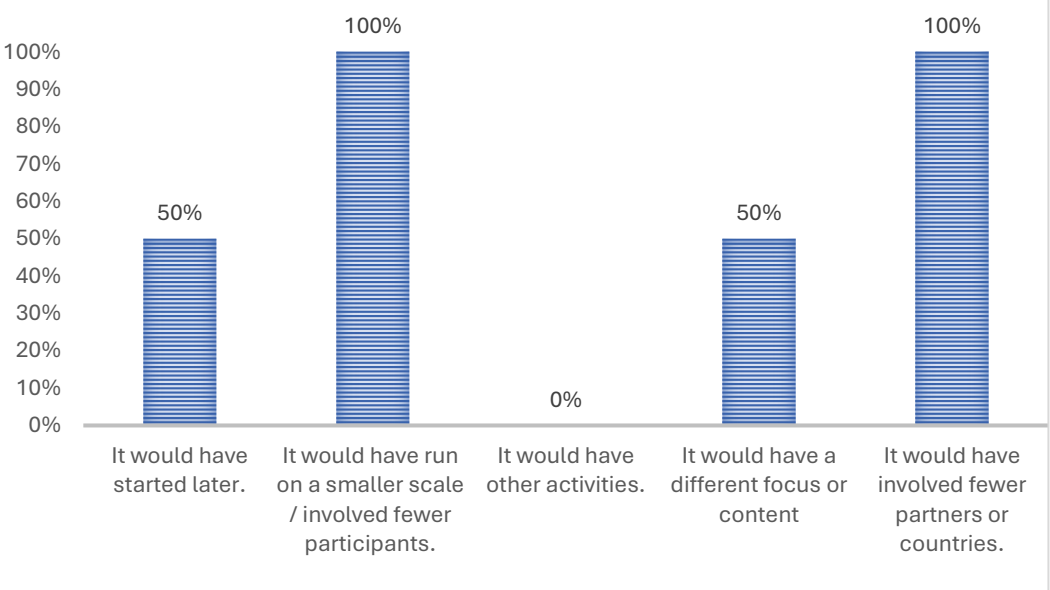
According to Figure 28, most respondents (97%) indicate that the project *would not have taken place at all* in the absence of the programme. In contrast, only a very small minority report that the project *would have been implemented as planned* (1%) or *would have taken place with some modifications* (2%).

This distribution shows that *additionality* of the Erasmus+ programme, indicating that it plays a decisive and enabling role in the implementation of projects. The minimal shares of alternative scenarios suggest that, for most organisations, Erasmus+ grants is not merely complementary but rather a necessary condition for project realisation.

In sum, the findings provide robust evidence of the programme's critical contribution to initiating and sustaining activities that would otherwise be unlikely to occur, thereby underscoring its high added value in the adult education field.

Figure 29 examines which aspects of projects would have differed in the absence of Erasmus+, revealing a strong concentration in structural and partnership-related dimensions.

FIGURE 29: WHICH ASPECTS OF THE PROJECT WOULD HAVE BEEN DIFFERENT WITHOUT ERASMUS+?



Source: Online survey beneficiary organisations 2025 (n = 125)

The most striking findings are that *all respondents (100%)* indicate the projects would have been implemented on a *smaller scale (fewer participants)* and would have *involved fewer partners or countries*. This highlights the programme's fundamental role in enabling transnational collaboration and scaling up activities, confirming its critical contribution to both scope and internationalisation.

Additionally, *50%* of respondents report that the project would have *started later* and *had a different focus or content*. This suggests that Erasmus+ not only affects the magnitude of projects but also accelerates their implementation and shapes their thematic orientation, likely aligning them with European priorities and frameworks.

Notably, *none of the respondents (0%)* indicate that projects would have involved *different types of activities*, implying that while Erasmus+ significantly influences scale, partnerships, timing, and focus, it does not fundamentally alter the core nature of activities themselves.

In sum, the findings underline the programme's *added value* in enhancing the scale, timing, international dimension, and strategic direction of projects, while the basic activity types remain largely unchanged.

7.5 Conclusion

Erasmus+ projects focusing on the priority of "Participation in democratic life, common values, and civic engagement" trigger systemic progress across Portuguese adult education institutions, their staff, and learners. The data establishes the additionality of the programme, with a 97% of beneficiary organisations stating that these initiatives would not have taken place at all without Erasmus+ grants. At the level of the learning offer, the integration of this priority marks a transition from generalised educational improvements to targeted, value-driven transformations. The programme drives a pedagogical shift toward reflective, critical, and collaborative learning paradigms. The institutional enhancements are reflected in the reinforcement of European common values (83% combined agreement) and the development of civic competencies and social responsibility (74% combined agreement). Furthermore, the learning offer is modernised by an increased structural focus on critical thinking (82% agreement) and media literacy (62% agreement). Simultaneously, relational frameworks within the community are significantly deepened, yielding vastly improved partnerships with civil society organisations (82% agreement) and heightened engagement with local neighbourhood initiatives. Qualitative evidence shows that adult education providers have successfully integrated these concepts into day-to-day practices, whether through structured community dialogue, updates to human rights training frameworks, or the co-creation of local solutions with agricultural and civic society actors.

For professional staff, general capacity-building acts as a necessary foundation for developing highly specialised, action-oriented civic competencies. Educators have effectively advanced beyond basic teaching skills to become confident facilitators of democratic processes. Staff demonstrate enhanced abilities to guide community development, steer media literacy activities that help vulnerable groups decode misinformation or "fake news," and introduce innovative European methodologies like the Council of Europe's "Living Library." Empirically, these skills have driven concrete societal advancements, such as helping inmates with histories of addiction decode institutional structures or expanding the number of registered voters within prison populations from isolated figures to organised voter blocks during European elections.

At the learner level, the impact of these projects yields deeply personal, psychosocial, and civic transformations. For senior citizens, the programme serves as a rare and vital vehicle for cultivating a distinct sense of European identity, combating isolation by connecting their own life histories under past national dictatorships to a broader, shared European narrative. For marginalised migrant and refugee communities, the learning activities cultivate a powerful sense of structural belonging. Even when legal barriers prevent them from exercising direct voting privileges, the integration of non-formal language classes, multi-ethnic dialogue, and historical reflections on democratic revolutions helps them navigate host systems, build local confidence, and actively monitor civic and political life. In summary, Erasmus+ grants provides the indispensable backbone required by Portuguese adult education providers to convert abstract democratic ideals into practical, localised instruments of civic empowerment and social cohesion.

It is important to highlight that even if projects do not directly or indirectly address the priority, the fact is that in terms of practices, the priority is constantly embedded in the organisations' work. Most organisations are NGO and act as catalysts for community development, promoting social cohesion, fighting social exclusion and disseminating values of shared diversity, cultural respect, intergenerational dynamics, and enhance civic participation as they create a greater sense of community. The development of applications for projects involving staff and adult learners, many times at the expense of staff work overload, demonstrates willingness to improve, to provide learners with learning experiences and to disseminate European values. Most interviewed staff mention the passion for the work carried out is essential to make a difference.

The practices carried out in most organisations revealed strong democratic principles, even if these are not explicitly pointed out in the applications or activities carried out. Erasmus+ projects enhance organisations to effectively place these values in practice.

As for learners, it is a life changing experience for those participating in mobilities, acting also as promoters and catalysts for learners who demonstrate apprehension to participate. Unintentionally, they also act as ambassadors of the Erasmus+ programme within their communities, also disseminating the European values and giving life to the "Participation in democratic life, common values, and civic engagement" priority.

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 Erasmus+ programme plays a vital role as a driver for non-formal and informal adult education (AE), providing important funding paths for diverse organisations with social, cultural, and civic objectives. The study demonstrates that the beneficiary organisation followed the prioritisation of social equity, diversity, and inclusion across active projects. However, barriers to entry persist, even at the application level. Smaller organisations face significant administrative constraints, and marginalised groups, including refugees, individuals dealing with addictions, and homeless populations, remain underrepresented.

8.1.2 Impact at organisation level

Participation in Erasmus+ yields long-term institutional reinforcement for beneficiary organisations. The programme accelerates strategic internationalisation, expands operational scale, and drives the modernisation and diversification of local learning offers. Programmatic differences reveal that Key Action 1 (KA1) serves to mainstream general civic and social priorities through mobilities, while Key Action 2 (KA2) functions as a mechanism for intervention. Through KA2, institutions develop and embed innovative, reusable resources, specialised training manuals, and practical curricula tailored to their learners' needs.

8.1.3 Impact at staff level

The programme serves as a vehicle for the continuing professional development of adult education staff. Professionals report growth in their international competencies, pedagogical skills, and instructional quality, enhancing their capacity to design and deliver diverse learning pathways. Furthermore, when engaged in thematic projects, educators seem to act as confident facilitators of democratic processes, community development, and media literacy. This allows staff to guide vulnerable groups trough institutional environments and decoding disinformation.

8.1.4 Impact at learners level

For adult learners, participation triggers transformative developments. The localised project activities and mobilities foster behavioural changes, self-esteem, and a stronger awareness of European identity and cultural diversity. These effects are particularly important for vulnerable populations. Senior citizens benefit from vital civic activation that counteracts social isolation, while marginalised migrant and refugee communities gain a deeper sense of structural and community belonging despite facing persistent legal or language barriers. Communities where migrants reside also become more open to diversity and culturally respectful.

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

Projects dedicated to active citizenship and democratic participation are deeply embedded across the majority of active Erasmus+ (87%), reflecting an alignment with European normative goals. These initiatives rely on both KA1 and KA2 frameworks. KA1 drives engagement via group learner mobilities and structured professional training, whereas KA2 structures build localised toolkits, methods, and curricula. Characterised by collaborative, non-formal educational frameworks, these projects deploy practical, action-oriented workshops targeting institutional staff, senior citizens, and disadvantaged communities.

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

The integration of this priority promotes action toward participatory, value-driven pedagogies that prioritise critical thinking and media literacy. The financial additionality of the programme is crucial, with 97% of beneficiary organisations indicating that these civic initiatives could not have occurred without Erasmus+ grants. Beyond fostering civic responsibility and a shared sense of European belonging among participants, these projects promote regional cooperation, resulting in stronger partnerships with local civil society organisations and neighbourhood networks. The organisations, staff and learners exercise and give concrete life to this priority.

8.2 Policy pointers

Based on the empirical insights and operational challenges identified across this study, the following three policy directives are proposed to enhance the future implementation and equity of the programme:

a) Simplify Administrative Application Frameworks: There is a critical need to streamline bureaucratic management, reporting, and application frameworks. Reducing the administrative burden ensures that smaller, non-traditional, or grassroots adult education providers can access project opportunities without overwhelming their limited operational capacities.

b) Establish National Strategic Outreach Networks: structured national networks should be created to actively encourage and support target recruitment strategies. These frameworks must assist organisations in reaching, engaging, and co-creating educational paths with marginalised profiles who currently exhibit lower levels of representation.

c) Promote National Frameworks for Toolkit and Methodology Sharing: support networks dedicated to the dissemination of innovative non-formal toolkits, open educational resources, and community-action methodologies. Mainstreaming the practical outputs developed under the "Participation in democratic life" priority could scale up the strategic impact of individual projects, making value-driven tools accessible to the broader non formal and informal adult education ecosystem.

Annex 1 Mission statement RIA-AE network

RIA-AE Network mission statement

Adult education provides skills development opportunities 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 that it can contribute significantly to the personal, social and economic well-being of individuals and the social cohesion of a society.

The impact of Erasmus+ on adult learners and on the field of adult education has been little researched to date. 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 aims of the RIA-AE network

The RIA-AE network pursues the following objectives:

- *contributing to a better understanding of the impact of international cooperation and mobility projects in adult education under the Erasmus+ programme.*
- *strengthening cooperation and dialogue between research, politics and practice.*
- *contributing to the further development and quality improvement of the Erasmus+ programme by enabling high-quality and practice-oriented evaluation and impact research.*
- *increasing the visibility of the benefits of adult education and the Erasmus+ programme in the EU and the 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 the development of 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, 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 of 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 methods.

Annex 2 Overview studies on Erasmus+ in the field of AE

#	Title	Methodology	Focus	Outcome (+ is positive impact)
1	Martins, P. C., Tinoca, L. & Alves, M. G. (2025). On the effects of Erasmus+ KA1 mobilities for continuing professional development in teachers' biographies: a qualitative research approach with teachers in Portugal. *International Journal of Educational Research*, v.7, 100368. https://doi.org/10.1016/j.ijedro.2024.100368	Qualitative Document analysis Interviews Research diary Biographical narrative	Perceptions	The Erasmus+ had a positive impact on professional development of teachers.
2	Guimarães, P., Rodrigues, A. L. & Pereira, C. (2025). *Impact of Erasmus+ on the Adult Education Sector in Portugal*. https://epale.ec.europa.eu/en/resource-cetre/content/impact-erasmus-adult-education-sector-portugal	Mixed methods Web survey (quantitative data) Interviews and document analysis (qualitative data)	On impact	The Erasmus+ has had a positive impact on organisations that had projects funded and on activities developed.
3	Bronze, J. C., Leite, C. & Monteiro, A. (2025). Emancipation or instrumentalisation in Erasmus+ mobility: A literature review. *c e p s Journal*, Vol.15, No 4. https://www.cepsj.si/index.php/cepsj/article/view/1802	Meta analysis based on systematic literature review	Content analysis on instrumental and emancipatory perspectives	Erasmus+ has an impact on higher education, balancing instrumental and emancipatory perspectives of actors who get involved of this programme and mobility opportunities.
4	Lourenço, D. (coord.), Cosmin, N., Sin, Cristina, Aguiar, J., Fernandes, L., Tavares, O. & Biscaia, R. (2024). *Relatório Final. Internacionalização da Educação e Formação. Desafios e Oportunidades do Programa Erasmus+ em Portugal.* https://erasmusmais.pt/wp-content/uploads/wpfd/preview_files/Internacionalizacao-da-Educacao-e-Formacao-desafios-e-oportunidades-do-programa-Erasmus-em-Portugal-maio-de-2024%28f0efb5f6cb4ce54821a9c5c6e1dff052%29.pdf	Mixed methods Online survey interviews	Quantitative metrics and content analysis	Erasmus+ has allowed mobility of teachers, staff and students with significant impacts. Internationalisation of funded projects of institutions was also highlighted.

Annex 3 Literature list

Barros, R. (2023) The right to education of adults in Portugal, *The International Journal of Human Rights*, 27(5), 950-973. https://doi.org/10.1080/13642987.2023.2194107

Bronze, J. C., Leite, C. & Monteiro, A. (2025). Emancipation or instrumentalisation in Erasmus+ mobility: A literature review. *c e p s Journal*, Vol.15, No 4. https://www.cepsj.si/index.php/cepsj/article/view/1802

Doutor, C. & Guimarães, P. (2019). Adult education and lifelong learning policies: An analysis of Greece and Portugal. *Andragoška spoznanja/Studies in Adult Education and Learning*,15-31. https://doi.org/10.4312/as.25.1.15-31

Guimarães, P. (2013). Reinterpreting lifelong learning: meanings of adult education policy in Portugal, 1999–2010. *International Journal of Lifelong Education*, 135-148. https://doi.org/10.1080/02601370.2012.733970

Guimarães, P., Rodrigues, A. L. & Pereira, C. (2025). *Impact of Erasmus+ on the Adult Education Sector in Portugal*. https://epale.ec.europa.eu/en/resource-cetre/content/impact-erasmus-adult-education-sector-portugal

Martins, P. C., Tinoca, L. & Alves, M. G. (2025). On the effects of Erasmus+ KA1 mobilities for continuing professional development in teachers' biographies: a qualitative research approach with teachers in Portugal. International Journal of Educational Research, v.7, 100368. https://doi.org/10.1016/j.ijedro.2024.100368

Lourenço, D. (coord.), Cosmin, N., Sin, Cristina, Aguiar, J., Fernandes, L., Tavares, O. & Biscaia, R. (2024). *Relatório Final*. Internacionalização da Educação e Formação. Desafios e Oportunidades do Programa Erasmus+ em Portugal. https://erasmusmais.pt/wp-content/uploads/wpfd/preview_files/Internacionalizacao-da-Educacao-e-Formacao-desafios-e-oportunidades-do-programa-Erasmus-em-Portugal-maio-de-2024%28f0efb5f6cb4ce54821a9c5c6e1dff052%29.pdf

Annex 4 Short case study portraits

KA2 projects

Case study 1 (CS1)

About the organisation

SME, focused on training and consulting, with over 20 years' experience in training, project development, focusing on sustainability, circular economy and social intervention

Erasmus+ project –1 KA220

- **Problem statement**

The situation of women in the labour market is not homogeneous, and inequalities are even wider amongst groups of women in disadvantaged or vulnerable situations. A greater promotion is needed of the positive social impacts that Circular Economy (CE) can have on adults at risk of exclusion, particularly on women.

- **Objective**

Through the educational materials and the Practitioners Networks, the project aimed to provide Adult educators with innovative methodologies (the tinkering methodology) and educational resources to engage the target group of women at risk of exclusion, supporting their take-up of further Adult education opportunities, by bringing them closer to the key topics of the 21st century, such as the Circular Economies and Plastic Waste reduction.

- **Change processes**

Integration of outputs in the organisation work and increased awareness for issues of vulnerability among women and circular economy

- **Activities**

Pilot training – delivered through a mix of tinkering and Non-Formal Education (NFE) methodologies applied to Circular Economy Education and Plastic Craftwork addressed the development of the set of knowledge, skills, and competences necessary for educators to reach out to the secondary target of women at risk of exclusion, transfer them knowledge and competences on the topics and foster their inclusion and employability.

Local Workshops - implemented in each partner country involving participants in the Pilot training as trainers and women at risk of exclusion (35-45), to test the activities to be included in the Toolkit and lay the foundation for the co-creation of the video-tutorials. The local workshops involved participants through theoretical session on

basic circular economy and plastic craftwork concepts delivered using the tinkering methodology, and practical sessions to put into practice the knowledge and skills acquired.

- **Outputs developed**

Guide – A practical resource for Adult Educators and Adult Education Institutions regarding tools and methodologies to foster Circular Economy and Sustainability within their organisations and in their work with the target group and beyond. A Training Format employing the tinkering methodology in synergy with NFE methods will be included as a practical resource for direct application of said methods in future training or in the daily life of organisations.

Toolkit – developed under a co-design process between the Adult Educators involved in the International Training and partner organisations. It includes guidelines on tinkering and Non-Formal education activities fostering Circular Economy, a List of workshops related to Recycled Art and Crafts, and video tutorials of the workshops implemented during the Local Activities.

Practitioners network – a web-platform, conceived as a comprehensive tool to foster Plastic Circular Economy through Recycled art/Craftwork. It is organised in two main sections: a) a resources section for users approaching the field of Circular Economy and re-cycled art/craftworks, with theorical information and a preliminary set of video tutorials on Re-cycled Craftworks, co-created by participants to the local phase and Partner organisations, with different levels of difficulty and of recycling; b) a forum section where users / practitioners can exchange tutorials for Plastic Craftwork including information on the amount of waste avoided, and exchange plastic materials to complete their Craftworks, with the aim of reaching a higher rate of avoided waste.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation** – increased partnership network, know-how regarding the target groups and application writing;
- **Staff** – know-how and multiplier effect among staff, develop more practical training, increased knowledge on sustainability and circular economy, better knowledge of the target audience, innovative methodologies, personal and professional development.
- **Learners** – development of empathy towards the target groups (be on other people's shoes), better knowledge of the target groups, awareness of common needs among different nationalities, acquired practical and innovative tools for intervention with the target groups, increased confidence and adaptability.

Lessons learned

Sustainability and circular economy can be introduced in any training theme or format, openness to change and flexibility are crucial, united teams are essential for resilience

and perseverance, and the importance of listening to the target audiences of the projects.

Methods

Three interviews – 1 coordinator and 2 technicians (adult educators)

Project website and network consultation.

Case study 2 (CS2)

About the organisation

NGO, a collaborative lab (designation created by Decree-Law n. 126-B/2021, 31st December) with dynamic and innovative environments that encourage interdisciplinary collaboration and co-creation, playing a crucial role in the advancement of science, technology and innovation. The main objective is to create, directly and indirectly, qualified employment and scientific employment in Portugal through the implementation of research and innovation agendas oriented towards the creation of economic and social value. It works in the primary sector and with farmers from the Centre interior region to make the ecological transition of intensive farming systems to sustainable systems of food production, providing training and ecological strategies for farmers. They also act as a bridge in knowledge sharing between industry, academies and farmers.

Erasmus+ project(s) 1 KA210

- **Problem statement**

The project addresses the territorial effects of new agricultural practices, resulting from the intensification of production methods, based on irrigated systems, in olive and almond groves. The availability of water has been decreasing, particularly in France and Spain, with direct consequences in Portugal. This reflects the strong susceptibility of the regions to drought, due to climatic conditions and human activity, leading to consequences in the regional hydrological cycle.

- **Objective**

The project aims to generate a concerted and integrated set of actions and solutions based on an intervention at agricultural and regional level, appropriate to the panorama of each community and guide responses to the main problems identified and anticipate actions, decisions and policies, identifying opportunities for the promotion of agriculture and landscape restoration in an integrated way, through a model of economic, environmental and social sustainability.

- **Change processes**

Some farmers who participated in the project will implement more sustainable farming and the project raised awareness to these issues.

- **Activities**

43 interviews on the sustainability issues in the community;

Two debates with farmers and producers (Problem definition - Impact of intensive farming, the first aimed at local farmers and producers, the second, at stakeholders and society to discuss strategies for the almonds sector, define challenges and benefits for the territory);

Two study visits for staff (3 days), farmers and producers

Three discussion sessions aimed at developing a network of stakeholders to promote the project, debate on sustainability on other rural regions and contextualise the problems identified.

Two workshops: a) in Spain, with 30 people (producers, cooperatives, locals, industry, technicians, representatives from the municipality and consultants), to debate on sustainability for Portuguese and Spanish challenges and opportunities; b) in Portugal, with 30 participants, to create synergies and strengthen the network of producers interested in implement sustainable farming. Both events included visits to farms in each region.

Final event - The Day of Rural Pride – gathered +150 people, aimed at promoting the region self-esteem and the entrepreneurship capacity, enhancing leadership capacity and networking.

- **Outputs developed**

Initial report – Context of the production of olives and almonds and case studies of Portuguese and Spanish regions, based on obstacles faced by farmers and rural communities due to intensive almond cultivation and identification of successful best practices.

Best practice Guide – to orientate responses to the main problems identified and anticipate actions, decisions and policies, identifying opportunities for the promotion of agriculture and landscape restoration in an integrated way, through a model of economic, environmental and social sustainability.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation** – increased partnership network, sharing knowledge in the organisation enhances evolution, positive relationship between investment, work and results, increased attention to participants needs in mobilities, incentive to develop more projects, increased knowledge of the target groups
- **Staff** – increased personal and professional confidence, increased capacity to write applications and manage projects, increased team union.
- **Learners** – development of linguistic competencies, development of interest for sustainable farming

Lessons learned

Importance of considering participants' needs in mobilities, a team passionate for their work performs better, the importance to be flexible, to compromise, identifying the potential of each team member to capitalise and apply in work.

Methods

Five interviews – 1 coordinator, 1 technician, 3 participants

Website, initial report, best practice guide, final report consultation.

Case study 3 (CS3)

About the organisation

Mutualist Association working in social work, protection, providing funeral allowances, unemployment allowances, survivors' allowances, term allowances, and health protection, has a social pharmacy and a social clinic. It is also a certified training entity, providing vocational training for adults, both funded and non-funded. It has a *Qualifica* Centre, providing modular training courses and recognition and validation of competencies, and supports the qualification and revalidation of personal, social and professional skills of the target groups, mostly migrant population. It also manages two children centres.

Erasmus+ project(s) 1 KA210-ADU

Problem statement

The exercise of citizenship is essential for the effective social inclusion of migrants and people in fragility, and the ability to obtain a qualification or diploma is a fundamental requirement for complete social integration and combating forms of exploitation. According to the law, in addition to having to provide accommodation for migrants arriving in the territory, social agencies must also ensure that training and integration pathways are created so that they can be fully included. However, staff are not always trained to adapt education systems to beneficiaries with a migrant background. In Portugal, one of the main challenges for immigrants is their social integration. There are migrants with higher education qualifications and job offers, but who have problems feeling civically integrated or asserting their qualifications. Often, this population is exposed to more precarious conditions and accepts social roles that require little qualification.

Objective

The project responds to these priorities by building bridges between experiences and needs in two different contexts and providing opportunities for mutual learning and empowerment. The project produced resources to be shared between professionals and trainers, and citizens in general, to disseminate the problems faced by migrants and solutions to solve their difficulties and challenges in accessing quality education. In the long term, a virtuous circle of mutual exchange and learning of good practices to further support future projects that help marginalised people to have access to equal opportunities is expected. The project fostered a mutual exchange of expertise and cross-sectoral alliances with local and national actors.

Change processes

Improved working tools to welcome and forward migrants to provide a better inclusion, a wider knowledge of the territory allows for more diversified answers for migrants.

Activities

Workshop – visit of the Italian partner to the Portuguese partner, to observe how the reception and integration of the migrant and refugee population is carried out in the Portuguese entity, to identify weaknesses, points of improvement, potential and real performance aspects. Dynamics, documentary models, forms and procedures of action were observed, analysing the cultural differences inherent to the nationalities of the immigrants and their needs. Guided tours were also carried out to the various (organisation) services in both territories covered by the project, with direct observation and facilitation of meetings, to exchange experiences, perceptions and perspectives between the two institutions, to prepare the content for the workshop and for the Toolbox.

Training session in Turin, Spain - visit to Turin to observe, experiment, train and discuss practices. The Portuguese delegation visited and explored the different spaces and services of a Spanish organisation, a partner entity with great know-how in the reception and integration of migrants and refugees, to observe dynamics, practices, documentary models. Meetings were also held to exchange experiences with local stakeholders and training in the Spanish organisation practices (job club, for example), through immersion in the spaces, processes and actions of the host entity. These meetings allowed the articulation between the different levels of operationalisation of the entities involved, distributing focus and themes.

Photo Exhibition (of migrants) - 33 migrants had the opportunity to expose their vision of the territory and the migratory experience through images chosen by them or made/photographed. The initiative allowed them to express their creativity and enhance their skills, stimulating reflection on the sense of belonging and interaction with the local community.

Cultural visits (library, museum) - represented innovative intercultural learning practices and social inclusion, achieving very high scores in hospitality, well-being and participation. They have elicited a strong emotional engagement and sense of belonging, and fostered dialogue between migrants and local citizens. These high-quality practices promote inclusion through experiential and informal approaches, value personal and cultural heritage, and facilitate inter-community relationships. A guided tour with a group of 14 immigrants to a local ethnological museum, which allowed them to learn about the history and traditions of the district; a walking tour to the Municipal Library.

Final Conference – gathered almost 50 people, presentation of the Project's results to different stakeholders: different partners; public and private entities involved in the reception, monitoring and integration of migrants and refugees; professionals interested in the topic; foreign citizens residing in the territories where the project is implemented.

Outputs developed

Booklet (for migrants) – A guide, designed in a simple and appealing way, with inclusive and practical graphics, to support the reception and integration of the immigrant population. It can be used by national authorities and citizens (English, Spanish, Arabic, Italian, French).

Toolbox – A manual with a set of tools brings together operational methodologies, practical tools, case studies and guidance on intercultural dynamics, welcoming and working with New Citizens. It was developed through a transnational workshop, interviews with practitioners, and analysis of Italian and Portuguese practices. Thanks to its experience-based approach, it is replicable and adaptable. Aimed at professionals, public and private

entities and other citizens, aiming to training these local agents to actively promote the reception, integration and accompaniment of the immigrant and refugee population, in the light of humanist and mutual values. (English, Spanish, Italian, French)

The Manifesto of Good Coexistence - result of the group discussion during the international exchange, is a high-quality practice because it responds to a real need that emerges from the grassroots, integrates European values and principles of active citizenship and has already been requested by other local services as a resource for citizens.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation** – increased visibility and credibility of the organisation, as the outputs are being implemented in similar organisations, positive relationship between financing, work and benefits, became a reference organisation in welcoming migrants, became a known organisation by Erasmus+ National Agency; increased sensibility for target groups needs and respect for cultural differences, incentive to development of more projects, new working tools, new training methodologies; increased knowledge of the territory
- **Staff** – increased capacitation and know-how, self-awareness of own performance, learning, adaptation and implementation of new working methodologies with the target audiences, increased involvement with the community, more openness to different cultures, increased proximity and knowledge of the target audience, more flexibility, increased personal and professional confidence and self-esteem, raised awareness on the importance of learning foreign languages, increased emotional intelligence, acknowledged the importance of networking and staff training
- **Learners** – development of language competencies, increased personal and professional confidence and self-esteem; increased sense of belonging, increased awareness and respect for different cultures; increased knowledge of the territory; hope for the future.
- **Community –** strengthen of relations between immigrants-organisations and organisations-organisations (following the project, cooperation meetings have already taken place on this theme); the mobilisation of public and private organisations around the theme and the improvement work that can be expanded; reinforced the network of resources available in the context of the reception and integration of immigrants – the organisations know each other better and request each other, in a greater territorial extension; the improvement of the service provided at various points to the new citizens, through the distribution of tools and transfer of acquired skills (the results of the project have already been disseminated throughout the district of Aveiro).

Lessons learned

There are different cultural practices which must be taken into account when welcoming migrants, the credibility of the organisation is important for action, it is important to treat individuals as a single entity, the intervention should be based on humanitarian principles.

Methods

Six interviews – 1 direction staff, 1 coordinator, 2 technicians, 2 participants

Website, final report, application form, final assessment report consultation.

Case study 4 (CS4)

About the organisation

NGO, a youth Association, with the mission to dynamise culture, preserve the local cultural patrimony, prevent rural exodus, with community interventions through art, at the level of inclusion and environmental promotion and intervention. They work with local rural communities and migrant population promoting the interaction between these communities.

Erasmus+ project(s) 1-KA210-ADU

Problem statement

Local associations involved with the community have been able to perceive different needs in their respective target groups such as lack of knowledge of the host language by the migrant community, scarcity of recreational activities that bring the migrant community and the local community together, lack of knowledge of the local community: respect for the traditions and customs of the migrant community and lack of public policies that encourage the integration and inclusion of the migrant community.

Objective

The project intended to respond to these needs, through the implementation of institutional or civil initiatives to contribute to greater inclusion and integration of the migrant community, a better quality of life for the migrant community, the development of the rural sector, and fight against rural desertification.

Change processes

Increased visibility of the associations and strengthening their connections within their communities, expanded their pool of beneficiaries by formalising their work with the migrant community. Various partnerships were established with public and private institutions, enabling future collaboration. A deepened understanding of the community, its challenges, and needs, facilitating future work and the implementation of projects with greater potential for success. Although the associations already had experience in language teaching, the host language classes and the exchange of best practices further developed and expanded this expertise. The transnational nature of the project enabled the exchange of knowledge and best practices, as well as proving the project's successful design, contributing to its replicability and scalability.

Activities

Gather data on the migrant community in the municipalities of the partners– to map the cultural diversity and contribute for a process of recognising cultural diversity in the local area. The record of the multicultural reality in the rural community, enhances sharing between cultures that benefits both the local and migrant communities. The data collection included Interviews with migrants to understand their inclusion in the local rural community;

Local language classes - The activity aimed to facilitate connections between migrants and the local community through structured training sessions. The

association coordinated local language sessions tailored for foreigners over a two-month period, encompassing a total of 20 hours of learning. The classes were conducted in a hybrid format, allowing participants to join either in-person at the association's headquarters or online. To deliver the classes, the associations used existing digital tools and had the option to hire a qualified instructor in the field. Also, the classes were structured with non-formal education methods focus on developing competences that helped migrants on their daily life. (more than 90 people attended)

Two intercultural evenings/afternoons per partner - The "Intercultural Nights + Multi-Ethnic Dinner" activity involved creating opportunities for sharing and leisure, designed to be open to the public. Two intercultural nights showcased the cultures of various countries in the local area. Each night focused on a specific country, allowing various individuals from the migrant community to volunteer alongside the association to create an engaging event filled with music, food, and cultural presentations. (214+ in intercultural evenings, and 230+ in dinners).

One multiethnic dinner per partner – a final event, featuring several stalls representing different countries, as identified through previous mapping tasks. These stalls offered a variety of traditional foods and drinks from each country.

Outputs developed

Report “Migrant Inclusion: Implementation Methodologies and Recommendations for Public Institutions”

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network of international partners, increased credibility and visibility of the organisation and its work due to outputs developed, which are being used by other organisations, positive relationship between funding, work and benefits, incentive to develop more projects, better knowledge of the territory and target groups, development of know-how and capacitation, extended scope of activities
- **Staff –** increased knowledge of international practices, increased professional and personal development, awareness of own prejudice, increased proximity and better knowledge of the target audience
- **Learners –** development of language competencies, happiness for representing their country and cultural manifestations, increased social relationships, engaged in volunteering, better knowledge of different migrant communities, increased cultural awareness and respect
- **Community and policy –** development of further classes for migrants after the project, increased knowledge of different migrant groups

- **Lessons learned**

Considering the integration of migrants, it is necessary to establish local partnerships that address migration issues from various sectors of civil society and public institutions. It is important to promote new host language learning activities, and advocate for the implementation of state programmes - currently available in urban areas - to reach more remote territories. Cultural exchange is essential, as well as participatory and multidisciplinary approaches to the implementation of successful integration projects to maximise the impact of such initiatives.

Methods
Five interviews – 1 coordinator, 2 technicians, 2 participants. Website, final report, application form, project outputs and activities consultation.

Case study 5 (CS5)

About the organisation

Local Public Body. It has a territory of 270 Km2 with 37.000 inhabitants divided between the city, with near 15.000 inhabitants, and one hundred other villages among the rural area. Besides its tradition in industry sector, nowadays most people work in the services sector (71,4%) remaining an important labour force in industry (26,9%) and a small part in agriculture (1,7%). It has near 600 paid employees and local services are under specific divisions, and the Education, Culture and Sports Division is the specific group in charge of the European partnerships concerning the themes related to its working areas.

Erasmus+ project(s) 1 KA220-ADU

Problem statement

Ageing population is a general trend in Europe, and it is expected that over 21% of people worldwide will be over the age of 60 by the year 2050 – many STEM outreach initiatives target students, with the idea that the best resources are spent raising a scientifically literate next generation, which is essential. However, resources and effort should also be devoted to teaching the oldest members of society about these issues. Unfortunately, while science has backed up what seniors have been showing for years - that they can (and many want to) learn, resources for teaching older adults have been limited. The prospect of a rapidly aging population in Europe has alerted the EU and member states to consider new forms of civic engagement.

Objective

The project aimed to enhance older citizens' (60+) engagement in Citizen Science initiatives to empower them to activate social changes in their local neighbourhoods and communities in collaboration with relevant community organisations and academic partners. Instead of retirement leading to social isolation, the free time that comes with it can be used to make valuable contributions to research by doing citizen science. Thus, it intended to provide adult educators with training courses on how to educate about and engage senior citizens in Citizen Science, for promoting the up-grading of their skills or re-training from time to time, by developing tools to equip the target group with skills to initiate and maintain participation of senior citizen in Citizen Science initiatives, and able to define an effective communication plan and choose the adequate tactics for effective communication with (future) senior citizen scientists.

Change processes

Community organisations working with senior population have acquired new skills, working tools and dynamics to provide activities for senior population, adding value to their target audiences.

Activities

12 Local Pilot Workshops (3 per country) – to test the project training methodology developed, 80 adult educators involved.

Local multiplier events – Science Days in Portugal, Italy, Spain and Germany, to ensure project visibility at national level, and to serve as a model enriching form of social engagement for the seniors linked in Citizen Science. During the events, talks about interesting scientific topics were presented by the scientists.

Outputs developed

Training Syllabus for the staff of different organisations working for the benefit of seniors on how to educate senior citizens about and engage them in Citizen Science (English, Portuguese, Italian, German, Spanish)
Manual presenting the knowledge about Citizen Science and forms of activating senior adults but also hands-on tips on how to successfully engage seniors in Citizen Science initiatives and maintain their participation. (English, Portuguese, Italian, German, Spanish)
E-learning platform offers the training developed and grants a certificate (English, Portuguese, Italian, German, Spanish)

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** positive relationship between funding, work and results, new working tools, better knowledge of the territory and of the target groups, development of know-how and capacitation, strengthen the relationship with local organisations
- **Staff –** increased capacitation and know-how to deliver activities to senior citizens, increased proximity and knowledge of the target groups, increased personal and professional confidence
- **Learners –** acquired new tools to work with the senior population, felt they were heard in the development of the project, increased self-confidence, increased motivation to participate in projects
- **Community and policy –** being a political partner, it implements the outputs of the projects.

- **Lessons learned**

The commitment of the staff to their work amplifies the results of any initiative, the involvement of the community is fundamental to provide answers for senior population.

Methods

Three interviews – 1 management, 1 coordinator, 1 technician.

Website, application form, project outputs and activities consultation.

Case study 6 (CS6)

About the organisation

NGO, a Private Institution of Social Solidarity (IPSS), constituted by private initiative, with the goal to provide means to implement the social rights of citizens. They provide answers to senior population (day care centres and home support), to children and to the community. Located in the North of Portugal, serves a mix of rural and urban area, providing services to about 70 seniors and almost 40 children.

Erasmus+ project(s) 1 KA220-ADU

Problem statement

The increasing number of population numbers and the rising phenomena of social isolation and loneliness among seniors. Social innovation needs to be strengthened to address the needs of the digital society, ensuring that all people regarding age and social barriers have access and participate fully in society, reinforcing civic engagement and digital inclusion According to the European Commission's Joint Research Centre (Colagrossi et al., 2024), 18% of adults in Europe (around 75 million people) are socially isolated, meaning that they meet with friends, relatives or colleagues outside work no more than once a month [22], who are less likely to engage in social activities due to faced social and health constraints.

Objective

The project intended to design, develop, pilot-test and offer an IT solution - a web platform and a mobile application to address social and digital inclusion of seniors through intergenerational learning. The main aim was to address the social and health challenges such as isolation, loneliness, social and digital exclusion, mental health issues, lifelong learning opportunities and distress through a dual volunteering system where young people provide support to seniors and seniors provide their mentoring skills, thus bridging the generation gap, and promote active ageing. The project aimed to design, develop and pilot-test a Community Lifelong Learning Programme and a Platform to support the mental wellbeing of seniors, to promote intergenerational solidarity and social inclusion of seniors in the digital age.

Change processes

The project provided learning opportunities tailored for seniors, enhancing their ability to use online services. Seniors were directly impacted by the project's focus on digital inclusion, and local stakeholders were essential for implementing and sustaining these opportunities. Collaboration with local stakeholders improved understanding and promotion of digital skills among seniors.

Activities

Seven Multiplier Events (Poland, Sweden, Portugal, Cyprus) – to disseminate and show the results of the project.

Short staff training event (Cyprus) – transnational training where adult educators pilot-tested all products and activities to be able to implement the whole project

programme in their own countries and be able to afterwards train volunteers (Young People) to interact with seniors. 11 adult educators attended.

Digital Storytelling for Seniors and Adult Educators – Mapping Stories - At least two seniors from each partner country were recorded to share their views on intergenerational learning programmes. Participants were selected based on their willingness to share personal stories and experiences.

Outputs developed

TOOL KIT: From the grass root community level programme to the national and EU level, includes e-Mapping tool with digital storytelling videos/written content of seniors and adult educators; Handbook-Methodology in which the Programme is designed; Competence Framework of Seniors and Educational Pack; blended professional development course for adult educators and capacity-building training for community volunteers; e-Learning platform for Volunteers, e-ACADEMY for seniors and MOBILE APP; e-Community for stakeholder organisations. 10 seniors from each partner country participated, providing feedback to the technical team to improve products and address their needs.
Educational pack for active aging and professional upskilling of adult trainers - capacity-building training for adult educators to be able to introduce new practices and upgrade their skills to support the wellbeing of seniors.
Virtual portal for seniors and youth: platform, app and e-academy to support the management of whole programme, offering matching functionalities between volunteers and seniors, online (synchronous asynchronous options) help desk, mapping tool on-line using Google Maps to record, map and present other similar initiatives-programmes for supporting seniors quality of life including coping with mental distress such as loneliness, anxiety, challenges in daily life etc.
Transnational mapping of the community provision in the post-covid era – report on a survey using qualitative and quantitative methods to map, record and present efforts at the local, regional, national or EU level to support seniors.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** more professional and committed international and national partnerships, improved local network, increased visibility of organisation as other organisations are using outputs, positive relationship between funding, benefits and work, more incentivised to develop new projects, new working tools, development of organisational know-how and capacitation
- **Staff –** Increased staff performance, know-how and capacity and openness to new learning methodologies, more resilience, development of pedagogical competencies, increased self-confidence, acknowledge the importance of learning languages, developed competencies on managing projects and partnerships
- **Learners –** developed digital competencies, mitigated feelings of loneliness.
- **Community and policy –** Improved recognition of the project's products by policymakers and public authorities. Toolkit and campaign materials submitted to five national authorities.

[22] Colagrossi M., Mauri C., Stepanova E. (2024). *Loneliness and social and civic behaviours*. Fairness Policy Brief 1/2024. European Commission - Joint Research Centre, JRC.

- **Lessons learned**

The commitment of the staff to their work amplifies the results of any initiative, an intervention based on humanism makes the difference.

Methods

Three interviews - 1 coordinator, 1 technician, 1 participant.

Website, application form, project outputs and activities, final report consultation.

Case study 7 (CS7)

About the organisation

NGO, a Private Institution of Social Solidarity (IPSS), constituted by private initiative, with the goal to provide means to implement the social rights of citizens. One of the biggest entities in Portugal, the major from the social private sector. Working in different areas, such as elderly (residential homes – 180 users, domiciliary service support – 89 users, day centre – 11 users; and with other services - music therapy, cognitive training, Physical exercise, Physiotherapy, Speech therapy, Nutritional assessment, Hydrotherapy in the Institution's indoor pool), Health (long-term care unit: unit of medium duration and rehabilitation, unit of long duration and maintenance – 60 users,), Centre of Special Education (134 users), Social Action (social canteen, attending and follow-up social service), Education (family day care – 40 users, kindergarten, school centre – 217 users, leisure activities), Ethnographic Museum, Environmental Health Cabinet, Indoor Pool, Church and Chaplain.

Erasmus+ project(s) 1 KA210-ADU

Problem statement

The project focused on four groups of 20 persons (two groups for each partner). These participants were seniors in residential homes, aged over 70. These people are mental and physical active, with motivation to learn and use digital contents/material, but with low competencies and access to digital means. Mainly they come from rural areas, illiterate or with low qualifications, low incomes. Some participants and from long-term care unit were also included.

Objective

Promote digital skills through digital active ageing and the preservation of local memories of education. Foster active ageing of older people, mainly the institutionalised, recurring to the digital means. Foster digital competencies, reducing perceived social isolation, reinforcing a virtual connection with friends, relatives and others (increased need during COVID19 pandemic, and the visit restrictions), and retaining valuable information about people born valuable information about people born during the 1940s–1970s – their memories, which can contribute to future educational and cultural processes.

Change processes

The activities of the project were maintained and expanded. Digital trainings repeated and adapted to new participants, ensuring the consolidation of acquired skills and the continued use of digital equipment. The material collected, integrated in the Museum, remains accessible, welcoming new content and fostering intergenerational dialogue. The book and digital resources are integrated as tools for learning and social inclusion, contributing to the cultural and educational enrichment of the community. Partner university integrates the methodologies and tools developed in its teaching and research activities in social education, adult education and senior digital literacy.

Activities

Six digital Classes (Portugal, Spain, Italy) – sharing knowledge and experience between different beneficiaries, namely disability, health and residential homes. To ntegrate and train people for the digital society through different practices (writing, drawing, photography and video, social media usage). Production of texts using Word (or similar software) and editing of images and videos through social networks, website (2hx2days/week for six months).

Six exhibitions (Portugal, Spain, Italy) – five-day events to exhibit the work developed in the digital classes, implemented in venues such as museums, participants from other countries, local organisations (social, educational, cultural and governmental), tourists, and local schools visited the exhibitions.

Group Visit - visit of the group of people attending digital classes from Portugal to the city of Salamanca, for an exchange with the participants, showing the work carried out so far. The programme included reception of the visitants and ice-breaking activities, a visit to the Salamanca heritage places and the institution. Fostered interpersonal relationship, social inclusion, active ageing and cultural heritage preservation and valorisation through sharing and new knowledge acquisition.

Outputs developed

Book - gathers data (memories and narratives) produced during the non-formal digital competencies' programmes (Portuguese, Italian and Spanish) to enhance the visibility to these initiatives and contribute to cultural heritage preservation. It is structured in two parts: 1) General presentation of the project and the nonformal digital competencies programmes; and 2) Memories and narratives from Italy, Spain and Portugal: (a) vocational training in old times, b) teachers good practices, c) home education/education at home). The book was printed and is available online, in to increase accessibility to the general public and contribute to cultural heritage dissemination.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased knowledge on developing answers for active ageing, strengthen relationships with local community, new working tools and methodologies, increased relationship with local and international partners, increased visibility and credibility of the organisation work, increased motivation to develop new projects, increased scope of activities, increased staff retention due to project participation.
- **Staff –** Increased staff resilience, know-how and capacity building , personal and professional development, professional validation of skills and competences, increased flexibility addressing the target groups, increased team cohesion, awareness on the importance to learn languages, increased competencies to manage projects and partnerships.
- **Learners –** enhanced digital autonomy, self-valorisation, development of digital competencies, increased self-esteem, confidence and participation in community life, increased digital communication with friends and relatives, feelings of happiness.
- **Community and policy –** increased awareness for active ageing subject and importance of preservation of cultural and history patrimony, strengthened social cohesion.

- **Lessons learned**

Having passion for the work and a professional and committed team amplifies the impacts of the results. It is possible to engage community to develop intergenerational activities and value senior citizens.

Methods

Nine interviews - 1 manager, 1 middle management, 1 coordinator, 3 technicians (2 in the same interview), 4 participants.

Website, application form, project outputs and activities, final report consultation.

Case study 8 (CS8)

About the organisation

NGO, a Private Institution of Social Solidarity (IPSS), constituted by private initiative, with the goal to provide means to implement the social rights of citizens. It is specialised in the treatment, prevention, risk reduction and harm minimisation and social reintegration of people with addictive behaviours and dependencies, in situations of exclusion and social exclusion. It bases its action on a vision of full respect for individual dignity and freedom. Its mission is based on caring for people with addictive behaviours and dependencies; promote family, social and labour inclusion; intervene in the areas of prevention, treatment, reintegration, risk reduction and harm minimisation.

Erasmus+ project(s) 1 KA220-ADU

Problem statement

The use of psychoactive substances is widespread in Europe and what starts out as a recreational consumption often turns into addiction and generates additional problems: at a personal, social, health, economic, work, criminal level, etc. The European criminal reality shows a very high number of adults in a situation of imprisonment due to problems related to psychoactive substances. The use and addiction of these substances are a trigger for other criminal problems and it is undeniable that the consumption and addiction of these substances contribute to risky behaviours that can lead to criminal activity and consequent imprisonment, such as physical and sexual violence, theft and robbery, corruption, accidents and, in the most extreme cases, homicides. Once imprisoned, these individuals face serious problems of inclusion, as they experience situations of isolation, disconnection and family and social distancing, poverty, precariousness, unemployment, etc. People in the prison system face great challenges and there is a generalised difficulty in social reintegration.

Objective

For these individuals to be able to truly transform their lives and, after serving their sentences, to have good prospects, it is necessary to adopt an integrated approach. To eradicate consumption and addiction behaviours and prevent relapses, it is necessary to guide the person with addictions to abstinence from the use of psychoactive substances. At the same time, it is necessary to focus on their development and equip them with social skills that allow them to transform the course of their lives. The overall objective is to promote the social reintegration of adults in prison and with addictive and dependant behaviour, promote international cooperation between organisations and key actors, creating common opportunities for sharing, debate and joint reflection on different forms of intervention; identify the best intervention practices, namely in an integrated intervention logic; create a common framework for intervention for the reintegration of people in prison and with addictive and dependant behaviour, allowing effective and innovative intervention in any context.

Change processes

Working in complex environments such as prisons, with complex target groups such as inmates with addictive behaviours is highly demanding for staff. The project allowed

to increase motivation levels and to implement new intervention methodologies, but also to validate their work as professionals.

Activities

Four job-shadowing mobilities (Spain, Italy, Belgium, Portugal) – the hosting organisations gathered information on practices and working tools for intervention with inmates with addictions, and during one week, the participants observed different practices in different countries. After the participants gather to reflect on identified weaknesses and opportunities for improving their work.

Common framework implementation – through identification of best practice and sharing in the job-shadowing activities, a practical guide was created and implemented for piloting in three sessions.

Public dissemination events in each country – to present the work developed and raise awareness.

Outputs developed

Formative Work Manual – describes intervention techniques with addicted prison population to capacitate technicians working in rehabilitation.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network of local and international partners, positive balance between funding, the work invested and the resulting benefits, enhanced visibility and credibility of the organisation's work, increased motivation to develop new projects, increased *know-how* and capacitation, and increased the number of people seeking support as a result of word-of-mouth dissemination.
- **Staff –** increased knowledge of international practices for intervention, personal and professional development, professional validation, learning, adaptation and implementation of new methodologies with the target group, increased proximity and knowledge of the target group, increased professional and personal confidence development of language competencies.
- **Learners –** some recover from addiction, feel more included, recommend the organisation to people in the same situation.
- **Community and policy –** as the criminal justice system is very closed, some initiatives are hard to implement, but the project raised awareness for this need.

- **Lessons learned**

Motivated and committed staff allows for the fulfilment of the mission of the organisation. A multidisciplinary team provides integrated answers for the target audience, who require interventions based on humanism.

Methods

Four interviews - 1 manager, 1 coordinator, 2 technicians.

Website, application form, project outputs and activities consultation.

Case study 9 (CS9)

About the organisation

NGO, a Social Solidarity Cooperative whose mission is to contribute to the gathering and articulation of efforts to improve the quality of life of people with intellectual disabilities and multiple disabilities. To this end, it develops activities aligned with the needs of people with disabilities and their families, by providing services that address to unmet needs. They develop training activities, through the Centre for Activities and Training for Inclusion, of education, rehabilitation and professional integration suitable for the integral development of people with intellectual disabilities and multiple disabilities. The organisation works with audiences of different ages, people with intellectual disabilities and multiple disabilities, children and young people, adults and seniors, promoting activities aimed at their integral development and inclusion in different areas of society. These are highly vulnerable publics, due to their conditions, being excluded from the social, cultural and professional environment.

Erasmus+ project(s) 1 KA210-ADU

Problem statement

Despite the goals pursued in Europe (e.g., with strategies such as The European Disability Strategy 2010-2025), there are still several difficulties that people with disabilities face to live fully in the community and to benefit from opportunities. These limitations extend from the social aspect (people are more neglected and excluded from social dynamics, largely due to the lack of monitoring and support capacity), to the cultural aspect (there are fewer initiatives involving these groups and, as a result, they are minus the possibilities of participation and benefit) and professional (labour exclusion is one of the most pressing aspects, and people with disabilities end up not having opportunities or when they do, they take on smaller, low-skill jobs). At the cultural level, there is less access to initiatives that allow equal opportunities in terms of training and artistic participation, a situation that compromises the acquisition of competences. The entities that intervene with this group are still little committed to the creation of artistic projects that contribute so that dance, music, or other arts, can enhance a more positive life project for people with disabilities.

Objective

Promote artistic projects that help change the focus, innovating in contexts and mobilising the community, in a process of artistic co-construction where art transforms mentalities and the life of people with disabilities. Promote the development of key competences throughout life in people with intellectual disabilities, through artistic practices, specifically through dance. Develop, locally, virtually and internationally, non-formal and artistic activities for the training and empowerment of adults with intellectual disabilities; Foster safe and inclusive learning environments, between adults and organisations, in order to innovate in the responses provided at the level of the adult education sector; Encourage the participation of adult learners in situations of fewer opportunities, in particular people with intellectual disabilities, in learning opportunities in order to promote personal and social transformation.

Change processes

The NEET participants were invited by the municipality to make a performance, which means these participants were valued as artists. The mobilities and sharing good practices allowed for professionals to improve and introduce new working practices with this target group.

Activities

Sharing good practices - Collection, analysis, discussion and reflection on practices, methods and tools for working with groups with intellectual disabilities, through art (dance) and non-formal education. Developed locally and with one virtual sharing session to complete**.**

Local capacitation activities - Local/virtual training sessions for adult learners to develop key competences through art and non-formal means, to work on essential skills, creativity, resilience, initiative, etc. so they can participate in the social sphere (even with their ideas) and become more competitive in the job market.

Mobility activities to Madrid and Braga – with best practices sessions and development of choreographies to work with the target groups. The choreographies were presented at the end to a larger audience.

Outputs developed

E-book – describes the project, activities, results and impacts.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network with international partners, positive relationship between funding, work and benefits, increased visibility and credibility of the organisation's work, incentivised to develop more projects, new working tools.
- **Staff –** professional and personal development, professional validation; learning, adaptation and implementation of new working methodologies with the target groups.
- **Learners –** development of language competencies, social and mobility competencies, increased confidence and self-esteem, first travel by plane
- **Community and policy –** raised awareness for the difficulties of people with NEET.

- **Lessons learned**

For an organisation to fully achieve its mission, it is necessary to value and believe in the target audience served, but also on the spirit of mission of the staff.

Methods

Seven interviews - 1 middle management, 1 coordinator, 1 technician, 4 participants

Documents consultation (application form, project outputs and activities).

KA1 cases

Case study 10 (CS10)

About the organisation

NGO, a Local Action Group. Its main activities are territorial animation, support for rural and fishing communities, capacity building and support for investments in rural and coastal areas of the intervention territory. It offers non-formal and informal training programmes in diversified areas such as project development support, healthy and balanced food, Mediterranean diet, food waste, production methods, food systems, wine tourism, etc. Its members are collective entities representing the different interest groups in the territory. Learners are the representatives of the associates who work in different areas and sectors: agricultural production, tourism, local commerce, processing, environment, culture, sports, etc. It also works with civil society volunteers and supports them in the preparation of applications and promote the acquisition of knowledge and the improvement of their skills. The ages of the learners range from 25-80 years old.

Erasmus+ project(s) 1 KA122-ADU

Problem statement

The project was developed due to the need to start an internationalisation process for the applicant organisation and to respond to emerging thematic needs in the field of adult learning in thematic areas related to community-based local development. The organisation also works with volunteers who can be direct beneficiaries of the learning. The organisation works on the issue of climate change daily. Considering the target audience, it is essential to work on future-oriented ecology issues and encourage the improvement of skills in strategic areas for sustainable development, with special emphasis on rural development (sustainable agriculture, natural resource management, soil protection or organic farming).

Objective

The aim of the mobility project was to promote the internationalisation of the organisation by strengthening European cooperation between peers, and to train staff and adult learners in topics related to local and sustainable development. The goal was to improve knowledge, skills and organisational practices, promote behavioural changes and sustainable attitudes, strengthen European citizenship and raise awareness of cultural diversity, with a positive impact on local communities.

Change processes

Learners – farmers, fishermen and artisans – are implementing innovative practices more related to sustainability.

Activities

Group mobility of learners – involved 20 participants and intended to provide them with different international experiences in their field of work – handicraft, agriculture and fishery. Participants assisted to different professional practices, attended workshops and fairs, sessions with experts

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network with international partners, more incentives to develop new projects, more capacity to engage learners.
- **Staff –** professional and personal development, promote new activities, increased competencies in project management; awareness of similarities in social organisation in different countries; new training strategies and resources; development of language skills; increased contacts for networking; increased willingness to participate in projects.
- **Learners –** development of language competencies, social and mobility competencies, increased confidence and self-esteem, increased social and local network; adaptation of new practices; enhanced cultural perspective; more willingness to learn and discover new things.

- **Lessons learned**

The importance of a multi-faceted team, with multiple valencies, importance of proactivity, importance of political validity for participants (were received by a mayor).

Methods

Five interviews - 1 coordinator, 2 technician, 2 participants.

Documents consultation (application form). Project website.

Case study 11 (CS11)

About the organisation

NGO, whose main activity is training through non-formal education for the promotion of intercultural understanding and dialogue, human rights, sustainability, social justice and inclusion, and active and participatory citizenship and lifelong learning. Its educational programmes, locally and internationally, include training courses, exchanges, volunteering, internships, workshops, among others. Its projects and activities are embedded with socio-communitarian and intercultural approaches. The Association works with various age groups and educational activities and programmes aim to empower and contribute to social integration. The work is especially addressed to people from marginalised social groups, with disabilities, economically disadvantaged or facing other forms of social exclusion, to broaden their horizons, combat social isolation and exclusion, develop their personal and professional growth, their European awareness and active citizenship.

Erasmus+ project(s) 1-KA122-ADU

Problem statement

Although recognised several times for "good practices" and "inspiring projects" in the area of non-formal education of people with fewer opportunities, the organisation is recognised nationally and internationally for working "in the area of youth", which has taken the focus from the relevance of the topics the organisation dealt with, the educational and organisational approaches and digital tools used and has even removed the enrolment of people from other age groups from the their trainings. Thus, the organisation needed to attract older learners to activities, not only to encourage the increase in enrolment and participation in community activities and associative life, but also for their richness, maturity and diversity of perspectives. All the activities we have developed with senior participants so far have been very successful, having led to changes with a positive impact on the work environment and possibilities of partnership with new entities, improving our organisational performance. Following social alerts shared at the meetings of a parish community network on the growing loneliness and isolation of the elderly, the organisation decided to expand its offer of adult education and training opportunities, directing it especially to a senior target audience. The organisation noticed a lack of motivation from beneficiaries, staff and volunteers due to the difficulties experienced in the implementation of activities and the accumulation of work that followed in 2022 with the reopening to face-to-face training and international mobility and which implied an increased effort.

Objective

Thus, a proposal for a training cycle on human rights was created especially dedicated to senior learners, with a local and international programme entitled "Time of Rights", which meets this challenge, aiming to promote their social integration, respect for human dignity and the development of language skills, intergenerational and intercultural dialogue. In order to bring more dynamism and motivation to the work environment, aiming at the professional development of staff and improvement of the training curriculum offered by the Association, it is urgent to constantly adapt and improve the quality of training and provide staff with work experiences with various learning audiences, to foster innovative practices that promote the increase in the participation of seniors in the Association's training activities and thus counteract the

trend towards social exclusion of this age group. By forming a group of seniors who are aware of respect for human rights, new possibilities to increase the reach, impact and visibility of activities can be created.

Change processes

Inclusion of training courses with the thematic of human rights; empowerment of senior citizens.

Activities

Group mobility of adult learners – One international group mobility in Italy which involved 10 senior learners with fewer opportunities of the "Time of Rights" human rights training sessions and two members of staff, with the objective of learning in the context of volunteering, for one week. It will be held after the end of the "Time of Rights" training sessions and will serve to integrate the knowledge obtained during the training, combined with practical experience and the acquisition of new learning. It is the final planned activity of the "Time of Rights" training cycle. The programme of the mobility included volunteering actions carried out in human rights promoting organisations, within the scope of their activities, cultural visits to places of pedagogical-cultural interest in the Italian host city and the realisation of a final event of "international living library**".**

Job-shadowing – Three staff members of the organisation for a week, with the aim of learning new technical knowledge, practices and methods to develop new ideas, share the new know-how with the entire team and improve the quality of the Association's training actions One staff member took part in job shadowing at an organisation active in the field of non-formal adult education, which uses innovative approaches to human rights education. The other took part in job shadowing at a non-governmental organisation with experience in the “Living Library” methodology. Through observation and interaction with their peers and other professionals in their daily work in the two Italian host organisations, the two members of our staff gathered information and knowledge which enrich the quality of the adult training entitled "Time of Rights", which also includes a "living library" event and other trainings and events of the Association on the theme of human rights.

Invited experts – Integrated in the "Time of Rights" training cycle, session 4 of the human rights training for 10 adult learners, under the theme "Actions for the protection and promotion of human rights", was carried out by an invited international Expert, from Italy, who shared know-how with the staff and provided a testimonial of his experience in the subject, inspiring learners, staff and members of the association to act within the frame of human rights.

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Outputs developed

Two new modules for language preparation of senior learners in Italian and for mobile use and social media posting.

Two new reports with opinions to update the Association's training offer in the field of adult education and human rights.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased number of members, requests for registration and information about the Association's activities by the adult and senior public and greater involvement and participation in the Association's activities by members; New training modules created on the theme of human rights (improvement of the training curriculum), new digital tools for senior learners; Increased visibility of the association work in adult education, locally and internationally; more dynamic work environment; increased calls for local and international partnerships for adult training.
- **Staff –** increased competencies in project management and implementation; increased knowledge of European platforms (EPALE and EuAcademy); up-to-date staff, development of language and technical skills; increased motivation to participate in lifelong learning and updating, increased knowledge in the human rights theme.
- **Learners –** development of language and digital competencies, first travels by plane, increased awareness of Erasmus+ programme; increased motivation to participate in mobilities; increased multicultural awareness and relationships.
- **Community and policy –** senior learners and their families have become a friendly group, with more knowledge about human rights and participation and are active volunteer members of the organisation, available to collaborate in the Association's activities with European volunteers, benefiting the local community.

- **Lessons learned**

For senior citizens, the importance of performing a preparatory visit, to ensure that all possible emergencies and issues related to health, mobility and food are attended.

Methods

Six interviews – 1 manager, 1 coordinator, 4 participants

Documents consultation (application form, participants final reports, final assessment report). Project website.

Case study 12 (CS12)

About the organisation

NGO and certified training organisation that intends to contribute to a model of sustainable development within the communities. Its scope of activities comprises socio-educational development of vulnerable audiences; education for global citizenship; reception and support for the integration of migrants; Portuguese language and culture; development cooperation; certified training in several areas. It has solid experience in training, mainly Portuguese language and culture for migrants, citizenship skills development for vulnerable audiences, educators and teachers who support the community. It serves several types of target audiences such as volunteer networks, specifically non-formal training for socio-educational support to children and young people in contexts of vulnerability: volunteers from 18 to 75 years of age, with diverse backgrounds, academic training and life experiences, adult migrants and refugees, teachers and educators, non-teaching staff, volunteers and technicians from civil society organisations, young people and adults, from 19 to 35 years old, university students, from different countries, mainly Mozambique, Angola and Portugal.

Erasmus+ project(s) 1 -KA122-ADU

Problem statement

The organisation needed to ensure long-term financial sustainability strategy through internationalisation, diversifying and ensuring medium-term sources of financing, and the search for private sources of revenue. Need to amplify the team for better community intervention and participation in projects; need to increase communication between operational team and management; need to increase the visibility of the organisation regarding its work within the community; need to optimise management procedures; need for staff training to improve the quality of interventions and relationships with the team, beneficiaries and learners; need to improve staff digital skills to provide more engaging trainings; need to increase international partnerships. Overall, the organisation intended to increase its capacity to act at an international level, improving and innovating in intervention methodologies with target groups, and integrating good practices from synergies with other organisations with similar challenges.

Objective

Empower for internationalisation - establish international partnerships and promote learning among European peers; Empower for intervention - deepen knowledge and learning practices to promote active citizenship, inclusion of migrants and the most vulnerable communities with fewer opportunities; Empower for communication and interpersonal relationships in contexts of diversity - know and apply inclusive strategies for the management of teams and learners based on Non-Formal Education methodologies.

Change processes

Strengthened international partnerships, strengthened knowledge and practices on diversity.

Activities

Job-shadowing – 10 participants - observation of the work carried out by other organisations in Europe in citizenship and sustainability, intercultural mediation, integration of migrants and refugees and the inclusion of vulnerable communities, with the staff bringing good practices for replication of all contexts.

Courses and Training – 9 participants – Three courses focused on active citizenship and participation, teamwork and team building, and intercultural learning, all meeting the objective of training for intervention, acquiring new learning and differentiated approaches. In all mobilities, participatory methodologies based on non-formal education were used, the "other", and the relationship that is established with the beneficiaries or communities with which the staff works; reflection on diversity management and inclusion was also promoted.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network of international partners, increased international visibility; increased requests for job-shadowing activities as host organisation; increased invitations for participation in projects.
- **Staff –** increased know-how in the subjects within the scope of the organisation's activity; increased capacity for communication with team and learners, and interpersonal relationships in contexts of diversity.

Methods

Four interviews – 1 manager, 3 adult educators (participants).

Documents consultation (application form, participants final reports, final report). Project website.

Case study 13 (CS13)

About the organisation

NGO that provides informal and non-formal education for adults, in different modalities: creation of innovative training and educational content to provide new forms of learning for adults. The organisation works with local and regional authorities (City Councils, Associations) to deliver adult training courses in basic and green skills, highlighting adult training in rural areas. It also provides training for unemployed people through funding from private entities. The organisation conducts its own non-formal training for adults in environmental innovation, social innovation, digital innovation and new learning methodologies. The organisation, in the fields of adult education and training covers two types of target audience: disadvantaged groups, mainly unemployed and people from poor geographical areas who are either unemployed or seeking to improve their working conditions, mostly with low academic and educational levels, from disadvantaged social backgrounds and a large percentage of migrants, predominantly aged between 30 and 50. The organisation also provides training of trainers, specialised training for teachers and trainers in various areas such as adult training and primary and secondary school teachers for professionals aged over than 30 years.

Erasmus+ project(s) 1 KA122-ADU

Problem statement

The organisation intended to increase the quality of the training provided, promote sustainable, social and inclusive development through training; achieve a European dimension in training by creating collaborations with other European organisations. At the trainers' level, the organisation intended to increase the application of new didactic and pedagogical methodologies and continue to increase knowledge about environmental and social innovation to improve the quality of training. The most important challenges faced are the continuous upgrade of its trainers, in the development of new teaching methodologies and new knowledge on environmental, social and inclusive issues; strengthening the European dimension. Consolidate and create new alliances with European partners to create a European network in adult learning; Become a reference in adult training for sustainable, social and solidary development, especially in raising awareness to environmental issues, such as climate change.

Objective

Strengthen the capacity of trainers in sustainability and climate change, developing new training methodologies; Expand professional networks and strengthen the European dimension. Increase opportunities for trainers in the acquisition of skills and abilities in relation to new content and new experiences. Consolidate European mobilities.

Change processes

Raised awareness for climate issues through training.

Activities

Courses and Training – three participants - aims to increase the opportunities of trainers through experience that will improve transversal skills, topics of environmental sustainability and climate change and Erasmus+ knowledge of programmes. It will have a main theoretical part and a practical part. Provide an opportunity for participants, as trainers, to have this kind of experience and increase their knowledge about European mobility. Participants interacted with colleagues of other nationalities, creating a feeling and awareness for European citizenship, as well as for social inclusion and environmental responsibility, as these principles were present throughout the project.

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network of international partners, increased international visibility.
- **Staff –** increased knowledge on climate change and European matrix on the subject; improved project management skills; increased knowledge of Erasmus+ grants opportunities; increased network on Climate change and education; increased awareness for diversity and cultural differences; increased motivation to contribute to the goals of the organisation.

Methods

Two interviews – 1 manager, 1 adult educator (participant).

Documents consultation (application form, participants final reports). Project website.

Case study 14 (CS14)

About the organisation

NGO, an "advisor" to national and regional political decision-makers and institutions with responsibility in the field of adult education and training, contributing to professionals in this field, trainers and technicians of Adults Education and Training (EFA – Educação e Formação de Adultos) and *Qualifica* Centers as a reference beacon for valuing Adult Education, promoting equality, combating asymmetries and illiteracy, developing training of trainers. It develops a set of initiatives (lectures, seminars, workshops, webinars), to encourage the development of skills related to non-formal education / lifelong learning. The organisation has been implementing the project "Paths of Citizenship, Solidarity Literacy and Literacies", in territories with differentiated demographic density, with the aim of combating low level of literacies (reading, writing, numeracy, digital). In this project, the organisation works with adults with low literacy (in terms of reading, writing, numeracy, digital), from disadvantaged areas and social strata who did not have the opportunity to attend regular school. In the remaining initiatives, the target audience is all those who, in some way, are involved in Adult Education, and all those who, not being directly involved in AE, participate in these activities (often out of curiosity), enabling an awareness of the different contexts of skills acquisition, which allows creating an incentive for their (re)integration in Education and Training paths.

Erasmus+ project(s): 1-KA121-ADU

Problem statement

Adult education is an area of challenges. Considering the context of globalisation and the rapid evolution of knowledge and skills, it is essential that citizens adapt promptly to these changes, however the adult population is not always prepared for such challenges and lifelong learning plays a fundamental role here. The adult population is called upon to act immediately to the challenges of a society in constant change. In this sense, to provide EFA actors with excellent training that allows them to be prepared for a society in constant change but also to allow them to act as multipliers of this awareness and preparation of all adult learners for change, it is essential to develop and improve knowledge in a set of transversal areas, as they should become part of the "basic training" and all citizens should master. Thus, priority is given to Digital skills: Allowing participants to improve their knowledge in this area, namely with regard to distance training tools.

Objective

Develop digital skills in adult educators, from the user's perspective, in the scope of distance learning. To sensitise adult educators to the concept of Circular Economy and to empower them to promote a change in behaviours and the adoption of sustainable practices. To train adult educators on environmental problems, providing them with knowledge and training methodologies for environmental protection. Develop communicative skills in foreign language(s)

Change processes

Raised awareness on circular economy and development of training tools focusing this topic.

Activities

Group mobility of adult learners – 8 participants

Job-shadowing – 7 participants

Courses and training – 8 participants

Invited experts – 1

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** increased network of international partners, increased international visibility.
- **Staff –** development of skills in applying artificial intelligence and gamification to content creation; knowledge of innovative methods to improve teaching of people with literacy problems, holistic approaches to adult learning, emotional literacy and mindfulness, inclusion, intercultural education, and community engagement; development of intercultural competencies and communication; strengthened commitment to European values, intercultural dialogue, and inclusive adult education, improvement of digital competences; improvement of language competencies.
- **Learners –** development of language and digital competencies, social and mobility competencies, increased confidence and self-esteem, raised awareness for environmental issues.

- **Lessons learned**

Exchanges between organisations and people from different countries, through various forms, promote broader training and knowledge.

Methods

Nine interviews – 3 manager, 3 adult educator (participants), 3 learners

Documents consultation (application form, participants final reports, final report). Project website.

Case study 15 (CS15)

About the organisation

Regional public body, a peripheral service of the direct administration of the State (currently under the direction of the Ministry of Territorial Cohesion, in accordance with the Organic Law of the XXI Constitutional Government), endowed with administrative and financial autonomy, with competences in the areas of coordination and articulation of the various sectoral policies of regional scope, implementation of environmental policies and spatial planning and cities, technical support to local authorities and their associations and management of European fund programmes. It is in this area that the organisation ensures full functioning of the Regional Dynamics Monitoring Body, which aims to monitor the implementation and regional effects of public policies and the respective implementation instruments in the context of economic, social and territorial development. In 2021, it became a partner of the new consortium that emerged within the Central Region, also already recognised as a European Reference Centre. With the collaboration of the consortia, the organisation has already organised five editions of an award, whose main objective is to increase the dissemination and recognition of projects and initiatives that promote this area in the region. More than 700 initiatives have already been registered on the dedicated website. The organisation has also developed three editions of the Entrepreneur Initiative 50+ in the Central Region.

Erasmus+ project(s): 1 KA122-ADU

Problem statement

The organisation already has the competence to coordinate and articulate the various sectoral policies at the regional level. One of the biggest challenges facing the region is demographic, with a markedly aging and rapidly aging population. According to the Portuguese National Statistics Institute projections, the regional ageing index will continue to increase in the coming decades, and it is estimated that it will reach the mark of 367 elderly people for every 100 young people in 2050. Along with the ageing of the population, there is also an increase in its longevity, with the respective longevity index increasing successively, being, in 2021, 48.7 in Portugal and 51.2 in the Central Region (about half of the population aged 65 and over is already over 75 years old). The natural population growth rate in the region is negative (-0.65%), with the crude mortality rate higher than the birth rate, and without compensation for the migratory movement. In this context, the Central Region is facing a triple demographic challenge, with a rapidly aging population in need of social and health care, with difficulties in rejuvenating the resident population (synthetic fertility rate of 1.25 children per woman) and with difficulties in attracting and retaining the (im)migrant population, particularly qualified. According to a recent report by the European Commission, this regional reality is common with other European regions, with rural populations strongly marked by ageing in two ways: a natural decrease in the population combined with the departure of young people to urban areas. Demography highlights the very differentiated development model between coastal and inland, rural and urban territories, with the entire Central region being challenged globally by population decrease, the difficulty in rejuvenating the resident population and the need to guarantee quality of life and well-being to an increasingly aging population. In addition, there is another challenge that needs to be brought to the public discussion: prejudice and discrimination based on age, a phenomenon known as 'ageism'. In this context, it

is crucial for this organisation to know other realities of regions that face the same challenges but already develop innovative and effective responses, internationally recognised, either by the World Health Organisation or by the European Commission. Specifically, this organisation intended to know the regional and local strategies and action plans in active and healthy ageing in the regions identified in this project, and the associated integrated governance models.

Objective

To train a group of adults with different profiles and responsibilities for the planning, implementation and monitoring of regional instruments to promote active and healthy aging; Strengthening European cooperation between regions in the field of promoting active and healthy ageing through new partnerships and the hosting of experts in key areas for the region.

Change processes

Strengthen the capacity of staff to address senior citizen issues and promote active ageing and participation.

Activities

Job-shadowing – 17 participants - Participants were in contact with entities acting at regional, supra-municipal and municipal levels to learn about their planning instruments (strategies and action plans), integrated governance models used, policy measures implemented, monitoring and evaluation instruments created. The host entity par excellence acts at the regional level, but it is intended to interact with other stakeholders, public and private, to better understand the regional dynamics associated with an area of work as transversal as aging. The job-shadowing missions allowed learning about these areas of public policy in two Spanish regions and to learn about local and regional strategies, and multilevel articulation (at the various levels of public organisation) and multisectoral (between the various entities of the public and private sector) for the definition and implementation of public policy to promote active and healthy aging.

Invited experts – three experts – Aligned with follow-up activities in the workplace in the two Spanish regions, an expert in each of the regions was invited to come to the organisation to learn about some of the practices in their area of expertise and to be simultaneously identified with an area in which the region has a deficit, by holding a seminar for the organisation's participants and other stakeholders (consortia, entities that promote active and healthy aging practices) in the subject. In addition, an expert from Ireland was also invited.

Courses and training – four participants - In a context of high-level leaders, this mission allowed training in the silver economy - challenges posed by aging (health, social, service delivery, infrastructure, social benefits, labour market, public spaces, production and knowledge and innovation, intergenerational solidarity, etc.).

Benefits/ impact of Erasmus+ at organisation, staff, learners level and wide environment

- **Organisation –** Improvement of internal procedures and practices and increased focus in the operationalisation of projects in active and healthy aging, and in strategic planning and diagnosis in the areas of execution, monitoring and representativeness; implementation of new projects; improvement of the articulation with the various levels of governance; increased knowledge sharing with local and regional actors, from the public

and private sector; increased articulation with regional stakeholders, namely municipalities, intermunicipal communities and national government bodies; increase of formal and informal networks.

- **Staff –** strengthening of skills in the theme of active and healthy aging, especially in the areas of planning, governance and public policy on active and healthy aging, care for aging at home, scientific research and knowledge production, innovation, mental illnesses in old age, strategies for the integration of older people, participation and combating loneliness and home care projects; increased knowledge in financing instruments available for the promotion of active and healthy aging; improvement of the execution of projects and practices underway in the institution and in the articulation with the community, and more sustained definition of future projects.

Methods

Four interviews – 2 manager, 2 adult educators (participants).

Documents consultation (application form, participants final reports). Project website.

Non participant organisations cases

Case study 16 (CS16)

About the organisation

A project that is developed by a non-profit association, which promotes the organisation in Portugal. Currently, there are three centres operating in Portugal. It is sponsored by a group of funders. They are supported by the City Council in one of the cities and some local companies and national foundations. This sponsorship that later allowed to open other centres.

It is an international programme, created in Armenia 15 years ago, sponsored by millionaire philanthropists who wanted to give back to the country what they have received during their education, and the support that was given to them during and for their training. These stakeholders created their own programme and pedagogical model, a space in Yerevan with the capacity to receive up to 15 thousand students per week and with the aim of creating transformative learning experiences for all types of students and reach all students, aged 12 to 18. All activities are free.

Currently, there are five centres operating in Armenia and around 20 internationally: Los Angeles, Buenos Aires, Amsterdam, and there are several in France, Germany, Portugal, and a new centre in Bilbao is expected to open in a few months. The project has had a solid growth, and in Armenia reaches 70 or 80% of young people aged between 12 and 18, during extracurricular hours, who attend the centres four hours a week.

Currently, they serve more than 3000 students within the three centres. The eight training areas cover the intersection of technology and creativity. In the next school year, these eight areas will be expanded to 10. They provide robotics, game development, graphic design, music, programming, photography and filmmaking, Gen AI, 3D Modelling.

Obstacles

Lack of support of the National Agency.

Case study 17 (CS17)

About the organisation

Local Development Association, historically associated with the Leader Programme, and they manage a financial budget at national level. This financial envelope is an intervention, it is a measure currently inserted within an operational programme. The organisation has a public perspective, regarding the demand for regionalised management of the funds, but also a very close approach to regional organisations, a partnership set up.

Over the years, this organisation necessarily had to evolve, because, in practice, the programme itself, which is a local development intervention programme, opens these organisations to a multiplicity of other territorial approaches related to demand, dynamics, the associative network associative fabric, the business community, the regional public dynamics, all of which pulls these entities and a very broad and very eclectic intervention in the territory by the organisation. In practice, these organisations become multisectoral and not so limited to a single programme.

The organisation has a Europe Direct Information Centre department, which also has a programme contract with the representation of the European Commission in Portugal and with which they have been working for many years, with an allocated team just for the information centre. In addition to the Leader, there is another parallel structure, an area of social intervention working locally, at the municipal level, to dynamise the municipal social network. As such, this organisation supports the elderly, young people, in schools, entrepreneurship, training, and it is linked to a generation of programmes that has existed for more than 10 years, which is local social development contracts, an area connected with the European Social Fund.

The organisation also works with entrepreneurship linked to the associations network and the business network, where a set of projects is developed. Currently the focus is on food and regional food security: the organisation dynamises markets and short circuits and promotes the Mediterranean diet. They have started with local products and then evolved to a balanced diet and are currently constituting a regional council for food, which will be the first in the country.

Within the Leader Programme, the organisation has always had an area of international cooperation and have always had international cooperation projects with several countries in very different areas. Currently, the focus is in long-term initiatives associated to regional identity in the centre region of Portugal. The organisation has also developed an approach to slow tourism, centred on European creative, under the theme of Napoleon invasions.

Cooperation with Erasmus+

The organisation has been collaborating with the programme by disseminating it through the Information Centre. As such, the organisation is aware of the Erasmus+ programme, and has received Erasmus+ students in a mobility, who painted a mural on the history of the European Union.

Obstacles

The organisation has never considered applying for KA1 or KA2, because they never felt the need to do so and because the requirement for organisational co-financing.

One of the obstacles hampering participation is the lack of clear and accessible communication, which does not allow a clear understanding of a given call, and it is necessary to read many documents to understand.

The interviewee considers that the communication must be more impactful to be more attractive, as normally it is quite standardised. The Information is levelled, meaning that although it is there, everything is communicated in a similar fashion, a great event, a small event, everything is communicated the same way, and this is not considered captivating.

Additionally, the interviewee considers that Erasmus+ typologies are not clearly explained because all communications are made at the same time, generically.

Considerations for future participations

In generic terms, the interviewee considers that older staff may resist to participate due lack of time, as they have complex agendas, family affairs and further constraints. As for younger staff, participation could be easier. As the workflow is variable, there could be times when the participation could be enhanced.

The interviewee considers mobilities as a great opportunity to provide staff with new experiences of job shadowing and a change in working environment.

Case study 18 (CS18)

About the organisation

NGO, professional and scientific association, whose purpose is to promote the use of telematic media in educational environments. The Association has a national scope and aims to ensure the work in Educational Telematics, investing in the components of research, action, training and development of activities and projects that integrate computers and the Internet. It aims to maintain the interconnection between schools, initiated within the scope of Minerva[23], through direct and indirect monitoring of teachers of Basic and Secondary Education, always from an educational perspective. Its action has been relevant in supporting the planning and elaboration of projects and their monitoring, and in supporting punctual and sporadic activities, involving training and evaluation processes. For the consolidation and growth of the organisation activity and to contribute to the growing involvement of schools and their actors in the Information and Knowledge Society, It has as objectives: a) To contribute to a better and more equitable School within the framework of the Information and Knowledge Society; b) To promote the educational use of the Internet in its various dimensions, associating it with the dimension of training and, consequently, that of research; c) Create a community of teachers who use the Internet to debate, share, exchange experiences and solve problems of a diverse nature, in the context of personal and professional development, as a contribution to the construction of communities of practice that promote innovation in Schools; d) Promote initiatives that foster debate and reflection on the use of Information and Communication Technologies; e) Provide training to teachers in the use of Educational Telematics; f) Collaborate with local, regional, national and international partners in initiatives and projects that aim to generalise the use of Information and Communication Technologies in an educational context; g) Provide a set of activities to support the development of the online curriculum.

Its members are citizens interested in educational and civic intervention through educational telematics, enhancing all its dimensions, people who are developing work and/or research in this area or who are interested in doing so, from a perspective of personal and collective development. Through the dynamics of support and mutual help created among members, they can benefit from or provide support to projects. The services offered include, among others, the WWW space for the publication of educational projects, the e-mail address, access to privileged information. Its associates and collaborators are teachers and researchers from all levels and sectors of education, with the most diverse qualifications and with a high quality academic and professional curriculum.

Obstacles

The obstacles for participation are grounded in the limited capacity of the human resources. The organisation has tried twice, but the working demands hamper the effective conclusion of an application. Another reason highlighted is due to the involvement of the organisation in a project at national level, with a considerable dimension, very demanding and time consuming, thus leaving no time or resources to participate in other calls. The interviewee states that at this point, the participation in an Erasmus+ project has been thought and analysed but the current situation of instability due to changes and fusions in public departments of Education does not allow the participation.

Considerations for future participations

Future participation in Erasmus+ is considered an added value for teachers to acquire knowledge of other countries' activities in terms of curricular development.

The Ministry of Education should promote the initiative in schools and to provide financial support to associations to hire more staff to develop more activities within training and dedicate time to develop projects.

[23] Minerva Project was a pioneer programme from the Portuguese Ministry of Education, which introduced TIC in the primary and secondary schools between 1985 and 1994

Case study 19 (CS19)

About the organisation

NGO, an IPSS, founded in 1992. In 2007, this organisation, an IPSS association and an NGO for disability, with a regional scope was founded. Over 34 years, the NGO has developed as an integrated project, an ecosystem where the horse acts as a mediator of human development, such as through the training of practitioners of the general riding course, through the training of athletes in the sports area. The organisation provides training, sports training and technical-professional training. It also works in the health area, in terms of horseback riding for therapeutic purposes. It also develops leisure activities, namely through holiday programmes, equestrian rides, etc. Some activities are provision of services and constitute sources of revenue, as the organisation has no support from the State, it works as a company, and needs to create sustainability through creativity, namely water recycling, use of solar panels, use of solar lamps, LED lighting, making boxes with recycled materials from urban waste, developing sustainability at environmental and financial levels. Currently, the organisation is an ecosystem developed around a differentiating element that is the horse, which acts as a partner in human development in its various aspects.

Obstacles

The interviewee is aware of the Erasmus+ opportunities for students, and the organisation has hosted some activities in the context of mobilities. However, was unaware that there were opportunities within adult education. Considering the participation, one of the obstacles is limited human resources to ensure the implementation of the project and to participate in mobilities, as it would imply that technicians had to suspend their activities, classes and therapies while in mobility.

Considerations for future participations

Future participation in Erasmus+ is considered an added value for staff and a very interesting initiative. The Portuguese National Agency should develop targeted communication on this initiative to ONG, foundations, SME.